GRADUATE COURSES OF STUDY

EDUCATION

EDUC 603. CULTURAL DIVERSITY IN EDUCATION
A study of systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. Three semester hours.

EDUC 604. SCHOOL AND SOCIETY
The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political problems that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher’s role. Prerequisite: Acceptance into the MAT graduate degree program. Three semester hours.

EDUC 607. CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS
This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional/behavior disorders. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with emotional/behavior disorders. Three semester hours.

EDUC 608. METHODS FOR TEACHING STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS
A survey of teaching techniques and research based practices for improving academic, social/emotional, and behavioral performance of students with emotional/behavior disorders including social skills training. Three semester hours.

EDUC 620. ADVANCED EDUCATIONAL PSYCHOLOGY
This course includes an in-depth study of educational learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational theory and the pragmatic application of the research in instructional settings. Three semester hours.

EDUC 621. EDUCATIONAL MEASUREMENT
A study of educational measurements with particular reference to such concepts as validity and reliability of various types of measurement. Three semester hours.

EDUC 622. ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER
This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors which have an impact upon each stage of development are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process. Three semester hours.

EDUC 623. METHODS AND MATERIALS OF EDUCATIONAL RESEARCH
This course provides an introduction to the major methods and techniques used in educational research. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. Three semester hours.

EDUC 625. THE LEARNER
This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. Three semester hours.

EDUC 630. COMMUNICATIONS IN TECHNOLOGY
This course will explore a synthesis of research pertinent to the educational uses of information and communications technologies. A critical examination of technology from an historical perspective, study of prevalent views and issues relative to characteristics, interdisciplinary scope, and its place in the learning environment will be emphasized. Three semester hours.
EDUC 631. TOOLS FOR DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES
This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools and online resources that enhance instruction in the classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. Three semester hours.

EDUC 632. EFFECTIVE DESIGN AND FACILITATION OF ONLINE COURSES
This course provides the opportunity to explore a variety of methods and approaches for designing online learning environments. A lab component will focus on the use of course design tools and their effectiveness in enhancing content, objectives, and learning activities. Three semester hours.

EDUC 634. INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY
This course provides an opportunity for students to explore methods for designing, implementing, and evaluating effective technological assessment tools used in online learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. Three semester hours.

EDUC 636. MANAGEMENT OF TECHNOLOGY RESOURCES
This course examines the challenges involved in planning for the use and management of technological resources including physical facilities, hardware and software. The application of best practices and criteria related to the objectives of facility usage, required resources, space allocation, costs, service and organizational requirements will be emphasized. Three semester hours.

EDUC 638. INTEGRATION OF TECHNOLOGY AND INSTRUCTION
This course will investigate American and Western European antecedents of technology in education including social and technological factors that make the advent of technology in education a major condition of culture and the philosophical basis for teaching technology education. This course will also explore the evaluation and selection of resource requirements for the integration of technologies in the classroom. Three semester hours.

EDUC 642. PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION
A study of current problems in education with particular reference to social, economic, and political factors and the impact on school activities. Three semester hours.

EDUC 643. MIDDLE SCHOOL ORGANIZATION AND CURRICULUM
This course is a study of the middle level school and its unique place in today’s public school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina curriculum standards will be made. Three semester hours.

EDUC 648. DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL
This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders. Special focus on variations related to diverse populations. Three semester hours.

EDUC 651. PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS
This course provides an overview of theories, research, and practices associated with teaching learners from linguistically and culturally diverse backgrounds. Three semester hours.

EDUC 652. SPECIAL TOPICS IN EDUCATION
Special course designed to meet individual student’s needs or to provide in-depth study on a particular topic related to educational research, practices, or technology usage. This course may be repeated for additional credit as topics change. One to three semester hours.

EDUC 653. TEACHING READING AND WRITING TO LIMITED ENGLISH PROFICIENT (LEP) LEARNERS
This course is a study of effective methods, materials and competencies for teaching reading and writing to students with limited English proficiency. Three semester hours.
EDUC 655. METHODS OF TEACHING CONTENT AREA READING AND WRITING
This course is a study of methods, materials and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the needs of elementary/middle level learners. The course includes current research conducted in exemplary elementary/middle schools. *Three semester hours.*

EDUC 656. BEHAVIOR AND CLASSROOM MANAGEMENT
The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. A focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings. *Three semester hours.*

EDUC 663. CONTENT AREA READING AND ASSESSMENT
This course contains two major components. The first involves a study of the background information and needed by secondary teachers for guiding pupils’ growth through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

EDUC 664. PRINCIPLES OF TEACHING
This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine the best knowledge of how individuals learn and to support them in planning instruction accordingly. A field experience will allow students to examine current practices in public school classrooms. Prerequisite: Acceptance into the MAT graduate degree program. *Three semester hours.*

EDUC 668. PRACTICUM IN INTELLECTUAL/MENTAL DISABILITIES
An application of diagnostic/prescriptive teaching techniques with students identified with intellectual/mental disabilities. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with mental disabilities. A minimum grade of “B” is required for successful completion of experience. *Three semester hours.*

EDUC 671. PRACTICUM IN EMOTIONAL/BEHAVIOR DISORDERS
An application of diagnostic/prescriptive teaching techniques with students identified with emotional/behavior disorders. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with emotional/behavior disorders. A minimum grade of “B” is required for successful completion of experience. *Three semester hours.*

EDUC 672. TEACHING PERSONS WITH LEARNING DISABILITIES
A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three semester hours.*

EDUC 673. PRACTICUM IN LEARNING DISABILITIES
An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three semester hours.*

EDUC 674. LINGUISTICS
This course provides an introduction to the basic concepts of linguistics and a framework for understanding educational techniques to teach English language learners and other diverse learners. Linguistic principles of language analysis: phonology, morphology, syntax, pragmatics, and semantics are discussed within the context of English and other languages. *Three semester hours.*
EDUC 676. ASSESSMENT OF DIVERSE LEARNERS, P-12
This course is designed to provide the theoretical background concerning the design and use of formative and summative assessment instruments for the P-12 student with diverse learning needs including those with disabilities and limited English proficiency. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation in the content areas. Three semester hours.

EDUC 677. CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES
This course is designed to introduce the student to the theoretical framework of special education for individuals with learning or intellectual/mental disabilities, early childhood through adolescence. Students declare a concentration area of either learning or intellectual/mental disabilities. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with either learning or intellectual/mental, disabilities. This course may be repeated for a second concentration area. Three semester hours.

EDUC 678. INTRODUCTION TO EXCEPTIONAL CHILDREN, Pre-K-12
This course is designed to introduce the student to the unique nature and needs of students with exceptionalities in school settings, including early childhood intervention through adolescence. Special emphasis is placed on special education law, etiology, diagnosis and teaching strategies for students with exceptionalities in the regular classroom. Three semester hours.

EDUC 680, 681 and/or 682. FIELD-BASED INDIVIDUALIZED ACTIVITIES
A semester-long series of learning activities individually designed by the student in consultation with the professor and the workplace. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities. This course may be repeated for additional credit.

- EDUC 680. One semester hour
- EDUC 681. Two semester hours
- EDUC 682. Three semester hours

EDUC 683. CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL/MENTAL DISABILITIES
This course is designed to introduce the student to the theoretical framework of special education for individuals with intellectual/mental disabilities, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with intellectual/mental disabilities. Three semester hours.

EDUC 685. Characteristics of Individuals with Emotional/Behavior Disorders
This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional and behavior disorders, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with emotional and behavior disorders. Three semester hours.

EDUC 694. PROFESSIONAL SEMINAR
This course is a culminating experience in the graduate program and may extend beyond one semester. A Master’s candidate will demonstrate the ability to integrate knowledge, practice, inquiry, and leadership from the perspective of a concentration area. Prerequisite: Twenty-seven (27) hours of graduate credit towards M.Ed. in Teaching and Learning. May be repeated for additional credit. Three semester hours.

(See pages 56-59 for Montessori courses)

EMERGENCY MANAGEMENT

EMGT 600. FOUNDATIONS OF EMERGENCY MANAGEMENT
This course provides an overview of disaster science and management. The course presents an historical perspective on society’s organized responses to natural and technological hazards and disasters from both a US and international perspective. The history of the Federal Emergency Management Agency (FEMA) and major international organizations dealing with both man-made and natural disasters is presented to provide students with a sense of context and knowledge of the evolution of emergency management theories and practice. Students will be exposed to past and current emergency management systems currently in use by FEMA and by countries.
responding to international disasters. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 605. PREPAREDNESS AND MITIGATION
This course focuses on phase one—preparedness and mitigation—of disasters. It presents local, regional, national and international perspectives on what efforts and technologies are available to reduce the loss of life and property by lessening the impact of disasters. Effective mitigation strategies begin with comprehensive preparedness and planning, which require accurate risk assessment. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment and cultural factors that affect emergency management plans. Students will conduct research to develop actual preparedness or mitigation plans. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 610. TECHNOLOGY FOR EMERGENCY MANAGEMENT
Technology provides major tools for effective emergency management. This course provides an overview of different technologies used in all phases of Emergency Management. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 615. RESPONSE AND RECOVERY
This course deals with response (phase two) and recovery (phase three) of emergency management. For the U.S., the National Disaster Recovery Framework is a guide that enables effective recovery support to disaster-impacted States, tribes, territorial, and local jurisdictions. This framework is developed and maintained under the Presidential Policy Directive (PPD-8), National Preparedness, which directs the Federal Emergency Management Agency (FEMA) to work with interagency partnerships to publish a recovery framework. The course also explores the legal framework for multi-national and bi-lateral agreements to render international assistance, both in the response and recovery phases. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 620. COMMUNICATIONS STRATEGIES FOR EMERGENCY MANAGEMENT
This course examines communications strategies, theories, and methods needed to convey essential information under routine conditions and throughout the phases of an emergency whether local, regional, national, or international in scope. Students will be trained in the process of developing a crisis communication plan. Both communications theory and a review of “lessons learned” from case studies are introduced along with appropriate research methodology to equip emergency managers with an insight into best practices based on recent research. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 625. LEADERSHIP FOR EMERGENCY MANAGEMENT
This course analyzes leadership models appropriate for a wide range of emergency management activities. Crisis management leaders must be able to make decisions based on limited information, with customary relations and ways of doing business altered, and the scope of responsibility substantially broadened during a crisis. Leadership for a crisis requires extraordinarily sound critical thinking skills, a large reservoir of intellectual creativity, an ability to remain calm in a chaotic environment, a keen sense of cultural sensitivity toward the many publics affected by a crisis, and other skill sets that are sometimes different from those required to be successful under normal conditions. Using the case study method and scholarly literature on theories of leadership, this course reveals some of the issues that private and public sector emergency managers may face in executing their responsibilities during local, regional, national, or international crises. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 630. BUSINESS AND ECONOMIC CONTINUITY
This course presents the challenges, strategies and lessons learned from both domestic and international emergencies whether due to natural causes or terrorism with the objective of developing an appreciation for continuity planning. The increased complexity of business and economic continuity for international environments requires the appreciation of different governmental, economic, and cultural factors that affect recovery. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 635. EMERGENCY MENTAL HEALTH Modified
This course is designed to explore the impact of disasters on a community and individuals from a mental health perspective. Students will learn to identify the range of psychological responses exhibited by disaster survivors and responders. Students will develop an understanding of the risk and protective factors for both disaster
survivors and responders. Students will learn to appreciate the impact and effects of disasters on these vulnerable populations. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 640. EMERGENCY MANAGEMENT LAW
This course surveys common legal issues, both state and federal that Emergency Managers and their staffs are likely to confront in the exercise of their duties. Students explore fundamentals of legal research and legal reasoning. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 670. HURRICANE AND WEATHER
This course equips those engaged in emergency management with professional knowledge including field-specific terminology, understanding of the causes of weather patterns and longevity of weather created disasters to be able to converse more productively with meteorologists in assessing potential issues arising before, during, and after major weather-related events. This course provides useful case studies on the impact of weather variables in decision-making issues that can have profound impact on all phases of an emergency event regardless of whether the initial incident was man-made or the result of extreme weather. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 675. NUCLEAR INCIDENT MANAGEMENT
This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for emergencies in the transportation of nuclear weaponry or caused by events designed to inflict injury with nuclear weapons will be explored. All information included in this course will be unclassified. No onsite research project will be included in order to prevent accidental exposure of classified information. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 680. CONTINUITY OF GOVERNMENT
This course explores potential challenges to the continuity of government and strategies during all phases of an emergency to protect or restore government continuity. The ability of government to respond during an emergency, whether of natural causes or intentional attempts to disrupt, has profound implications for society. Case studies of major catastrophes from both domestic and international viewpoints will be included. Prerequisite: Admission to the Emergency Management program. Three semester hours.

EMGT 685. SPECIAL TOPICS IN EMERGENCY MANAGEMENT
This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the Emergency Management department in cooperation with emergency management units. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Case studies of relevant major catastrophes from both domestic and international viewpoints will be included. Students will conduct applied research related to the specific topic of the class. Prerequisite: Admission to the Emergency Management program and EMGT 600 or permission of the instructor. Three semester hours.

EMGT 695. CAPSTONE COURSE
Working online, students will construct a self-assessment that displays their knowledge and skills, their career objectives, and their plans for future career development. This course is intended for students seeking professional advancement in emergency management, and to be taken during their last semester of the program. Prerequisite: Completion of a minimum of 27 credit hours of Emergency Management courses with a minimum 3.0 GPA. One semester hour.

MONTESSORI

MONT 610. FOUNDATIONS OF MONTESSORI ELEMENTARY EDUCATION
Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori’s theory in a unified examination of educational practices at the elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required. Three semester hours.
MONT 611.MONTESSEORI METHODS: ELEMENTARY (ages 6-9) MATHEMATICS
An introduction to the primary elementary Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation. Three semester hours.

MONT 612.MONTESSEORI METHODS: ELEMENTARY (ages 6-9) LANGUAGE
An introduction to the lower elementary Montessori language curriculum. Topics include assisting the child’s oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum. Three semester hours.

MONT 613.INTEGRATED SOCIAL STUDIES AND SCIENCES
An overview of the Five Great Lessons presented in a 6-9 elementary I Montessori classroom, which help form the social studies curriculum, plus the earth and physical sciences frameworks for learning. Topics introduced include: the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical, cultural and economic geography. The introduction of physical science topics and earth science topics addressing the formation of the earth and the works of air and water will also be covered. Three semester hours.

MONT 614.MONTESSEORI METHODS: ELEMENTARY (ages 6-9) BIOLOGICAL AND PHYSICAL SCIENCE
An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered. Three semester hours.

MONT 615.MONTESSEORI METHODS: ELEMENTARY GEOMETRY
A study of the Montessori geometry curriculum for the elementary classroom. Topics include: measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence, area and volume. Three semester hours.

MONT 616.MONTESSEORI METHODS: ELEMENTARY CREATIVE ARTS, MOVEMENT AND PRACTICAL LIFE
This class will emphasize the integration of the arts and practical life skills into the everyday life of the elementary classroom. Students will explore various art media, craft techniques and music and movement activities. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum. Three semester hours.

MONT 617.PRACTICUM I
This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. Three semester hours.

MONT 618.PRACTICUM II
This class is a continuation of Practicum I. It meets for two weekend seminars during the spring semester of the practicum phase. Prerequisite: “B” or better in MONT 617: Practicum I. Three semester hours.

MONT 619.MONTESSEORI METHODS: UPPER ELEMENTARY (AGES 9-12) LANGUAGE II
This course is an introduction to the elementary II (9-12) Montessori language curriculum. Topics include understanding and supporting the developing reader and writer, children’s research, spelling and word study, grammar and sentence analysis. Three semester hours.

MONT 620.MONTESSEORI METHODS: UPPER ELEMENTARY (AGES 9-12) MATHEMATICS II
This course begins with a review of the four basic operations, with an emphasis on the hierarchical value of numbers. Topics include fractions and operations, decimals and operations, measurement, binomial and trinomial squared and cubed, the deconstruction of a cube into its parts, powers and integers, exponents, signed numbers, simple algebra with signed numbers, word problems for principle, interest, and rate, ratio, and proportion. Three semester hours.
MONT 621. MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) INTEGRATED SCIENCE AND SOCIAL STUDIES II
This course will present the social studies, history, geography, basic physical science and earth sciences from the Montessori perspective of the Great Lessons framework. This course is a continuation of the topics covered in MONT 613, expanding on the lessons for the formation of the universe, the study of the earth’s geological formation, the beginnings of biology and the study of history and human progress. Additional topics include the migration of peoples and ideals, the study of civilization, nations and state and the interrelationship of technology. The Montessori lessons on The Work of Wind and The Work of Water will be expanded. There will be an increased emphasis on collaborative, project based learning and opportunities for independent writing, and student research. This course is web enhanced. Three semester hours.

MONT 622. MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) BIOLOGICAL AND PHYSICAL SCIENCE II
This course is a continuation of those topics introduced in MONT 614. Building on the Great Lessons framework, it will include a comparative study of all life forms and the universal rules which govern living and non-living matter. Content includes strategies for the development of scientific inquiry skills, student writing and the integration of science content across the curriculum. Three semester hours.

MONT 652. SPECIAL TOPICS IN MONTESSORI
This course is designed for a specific group of professional personnel with common concerns. Selected challenges in Montessori education will be identified, studied and resolved, at times, in consultation with other education agencies. Permission of instructor required. One to three semester hours.

MONT 683. MONTESSORI METHODS: PRACTICAL LIFE
The exercises of Practical Life form the child’s foundation. Topics include how to prepare the exercise of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child’s development of independence that occurs from using the exercises. A gradual level research component will be required. Prerequisite: Permission of the instructor. Three semester hours.

MONT 684. MONTESSORI METHODS: SENSORIAL
Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas - size, color, form, touch, sound, smell and taste. Teachers will also learn to observe each child’s development of classification and seriation, and to use the instructional strategy of the 3 Period Lesson. A graduate level research component will be required. Prerequisite: Permission of the instructor. Three semester hours.

MONT 685. MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY AND ADMINISTRATION/PARENT EDUCATION
Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. A graduate level research component will be required. Prerequisite: Permission of instructor. Three semester hours.

MONT 686. METHODS OF OBSERVATION AND CLASSROOM LEADERSHIP
This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teacher with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication and problem solving. A graduate level research component will be required. Prerequisite: Permission of instructor. Three semester hours.
MONT 687. MONTESSORI METHODS: LANGUAGE
Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning handwriting, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children’s early literacy development. A graduate level research component will be required. Prerequisite: Permission of instructor. Three semester hours.

MONT 688. MONTESSORI METHODS: MATHEMATICS
This course begins with the philosophy of the “mathematical mind”. Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child’s progress toward abstracting mathematical concepts. A graduate level research component will be required. Prerequisite: Permission of instructor. Three semester hours.

MONT 693. MONTESSORI METHODS; INTEGRATED CURRICULUM
The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori’s “Cosmic Curriculum,” a holistic approach to natural science, multicultural studies and artistic expression. Three semester hours.

(See pages 51-54 for Education courses)

NURSING

NUR 600. THEORY AND CONCEPTUAL FOUNDATION
Introduction to the theoretical foundations of nursing and leadership. Orientation to and conceptual analysis of the Clinical Nurse Leader role. Explores issues of professional values, patient and population advocacy, and ethical codes. Prerequisite: Admission to the Clinical Nurse Leader program. Three semester hours.

NUR 611. ADVANCED CLINICAL ASSESSMENT
Nursing theory and practice associated with various modalities for clinical assessment of individuals, families, communities, and groups. Enhances knowledge and clinical experience in advanced assessment of diverse clients across the life span within the context of the Clinical Nurse Leader role. Includes utilization of information systems technology for exploring health care outcomes, application of the nursing process through various technologies, therapeutic communication with diverse clients/groups, and patient education. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. Three semester hours (2,1).

NUR 612. ADVANCED PHARMACOLOGY
Overview of the principles of pharmacological and non-pharmacological therapies with an emphasis on therapeutic uses of broad categories of drugs. Explores variations in management of pharmacologic and non-pharmacologic treatment modalities with diverse patient populations across the lifespan. Includes analysis of legal, ethical, policy, and cultural issues pertinent to the use of various pharmacologic and non-pharmacologic therapies. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. Three semester hours.

NUR 613. ADVANCED PATHOPHYSIOLOGY
Exploration of pathologic mechanisms of disease across the lifespan, incorporating concepts of advanced clinical assessment and management of common, episodic and chronic conditions. Emphasis on chronicity and sequelae of various illnesses. Prerequisites: “B” or better in NUR 600, NUR 611, and NUR 612 or permission of the instructor. Three semester hours.

NUR 620. HEALTHCARE STRUCTURE AND FINANCE
Overview of the structure of U.S. healthcare systems and organizations, including legal and regulatory issues that impact the healthcare industry. Explores the principles of healthcare finance and economics, including reimbursement structures, resource allocation, and socioeconomic considerations. Incorporates the role of informatics and technology utilization in healthcare. Prerequisites: “B” or better in NUR 600, NUR 611, and NUR 612. Three semester hours
NUR 630. HEALTH PROMOTION AND DISEASE PREVENTION
Examination of the concepts of health promotion and disease prevention through risk assessment/reduction, including focus on health disparities. Incorporates health education and counseling, including issues of health literacy, as well as plan of care development for individuals, families, communities, and groups. Prerequisites: “B” or better in NUR 613 and NUR 620. Three semester hours.

NUR 635. CLINICAL NURSE LEADER PRACTICUM I
Nursing theory and practice regarding quality management, risk reduction and analysis, and patient safety concepts. Explores identification of clinical and cost outcomes that improve safety, effectiveness, quality and client-centered care. Prerequisites: “B” or better in NUR 613 and NUR 620. Three semester hours (2,1).

NUR 640. MANAGEMENT OF CLINICAL OUTCOMES
Use of the nursing process to plan and coordinate care of diverse patients across the lifespan with various acute and chronic conditions. Incorporates study of measurement of client outcomes, including epidemiology and biostatistics. Emphasis on strategies for managing care and assessing client outcomes using evidence-based practice guidelines within the context of the Clinical Nurse Leader role. Prerequisites: “B” or better in NUR 630 and 635. Three semester hours.

NUR 645. CLINICAL NURSE LEADER PRACTICUM II
Nursing theory and practice regarding management of the care environment. Emphasizes interdisciplinary care and team coordination, including group processes, delegation/supervision, and conflict management. Prerequisites: “B” or better in NUR 630 and NUR 635. Three semester hours (2,1).

NUR 651. RESEARCH FOR EVIDENCE-BASED PRACTICE
Exploration of the use of current research and practice guidelines for clinical decision making, including problem identification and outcomes measurement. Incorporates critical appraisal processes to determine best practices for improving patient safety, care quality, and health outcomes through integration and dissemination of new knowledge. Graduates will be prepared to provide leadership for designing, implementing and evaluating quality improvement projects and safety initiatives to guide practice and improve outcomes. Prerequisites: “B” or better in NUR 640 and NUR 645. Three semester hours.

NUR 660. LEADERSHIP IN HEALTHCARE
Exploration of the theoretical and practical bases of leadership in healthcare, including concepts regarding patient advocacy and lateral integration of care. Examines decision-making and change processes within the context of the healthcare environment. Prerequisites: “B” or better in NUR 630 and NUR 635. Three semester hours.

NUR 675. CLINICAL NURSE LEADER IMMERSION PRACTICUM III
Nursing theory and practice within the context of the Clinical Nurse Leader role. Incorporates analysis of selected patient and healthcare system issues and the development of action plans for patient care and organizational change. Synthesizes application of theoretical and practical concepts of the Clinical Nurse Leader role. Prerequisites: “B” or better in NUR 651 and NUR 660. Six semester hours (2,4).

PEES 602. PRINCIPLES OF STRENGTH AND CONDITIONING
Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisites: PEES 144 and PEES 311, or equivalent courses to PEES 144 and PEES 311, or approval by instructor. Three semester hours.

PEES 605. SUPERVISION AND ASSESSMENT IN PHYSICAL EDUCATION
Theory and practice of supervision of clinical practice in physical education. This course will provide the student with the basic knowledge and skills necessary to assess K-12 student performance in physical education. Emphasis is given to the analysis of skills through the selection and/or development of alternative assessments. Three semester hours.

PEES 618. STUDY OF THE TEACHING OF PHYSICAL EDUCATION
Study of the analysis of teaching applied to the development of effective teaching/coaching skills in physical education and/or other sport related settings. Three semester hours.
PEES 624. SPORT PSYCHOLOGY
An analysis of the psychological factors involved in sport and physical activity with emphasis on performance enhancement. Three semester hours.

PEES 626. ADVANCED MOTOR DEVELOPMENT AND MOTOR LEARNING
A study of sequential changes and characteristics of physical growth, motor development, and motor learning across the lifespan relative to physical activity. An examination of factors associated with individual differences in acquiring and learning motor skills during childhood, adolescence, and adulthood. Emphasis is given to current theoretical frameworks (i.e., dynamical systems and information processing) as they are applied to the instruction and evaluation of motor skills. Three semester hours.

PEES 628. CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION
Principles of physical education based upon physiology, psychology, and sociology; curriculum-making procedures; plans and regulations for the conduct of the curriculum in physical education; criteria for the evaluation and selection of activities; evaluation, measurement, and grading procedures; and the formulation of a curriculum outline for K-12 educational settings. Three semester hours.

PEES 652. SPECIAL TOPICS IN EXERCISE AND SPORT STUDIES
This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Department in cooperation with other educational agencies. This course may be repeated for additional credit as topics change. Three semester hours.

RECERTIFICATION

These 600-level courses do not apply toward an advanced degree (recertification only).

BIOLOGY

BIOL 601. TOPICS IN BIOLOGY FOR TEACHERS
A study of selected biological topics designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. The course is open to all teachers but is especially intended for grades 4-10. The topic selected for consideration will vary and will be announced in the current Lander University Class Schedule. Participants will learn current concepts and use laboratory/field methods pertinent to the topic. One to four semester hours credit consisting of lecture and laboratory as appropriate. May be taken for additional credit as topic changes. Prerequisites: BS/BA degree or permission of Instructor. One to three semester hours.

BIOL 610. DEVELOPMENTAL GENETICS: A JOURNEY FROM CONCEPTION THROUGH ADULTHOOD
This course examines developmental processes from the perspectives of embryology, molecular biology and human genetics. Emphasis will be placed on organ system development, related abnormalities and their interactions through different life stages: prenatal, infancy, childhood and adulthood. This course provides a defined focus on developmental processes. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Three semester hours.

BIOL 612. SPECIAL TOPICS IN GENETICS
An examination of topics in genetics likely to be important to individuals with undergraduate training in the biological and physical sciences, including secondary school teachers, laboratory personnel, and practicing medical clinicians. Specific topics may include an examination of contemporary knowledge in genetics including human genetics, molecular genetics, the Human Genome Project, genetic basis of disease and cancer, genetic screening, prenatal diagnoses, etc. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Three semester hours.

BIOL 614. CONTEMPORARY TOPICS IN GENETICS-A HANDS-ON APPROACH
An examination of current topics in the field of human and medical genetics. Genetic professionals will provide accurate analyses of these topics and serve to clarify much of the public media’s information. Emphasis will focus on known results of the Human genome Project (HGP) and how these results are and will be used in healthcare. This course includes didactic instruction but primary emphasis is on break-out sessions, allowing for small group
interactions and hands-on activities appropriate for classroom use. Prerequisites: BS/BA in Biology or Chemistry, or permission of the instructor. Three semester hours.

**BIOL 618. BIOTECHNOLOGY, BIOINFORMATICS, AND BIOETHICS IN HUMAN GENETICS**
This course focuses on three key areas of 21st century science education: biotechnology, bioinformatics, and bioethics. The course is designed to introduce students to each of these areas through didactic instruction, the use of clinical case studies, laboratory, and computer activities. Lab work includes techniques and analysis of results in cytogenetics, molecular and biochemical genetics. Computer activities include the use of NCBI databases, UCSC Genome Browser, and Protein Data Bank. Ethical, legal, and social implications are woven throughout the clinical cases and provide the basis for group discussions. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Biology 612 is recommended. Three semester hours.

**CHEMISTRY**

**CHPD 501. TOPICS IN CHEMISTRY FOR TEACHERS**
Covers a selected chemical topic designed to provide recertification credit for elementary and secondary school teachers with minimal science backgrounds. Open to all teachers; especially intended for grades 4-12. The topic is announced in the Class Schedule. Participants learn concepts and use laboratory/field methods pertinent to the topic. One to three semester hours credit consisting of lecture and laboratory as appropriate. May be repeated with different topics.

**EDUCATION**

**EDPD 552. SPECIAL TOPICS IN EDUCATION**
Identified topics in education available for a specific group of professional personnel with common concerns. Three semester hours.

**FRENCH**

**FRPD 510. MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES**
A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor’s degree. Three semester hours.

**FRPD 590. PRACTICUM IN FRENCH COMMUNICATION AND CULTURE**
In the context of a total immersion situation, teachers of French promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning activities. Prerequisite: Bachelor’s degree. Three semester hours.

**HISTORY**

**HIPD 552. SPECIAL TOPICS FOR TEACHERS OF HISTORY**
A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific titles under the “Special Topics” label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor’s degree in education from a regionally accredited college or university. Three semester hours.

**MATHEMATICS**

**MAPD 552. SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS**
A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific course titles under the “Special Topics” label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor’s degree in Education from a regionally accredited college/university. Three semester hours.
PHYSICAL EDUCATION

PEPD 570. SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES
This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Division in cooperation with other educational agencies. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Prerequisite: Bachelor’s degree or permission of the instructor. *Three semester hours.*

SPANISH

SPPD 510. MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES
A study of organized activities which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor’s degree. *Three semester hours.*

SPPD 590. PRACTICUM IN SPANISH COMMUNICATION AND CULTURE
In the context of a total immersion situation, teachers of Spanish promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning experiences. Requires 20 hours of pre-workshop preparation and a comprehensive evaluation at conclusion of program. Prerequisite: Bachelor’s degree. *Three semester hours.*

THEATRE

THPD 571. MUSICAL THEATRE (SUMMER)
Explore the music and style of production of musical theatre plays. Students will learn choreographic styles, scoring, and approaches to production that will enable them to more easily produce musicals within their limitations of budget, space, and other resources. Prerequisite: Bachelor’s degree. *Four semester hours.*