The College of Education prepares teachers counselors, administrators and other service personnel for positions in public education in Wyoming, throughout the nation, and the world. The teacher education program incorporates content area courses from the various colleges on campus with experiences in educational methodology. Programs are designed to provide students with a maximum amount of experience in the classroom.

Graduates of the College of Education are prepared to deal with youth growing up in a rapidly changing world. Programs are experiential, collaborative, outcomes based, and technologically supported. Emphasis is placed on professional ethics, a commitment to lifelong learning, and respect for all individuals in our culturally diverse society.

Programs of Study
Undergraduate Degrees
Bachelor of Science
- Agricultural education
- Technical education (UW/CC only)

Bachelor of Arts
- Elementary education
- Secondary education

Graduate Degrees
- Master of Science
- Master of Arts
- Doctor of Philosophy
- Doctor of Education

Accreditation
The College of Education, a member of the American Association of Colleges of Teacher Education, is accredited by the National Council for Accreditation of Teacher Education. The Wyoming Professional Teaching Standards Board and the North Central Association of Colleges and Schools approve the college as an accredited teacher-preparing institution.

Organization of the College
The College of Education includes undergraduate teacher education and graduate studies in education. Departments offering undergraduate and graduate programs in the college include Professional Studies, Educational Studies, Elementary/Early Childhood Education, Secondary Education, and Special Education.

Undergraduate and graduate education are supported by several units. The Office of Teacher Education, McWhinnie Hall room 100, coordinates activities dealing with undergraduate academic advising, field experiences, and certification.

The College of Education, College of Arts and Sciences, Wyoming community colleges, many Wyoming districts, and the State Department of Education are part of the Wyoming School-University Partnership, which grounds collaborative efforts across the state related to K-12 preservice and inservice education.

The Laboratory School, an Albany County School District entity, serves the college, the university, the school district, and the state as an educational center for research, development, instructional advancement, and inservice education. The school enrolls students in pre-school through ninth grade.

Computer laboratories in the college feature a wide range of capabilities including Internet access. The laboratory equipment is frequently updated to serve the needs of students, faculty and staff.

The Learning Resource Center is a branch of the university library system. Educational materials are available to serve the needs of K-12 students, university students, university faculty and public school faculty in Wyoming.

Academic Advising
Students are assigned an academic adviser who will assist in planning a program combining University Studies requirements, core content requirements, and professional education courses. Students are expected to consult with their adviser regularly. The Office of Teacher Education coordinates advising and provides students and faculty with assistance in areas related to academic advising.

Student Responsibility
College of Education students are responsible for knowing and meeting graduation requirements. Students are expected to maintain a 2.75 UW Total Institution grade point average to enter Phase II and III of the Wyoming Teacher Education Program and continue in the professional education sequence and to graduate from the teacher education program. Prior to enrolling in professional education courses, students are expected to have met the specific program and course prerequisites as listed in this publication. Students are expected to make reasonable academic progress toward completion of a degree. Professional education courses taken prior to the last 10 years will not be accepted in a degree and/or teacher certification program.

The College of Education does not accept transfer credits for Professional Education or content area courses with equivalents at UW when the grade earned was less than a C. Beginning fall 2004, students must have a minimum 2.50 UW grade point average to transfer into the College of Education from another UW college.

Courses Taken for S/U Credit
Courses taken to satisfy professional education requirements and major content requirements must be taken for a conventional grade (A-F) unless offered for S/U grading only.

Wyoming Teacher Education Program
The Wyoming Teacher Education Program consists of increasingly demanding phases of professional preparation. Competencies based on professional standards, including those mandated by the Wyoming Professional Teaching Standards Board (PTSB), are addressed developmentally. A teacher candidate graduating from this program will have mastered competencies required by the PTSB and the education profession.

Preprofessional: students concentrate on the University Studies Program requirements. EDST 2450, Human Lifespan Development, must be completed prior to moving into Phase I.

Phase I: Sophomore students are introduced to teaching and learning through EDST 2480, Diversity and the Politics of Schooling. This course includes a field experience in a public school setting.

Phase II: A junior-level experience extends student competence through EDST 3000, Teacher as Practitioner. The practicum experience is in a public school guided by practicing K-12 faculty.

Phase IIIa/b: A two-semester sequence in the final year consists of fieldwork and pedagogy course work in the first semester. The second semester consists of a 16-week, full-time classroom experience. Field experiences are completed in Partner Schools.
Partner Schools are regional Wyoming district settings with collaborative agreements for concentrated field placements. These partnerships are focused on interactive mentoring by university and K-12 faculty and emphasize applied pedagogy.

### Degree Program Curricula

The following curricula summarize the programs offered by the College of Education. All students complete the University Studies courses, some of which may be counted towards the major. Courses may count no more than twice in College of Education degree programs. Students complete major courses as well as professional education courses. Additional requirements are:

1. 2.75 UW Total Institution grade point average
2. ITEC 2360, Teaching with Technology
3. 2.50 grade point average in major courses
4. A valid Wyoming substitute teaching certificate.

Further information on each program is available in:

Office of Teacher Education
McWhinnie Hall Room 100
Dept. 3374, 1000 E. University Ave.
Laramie, WY 82071
Ph. (307) 766-2230

### Agricultural Education Curriculum

#### Professional Education Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours</th>
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<td>EDSE</td>
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### Agricultural Education with Concurrent Major in Agricultural Business

This program consists of a minimum of 124 total hours. Minimum of 2.75 cumulative GPA and minimum of 2.50 content GPA required. This major will be advised in the College of Education, with a secondary adviser in the College of Agriculture and Natural Resources. Refer to the College of Education for specific curriculum requirements.

#### Major Content

<table>
<thead>
<tr>
<th>Course Code</th>
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6 hours of upper-division AGEC course work

<table>
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<tr>
<td>EDAG</td>
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</table>

3 hours upper-division AG/EDAG elective course work

### Agricultural Education with Concurrent Major in Agricultural Communications

This program consists of a minimum of 127 total hours. Minimum of 2.75 cumulative GPA and minimum of 2.50 content GPA required. This major will be advised in the College of Education, with a secondary adviser in the College of Agriculture and Natural Resources. Refer to the College of Education for specific curriculum requirements.

#### Major Content

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>AECL</td>
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### Supporting Sciences, Agriculture and Ag Ed (29 hours minimum)

<table>
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<td>EDAG</td>
<td>4220</td>
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</table>

### Agricultural Education with Concurrent Major in Agroecology

This program consists of a minimum of 127 total hours. Minimum of 2.75 cumulative GPA and minimum of 2.50 content GPA required. This major will be advised in the College of Education, with a secondary adviser in the College of Agriculture and Natural Resources. Refer to the College of Education for specific curriculum requirements.

#### Major Content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
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</table>
Art Education with Concurrent Major in Art Curriculum

The art education program consists of a minimum of 123 total hours and prepares students for K-12 certification. Transfer students are required to take at least 26 hours of upper-division art course work from the University of Wyoming. Majors must earn a grade of C or better in all content courses. A minimum GPA of 2.50 in major content courses is required.

Professional Education Requirements

EDST 2450............3
EDST 2480............4
EDEX 2484............3
ITEC 2360............3
EDST 3000............6
EDST 3550............2
EDSE 3272............3
EDSE 4272............3
EDSE 4500............8
EDEL 4500............8

Major Content

ART 1005............3
ART 1110............3
ART 1115............1
ART 1120............3
ART 1130............3
ART 2000............1
ART 2010............3
ART 2020............3
ART 2305............1

The above major content courses must be completed before EDSE 4272. In addition to these courses, students must also complete 15 hours of art studio core, 3 hours of art history electives, 10 hours of upper division art courses, and 3 hours of interrelated arts electives.

Elementary Education Curriculum

Major Content

LIFE 1020............4
GEOL/ASTR 1070............4
CHEM/PHYS 1090............4
EDEL 1430............1
EDEL 1440............1
EDEL 1450............1
EDEL 1410............1
EDEL 1400............1
MATH 1100............3
MATH 1105............3
MATH 2120............3
EDEL 2280............3
EDEC 4320............3
HLED 2006............1
GEOG 1010............3
GEOG 1020............3

The above major content courses must be taken prior to enrollment in EDST 3550. EDST 3550 must also be completed before EDEL 4109, 4309, 4409.

The following areas must also be represented in the program. Courses may also fulfill University Studies requirements or be part of the area of concentration. No course may be double-counted within these four areas. Courses for speech and acting and American diversity must be selected from lists of designated courses, which are available from the Office of Teacher Education, or the college website.

American diversity........3
EDEL 3170............3
Music.................3
Speech and acting.....3

Areas of Concentration

Elementary education majors must take a minimum of 18 semester hours in a specific area of concentration. The following approved areas provide specialization in:

1. Creative arts
2. International Education Studies or American Cultural Diversity
3. Environmental studies
4. Interdisciplinary early childhood
5. Individual and society (at UW/Casper College Center only)

A list of required courses and specific requirements for each area of concentration may be obtained from the Office of Teacher Education, or the college website.
English Education with Concurrent Major in English Curriculum

This program consists of a minimum of 120 total hours. All English courses must be passed with a grade of C or better. A minimum GPA of 2.5 in major content courses is required.

Professional Education Requirements
EDST 2450..............................3
EDST 2480..............................4
EDEX 2484..............................3
ITEC 2360..............................3
EDST 3000..............................6
EDST 3550..............................2
EDSE 3270..............................3
EDSE 4270..............................3
EDSE 4500..............................15

Major Content
ENGL 2425, 2430 and 2435..............9
ENGL 4110, 4120 or 4170...............3
Two 4000-level courses in pre-20th century
literature in two different periods........6
(Choices available from the Office of
Teacher Education or the college web site)
ENGL 4750 or 4770..................3
ENGL 4990.........................3
EDCI 4120..............................3
One Emerging Fields & Approaches
course..................................3
(Choices available from the Office of
Teacher Education or the college web site)
Foreign Language (single language or
ASL with permission of English Dept., 12
English electives........................6

Mathematics Education with Concurrent Major in Mathematics Curriculum

Total hours required for the mathematics education curriculum is 120.

Professional Education Requirements
EDST 2480..............................4
EDST 2450..............................3
EDEX 2484..............................3
ITEC 2360..............................3
EDST 3000..............................6
EDST 3550..............................2
EDSE 3271..............................3
EDSE 4271..............................3
EDSE 4500..............................15

Major Content
It is necessary to complete a minimum of
47 hours in math and computer science. Work
must include 21 credit hours of upper-division
mathematics. The grade in each course of this
47-hour requirement must be C or better. A minimum GPA of 2.5 in major content courses is required.
COSC 1010..............................4
MATH 2200..............................4
MATH 2205..............................4
MATH 2210..............................4
MATH 2250..............................3
MATH 2800..............................2
MATH 3000 or 3200,...3
MATH 3500 or 3550................3
MATH 4000..............................3
MATH 4150..............................3
MATH 4300..............................3
MATH 4600..............................3
MATH (MATH 2310 and one 3000+ level/
or any two 3000+ level MATH courses
except 4800) electives..................6
Statistics elective or MATH 4250........3

Modern Languages Education
Secondary education programs are offered
in French, German, and Spanish. Total minimum
hours required for the modern languages
education curriculum is 123.

Modern Language Secondary Education
programs require that all candidates score
at the Advanced Low level or higher on the
American Council of Teachers of Foreign
Language Oral Proficiency Interview (OPI),
as well as on the Writing Proficiency Test
(WPT) in their language major/the language
they intend to teach. In order to be admitted
to the Methods II course, students must
meet the Methods II course, students must
meet the Methods II course, students must
demonstrate having attained a rating of at least the
Advanced Low proficiency level on the OPI and
the WPT. Post-baccalaureate teacher certifi-
cation program students must score at these
levels prior to admission to Modern Language
Secondary Education programs. Given these
requirements, it is important that students
take advantage of study abroad experiences
that will assist them in reaching high levels of
second language proficiency. For information
on UW study abroad opportunities, contact
the International Programs office at 766-3677,
or consult their website at www.uwyo.edu/
intprogs.

Professional Education Requirements
EDST 2450..............................3
EDST 2480..............................4
EDEX 2484..............................3
ITEC 2360..............................3
EDST 3000..............................6
EDST 3550..............................2
EDSE 3270..............................3
EDSE 4270..............................3
EDSE 4500..............................15

With Concurrent Major in French
The major consists of at least 31 hours
beyond FREN 2030. Students who have taken
French in high school should consult the De-
partment of Modern and Classical Languages
about proper placement. FREN 1010, 1020,
and 2030 do not count toward the major;
however, these courses may need to be taken
as prerequisites.

French Major Content
FREN 2040..............................3
FREN 2130..............................3
FREN 2140..............................3
FREN 3005.............................1
FREN 3050.............................3
FREN 3060.............................3
FREN 3105.............................3
FREN 3110.............................3
FREN 4100.............................3
FREN 4110.............................3
FREN 4120 or 4130 or 4140........3

Other Required Courses
COJO 1010 or THEA 1100........3
ENGL/LANG 4750....................3
ENGL/LANG 4770 or 4785..........3
EDCI 4450.............................3
EDCI 4350.............................3
COJO 1010 or THEA 1100........3
ENGL/LANG 4750....................3
ENGL/LANG 4770 or 4785..........3
EDCI 4450.............................3
EDCI 4350.............................3
French (FREN) or courses related to
the history, art and political science of the
francophone world, in consultation with
your academic advisor. [In addition
to other required course work,] For
those who wish to complete the ESL
Endorsement, six of these hours can be
earned by taking EDCI 5430 and EDCI
5440, or through study abroad in a
French-speaking country..............12
**With Concurrent Major in German**

The major consists of at least 30 hours beyond GERM 2030. Students who have taken German in high school should consult the Department of Modern and Classical Languages about proper placement. GERM 1010, 1020, and 2030 do not count toward the major; however, these courses may need to be taken as prerequisites.

- **GERM** 2040.........................3
- **GERM** 2140.........................3
- **GERM** 3006.........................3
- **GERM** 3050.........................3
- **GERM** 3060.........................3
- **GERM** 4070.........................3
- **GERM** 4100.........................3
- **GERM** 4110.........................3
- **GERM** 4145 or 4180..............3
- **GERM** 4265.........................3

**Other Required Courses**

- **COJO** 1010 or THEA 1100...........3
- **ENGL/LANG** 4750..................3
- **ENGL/LANG** 4770 or 4785.........3
- **EDCI** 4450.........................3
- **EDCI** 4350.........................3
- Spanish (SPAN) or Chicano Studies (CHST)
- or courses related to the history, art and political science of the Spanish-speaking world, in consultation with your academic advisor, in addition to other required course work. For those who wish to complete the ESL Endorsement, six of these hours can be earned by taking EDCI 5430 and EDCI 5440, or through study abroad in a Spanish-speaking country...12

**Science Education Curriculum**

Concurrent majors in Science Education are offered in Biology, Chemistry, Earth System Science, and Geology.

A grade of C or better must be earned in each course included in the major content. A minimum GPA of 2.5 in major content courses is required.

**Professional Education Requirements**

- **EDST** 2450.........................3
- **EDST** 2480.........................4
- **EDEX** 2484.........................3
- **ITEC** 2360.........................3
- **EDST** 3000.........................6
- **EDST** 3550.........................2
- **EDSE** 3275.........................3
- **EDSE** 4275.........................3
- **EDSE** 4500.........................15

**Biological Science Education with Concurrent Major in Biology**

In addition to the professional education requirements, a minimum of 62 semester hours, including the major content courses (27 hours), biology electives (15 hours) and required electives (20 hours minimum).

**Science Electives**

At least one course from each of the following areas is required: chemistry, physics, environmental science, earth and space sciences.

Total minimum program hours: 121

**Major Content**

- **LIFE** 1010.........................4
- **LIFE** 2022.........................4
- **LIFE** 2023.........................4
- **MICR/MOLB** 2021 or...........4
- **LIFE** 3000.........................3
Earth/Space Science Education with Concurrent Major in Earth System Science

In addition to the professional education requirements, a minimum of 71 semester hours, including the major content courses (46 hours), additional courses (16 hours), and elective courses (9 hours) are required.

Required Earth System Courses
- LIFE 1010 ............................................ 4
- CHEM 1020 or 1050 ............................. 4
- CHEM 1030 or 1060 ............................. 4
- PHYS 1310 .......................................... 4
- ESS/GEOL 2000 ..................................... 4
- LIFE 2022 or 2023 .............................. 4
- ESS/GEOL 3480 ..................................... 3
- GEOL 3500 or 4777 or BOT 4780 ......... or SOIL 4535 ......................................... 3-4
- ESS/ATSC/BOT/GEOL 4001 .................... 4
- BOT/GEOL/ECON 4111 or ................. 3
- BOT/GEOL/ECON 4140 ........................ 3
- GEOL 4200 .......................................... 4
- ESS 4950 ............................................. 3
- ESS 4970 ............................................. 2

And Additional Required Courses
- STAT 2050 .......................................... 4
- MATH 2200 .......................................... 4
- MATH 2205 .......................................... 4
- GEOL 3600 or 3650 ............................. 4
- Elective Courses ................................... 9

Science Electives
At least one course from each of the following areas is required: physics, biological sciences, environmental science, chemistry.

Earth/Space Science Education with Concurrent Major in Geology

In addition to the professional education requirements, a minimum of 63 semester hours, including the major content courses (30 hours), required electives (15 hours) and elective courses in one Emphasis Area (18 hours) are required.

Required Geology Courses
- ASTR 1050 .......................................... 4
- ATSC 2000 .......................................... 4
- GEOG 4040 ......................................... 4
- GEOL 1100 .......................................... 4
- GEOL 2000 .......................................... 4
- GEOL 2100 .......................................... 4
- GEOL 2800 or 3080 ............................. 4
- GEOL 4820 .......................................... 3
- Elective Courses: 18 hours (minimum)
- At least one course from the Environmental Geology Emphasis and an additional 15 hours from one Emphasis Area.

Emphasis Areas:
- Environmental Geology
- General Geology
- Earth and Mineral Resources

Physics Education with Concurrent Major in Physics

In addition to the professional education requirements, a minimum of 63 semester hours, including the major content courses (32 hours), and science (16 hours), and mathematics (15 hours) courses are required.

Major Content

Required Courses
- PHYS 1310 .......................................... 4
- PHYS 1320 .......................................... 4
- PHYS 2310 .......................................... 4
- PHYS 2320 .......................................... 4
- PHYS 4210 .......................................... 3
- PHYS 4310 .......................................... 3
- PHYS 4410 .......................................... 3
- PHYS 4510 .......................................... 3
- PHYS 2150 or 3100 or 3650 or 4050 or 4150 or 4160 .................................. 2-4

Upper-division PHYS elective .................................. 3

Required Science Courses
- LIFE 1010 .......................................... 4
- ASTR 1050 .......................................... 4
- CHEM 1020 .......................................... 4
- COSC 1030 .......................................... 4

Required Mathematics Courses
- MATH 2200 .......................................... 4
- MATH 2205 .......................................... 4
- MATH 2210 .......................................... 4
- MATH 2310 .......................................... 3

Social Studies Education

Professional Education Requirements
- EDST 2450 .......................................... 3
- EDST 2480 .......................................... 4
- EDEX 2484 .......................................... 3
- ITEC 2360 .......................................... 3
- EDST 3000 .......................................... 6
- EDST 3550 .......................................... 2
- EDSE 3273 .......................................... 3
- EDSE 4273 .......................................... 3
- EDSE 4500 .......................................... 15

Social Studies Education with Concurrent Major in History

Major Content

Concurrent majors in social studies education are offered in Geography (128 minimum credits total), History (128 minimum credits total), and Political Science (128 minimum credits total).

Majors must maintain a G.P.A. of 2.50 in major content courses and earn a grade of C or better in all content classes.

Social Studies Education with Concurrent Major in Geography

Geography Requirements: 17 hours
- GEOG 1000 .......................................... 3
- GEOG 1010 .......................................... 4
- GEOG 1020 .......................................... 3
- GEOG 2150 .......................................... 4
- GEOG 3050 .......................................... 3

23 hours of Geography (GEOG) electives (16 hours minimum) must be upper division. Electives must be from those approved for the BA/BS in Geography program.

Additional Content Requirements: 24 hours (minimum); 15 hours (minimum) in HIST

Required:
- HIST 1211 .......................................... 3
- HIST 1221 .......................................... 3
- HIST 1110 .......................................... 3
- HIST 1120 .......................................... 3

Upper-division HIST Elective: ................. 3
- ECON 1000 .......................................... 3
- POLS 1000 .......................................... 3
- POLS 2000 .......................................... 3

Social Studies Education with Concurrent Major in History

Major Content

Concurrent majors in social studies education are offered in Geography (128 minimum credits total), History (128 minimum credits total), and Political Science (128 minimum credits total).

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- HIST 1110 .......................................... 3
- HIST 1120 .......................................... 3

Upper-division HIST Elective: ................. 3
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- POLS 1000 .......................................... 3
- POLS 2000 .......................................... 3

Social Studies Education with Concurrent Major in History

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Additional Content Requirements: 24 hours (minimum); 15 hours (minimum) in HIST

Required:
- HIST 1211 .......................................... 3
- HIST 1221 .......................................... 3
- HIST 1110 .......................................... 3
- HIST 1120 .......................................... 3

Upper-division HIST Elective: ................. 3
- ECON 1000 .......................................... 3
- POLS 1000 .......................................... 3
- POLS 2000 .......................................... 3

Social Studies Education with Concurrent Major in History

Major Content

Concurrent majors in social studies education are offered in Geography (128 minimum credits total), History (128 minimum credits total), and Political Science (128 minimum credits total).

Majors must maintain a G.P.A. of 2.50 in major content courses and earn a grade of C or better in all content classes.
Social Studies Education with Concurrent Major in Political Science

Political Science Requirements: 36 hours

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>POLS 1000</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1200</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2300 or 2310</td>
<td>3</td>
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<tr>
<td>POLS 2460</td>
<td>3</td>
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<tr>
<td>POLS 3100</td>
<td>3</td>
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<tr>
<td>POLS 4100</td>
<td>3</td>
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<tr>
<td>POLS 4110</td>
<td>3</td>
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</tbody>
</table>

Additional 15 hours (minimum) of POLS course work from this list including at least one Senior Seminar:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
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<tr>
<td>POLS 2000</td>
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<tr>
<td>POLS 2070</td>
<td>3</td>
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<tr>
<td>POLS 2200</td>
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<tr>
<td>POLS 3220</td>
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<td>POLS 3270</td>
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<td>POLS 3300</td>
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<td>POLS 3500</td>
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<td>POLS 3680</td>
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<td>POLS 4051</td>
<td>3</td>
</tr>
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<td>POLS 4052</td>
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<td>POLS 4090</td>
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<td>POLS 4120</td>
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<td>POLS 4230</td>
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<td>POLS 4290</td>
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<td>POLS 4890</td>
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<tr>
<td>POLS 4900</td>
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<tr>
<td>POLS 4910</td>
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</tbody>
</table>

Additional Content Requirements: 28 hours (minimum); 18 hours (minimum) in HIST:

Required:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1211</td>
<td>3</td>
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<tr>
<td>HIST 1221</td>
<td>3</td>
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<td>History Electives</td>
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<tr>
<td>GEOG 1010</td>
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<tr>
<td>GEOG 1000 or 1020</td>
<td>3</td>
</tr>
<tr>
<td>ECON/INST 1000</td>
<td>3</td>
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</tbody>
</table>

Graduate Study

The five departments of the College of Education provide support for master’s and doctoral degree programs. Faculty and staff work to deliver these programs by providing campus-based courses, courses taught through compressed video, courses taught on-site at different locations in Wyoming, courses taught online, and courses taught in hybrid formats.

The College of Education is dedicated to offering high quality graduate programs that will provide students with the necessary skills to become educational leaders within their areas of specialization and expertise. All graduate students in the College of Education are expected to become scholars, researchers, and practitioners. They must, therefore, be knowledgeable about the ever-changing literature and research in education, the characteristics and needs of learners, and methods for facilitating learning. They must also understand the process of change and how to facilitate changes in learning settings that reflect what is known about the teaching/learning process. These skills are important to all graduate students, regardless of their areas of specialization or major emphasis.

Degree Programs

College of Education programs fall under one of the following university approved degree titles:

Master of Arts
Master of Science
Master of Science in Counseling
Education Specialist
Doctor of Education
Ph.D. in Education
Ph.D. in Counselor Education and Supervision

The departments in the college are approved to offer one or more of the above listed degrees with specialization in their particular areas. The specializations available are:

Adult and Post-Secondary Education
Counselor Education (Counselor Education and Supervision, Community Counseling, School Counseling, and Student Affairs in Higher Education Program)
Curriculum and Instruction
Curriculum and Instruction/Early Childhood Development
 interdisciplinary concurrent major program
Educational Leadership
Instructional Technology
Special Education

Master’s Programs

Currently graduate programs in the college are outcome-based. Faculty in the various specializations work with students to develop individual competencies. Consult each department for current degree requirements and program expectations.

Doctoral Programs

Doctor of Education (Ed.D.)

The College of Education Ed.D. program prepares students for scholarly inquiry and professional leadership in education. The program consists of (1) applied research, (2) courses and professional experiences in education and related fields designed to develop a comprehensive academic basis for leadership roles in education, and (3) applied professional experiences tailored to individual needs and career goals. Each student works closely with an adviser and a supervisory faculty committee to select courses, topics of research, and professional opportunities.

Preparation in the above areas combine to:

Convey deep scholarly knowledge of education and foster its application in practice;
Promote a broad understanding of various methods of inquiry in education and foster its application in practice settings;
Advocate practices that demonstrate a commitment to diversity in education;
Foster ethical and professional research and practice in education;
Promote excellence in applied professional practice.

The degree of Doctor of Education (Ed.D.) is offered to competent students who wish to pursue a program of studies and to participate in appropriate activities in preparation for professional service and leadership in education. The program is designed to meet the needs of those for whom intensive research is not a practical prerequisite to professional goals. Doctoral students are expected to participate not only in organized coursework but also in other activities that will ensure breadth of outlook and technical competence.

Options in the Ed.D. are:

Adult and Post-Secondary Education
Curriculum and Instruction
Educational Leadership
Instructional Technology
**Ph.D. in Education**

The College of Education Ph.D. program prepares students for careers of scholarly inquiry and teaching in higher education. The program consists of (1) continuous research or inquiry, (2) courses and professional experiences in education and related fields designed to develop a comprehensive academic basis for future work in research and teaching, and (3) teaching and other related experiences tailored to individual needs and career goals. Each student works closely with an adviser and a supervisory faculty committee to select courses, topics of research and inquiry, and teaching experiences.

All coursework in the Ph.D. in Education program addresses the following goals:
- To convey deep scholarly knowledge of education and related fields
- To promote a broad understanding of various methods of inquiry in education and develop competency in several of those methods
- To advocate practices that demonstrate a commitment to diversity in education
- To foster ethical and professional research and practice in education
- To promote excellence as a college teacher

Effective preparation for the Ph.D. stems from collaborative research and inquiry into topics of mutual interest by students and faculty scholars/researchers. A major portion of the program consists of the individual student and selected faculty members(s) jointly engaged in research and inquiry. Successful Ph.D. applicants tend to have high aptitude for research and inquiry and express interest in general topics which the faculty of the college are actively inquiring and researching.

Options in the Ph.D. in Education are:
- Adult and Post Secondary Education
- Curriculum and Instruction
- Educational Leadership
- Instructional Technology
- Special Education
- Ph.D. in Counselor Education and Supervision

Visit the Counselor Education Web site for program overview (**www.uwyo.edu/cnsled**).

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**Department of Adult Learning and Technology**

**318 Education Building, 766-3247**  
**FAX: (307) 766-3237**  
**Web site: www.uwyo.edu/alt**  
**Department Head: John Cochenour**

**Professors:**
- CRAIG SHEPHERD, B.S. Brigham Young University 2002; Ph.D. University of Georgia 2008; Assistant Professor of Instructional Technology 2008.
- DORIS BOLLIGER, B.S. Park University 1991; M.A. Bowie State University 1995; Ed.D. University of West Florida 2002; Assistant Professor of Instructional Technology 2006.

**Associate Professors:**
- DORIS BOLLIGER, B.S. Park University 1991; M.A. Bowie State University 1995; Ed.D. University of West Florida 2002; Assistant Professor of Instructional Technology 2006.
- CRAIG SHEPHERD, B.S. Brigham Young University 2002; Ph.D. University of Georgia 2008; Assistant Professor of Instructional Technology 2008.
- DORIS BOLLIGER, B.S. Park University 1991; M.A. Bowie State University 1995; Ed.D. University of West Florida 2002; Assistant Professor of Instructional Technology 2006.
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- CRAIG SHEPHERD, B.S. Brigham Young University 2002; Ph.D. University of Georgia 2008; Assistant Professor of Instructional Technology 2008.
training coordinators for government and social service agencies (such as the Department of Family Services, the Department of Labor, Family Planning Agencies, and the Eppson Center for Seniors), museum educators, adult learning consultants, and continuing professional educators in many fields including law, religion, nursing, and PK-12 teaching.

Graduate Study

This nationally recognized program offers the following graduate degrees in education: master of arts (M.A.), master of science (M.S.), educational specialist (Ed.S.), and doctor of education (Ed.D.). The master of arts includes a specialization in adult and post-secondary education. The master of science includes a specialization in instructional technology. Each master’s program requires 34 credit hours beyond the bachelor’s degree and is available on campus, online, and through a variety of distance delivery systems. The Ed.S is currently under review.

The Ed.D. is the terminal professional degree in education designed for students who desire to improve their professional practice as educators. The Ed.D. requires a minimum of 80 to 82 semester hours beyond the bachelor’s degree, of which 36 hours must be taken in the student’s chosen field. Candidates may, with the approval of the faculty, transfer up to 30 semester hours from previous graduate coursework. A bachelor’s degree and a master’s degree are required of all students to be admitted to an Ed.S. or Ed.D. program.

Program Specific Admission Requirements

Application deadlines and materials can be found on the Adult Learning and Technology Web page (www.uwyo.edu/alt/).

Program Specific Graduate Assistantships

Applicants interested in a Graduate Assistantship must submit a graduate assistantship application to the ALT department office no later than February 1 for fall term admission (see above).

Options Offered

Adult and Post-Secondary Education

The domain or field of adult education is vast and varied, extending from self-directed learning (educational activities initiated and largely conducted by the individual himself or herself) to more formal educational opportunities sponsored by institutions and agencies (such as adult basic education, higher education, enrichment, and professional development). Within the adult education graduate program at UW, this focus is generally narrowed to educational endeavors sponsored by institutions and agencies and specifically designed for adult participants. Areas of study include the following: adult development and learning theories; the social, historical, and global context of adult education; equity and access to continuing education opportunities for adults; and, the development and delivery of post secondary education (including distance education activities such as online courses). Graduate study in adult education addresses the challenges faced by institutions and agencies in the design and delivery of post-secondary education and the preparation of educators to meet these challenges.

Graduates of the program are employed specifically as faculty and administrators in community colleges and universities, human resource developers, adult literacy educators, military training specialists, training coordinators for government and social service agencies (such as the Department of Family Services, the Department of Labor, Family Planning Agencies, and the Eppson Center for Seniors), museum educators, adult learning consultants, and continuing professional educators in many fields including law, religion, nursing, and PK-12 teaching.

Instructional Technology

Instructional technology has been defined as “the systemic and systematic application of strategies and techniques derived from behavior and physical sciences concepts and other knowledge to the solution of instructional problems.” This program is dedicated to the preparation of graduates as professionals to practice and lead in this dynamic field. The rapidly changing field of instructional technology demands a flexible program that can meet the needs of professionals interested in learning, designing and developing, training and teaching within a variety of educational settings. Therefore, the ITEC program development is an iterative process designed to keep pace with an eclectic and evolving field and the requests from students for diversity in course offerings and delivery systems.

The knowledge base for students within the program is grounded in the work of numerous researchers and theorists working in the fields of instruction, learning, communication, information and design and includes those who have proposed theoretical models of the connections between the external events of instruction and the internal events of cognition and learning. The theory, research, and resulting instructional principles are addressed in courses in the following areas: (a) instructional design, visual literacy, and change (b) instructional material development and production via different media, and (c) instructional management and implementation and technology integration.

Graduates of the instructional technology program have secured employment in K-12 classrooms; school media and technology centers and school district administrative offices; public, corporate, and governmental media, technology, and information centers and training agencies; college and university faculty and administrative positions; military training facilities; corporate design and development labs; corporate product support teams; and individually owned consulting firms.

Distance Education

The Distance Education option is no longer being offered.

Library Science

The library science specialization is no longer being offered. Please contact the Department of Adult Learning and Technology at (307) 766-3247 for further information.

Program Specific Degree Requirements

Master’s Program

Master of Arts in Education, Option: Adult and Post-Secondary Education

Plan A (thesis)

Minimum of 34 hours of graduate credit
18 hours of department core graduate hours
Approval of advisor
3 hours of EDRE 5530 Introduction to Educational Research
4 hours of thesis research

Plan B (non-thesis)

Minimum of 34 hours of graduate credit
4 hours of ITEC 5090 Masters Capstone
18 hours of department core graduate hours
3 hours of EDRE 5530 Introduction to Educational Research
Doctoral Programs

Doctor of Education (Ed.D.) in Education, Options: (1) Adult and Post-Secondary Education, or (2) Instructional Technology

Minimum of 80-82 hours of graduate credit beyond the Bachelor’s degree is required. Candidates may, with the approval of the faculty, transfer up to 30 semester hours from previous graduate-level coursework. All coursework and degree requirements must be approved by the student’s graduate committee. Each student must submit a program of study for approval. The program constitutes an agreement between the student, the student’s committee, and the university wherein the minimum coursework requirements for the student’s degree are listed. The program should be filed no later than the beginning of the student’s second semester. Some summer attendance on campus is expected. Contact the department of your specialization for specific expectations. In addition to organized coursework, the doctoral student will be required to complete an approved applied project report or dissertation within the major field of professional specialization.

Instructional Technology

The goal of the ITEC degree programs is based upon the definition of the term instructional technology itself: To prepare graduates to become key leaders in solving problems of human learning based upon sound educational principles. Program emphasis is placed not only on the hardware and software skills necessary for success in the field, but also upon accepted principles of theory, research and practice, philosophical foundations, interpersonal skills, and decision-making capabilities that will be placed upon the instructional technology professional.

The rapidly changing field of instructional technology demands a flexible program that can meet the needs of professionals interested in teaching, training, and learning in a variety of educational settings. Graduates of the instructional technology program have secured employment in K-12 classrooms; school media and technology centers and schools district administrative offices; public, corporate, and governmental media, technology, and information centers and training agencies; college and university faculty and administrative positions; military training facilities; corporate design and development labs; corporate product support teams; and individually owned consulting firms.

ITEC program development is an iterative process to keep pace with this eclectic and evolving field and the requests of students for diversity in course offerings and delivery systems. Interested students are encouraged to contact the department for the most current information on program requirements and options.

Educational Research (EDRE)

5000. Educational Research. 3.

5530. Introduction to Research. 3. Purpose is to develop graduate students into intelligently critical consumers of research through their understanding of both qualitative and quantitative methodologies employed in educational research and analysis of existing research of both types. Prerequisite: 15 hours of education courses and consent of instructor.

5550. Action Research. 3. Introduces experienced classroom teachers to action research methodology. Action research studies will be reviewed and critiqued. Students will learn to plan, implement, and write up an action research study conducted in a classroom setting. Prerequisite: Graduate standing.

5580. Supervised Internship. 1-8 (Max. 12).

5600. Educational Research I: Descriptive Research. 3. Covers basic concepts of educational research design, statistics, and measurement. The focus is on univariate descriptive statistics. Students learn to develop survey instruments and questionnaires, plan survey studies, and conduct appropriate statistical analyses. Prerequisite: Graduate standing.

5610. Educational Research II: Group Comparison Research. 3. Covers intermediate concepts of educational research design, statistics, and measurement. The focus is on bivariate descriptive statistics and inferential statistics. Design and analysis of results from group comparison studies. Construction of attitude scales and cognitive assessment instruments used in research. Prerequisites: EDRE 5530 and 5600.

5620. Educational Research III: Correlational Research. 3. Advanced educational research, statistics, and measurement course. Focus is on the design and analysis of results from correlational studies with several independent variables. Statistical topics include nonparametric statistics, multiple regression, factorial ANOVA, and factor analysis. Includes advanced topics in classical measurement theory. Prerequisites: EDRE 5530, 5600, and 5610.
5630. Educational Research IV: Multivariate Research. 3. An advanced educational research, statistics, and measurement course. Design and analysis of results from studies with several dependent and independent variables. Includes multivariate statistics such as MANOVA, discriminant analysis, canonical correlation, multidimensional scaling, structural equation modeling, logit regression. Measurement topics include generalizability theory, item response theory, equating, and standard setting. Prerequisites: EDRE 5530, 5600, 5610, and 5620.

5640. Introduction to Qualitative Research. 3. Research methods course provides an introduction to the use of qualitative or interpretive research methods in the collection and analysis of data. Students will examine primary research as well as secondary research sources which represent a variety of theoretical and methodological viewpoints. Prerequisites: graduate standing and EDRE 5530.

5650. Advanced Qualitative Research Methods. 3. Students examine the role of theory in qualitative research; develop expertise in particular qualitative research designs; study and practice data collection and analysis methods; examine and practice writing reports of results. Students engage in a fieldwork project. Prerequisites: graduate standing and EDRE 5530.

5660. Research Proposal Writing. 3. Designed to prepare graduate students to plan, develop, and write research proposals suitable for thesis/dissertation, or for submission to funding agencies. Students will focus on their own problem for research, conduct a literature review, choose appropriate methods for investigating the problem, and write a research proposal. Prerequisites: graduate standing, 6 credit hours of research methods.

5870. Seminar in Educational Research. 1-8 (Max. 8).

5880. Special Problems in Educational Research. 1-6 (Max. 9).

5890. Directed Professional Study. 1-6 (Max. 9).

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes. S/U only. Prerequisite: graduate standing.

Department of Educational Studies
213 McWhinnie Hall, 766-3130
FAX: (307) 766-2018
Web site: www.uwyo.edu/edstudies
Department Head: Francisco Rios

Professors:

KAY PERSICHITTE, B.A. University of Northern Colorado 1975; M.Ed. Colorado State University 1985; Ph.D. University of Northern Colorado 1993; Professor of Educational Studies 2003; Dean, College of Education 2008.


Associate Professors:
JEASIK CHO, B.A. Taegu National University of Education 1991; M.Ed. Kyungpook National University 1993; Ph.D. The Ohio State University 2001; Associate Professor of Educational Studies 2009, 2003.

ANGELA JAIME, B.S. California State University, Sacramento 1995; M.A. San Francisco State University 1997; Ph.D. Purdue University 2005; Associate Professor of Educational Studies 2010, 2004.


LINDA KEEFAUVER, B.S. East Tennessee State University 1968; M.S. University of Tennessee 1970; Ed.D; Associate Professor of Educational Studies 1982, 1976.

ALLEN TRENT, B.S. Eastern Kentucky University 1986; M.S. University of Dayton 1992; Ph.D. The Ohio State University 2000; Associate Professor of Educational Studies 2006, 2000.

Assistant Professors:

KEVIN ROXAS, B.A. University of Notre Dame 1992; M.A. University of San Francisco 2000; Ph.D. Michigan State University 2008; Assistant Professor of Educational Studies 2008.

JENNA SHIM, B.A. California State University - Los Angeles 1994; M.M. Manhattan School of Music - New York 1996; M.S. State University of New York - Albany 2006; Ph.D. 2009; Assistant Professor of Educational Studies 2010.

Educational Studies encompasses curriculums designed to bring together courses offered in the academic areas of educational foundations (including introductory content in educational history, sociology, and policy), teaching and learning, assessment, multicultural education, and educational psychology (including developmental psychology). The department offers interdisciplinary, field-based courses for those candidates in the first two phases of the teacher education program. The connection between course work, multicultural education, educational psychology, and teaching and learning, along with field-based experiences, has the structural effect of bridging the gap between theory and practice.

The courses offered by the department are linked with the state of Wyoming’s Professional Education Standards. In addition to striving to meet the state standards, the faculty works to engage students on issues of leadership, literacy, multiculturalism/diversity, special education, and technology. Authentic assessments are key aspects of department courses. Educational Studies courses are guided by the Wyoming Teacher Education Program (WTEP) Standards. These standards (available at www.uwyo.edu/ted/coe_standards.asp) are aligned with the state Professional Education Standards and are assessed via a series of WTEP Learner Outcomes. Additional information about learner outcomes and the Wyoming Teacher Education Program Assessment Plan can be found at ed.uwyo.edu/LearnerOutcomes.asp.

Masters and Doctoral degrees in education are available. The Educational Studies Department joins with the departments of Secondary Education and Elementary and Early Childhood Education to offer graduate programs in Curriculum and Instruction. Additional information may be found on the Curriculum and Instruction Department’s web page (www.uwyo.edu/c_i).
## Educational Studies (EDST)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24●QB]).

### 1500. Education for Social Justice. 3.

[(none)●I, L] Provides an introduction to the College of Education, UW, and the field of education in general. Students discover the primary intellectual activities associated with diversity, multiculturalism, and social justice. Will be of most interest to those interested in teaching as a career.

### 2450. [EDFD 2450]. Human Lifespan Development. 3. [C2●CS]

Offers a multi-disciplinary and holistic overview of human development from conception to old age. Examines how and why people function as they do, the physical, cognitive, social and emotional aspects of being human and inquires into how goals, interests and roles in life change over time. While this course is interesting to any student, in that we learn about ourselves, it is especially useful for those preparing for human services careers. **Prerequisite:** 2.50 UW institutional GPA. (Offered each semester)

### 2475. [EDUC 2475]. Independent Studies. 1-3 (Max. 9).

Offers the opportunity to complete special course-related work independently under direction of a college faculty member. Directed readings are done and projects are completed. Requires at least two conferences with instructor. **Prerequisite:** consent of instructor.

### 2480. Diversity and the Politics of Schooling. 4. [(none)●D]

Designed to acquaint the student with philosophical, social, and political influences on North American education, to develop an understanding of the qualities of critical thinking, to raise awareness of critical issues in education, to develop an understanding of individual differences, diversity, and multiculturalism. **Prerequisite:** Grade of C or better in EDST 2450, sophomore standing, 2.5 cumulative GPA. (Offered each semester)

### 3000 [EDUC 3000]. Teacher as Practitioner. 6. [W2●O, WB]

Begins Phase II of the teacher education sequence. Practicum experiences are integral. Links theory and philosophy to classroom practice. Focuses on three major topics: planning for educational experiences, instructional models and strategies, and managing classrooms. **Prerequisites:** WTEP application, successful completion of WA, Grade C or better in QA, 2.75 cumulative GPA, Grade C or better in EDST 2480, Grade C or better in ITEC 2360, grade C or better in EDEX 2484, Grade C or better in O course, junior standing, current State of Wyoming Substitute Teaching License. (Offered each semester)

### 3550. Educational Assessment. 2.

Designed to introduce students to key concepts and issues in classroom and standardized education assessments. Topics include standards, reliability and validity of norm- and criterion-referenced assessments, and special issues surrounding the assessment of students with special needs. Addresses the basic ideas of classroom test design. **Prerequisites:** grade of C or better in QA course, and EDST 2480, 2.75 Cumulative UW Institutional GPA. (Offered each semester)

### 4000. Foundations of Education for a Diverse Society. 3.

Designed to acquaint students with philosophical, social, and political influences of North American education; to develop an understanding of the qualities of critical thinking for reflective teaching; to raise awareness of contemporary critical issues in education; to develop an understanding of individual differences, diversity, and multiculturalism. Practicum included. **Prerequisites:** earned bachelor's degree from an accredited institution, a cumulative UW institutional GPA of 2.75 or better and EDST 2450.

### 4740 [EDFD 4740]. Field Studies in Education. 1-5 (Max. 12).

Offered only through extension services. Broad and flexible; can be utilized in numerous situations to meet local needs. Credit in this course is not applicable toward advanced degrees. **Prerequisite:** 6 hours of education. (Offered based on sufficient demand and resources)

### 4750 [EDUC 4750]. Perspectives on Teaching. 1-3 (Max. 6).

For undergraduate students selected to collaborate with UW faculty or professional staff in the delivery and sometimes the design of a university course, this course augments in-class experiences with an examination of basic learning and teaching principles. Offered for S/U only. **Prerequisites:** 3.0 GPA; consent of instructor.

Lecturer:

STEPHANIE SLATER, B.S. Harding University 1992; M.S. Montana State University 2007; Lecturer of Elementary and Early Childhood Education 2009.

Professors Emeritus:
Barbara A. Chatton, Margaret Cooney, Patricia McClurg

Graduate Study

The master of arts and doctor of education in education with an option in curriculum and instruction are offered by three departments in the College of Education that collaborate to deliver the degrees: Educational Studies, Elementary and Early Childhood Education, and Secondary Education. A doctor of philosophy is being offered through the College of Education. These degree programs consist of required courses in curriculum and instruction and a choice of electives chosen for their curricular emphasis. A graduate student in curriculum and instruction may choose a curricular emphasis in any of the following areas: agriculture, art, early childhood education, early childhood special education, English, English as a Second Language (ESL), literacy, mathematics, modern languages, music, science, and social studies.

Master of Arts in Education, Option: Curriculum and Instruction with an Emphasis in Teacher Certification

This program provides a post baccalaureate student the opportunity to earn a teaching certification while taking hours that lead to a master’s degree. The intent is to provide distance learning opportunities required for this master’s program after the certification is earned.

Master of Arts in Education, Option: Curriculum and Instruction

Educators wishing to broaden their theoretical understanding of curriculum and instruction, to increase their knowledge and skills in their content areas, and to develop new strategies and materials for their classrooms should consider this specialization.

Ed.D. in Education, Option: Curriculum and Instruction

Advanced graduate students in professional education who wish to become leaders in early childhood, elementary, or secondary education should consider the Ed.D. degree in education with an option of curriculum and instruction.

Program Specific Requirements

Applicants for the master of arts degree in curriculum and instruction must have a teaching certificate and one year of successful teaching experience at the PreK-12 level in addition to the general requirements of the university.

Applicants for the doctor of education (Ed.D.) degree with an option of curriculum and instruction must have a teaching certificate, three years of successful teaching experience at the K-12 level, composite score of 900 (for Ed.D.) on the verbal and quantitative sections of the Graduate Record Examination (note: GRE scores are valid for five years from the test date), and meet the general requirements of the university.

Program Specific Degree Requirement

Master’s Degree

The master of arts requires a total of 32 credit hours minimum.

Master of Science in Education, Option: Curriculum and Instruction/Early Childhood Development

Please refer to Early Childhood Development section of this bulletin for degree requirements.

Doctoral Program

There is a minimum of 80 credit hours required for completion of the Ed.D.

Prerequisites for Program/transfer credits/electives

A minimum of 30 hours of courses, or equivalents, may already be completed in master’s

Master’s degree (required)

EDRE 5530 (required) Introduction to Research

Program knowledge base/core courses (15 hours)

EDCI 5600 (required). Diversity in Education

EDCI 5730 (required). Learning Theories: Research & Praxis
EDAD 5720 (required) Educational Leader as Change Agent
EDAD 5650 (required) Educational Leader as Communicator
EDRE 5660 (required) Proposal Writing

Advance research courses (minimum 9 credit hours advanced research coursework; suggestions in menu below; some course work in both qualitative and quantitative research is required; research courses, with, with doctoral committee approval, can be taken outside the College of Education)

EDRE 5600 Ed Research 1: Descriptive
EDRE 5610 Ed Research 2: Group Comp.
EDRE 5620 Ed Research 3: Correlational
EDRE 5630 Ed Research 4: Multivariate
EDRE 5550 Action Research
EDRE 5640 Intro to Qual Research
EDRE 5650 Advanced Qual Res Methods

Practicum/Internship (2 hours, to be determined with doctoral committee)
EDCI 5580 (required) Internship
C & I Specialization (minimum 18 credit hours/approved by doctoral committee)
EDCI 5800 (required) Curriculum Development
EDCI 5790 (required) Advanced Instructional Strategies

Problem based dissertation (6 credit hours)
EDCI 5980 (required) Dissertation Research

Certificates

Teachers of American Indian Children

In this graduate program the, University of Wyoming certifies that those who complete its five specialized courses possess the attitudes, knowledge, and competence necessary to effectively teach American Indian Children. Upon completion, students will receive official recognition of their achievement on their University of Wyoming transcripts and an official certificate.

Required program courses:
EDCI/AIST 5450 – Issues in Multicultural Education
EDCI/AIST 5110 – Educational Foundations of American Indian Education*
EDCI/AIST 5121 – History and Philosophy of American Indian Education*
EDCI/AIST 5130 – Cultural Foundations of American Indian Education*
EDCI/AIST 5141 – Instructional Methods in American Indian Education*

(The pattern of course offerings that begins in 2009 will be continued in semesters through 2012.)

*Cross-listed with American Indian Studies (AIST) Department

Endorsements

Literacy Program Leading to Reading Endorsement

The K-12 Literacy Program leading to a Wyoming Reading Endorsement at the University of Wyoming is designed to meet the state’s 12 approved reading program standards and to support teachers as they help K-12 students read, write, and speak in meaningful ways. The literacy program content totals 18 credits and includes language, literacy, and assessment as they are understood in a sociocultural context. Contact the Department of Elementary and Early Childhood Education at (307) 766-6366 for more information on specific courses and their rotation.

English as a Second Language Endorsement

The English as a Second Language (ESL) endorsement is designed to meet the ten state of Wyoming standards for teaching second language learners. It is offered in conjunction with departments in the College of Arts and Sciences. For information about the endorsement program (course requirements, practicum, course offerings, etc.), visit the ESL Web site at: ed.uwyo.edu/endorse_cert/esl/.

Early Childhood Education

Early childhood education is an emphasis within the curriculum and instruction option for master’s and doctoral programs of study. Courses specific to this area are EDEC 4320 and 5210 and others may be applicable.

Early Childhood Special Education

State certification in early childhood special education is offered through an interdisciplinary program that is supported by the colleges of Education, Agriculture, Arts and Sciences, and Health Sciences. The curriculum reflects a multidisciplinary approach and is competency based, developed according to both national and state standards for certification. The certification program is offered at a graduate level to persons already possessing a bachelor’s degree in education or any other field supportive of the certification. There are a total of 28 credits required for program completion. Students may apply for a master of arts in curriculum and instruction and use these certification courses as their electives. Courses specific to this area are EDEC 4320, 4350, 5220, 5230, 5240, and 5250. Please refer to the above mentioned colleges for further course options.
Elementary Education (EDEL)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2◇QB]).

1000. Exploring Hot Topics in Education. 2. (none)◇I] Academic, content-based course designed for first year students. Focuses on critical-thinking skills necessary to understand, analyze, and produce knowledge within the framework of educational inquiry.

1010 [EDCI 1010]. Field Experience for Prospective Elementary and Secondary Teachers. 1-4 (Max. 4). Introductory course in teacher education. Provides an overview of the theory and practice of what is required to become and be a teacher. An initial practicum is included. Cross listed with EDSE 1010. Prerequisite: sophomore standing. (Offered based on sufficient demand and resources)

1410. [EDCI 1410]. Elementary School Mathematics Seminar I. 1. Covers selection of basic mathematics concepts, materials and curricula appropriate for elementary schools. This course parallels the content of MATH 1100 and should be taken during the same semester. Experiences in assigned mentor teacher classrooms are required. Prerequisite: consent of instructor. (Offered fall and spring semesters)

1430. [EDCI 1430]. Life Science in the Elementary School. 1. Covers selection of basic life science concepts, materials and curricula appropriate for elementary school. This course parallels the content of LIFE 1020 and concurrent enrollment in LIFE 1020 is expected. (Offered fall and spring semesters)

1440. [EDCI 1440]. Physical Science in the Elementary School. 1. Covers selection of basic physical science concepts, materials and curricula appropriate for elementary school. This course parallels the content of PHYS 1090 and concurrent enrollment in PHYS 1090 is expected. (Offered fall and spring semesters)

1450. [EDCI 1450]. Earth Science in the Elementary School. 1. Covers selection of basic earth science concepts, materials, and curricula appropriate for elementary school. This course parallels the content of ASTR/GEOL 1070 and concurrent enrollment in ASTR/GEOL 1070 is expected. (Offered fall and spring semesters)

2000 [EDCI 2000]. Undergraduate Seminar in ______. 1-2 (Max. 8). Designed to discuss strategies and instructional activities used in content courses the students take and to be a linkage between what the prospective teachers study and what they will teach. It provides the opportunity to discuss appropriate activities, strategies and programs in a teaching area related to the content area being studied. Cross listed with EDSE 2000. Prerequisite: consent of instructor. (Offered based on sufficient demand and resources)

2280 [LIBS 2280]. Literature for Children. 3. [CI◇CH] A survey course, the purpose of which is to prepare prospective elementary teachers and library-media specialists to provide knowledgeable service in the use of print and non-print materials for children. Includes study of evaluative criteria, wide reading, viewing and listening as well as discussion of literature for children. Prerequisite: successful completion of ENGL 1010, sophomore standing, education major. (Offered fall and spring semesters)

2410. [EDEL 1420, EDCI 1420]. Elementary School Mathematics Seminar II. 1. Covers selection of basic mathematics concepts, materials and curricula appropriate for elementary schools. This course parallels the content of MATH 2110 and concurrent enrollment in MATH 2110 is expected. Prerequisite: consent of instructor. (Offered fall and spring semesters)

2410. [EDEL 1420, EDCI 1420]. Elementary School Mathematics Seminar II. 1. Covers selection of basic mathematics concepts, materials and curricula appropriate for elementary schools. This course parallels the content of MATH 2110 and concurrent enrollment in MATH 2110 is expected. Prerequisite: consent of instructor. (Offered fall and spring semesters)

2500. [EDSE 2500]. Elementary Science Education. 5. Prior to student teaching. Provides an understanding of methods common to all disciplines. Through reflective inquiry and problem solving students will become involved in teaching practices and techniques. Cross listed with EDSE 3550. Prerequisites: EDST 3000, junior class standing, 2.5 minimum cumulative GPA, must maintain grade of C or better in major. (Offered based on sufficient demand and resources)

4000 [EDUC 4000]. Becoming a Reflective Practitioner: Practicum. 2. Part of Phase IIIa of the teacher education program. Practicum experience is integral to EDUC 4250 and must be taken concurrently. Cross listed with EDSE 4000. Prerequisites: 2.5 cumulative GPA, successful completion of EDST 3000 (grade, interview and portfolio).

4109 [EDUC 4109]. Elementary Humanities Education. 5. Content and pedagogy to develop the reflective practitioner of teaching humanities in the elementary school. The following themes are addressed: curriculum; theory translated into instructional planning and practice; practices that promote effective learning; behavior and relationships; and teaching strategies. Prerequisites: 2.75 cumulative GPA; 2.5 content GPA; grade of C or better in EDST 3000; successful completion of specific content courses required in major; grade of C or better in EDST 3550; concurrent enrollment in EDUC 4309 and EDUC 4409.

4309 [EDUC 4309]. Elementary Literacy Education. 2-5 (Max. 6). [W3◇WC] Encourages content and pedagogy to develop the reflective practitioner for teaching literacy in the elementary school. Addresses the following themes: curriculum; theory translated into instructional planning and practice; practices that promote effective learning; behavior and relationships; and teaching strategies. Prerequisites: 2.75 cumulative GPA; 2.5 content GPA; Grade C or better in EDST 3000; successful completion of specific content courses required in major; grade of C or better in EDST 3350. Concurrent enrollment in EDUC 4109 and EDUC 4409.

4409 [EDUC 4409]. Elementary Math/Science Education. 5. Includes content and pedagogy in teaching math/science in the elementary school. Addresses the following themes: curriculum; theory translated into instructional planning and practice; practices that promote effective learning; behavior and relationships; and teaching strategies. Prerequisites: 2.75 cumulative GPA; 2.5 content GPA; grade of C or better in EDST 3000; successful completion of specific content courses required in major; grade of C or better in EDST 3550; concurrent enrollment in EDUC 4109 and EDUC 4309.
4500 [EDUC 4500]. Residency in Teaching. 1-16 (Max. 24). Comprises the final professional academic semester of the teacher education program. A full-time residency, including a period of being intensively mentored and coached, a period of independent teaching and a period of team teaching. Available for S/U only. Cross listed with EDSE 4500 and EDEX 4500. Prerequisites: 2.75 cumulative GPA, 2.5 GPA in major content courses, completion of all content courses, successful completion of Phase IIIa specific pedagogy and practicum, complete review of the prospective teacher's record.

4740 [EDCI 4740]. Field Studies in _______. 1-12 (Max. 45). Offered only through extension services. Broad and flexible and can be utilized in numerous situations to meet local needs. Credit in this course is not applicable toward advanced degrees. Cross listed with EDEL 4740. Offered S/U only. Prerequisite: 6 hours of education. (Offered based on sufficient demand and resources)

4975. [EDCI 4975] Independent Study. 1-3 (Max. 6). Primarily for upper-division students who can benefit from independent study with minimal supervision. Given to allow interested students to pursue specific aspects of curriculum and instruction. Cross listed with EDSE 4975. Prerequisites: 12 hours of education courses and consent of instructor.

Early Childhood

The College of Education offers two certification programs in early childhood education: one at the undergraduate level for teachers serving children from birth to age eight and one at the graduate level serving children with special needs from birth through age five. In addition, undergraduate students in elementary education may choose early childhood education as an 18-hour area of concentration. All of the programs are interdisciplinary in nature, with course offerings available from four different colleges on campus: education, agriculture, arts and sciences and health sciences. Specific advising in each of the early childhood options support students in their program development. The following courses are a part of the course offerings available. Masters and Doctoral degrees in education are available. Additional information may be found on the department's webpage.

Early Childhood (EDEC)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2•QB]).

1020 [EDCI 1020]. Introduction to Early Childhood Education. 3. Introduces students to the field of early childhood education through lecture, discussion, observation and participation. The student will be exposed to different programs currently in operation in the community and region. Special emphasis will be placed on evaluating early childhood education as a career.

3000. Observing Young Children. 3. The general goal of the course is to introduce students to observation and recording techniques appropriate for assessing the growth and development of young children in the school setting. A secondary goal is to understand how observation and recording techniques can facilitate curriculum planning and parent-teacher conferences. Prerequisites: EDEC 1020 and FCSC 2121.


3220 [EDCI 3220]. School Program for Young Children. 3. Describes, identifies, and examines programs and best practices of teaching young children in school settings. Lecture and discussion are supported by a two hour practicum in an early childhood school setting. Prerequisites: EDEC 1020 and FCSC 2121. 4320 [EDCI 4320]. Oral and Written Language Acquisition. 3. Introduces the student to the nature of language development as it pertains to oral and written communication in education. Recent research in the areas of oral and written language acquisition is compared and contrasted. Implications for facilitating the development of all language modes in educational settings is emphasized. Prerequisites: EDST 1001 and 15 credit hours of AIST or EDST.

3430. Health Management Issues in Early Childhood Education. 3. Designed for prospective and working library media specialists and teachers who wish to strengthen their backgrounds in the utilization of literature with young adults in classrooms and libraries. The course involves the reading and critique of literature. Dual listed with EDCI 3120. Prerequisite: senior level or graduate standing. (Offered based on sufficient demand and resources)

3410 [LIBS 4140]. Storytelling. 3. [C3•(none)] An investigation of storytelling as an art and as an aid to instruction. Emphasis is on literature for preschool and elementary age children. Dual listed with EDCI 5140. Prerequisite: junior standing or EDCI 4120 is recommended. (Offered based on sufficient demand and resources)

3460 [LIBS 4160]. Recent Trends in Children's Literature. 2. Important new developments in the subject matter, settings and style of children's books are identified and studied. Students in this course are expected to have a strong basic knowledge of children's literature. Dual listed with EDCI 5160. Prerequisite: EDCI 4120. (Offered based on sufficient demand and resources)

Curriculum and Instruction (EDCI)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2•QB]).

4000. Environmental Education for Teachers. 2-3 (Max. 6). An introduction to the philosophy, methods and content of environmental education for students in elementary and secondary education. Prerequisite: senior standing.

410. Educational Foundations in American Indian Education. 3. [none] Examines cultural, geographical, linguistic, spiritual, political and societal factors before, during and after colonization of the Americas. Definitions and day-to-day realities of terms like ethnocentrism, cultural relativism, assimilation, acculturation, and institutional racism. Development of insights into positive teacher-pupil-community relationships that honor culture and language differences and enhance achievement. Dual listed with EDCI 5110; cross listed with AIST 4110. Prerequisite: AIST 1001 and 15 credit hours of AIST or EDST.

4120 [LIBS 4120]. Literature for Young Adults. 3. Designed for prospective and working library media specialists and teachers who wish to strengthen their backgrounds in the utilization of literature with young adults in classrooms and libraries. The course involves the reading and critique of literature. Dual listed with EDCI 5120. Prerequisite: senior level or graduate standing. (Offered based on sufficient demand and resources)

4140 [LIBS 4140]. Storytelling. 3. [C3•(none)] An investigation of storytelling as an art and as an aid to instruction. Emphasis is on literature for preschool and elementary age children. Dual listed with EDCI 5140. Prerequisite: junior standing or EDCI 4120 is recommended. (Offered based on sufficient demand and resources)

4160 [LIBS 4160]. Recent Trends in Children's Literature. 2. Important new developments in the subject matter, settings and style of children's books are identified and studied. Students in this course are expected to have a strong basic knowledge of children's literature. Dual listed with EDCI 5160. Prerequisite: EDCI 4120. (Offered based on sufficient demand and resources)
4300. Introductory Diagnosis Corrective Reading Instruction. 3-4 (Max. 4). Provides students with opportunities to work with children who have severe reading problems. Students in this class tutor one or two children for an entire semester under the direct guidance of the course instructor and the supervising teacher of the teaching division of the reading clinic. Prerequisite: consent of instructor.

4330. Advanced Diagnosis, Corrective Reading Instruction. 3-4 (Max. 4). Designed to provide students with opportunities to work with children who have reading problems. Students in this class tutor under the direct guidance of the course instructor. Prerequisite: EDCI 3100, 4300 and consent of instructor.

4340. Integrating Computer-Based Technologies in Teaching _______. 1-3 (Max. 6). Equips students with information, skills and insights necessary for successful integration of computer-based technologies into classroom teaching. Content includes modeling of techniques, teaching strategies and appropriate applications of computer-based technologies in specific content areas and consideration of computer-related issues facing educators. Prerequisite: ITEC 2560 or equivalent.

4350. Introduction to Second Language Acquisition. 3. Addresses theoretical and conceptual foundations of working with second language learners. Focus is on the classroom applications of this theoretical base to interactions with English language learners, curriculum, instruction, assessment and evaluation, classroom organization, and school-community relations. Native American language revitalization issues are featured. Dual listed with EDCI 5350. Prerequisite: none.

4400 [3400]. The Middle School. 2-3 (Max. 3). This is the basic professional course in the program for the preparation of middle years educators. A review of the reorganization of junior high school leading to the establishment of the middle school philosophy, the teacher, and the unique function of the middle school compose the essential outline topics of the course. Prerequisites: EDST 3000, EDST 2450 or PSYC 4300, WA, 2.5 GPA. (Offered fall, spring and summer)

4450 [4250]. Issues In Multicultural Education. 3. Provides the future teacher and other interested students with a better understanding of current issues and social foundations of multicultural America. Enables more accurate educational decisions related to utilizing strengths and diversity of each cultural group. Dual listed with EDCI 5450. Prerequisite: students must have at least 12 credit hours in education classes.

5000. Principles of Curriculum. 3. Provides an overview of general understandings fundamental to the study of all aspects of curriculum to include pre-school, kindergarten thru high school. Consideration is given to the various factors, institutions and societal issues that impinge on and affect the decision making processes of curriculum developers. Prerequisite: graduate standing in education.

5010. Supervision of the School Music Program. 2-4 (Max. 4). Two sections: vocal; instrumental. Designed for graduate students who have a background in music education and for other interested graduate students in education. Prerequisite: 12 hours of education and graduate standing.

5020. Curriculum Workshop. 1-4 (Max. 4). Two sections: vocal; instrumental. Designed for graduate students who have a background in music education and for other interested graduate students in education. Prerequisite: 12 hours of education and graduate standing.

5070. Educational Trends. 1 ‑6 (Max. 6). Provides reading, discussion, research, and appraisal of new methods, materials, equipment, and experimental programs concerned with the improvement of education as it pertains to curriculum and instruction. The maximum allowable credit applies to the total offerings under this number. Prerequisite: 12 hours of education courses.

5110. Foundations of American Indian Education. 3. Examines cultural, geographical, linguistic, spiritual, political and societal factors before, during and after colonization of the Americas. Definitions and day-to-day realities of terms like ethnocentrism, cultural relativism, assimilation, acculturation, and institutional racism. Development of insights into positive teacher-pupil-community relationships that honor culture and language differences and enhance achievement. Dual listed with EDCI 4110; cross listed with AIST 5110. Prerequisites: AIST 1001 and 15 credit hours of AIST or EDST.

5120. Literature For Young Adults. 3. Designed for prospective and working library media specialists and teachers who wish to strengthen their backgrounds in the utilization of literature with young adults in classrooms and libraries. Involves reading and critiquing literature. Dual listed with EDCI 4120. Prerequisite: senior level or graduate standing.

5121. History and Philosophy of American Indian Education. 3. Addresses the history of Indian education in the U.S. and Canada, examination of missionary initiatives, government programs, and tribal efforts. Review of documentary accounts of Native education, review autobiographical accounts of Native teachers and children. We will develop insight necessary for development of appropriate teaching methods and materials. Cross listed with AIST 5121. Prerequisites: Post-Baccalaureate standing.

5130. Cultural Foundations of American Indian Education. 3. In-depth study and analysis of the educational experiences of American Indians, focusing on contemporary educational issues and experiences, examining the impacts of cultural orientations, stereotypes, bias and other issues on the educational attainment of American Indian students. Critique instructional practices and programs developed addressing the needs of American Indian students. Cross listed with AIST 5130. Prerequisites: Post-Baccalaureate status.

5140. Storytelling. 3. An investigation of storytelling as an art and as an aid to instruction. Emphasis is on literature for preschool and elementary age children. Dual listed with EDCI 4140. Prerequisite: junior standing or EDCI 4120 is recommended.

5141. Instructional Methods in American Indian Education. 3. Addresses culturally responsive methodologies for teaching American Indian students. Review of documentary accounts of Native education and autobiographical accounts of Native teachers and children as students develop appreciation of the complexity and difficulties of Native education. Students acquire insight necessary for development of appropriate teaching methods and materials. Cross listed with AIST 5141. Prerequisites: Post-Baccalaureate status.

5160. Recent Trends in Children's Literature. 2. Important new developments in the subject matter, settings and style of children's books are identified and studied. Students in this course are expected to have a strong base of knowledge of children's literature. Dual listed with EDCI 4160. Prerequisite: EDCI 4120.

5205. Methods of Teaching Middle-Level Mathematics. 3. Research based pedagogy and pedagogical content knowledge for teaching middle-level mathematics. Designed for practicing teachers of middle-grades mathematics. Cross Listed with NASC 5205. Prerequisites: admission to the SMTC program.

5215. Using Instructional Technology for Middle-Level Mathematics. 3. Covers the use of technology appropriate to middle-level mathematics teaching, such as microworlds, geographic information systems, spreadsheets, and other content appropriate technologies. Cross Listed with NASC 5215. Prerequisites: admission to the SMTC Program.
5225. Assessment for Middle-Level Mathematics. 3. Middle-level Mathematics Initiative teacher participants examine, analyze, and implement a variety of assessments that are aligned with standards and instruction appropriate to the middle level math learner. Cross listed with NASC 5225. Prerequisites: admission to the SMT6 program.

5250. Advanced Topics in Pedagogy. 3. A graduate level seminar to be taken concurrently with undergraduate methods courses in specific content areas (EDCI 425X-4260, EDEL 4309) EDCI 5250 is restricted to students pursuing teacher certification leading to a Master of Arts in Curriculum and Instruction. Prerequisite: Successful completion of EDCI 5550, EDST 3500, EDCI 5870, Seminar in Assessment, earned Bachelor’s degree from an accredited institution.

5270. Seminar for Early Career Teachers. 3. Provides an opportunity to engage in critical issues facing beginning teachers as well as to address pressing challenges faced. Provides an opportunity for mutual support and academic engagement around these critical issues as well as propel the beginning teacher further into the teaching profession. Prerequisite: teaching credentials required.

5300. Perspectives In Reading Instruction. 3. Designed to provide an intense examination of reading instruction for the large number of students in typical classrooms. The teaching and learning of basic reading skills is analyzed and discussed. Reading materials, alternative approaches to reading instruction, and classroom organization schemes are examined. A major thrust of the class is the application of current developments in reading to classrooms.

5310. Reading Comprehension Processes and Instruction. 3. Designed to acquaint the student with recent developments, research findings, and newer practices. Viewpoints expressed by experts are compared, and an emphasis is given to the objectives of knowledge and to an understanding of attitudes and skills. Prerequisite: graduate standing.

5320. The Writing Process in the Classroom. 3. Designed to acquaint the student with recent developments, research findings, and newer practices in the area of composition. Viewpoints expressed by experts are compared and an emphasis is given to the objectives of knowledge and to an understanding of attitudes and skills. Prerequisite: graduate standing.

5350. Introduction to Second Language Acquisition. 3. Addresses theoretical and conceptual foundations of working with second language learners. Classroom applications of this theoretical base to interactions with English language learners, curriculum, instruction, assessment and evaluation, classroom organization, and school-community relations. Native American language revitalization issues are featured. Dual Listed with EDCI 4350. Prerequisite: graduate standing.

5390. Literature and Reading/Writing Instruction. 3. Links the use of literature for children with instruction and practice in reading, writing, spoken language, and critical thinking skills. Students are expected to have a strong background knowledge of literature for children before taking this course. Dual listed with EDCI 4390. Prerequisite: EDEL 2280, or basic children’s literature course work.

5400. Midpoint Portfolio Reflection. 1. Allows students to reflect, self-assess, and receive guidance related to their progress in the C&I Master’s Program. Requirements include: self assessment of progress toward the C&I program outcomes, completion of a series of research abstracts, formation of the students’ graduate committees and approval of programs of study. Prerequisites: admission to the Curriculum and Instruction Master’s Program and completion of at least 12 hours of EDCI coursework.

5430. Theory and Methods of ESL I. 3. Provides an overview of theoretical and practical considerations in the teaching of English as a second/foreign language; acquaints students with different approaches, methods and procedures in TESL/TEFL; examines issues in the profession; requires a teaching/tutoring component. Prerequisite: EDCI 5350.

5440. Theory and Methods of ESL II. 3. Continues the theoretical and practical considerations in the teaching of ESL. Emphasis on Specifically Designed Academic Instruction in English (SDAIE) and literacy development for intermediate and advanced English language learners. Application of different approaches, methods, and procedures in TESL/TEFL. Development of curriculum. Issues in the profession. Requires teaching/tutoring component. Prerequisite: EDCI 5430.

5450. Issues in Multicultural Education. 3. Provides future and inservice teachers and other interested students with a better understanding of current issues and social foundations of multicultural America. Enables more accurate educational decisions related to utilizing strengths and diversity of each cultural group. Additional assignments are required of students completing this course for graduate credit. Dual listed with EDCI 4450. Prerequisite: 12 credit hours of education classes.

5480. Short Course. 1-6 (Max. 6). Provides offerings in special topics in curriculum and instruction on the basis of need. The maximum allowable credit is six semester hours. Prerequisite: 6 hours of education courses.

5490. Individual Problems. 1-6 (Max. 6). Provides flexible credit for seniors who may need the credit for graduation, or for students who wish to undertake intensive study of a special problem identified in a regular class. Prerequisite: 12 hours of education courses and consent of instructor.

5500. Classroom Assessment. 3. Provides reading, discussion, and research examining a variety of classroom-based assessments with a focus on the alignment of teaching, learning, and classroom assessment at the P-12 level. Prerequisite: graduate status.

5515. National Board Certification Seminar 1-3 (Max. 12). This series of courses is designed to acquaint the student with recent developments, research findings, and newer practices in each of the fields listed. Viewpoints expressed by experts are compared, and an emphasis is given to the objectives of knowledge and to an understanding of attitudes and skills. Prerequisite: graduate standing and consent of instructor.

5516. National Board Certification Seminar 1-3 (Max. 12). Provides information and support for teachers in the National Board Certification process. Content includes: reviewing, understanding, and applying best practice research; development of differentiated instruction; integration of formative assessment and reflective practice; understanding problem solving across the curriculum; and focuses on writing strategies for National Board Certification success. Prerequisite: graduate student standing.

5550. The Art and Science of Teaching. 4. Students will engage in a variety of experiences related to teacher decision making. Students research a variety of curriculum and instruction topics to discern the range of theories and associated models and develop personal theories and methods they plan to employ in their classrooms. Prerequisite: successful completion of EDST 4000 and earned Bachelor’s degree from an accredited institution.
5560. Seminar in Assessment. 1. One credit hour course is designed for students in the (post baccalaureate) teaching credential program with master’s option. Covers important concepts of assessment such as teachers as graders, self-and peer-assessment techniques, standardized assessment instruments, challenges facing new teachers, using assessment for planning/modifying instruction to improve learning experiences, and differentiated assessment in diverse classrooms. Prerequisite: successful completion of (grade C or higher) or concurrent registration in EDST 3550 or EDST 3500.

5580. Internship. 1-8. (Max 12). An internship experience may be required as part of the planned program in curriculum and instruction. A maximum of eight hours may be counted in meeting the minimum requirements of a graduate degree, but additional credit may be taken beyond this limit for the recording of appropriate supervised experience. Prerequisite: 15 hours of education, consent of department head, and graduate standing.

5600. Diversity in Education. 3. Provides practicing teachers and graduate level students with an understanding of the macrolevel influences on diversity in education. Includes an examination of competing models of diversity in education as well as reviews critical scholarly work in the field (including alternative methodological frameworks for engaging in this research). Includes competencies for developing advocacy-oriented skills and dispositions. Prerequisite: graduate level students only.

5650. Early Childhood Secondary Education Curriculum. 3. Graduate students specializing in curriculum and instruction work intensively on key issues, questions, and/or themes pertaining to early childhood through secondary school curriculum and participation in systematic, critical, interpersonal evaluation. Prerequisite: EDCI 5000 or concurrent enrollment in EDCI 5000.

5700. Institute In Reading. 2-6 (Max. 6). Prerequisite: graduate standing.

5710. Advanced Content Area Reading. 3. Designed to provide educators with a knowledge of reading factors as they relate to various disciplines. The content of the course includes reading comprehension development, writing and oral language strategies as learning tools, techniques for vocabulary development, questioning strategies and development of study skills. Prerequisite: at least one year of successful classroom teaching experience in a recognized K-12 school setting.

5720. Literary Assessment and Practices. 3. Takes a socio-linguistic perspective on language, literacy, and methods of literacy documentation: The constructs of assessment and evaluation are critically examined in terms of their social contexts and the cultural space in which they operate. Prerequisite: at least one year of successful teaching experience in a recognized K-12 school setting.

5750. Research in Reading and Writing Instruction. 3-6 (Max. 6). Critically examines reading-writing research for the express purpose of recognizing fundamentals of superior studies. Students are encouraged to select and pursue a topic in reading-writing research for intensive examination. Students may pursue areas of emphasis in elementary, secondary, or higher education. Prerequisite: EDEC 4320 or EDCI 4330, 5310 or 5320 or graduate standing in education.

5760. Social Literacies. 3. Orient students toward an ethnographic and linguistic perspective on literacy. It is designed to refocus attention from schooled literacy and to understand the literacies that children bring to school from their own sociocultural contexts. Prerequisite: at least one year of successful classroom teaching experience in a recognized K-12 school setting.

5790. Advanced Instructional Strategies. 3. Designed to allow graduate students and other educators to explore in depth the various instructional strategies that are available to them, research behind the development of these strategies, learning theories and the philosophy upon which they are based, curriculum standards that have encouraged their development, and assessment techniques that effectively measure student's learning. Prerequisite: graduate standing and classroom teaching experience.

5800. Curriculum Development. 3. The process of developing an early childhood through grade 12 curriculum are learned. Factors involved in initiating, developing, and evaluating curricula are studied. Prerequisite: EDCI 5000 and 5650.

5810. Writing for Professional Publications. 3. Designed to give students a structured experience with writing to publish in professional journals. Students will be expected to have written and submitted a publishable article by the end of the course. Satisfactory/unsatisfactory only. Prerequisite: 8 hours of graduate coursework completed.

5870. Seminar. 1-6 (Max. 8). Advanced students in curriculum and instruction work intensively on current issues and problems and participate in systematic, critical interpersonal evaluation. Students may pursue areas of emphasis in elementary, secondary, or higher education in the seminar. Only six hours may be allowed in the curriculum and instruction program on a student’s program under this number. Prerequisite: consent of instructor and graduate standing.

5880. Special Problems. 1-6 (Max. 9). Provides a broad perspective through selected reading material and, wherever possible, the student collects and uses original information from a practical school situation. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisite: consent of instructor and department head, and graduate standing.

5890. Directed Professional Study. 1-6 (Max. 9). Provides additional opportunity for the student to pursue advanced graduate work through independent research. Projects are done under the direction of a graduate faculty member. Offered in the areas of business education and distributive education. Prerequisite: consent of the instructor, the department head and graduate standing.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5950. Enrichment Studies. 1-3 (Max. 9). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrollment in a graduate degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.
Department of Professional Studies
332 Education Building, 766-2366 (Adult Learning, Counseling)
316 Education Building, 766-5649 (Instructional Technology, Leadership, Research)

FAX: (307) 766-5638
Web site: www.uwyo.edu/profstudies

Department Head: Kent Becker

The Department of Professional Studies includes the following program areas: Adult Learning, Counseling, Leadership, Research, and Instructional Technology.

Professors:
MARY ALICE BRUCE, B.S. Purdue University 1971; M.S. Iowa State University 1989; Ph.D. 1991; Professor of Counselor Education 2007, 1991.


Associate Professors:


DEBORAH MCGRIFF, B.S. University of Nebraska—Lincoln 1976; M.S.W. University of Nebraska—Omaha 1981; Ph.D. University of Wyoming 1999; Associate Professor of Counselor Education 2009, 2002.


Assistant Professors:
DORIS BOLLIGER, B.S. Park University 1991; M.A. Bowie State University 1995; Ed.D. University of West Florida 2002; Assistant Professor of Instructional Technology 2006.

KARA L. CARNES-HOLT, B.A. East Texas Baptist University 2000; M.S. Ed. Baylor University 2003; Ph.D. University of North Texas 2010; Assistant Professor of Counselor Education 2010.

HEATHER DUNCAN, B.Sc. University of Aberdeen, Scotland 1975; M.Ed. Brandon University, MB 2000; Ph.D. University of Saskatchewan, SK 2004; Assistant Professor of Educational Leadership 2005.

MICHAEL M. MORGAN, B.S. Brigham Young University 1993; M.S. Auburn University 1995; Ph.D. Purdue University 2003; Assistant Professor of Counselor Education 2003.

BRET G. RANGE, B.S. Missouri State University 1996; M.S. 1999; Ed.S. 2004; Ed.D. University of Arkansas 2009; Assistant Professor of Educational Leadership 2010.


CRAIG SHEPHERD, B.S. Brigham Young University 2002; Ph.D. University of Georgia 2008; Assistant Professor of Instructional Technology 2008.

MARK STOCK, B.S. Wright State University 1970; M.S. 1985; Ed.S. Ball State University 1995; Ed.D. 2002; Assistant Professor of Educational Leadership 2007.

JANE WARREN, B.A. University of Wyoming 1974; M.A. 1979; Ph.D. 1987; Assistant Professor of Counselor Education 2007.

Associate Lecturer:

Professor Emeritus:
William Berube

Program Areas
Adult Learning

The Program

This nationally recognized program offers the following graduate degrees in education: master of arts (M.A.) option Adult and Post Secondary Education and doctor of education (Ed.D.), option Adult and Post Secondary Education. The master's program requires 34 credit hours beyond the bachelor’s degree and is available online. The Ed.D. is the terminal professional degree in education designed for students who desire to improve their professional practice as educators. The Ed.D. requires a minimum of 80-82 semester hours beyond the bachelor’s degree, of which 36 hours must be taken in the student’s chosen field. A bachelor’s and master’s degree is required of all students to be admitted to an Ed.D. program. Candidates may, with the approval of the faculty, transfer up to 30 semester hours from previous course work.

Adult and Post-Secondary Education

The domain or field of adult education is vast and varied, extending from self-directed learning (educational activities initiated and largely conducted by the individual himself or herself) to more formal educational opportunities sponsored by institutions and agencies (such as adult basic education, community colleges, university and local education centers). Within the adult education graduate program at UW, this focus is generally narrowed to educational endeavors sponsored by institutions and agencies specifically designed for adult participants. Areas of study include the following:

• adult development and learning theories;
• the social, historical, and international context of adult education;
• equity and access to continuing education opportunities for adults; and,
• leadership development in post secondary education institutions.

Graduate study in adult education addresses the challenges faced by institutions and agencies in the design and delivery of post secondary education and the preparation of educators to meet these challenges.

Career Options

Graduates of the program are employed specifically as faculty and administrators in community colleges and universities, human resource developers, adult literacy educators, military training specialists, training coordinators for government and social service agencies (such as the Department of Family Services, the Department of Labor, Family Planning Agencies, and the Eppson Center for Seniors), museum educators, adult learning consultants, and continuing professional educators in many fields including law, religion, nursing, and PK-12 teaching.
Program Specific Degree Requirements

Master’s Program

Master of Arts in Education, Option: Adult and Post-Secondary Education

Plan A (thesis)
- Minimum of 34 hours of graduate credit
- 18 hours of program area coursework
- Approval of adviser
- Plan B (non-thesis)
- Minimum of 34 hours of graduate credit
- 4 hours of ITEC 5090 Masters Capstone
- 18 hours of program area graduate hours
- 3 hours of EDRE 5530 Introduction to Educational Research

Program Specific Admission Requirements

- Application deadlines and materials can be found on the Adult Learning program web page (www.uwyo.edu/alt/).

Program Specific Graduate Assistantships

Applicants interested in a Graduate Assistantship must submit a graduate assistantship application to the Professional Studies department office no later than February 1 for fall term admission (see above).

Adult Education (ADED)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2[Q][B]]).  
1000. Adult Education Inquiry. 2. (none)[I] Basic underpinnings of the field of adult education. Themes discussed include learning theories, learning styles, multiple ways of knowing, and issues surrounding access, opportunity, diversity, and schooling. While serving as an introduction to careers and theory in adult education, also addresses some practical higher education survival skills.

1008. Eastern Thought Western Practice. 2. (none)[I] Major concepts of Eastern thought from Confucius and Osho are explored, examined, to understand eastern ways of perceiving reality, knowledge, and values. Hands-on activities are employed to experience and practice the applications of the concepts. Students are challenged to critically think, analyze, and compare with their own, increase their consciousness of diversity.

4750 [EDUC 4750]. Perspective on Teaching. 1-3 (Max. 6). For undergraduate students selected to collaborate with UW faculty or professional staff in the delivery and sometimes the design of a university course, this course augments in-class experiences with an examination of basic learning and teaching principles. Prerequisite: 3.0 GPA.

5000. Trends In Adult Education. 3. Provides reading, discussion, research, and appraisal of new methods, materials, equipment, and experimental programs concerned with the improvement of education as it pertains to adult education. Prerequisite: graduate standing.

5020. Survey of Adult Education. 3. Designed as an introduction to the field of adult education; its focus is the general knowledge base upon which the practice of adult education rests; e.g. history and philosophy, adult learning and development, agencies and programs, and problems and issues. Prerequisite: graduate standing.

5050. Learning Theories for Education. 3. Learning and development theories are essential for educators who are designing and implementing educational applications and opportunities. Topics covered include orientations toward learning, motivation, life transitions, cognition, learning how to learn, self-directed learning, and strategies for improving learning in educational contexts. Prerequisite: graduate standing.

5090. Masters Capstone. 4. Capstone is designed to provide a forum in which to apply theories, principles, and skills to the kinds practice. It provides a vehicle to document the successful completion of general and degree specific competencies and to examine and critique current scholarship in adult education. Students complete the requirements of the Plan B process. Cross listed with ITEC 5090. Prerequisite: graduate standing consent of instructor and department head.

5100. Mountain Folk School. 2. Within residential and learning community, this course seeks to strengthen one’s relationship with the natural world, increase understanding of cultural heritage, and heighten sensitivity for time and place. Participants explore ways of further developing keener ways of seeing, critiquing, and connecting to the setting and heritage surrounding them. Prerequisite: graduate standing.

5240. Teaching Adults. 3. Developed upon the premise that individuals teach as they would expect to be taught. Focuses on methods for teaching adults in formal as well as informal settings. The learning styles literature is reviewed and implications for instructional settings are analyzed. Participants also critique their teaching performance through videotaped sessions. Prerequisite: graduate standing.

5260. Educational Issues Race, Class, and Gender. 3. Designed to help participants examine the current issues and debates in the literature of race, class, and gender from theoretical and practical perspectives. Related areas of ethnicity, national origin, sexual orientation, language, physical appearance, body size, and other constructs of difference will also be addressed. Prerequisite: graduate standing.

5440. Information Technology. 3. Provides information to help learners efficiently access information electronically. Philosophical, ethical, and management issues as well as technical information on the various mechanisms for electronic access now and in the near future are presented. The analysis of needs combined with knowledge of electronic tools for the purpose of efficiently meeting the information needs of clientele is stressed, as well as knowledge of the appropriate use of electronic products for more specific problems/projects. Cross listed with LIBS 5440. Prerequisite: graduate standing and/or consent of instructor.

5450. Short Course In Adult Education. 1-2 (Max. 6). Used for special topics in adult education on the basis of need. Prerequisite: graduate standing.
5490. Directed Professional Study. 1-6 (Max. 6). It provides additional opportunity for a student to pursue advanced graduate work through independent research. Projects are done under the direction of a faculty member. Prerequisite: graduate standing.

5510. Adult Education Movement in the United States. 3. Provides an opportunity to explore significant works and historical moments in the adult education and instructional technology literature, to analyze the emergence of an adult education movement in the United States, and to participate in local research into the history of Wyoming adult education and instructional technology activities. Prerequisite: graduate standing.

5610. Planning and Evaluation of Instructional Systems. 3. Participants investigate the concepts, issues, methods, and attitudes involved in the planning and evaluation of instructional systems. Topics covered include planning processes, theory and technique, promotion, evaluation, setting objectives, and trend analysis. Prerequisite: graduate standing.

5640. College of Education Graduate Studies. 3. Concerns the philosophy, organization, program, and administration of the college of education. Prerequisite: graduate standing and consent of instructor.

5680. Issues in Higher Education. 3. Through examination of historical foundations and current trends, ADED 5680 delves into pressing issues in the academy, including but not limited to topics of tenure, governance, professional colleges, access and equity, curriculum and international needs. Prerequisite: graduate standing.

5710. International and Comparative Education. 3. Introduces foundations and theories of international and comparative education, explores education from global and comparative perspectives. Topics: Historical development, definitions and purposes, current practices and issues of international and comparative education; governmental and non-governmental roles, impact of globalization, technology, economic development, and cultural dimensions as applied to educational contexts. Prerequisite: graduate standing.

5880. Special Problems in Adult Education. 1-6 (Max. 9). Provides a broad perspective through selected reading material. Wherever possible, the student collects and uses original information from an adult education/instructional technology setting. All work is done independently under the direction of a faculty member. Prerequisite: graduate standing.

5890. Seminar in Adult Education. 1-6. (Max. 8). Advanced students in education work together intensively on current issues and problems relevant to adult education and participate in systematic, critical interpersonal evaluation. Eight hours are required on a doctoral program. Prerequisite: graduate standing.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: Credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrolled in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrolled in a graduate degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.

5770 Library Science (LIBS)

Library Science (LIBS)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2 tomorrow]).

2000. Libraries and Librarianship. 2. A study of the historical development of the library and its role as a social institution. Types of libraries and services, standards, current trends, professional training, and status and responsibility of the librarian are covered. It is beneficial to all who plan to do library work or who are working toward certification in library-media. (Offered based on sufficient demand and resources)

3010. Research from a Distance. 1. [(none) LIBS] Students locate, evaluate, and synthesize free and fee-based information resources used in academic and work environments, with a special focus on assessing information remotely. Course assignments are customized to student’s academic major and career goals. Students discuss ethical and legal issues surrounding information use. Prerequisite: ENGL 1010 or equivalent; junior standing.

3020. Managing and Navigating the World of Information. 3. [(none) LIBS] Prepares students to be knowledgeable consumer of information in our global, high-tech society. Skills taught enable students to locate and manage information resources, preparing them for university level research and life after graduation. Prerequisite: WA.

4320. Selection of Instructional Materials. 3. A study of basic principles and practices in the selection of print and non-print materials for utilization in school and public libraries. Emphasis is given to the evaluation of materials in light of community needs and principles of intellectual freedom. Dual listed with LIBS 5320. Prerequisite: 20 hours of general education (liberal arts). (Offered based on sufficient demand and resources)

4340. Administration of the School Library-Media Center. 3. Deals with finance, housing, personnel, the collection, records and services of the school library media center. Instruction in the use of the library and publicity or educational interpretation concerning the library are also discussed. Dual listed with LIBS 5340. Prerequisites: LIBS 4320, 4380, major in educational administration. (Offered based on sufficient demand and resources)
4360. Reference and Bibliography. 3. An introduction to the basic materials used in reference and information services. The philosophy of reference services is presented with particular attention to the needs of schools, community colleges and public libraries. Dual listed with LIBS 5360. Prerequisite: 20 hours of general education (liberal arts). (Offered based on sufficient demand and resources)

4380. Cataloging and Classification. 3. Introduction to the theories and practices of cataloging and classification. Emphasis is on the Dewey Decimal system; subject cataloging from the Sears headings; descriptive cataloging of monographs, serials, and non-print materials; filing rules. Practice in cataloging and classification of materials. Dual listed with LIBS 5380. Prerequisite: 20 hours of general education (liberal arts). (Offered based on sufficient demand and resources)

4520. Library Practice. 2-8 (Max. 8). Provides an overview of library organization, administration and service by capitalizing upon the utilization of practical experiences in dealing with everyday problems of the library. Application of principles learned in the various library courses will be stressed. Students must contact department the semester prior to enrollment for authorization to enroll in the course. This course serves as student teaching experience for students wishing to be endorsed in library science. Prerequisite: LIBS 4340.

5320. Selection of Instructional Materials. 3. A study of basic principles and practices in the selection of print and non-print materials for utilization in school and public libraries. Emphasis is given to the evaluation of materials in light of community needs and principles of intellectual freedom. Dual listed with LIBS 4320. Prerequisite: 20 hours of general education (liberal arts).

5340. Administration of the School Library/Media Center. 3. Deals with finance, housing, personnel, the collection, records, and services of the school library/media center. Instruction in the use of the library and publicity or educational interpretation concerning the library are also discussed. Dual listed with LIBS 4340. Prerequisite: LIBS 4320/5320, 4380/5380, or major in educational administration.

5360. Reference and Bibliography. 3. An introduction to the basic materials used in reference and information services. The philosophy of reference services is presented with particular attention to the needs of schools, community colleges and public libraries. Dual listed with LIBS 4360. Prerequisite: 20 hours of general education (liberal arts).

5380. Cataloging and Classification. 3. Introduction to the theories and practices of cataloging and classification. Emphasis is on the Dewey Decimal system; subject cataloging from the Sears headings; descriptive cataloging of monographs, serials, and nonprint materials; filing rules. Practice in cataloging and classification of materials. Dual listed with LIBS 4380. Prerequisite: 20 hours of general education (liberal arts).

5440. Information Technology. 3. Provides information to help learners efficiently access information electronically. Philosophical, ethical, and management issues as well as technical information on the various mechanisms for electronic access now and in the near future are presented. The analysis of needs combined with knowledge of electronic tools for the purpose of efficiently meeting the information needs of clientele is stressed, as well as knowledge of the appropriate use of electronic products for more specific problems/projects. Cross listed with ADED 5440. Prerequisite: graduate standing and/or consent of instructor.

5520. Teaching the Use of the Library. 2. Methods for teaching students basic techniques for effective use of library media center resources. Integration of library media center instruction with the total instructional program is emphasized. Relationship between stages of cognitive and other development and appropriate learning activities. Prerequisite: LIBS 4320/5320 and LIBS 4380/5380.

5870. Seminar. 1-3 (Max. 6). Advanced students in Library Science work on current issues and problems in library service, management, literature, or uses of technology in library settings in a critical context. Prerequisite: Course work in library science at the 4000/5000 level; graduate status and/or consent of instructor.

5900. Practicum in College Teaching, 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: Advanced degree candidacy.

5950. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes. Prerequisite: graduate standing.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrollment in a graduate degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: Graduate standing.

Counseling

Counselor education curricula experiences concentrate on the integration of helping skills, theory and practice. The programs utilize a personalized, developmentally oriented focus and prepare professional counselors for entry into school, mental health, and higher education settings.

The undergraduate counseling courses are designed to achieve the following objectives:

• enhance self-awareness
• facilitate effective relationship skills
• increase leadership knowledge and skills
• assist learners in maximizing their potential

Graduate Study

Counselor education offers a two-year (61-65 semester hours) master’s degree program for practice in schools, colleges, universities, and community agencies. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the national accrediting body recognized by the Council for Higher Education Accreditation, has conferred accreditation to the following M.S. specializations in counseling: school counseling, mental health counseling, as well as student affairs and college counseling. The Ph.D. program in Counselor Education and Supervision is also CACREP accredited. Some courses are offered for undergraduates interested in school counseling, group work, leadership, and student affairs work. Undergraduates interested in preparing for entry into graduate work in counseling are invited to consult with program faculty prior to graduation. Program information is available on the Web site.
Degrees Offered
M.S. in Counseling, Option: Mental Health Counseling
M.S. in Counseling, Option: School Counseling
Ph.D. in Counselor Education and Supervision
The M.S. in Counseling, Option: Student Affairs and College Counseling is no longer available.

Program Specific Admission Requirements
For master’s applicants:
- Summary of academic background
- Professional resume
- Self-statement
- Three letters of recommendation
For doctoral applicants:
- Professional resume
- Self-statement
- Program information form
- Three letters of recommendation
- Counseling session video recording (if master’s degree is from a non-CACREP program)

Prior to full admission, students are required to complete a background check.

Program Specific Graduate Assistantships
Assistantships are usually available for doctoral students. Master’s students sometimes qualify for assistantships. Please contact the program at (307) 766-2366 for assistantship opportunities.

Program Specific Degree Requirements
Master’s Programs
Plan A (thesis)
Minimum requirements:
same for all options
65 hours of graduate credit to include 40 hours of core courses, 21 hours of graduate coursework specific to chosen option, and 4 hours of thesis research
Planning, development, and production of a Plan A thesis guided by the committee chair and graduate committee

Plan B (non-thesis)
Minimum requirements:
same for all options
61 hours of graduate credit to include 40 hours of core courses and 21 hours of graduate coursework specific to chosen option
Planning, development, and production of a Plan B portfolio project guided by the committee chair and graduate committee

Students must complete the CAPP program in lieu of a program of study

Program Core Requirements
Core Courses
CNSL 5310 Pre-Practicum I Counseling 3
CNSL 5210 Group Experience 3
CNSL 5060 Counseling Ethics & Prof. Issues 1
CNSL 5650 Counseling Theory 3
CNSL 5170 Career Theory 3
CNSL 5350 Multicultural Counseling 3
CNSL 5110 Group Procedures 3
CNSL 5180 Assessment in Counseling 3
CNSL 5200 Couple & Family Theory 3
CNSL 5140 Counseling and Addictions 3
CNSL 5320 Practicum in Counseling & Guidance 3
CNSL 5873 Research in Couns. Ed. 3
CNSL 5150 Consultation 3
EDRE 5530 Intro to Research 3
CNSL 5640 Diagnosis & Devel. Psych 3
CNSL 5580 Supervised Internship 6

Core Subtotal 49

School Counseling
CNSL 5120 School Counseling 3
CNSL 5330 Counseling Children & Adol... 3
CNSL 5340 Play Therapy 3
CNSL 5610 Adv. Practice in Group & Fam. Counseling 3

Subtotal 12

Mental Health Counseling
CNSL 5130 Mental Health Counseling 3
CNSL 5610 Adv. Practice in Group & Fam. Counseling 3
CNSL 5330 Counseling Children & Adol... 3
CNSL 5340 Play Therapy 3

Subtotal 12

Thesis
CNSL 5960 Thesis Research 4

Minimum Total Credit Hours
Plan A 65
Plan B 61

Program Core Requirements:
Core Courses
Doctor of Philosophy in Counselor Education and Supervision

Doctoral students are required to have completed a minimum of a 48-hour Master’s degree from a program of study equivalent to a CACREP accredited Masters program in Counselor Education. These requirements are based upon the 2009 CACREP Standards.

Learning Outcome Areas
Advanced Foundations

Ph.D. students with a 48-hour CACREP equivalent Master’s degree are required to complete 12 semester hours of courses beyond their Master’s preparation (in consultation with their adviser and committee). Ph.D. students with a 60-hour CACREP equivalent Master’s program can petition up to 12 hours of their Master’s coursework to fulfill this requirement.

Counseling and Supervision
CNSL 5860 Doctorate Practicum in Counseling
CNSL 5865 Supervision Theory
CNSL 5875 Doctorate Practicum in Supervision

Teaching, Leadership and Advocacy
CNSL 5880 Doctoral Seminar
CNSL 5900 Practicum in College Teaching
CNSL 5990 Internship

Research and Scholarship
12 credits chosen from the following (or equivalent) in consultation with major adviser and graduate committee.

EDRE 5600 Ed Res 1: Descriptive
EDRE 5610 Ed Res 2: Group Comp.
EDRE 5620 Ed Res 3: Correlational Res
EDRE 5630 Ed Res 4: Multivariate Res
EDRE 5640 Intro to Qual Res
EDRE 5650 Adv. Qual Res

Dissertation
EDRE 5660 Research Proposal Writing
CNSL 5890 Directed Professional Stds

Total 72
Counseling (CNSL)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2Q|QB]).

1000. Relationship Skills: Counseling in Action. 3. [none] 1, I Prerequisite: 12 hours in education and/or behavioral sciences and graduate standing to receive graduate credit.

4520. Fundamentals of Counseling (B) 3. Students learn some of the skills of counseling and develop an understanding of elementary principles of counseling theory, as well as a better understanding of themselves in relation to other people. Dual listed with CNSL 5520. Prerequisites: junior standing; 6 hours of education or psychology and graduate standing to receive graduate credit. (Offered on campus and online all semesters)

4620. Organization and Administration in Student Affairs. 3. An introduction to college student affairs practice, specifically exploring issues related to the organization and administration of student personnel services. Explores the history, the philosophy, and the skills utilized in student personnel services within the context of various higher education institutions and settings. Dual listed with CNSL 5620. Prerequisite: department consent.

5010. Introduction to Addictions. 2. A survey course that focuses on the critical-thinking skills necessary to understand, analyze, and produce knowledge within the framework of educational inquiry; introducing students to the role of counseling in diverse settings. Themes discussed include classroom human relations skills, counseling in a diverse society, legal and ethical issues in human relationships and careers-in-training, administrators, and other educators. Covers individual and group guidance and counseling and experiences for children to promote their social, emotional and psychological growth. Dual listed with CNSL 5410. Prerequisites: junior standing; 6 hours of education and/or behavioral sciences and graduate standing to receive graduate credit.

5020. Workshop. 1-4 (Max. 9). Usually offered only during summer sessions, this course provides an opportunity for special consideration on particular areas of counseling or pupil personnel services. Prerequisite: graduate standing, nine hours of education or pupil personnel services. Prerequisite: department consent.

5020 Workshop. 1-4 (Max. 99). Usually offered only during summer sessions, this course provides an opportunity for special consideration on particular areas of counseling or pupil personnel services. Prerequisite: graduate standing, nine hours of education or pupil personnel services. Prerequisite: department consent.

5050. Short Course. 1-2 (Max. 12). Provides opportunities for intensive study of some specific topic or set of topics in personnel work, to meet the special needs of a group of students with common interests. No more than six hours may be applied to any one degree program. Prerequisite: graduate standing and 6 hours in education and/or behavioral sciences.

5040. Relationship Skills. 3. Designed to help students and administrators develop their human relation skills to improve interpersonal effectiveness and communication as related to generic life skills. Dual listed with CNSL 4040. Prerequisite: 12 hours of education and/or psychology.

5040. Counseling Ethics and Professional Issues. 3. Designed to provide students with a philosophical base for making ethical decisions in the professional situations they encounter. In addition, it involves a chance to discuss many specific ethical and professional issues that are commonly encountered in the profession. Prerequisite: program admission or consent of instructor.

5100. Addictions and Diversity. 3. Focuses on increasing students’ understanding of diversity issues in the prevention and treatment of alcohol, drug abuse, and other addictions. Prerequisite: six hours in administration of justice, psychology, sociology, or social work at the 4000 or 5000 level.

5110. Group Procedures. 3. Designed as an introduction to group work used in various organizational settings. Basic group techniques and procedures are covered using lecture/discussion methods, video, observation, and participation in practicing group leadership skills. Participation in a group experience during the course is required. Prerequisites: CNSL 4520/5520, six semester hours of education and/or psychology, consent of instructor, and graduate standing.

5120. School Counseling. 3. Provides specialized training for individuals preparing to be school counselors at levels K-12. Prerequisite: graduate standing.

5130. Mental Health Counseling. 3. Encompasses specific counseling and professional development issues encountered by licensed counselors working in mental health agencies or private practice. Understanding the nature of the clientele and the issues, strategies for resolving client difficulties, collaborative practice, ethics, advocacy, knowledge and skills related to diversity and social justice are considered. Prerequisite: enrollment in Counselor Education program, successful completion or enrollment in CNSL 5060, 5650 and 5310.

5140. Counseling & Addictions. 3. Focuses on students acquiring specialized knowledge of assessment and multi-disciplinary treatment of chemical and other addictions. Prerequisite: six hours in administration of justice, psychology, sociology, or social work at the 4000 or 5000 level.

5145. Dual Diagnosis: Counseling Implications. 3. Designed to prepare counselors to assess, diagnose, and treat co-morbid substance abuse/dependence and other Axis I mental health problems for persons seeking counseling. Offered satisfactory/unsatisfactory only. Prerequisite: graduate standing or mental health practitioner.
5150. Organizational Leadership and Consultation. 3. Focuses on providing participants with an understanding of the role of the consultant and program management in working with schools, families and community organizations. Emphasis is on principles, methods, and models of consultation and management. Student application within a chosen professional area will be encouraged. Prerequisite: graduate standing or permission of instructor.

5160. Etiology of Alcohol and Drug Dependency. 3. An introduction to issues pertaining to the etiology of alcohol and drug dependency. Emphasis is on genetic, psychological and sociocultural causes of chemical addiction. Cross listed with PSYC 5160. Prerequisite: PSYC 2210, CNSL 4520/5520 or equivalent.

5170. Career Lifespan. 3. Offers an overview of human lifespan functioning with a primary focus on psychosocial development and counseling and career development across the lifespan. Additionally, this course presents the opportunity to examine the role of career and its influences on personal development. Prerequisites: none.

5180. Assessment in CNSL. 3. Emphasis is on counselor development for facilitating client self-understanding through the application of various assessment procedures and knowledge about educational information systems and tools. Prerequisite: graduate standing, 15 hours in education and/or behavioral sciences.

5200. Couple and Family Theory. 3. Provides students with a foundation in conceptualizing and working with couple and family systems. Areas to be addressed include the history of couple and family counseling, ethical issues, professional orientation and an introduction to major systems theories. Participants are expected to explore their own family of origin. Prerequisite: admission to program.

5210. Group Experience. 1. Designed to provide a structured group experience through both in-class experience and reading. It is designed for students involved in human relationship fields. In-class groups are led by advanced group counseling students under the supervision of the faculty instructor. Prerequisites: graduate standing and consent of instructor.

5250. Theories of Student Development. 3. Philosophical views, theories and models for the design, structuring and development of comprehensive programs of college student personnel services are investigated. Roles, functions and contributions are studied as are institutions context and environment in which student personnel services function. Prerequisite: graduate standing or permission of instructor.

5300. Couple and Family Ethics. 1. Provides an in-depth exploration of ethical issues in working with couples and family systems. Designed to complement 5060 which provides a foundation in ethics. Prerequisite: graduate standing.

5310. Pre-Practicum. 3. The first semester of a one-year sequence focused on learning, developing and practicing the fundamental process of counseling. Students do role-playing and have supervised experience with clients in a laboratory setting. Individual supervision is provided. Individual, live and observation of supervision is extensive. Prerequisite: graduate standing, program approval.

5320. Practicum. 3. Second course in a two semester sequence which includes class work, supervised counseling with clients in laboratory, extensive individual, group, live and observational supervision. Prerequisite: graduation standing, CNSL 5310, program approval. 5330. Counseling Children and Adolescents. 3. Students increase knowledge and skills in the processes of counseling children and adolescents. Prerequisite: six hours in education and/or behavioral sciences.

5340. Play Therapy. 3. Provides students with an overview of the field of play therapy. The historical roots of play therapy and the importance of play in child development will be explored. Various play therapy theories and techniques for assessment and intervention and professional issues will be surveyed. Prerequisite: CNSL 5330.

5350. Multicultural Counseling. 3. Increases counselor competency and skills with diverse clients. Prerequisite: admission to the UW counseling program.

5400. Advanced Methods in Couple and Family Therapy. 3. Provides advanced training in couple and family counseling, with an emphasis on the linkage between prominent systemic and non-systemic theories/models and relevant, effective and innovative intervention techniques. Serves as a link between theory (CNSL 5200) and practice (CNSL 5600). Prerequisites: graduate standing and CNSL 5200.

5410. Elementary and Middle School Guidance. 2. An introduction primarily for teachers, teachers-in-training and counselors, covering individual and group guidance and counseling techniques in the elementary and middle school. Emphasis is placed on the role of teachers and counselors in providing guidance, counseling, and experiences for children to promote their social, emotional, and psychological growth. Dual listed with CNSL 4410. Prerequisite: 6 hours of education and/or behavioral sciences and graduate standing.

5490. Individual Problems. 1-6 (Max. 6). Provides flexible credit for students who wish to undertake intensive study of a special problem identified in a regular classroom or area of study not currently covered by a regular class. Prerequisite: consent of instructor and department, and graduate standing.

5500. Couples and Marriage Therapy. 3. Provides participants with knowledge and skills specific to working with couples and partners in the areas of relationship and marital therapy. A variety of methods are used to support participants in becoming more effective in working with both “traditional” and “non-traditional” relationships in addressing issues of intimacy. Prerequisite: CNSL 5200.

5510. Trends and Issues. 1-4 (Max. 4). This course is used from time to time as a systematic means for students to explore a developing trend or issue related to personnel services. Students make in-depth studies of one or more issues, trends, practices, and applications, under the supervision of one or more instructors. Prerequisite: graduate standing, and 15 hours in education and/or behavioral sciences.

5520. Fundamentals of Counseling. 3. Beginning course in the basis and process of counseling. Exposes students to some of the skills of counseling and enables them to develop an understanding of the elementary principles of counseling theory as well as a better understanding of themselves in relation to other people. Dual listed with CNSL 4520. Prerequisite: 6 hours of education or psychology and graduate standing.

5580. Supervised Internship. 1-6 (Max. 16). Provides a capstone clinical experience, preparing graduates to enter the practice of counseling PK-12 schools, mental health settings, and student affairs services in higher education. Students engage in professional counseling activities at approved placement sites. Prerequisites: graduate standing, CNSL 5310, 5320 and consent of the designated field setting authority.

5610. Advanced Practice in Group and Family Counseling. 3. Designed to provide a theoretical framework for understanding group dynamics and family systems, as well as offer intervention guidelines, best practices, and supervised experience in group leadership and family counseling. Prerequisites: program admission and consent of instructor.
5620. Organization and Administration in Student Affairs. 3. An introduction to college student affairs practice, specifically exploring issues related to the organization and administration of student personnel services. Explores the history, the philosophy, and the skills utilized in student personnel services within the context of various higher education institutions and settings. Dual listed with CNSL 4620. Prerequisite: department consent.

5640. Diagnosis and Developmental Psychopathology. 3. Introduction to college student affairs practice, specifically exploring issues related to the organization and administration of student personnel services. Explores the history, the philosophy, and the skills utilized in student personnel services within the context of various higher education institutions and settings. Prerequisite: department consent.

5650. Counseling Theories. 2-3 (Max. 3). Designed to increase understanding of major counseling theories, with an emphasis on the integration of theoretical and philosophical assumptions with personal viewpoints. Prerequisites: previous or concurrent enrollment in CNSL 4520/5520 or equivalent, admission to counseling program, consent of instructor.

5655. Advanced Counseling Theories. 2. Designed to stimulate in-depth examination and research into existing counseling theories essential to developing a personal theoretical orientation to counseling. Prerequisite: advanced standing.

5740. Field Studies in Counselor Education. 1-12 (Max. 12). Offered only through college extension services. It is flexible and is utilized to meet local needs in the state. Credit in this course is not applicable toward advanced degrees in counseling. Prerequisites: graduate standing, permission of instructor and program director.

5860. Doctoral Practicum in Counselor Education. 1-8 (Max. 8). Enrollment is limited to five graduate students per instructor. In this practicum, advanced graduate students are given an intensive supervised experience in counseling students over an extended period of time. The actual counseling experience is supplemented by input and evaluation seminars for all enrollees and by supervisory conferences designed to improve sensitivity and skill in counseling. Prerequisites: admission to the doctoral program in counseling, mastery of basic interviewing and counseling skills, and consent of instructor.

5850. Supervision Theory. 3. Provides students with the theoretical, knowledge and research base of clinical supervision as it relates to the counseling profession. Prerequisite: CNSL 5860.

5870. Seminar. 1-6 (Max. 12). Advanced students work together intensively on current issues and problems and participate in systematic, critical interpersonal evaluation. Seminars are organized with various patterns of emphasis and provide for a variety of small group experiences related to curricular areas within the department. Prerequisites: consent of instructor and graduate standing.

5873. Research in Counselor Education. 3. Study of research in the field, including development of knowledge and skills in analyzing, designing and conducting research in typical field settings. Prerequisite: graduate standing, and 15 hours in education and/or behavioral sciences.

5875. Doctoral Practicum in Supervision. 1-6 (Max. 6). Designed to provide the prospective counseling educator or supervisor with an understanding of the learning process in counseling and the supervisory behaviors requisite for improving the competencies and professional growth of counselors. Specialized knowledge, skills, and attitudes related to the act of supervising are supplemented by various methods and techniques such as videotape, films, film-tape synchronization, simulation material, role-playing, group dynamics, communication games, interpersonal recall, interaction and content analysis, and micro-counseling. Prerequisites: CNSL 5860, graduate standing, and consent of instructor.

5880. Special Problems. 1-9 (Max. 9). Provides a broad perspective through selected reading material. Wherever possible the student collects and uses original information from a practical work situation. All work is done independently under the direction of a faculty member. A minimum of three conferences are held as necessary to assure successful completion of the project. Prerequisites: consent of instructor and department head, and graduate standing.

5890. Directed Professional Study. 1-9 (Max. 9). Similar to CNSL 5880. Provides additional opportunity for students to pursue advanced graduate work through independent research. Projects are done under the direction of a graduate faculty member. Prerequisites: consent of instructor and department head, and graduate standing.

5900. Practicum in College Teaching. 1-3 (Max. 16). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisites: enrolled in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Graduate level course designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrolled in a graduate level degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.

Instructional Technology

The Program

This nationally recognized program offers the following graduate degrees in education: master of science (M.S.) option Instructional Technology and doctor of education (Ed.D.). The master’s program requires 34 credit hours beyond the bachelor’s degree and is available online. The Ed.D. is the terminal professional degree in education designed for students who desire to improve their professional practice as educators. The Ed.D. requires a minimum of 80-82 semester hours beyond the bachelor’s degree, of which 36 hours must be taken in the student’s chosen field. A bachelor’s and master’s degree is required of all students to be admitted to an Ed.D. program. Candidates may, with the approval of the faculty, transfer up to 30 semester hours from previous course work.

Instructional Technology

Instructional technology has been defined as “the systemic and systematic application of strategies and techniques derived from behavior and physical sciences concepts and other knowledge to the solution of instructional problems.” This program is dedicated to the preparation of graduates as professionals to practice and lead in this dynamic field. The rapidly changing field of instructional technology demands a flexible program that can meet the needs of professionals interested in learning, designing and developing, training and teach-
Program Specific Degree Requirements

Doctor of Education (Ed.D.) in Education, Options: Instructional Technology

The Ed.D. is the terminal professional degree in education designed for students who desire to improve their professional practice as educators. The Ed.D. is delivered through distance delivery system and requires a minimum of 80 to 82 semester hours beyond the bachelor’s degree, of which 36 hours must be taken in the student’s chosen field. Candidates may, with the approval of the faculty, transfer up to 30 semester hours from previous graduate level coursework. A bachelor’s degree and a master’s degree are required of all students to be admitted to the Ed.D. program.

Program Specific Admission Requirements

Application deadlines and materials can be found on the Instructional Technology program web page (www.uwyo.edu/alt/).

Program Specific Graduate Assistantships

Applicants interested in a Graduate Assistantship must submit a graduate assistantship application to the Professional Studies department office no later than February 1 for fall term admission (see above).

Instructional Technology (ITEC)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2(QB)])

1000. Visual Literacy for Life and Learning. 4. ([none]) I, L] Engages students in the discussion and practice of communicating with visual resources. Students do not need to be artistic to succeed. Emphasis is placed on 1) using visuals for communication in formal and informal educational environments, and 2) the responsible use of visuals as discerning global citizens.

2360. Teaching with Technology. 1-3 (Max. 6). Equips students with information, skills and insights necessary for successful integration of computer-based technologies into classroom teaching. Content includes modeling of techniques, teaching strategies and appropriate applications of computer-based technologies in specific content areas and consideration of computer-related issues facing educators. Prerequisite: ITEC 2360 or equivalent.

4100. Introduction to Instructional Technology. 3. An introductory survey course in instructional technology. Covers psychological principles in communication theory, message design and instructional theory with emphasis on the application of technology toward achieving communications objectives. Includes hands-on experience with current presentation tools and techniques for a variety of instructional delivery. Dual listed with ITEC 5010. Prerequisite: junior standing.

4220. Materials Production I. 2. The first in a series of laboratory experiences aimed at providing teachers, administrators and production specialists with skills in the design and production of instructional materials. Focuses on the basic processes (i.e. mounting, lettering, coloring, illustration, converting and duplicating). A materials fee will be assessed. May be used toward the practical and applied arts requirement. Prerequisite: ITEC 4120. (Offered based on sufficient demand and resources)

4340 [4400]. Integrating Computer-Based Technologies in Teaching: _______ 1-3 (Max. 6). Equips students with information, skills and insights necessary for successful integration of computer-based technologies into classroom teaching. Content includes modeling of techniques, teaching strategies and appropriate applications of computer-based technologies in specific content areas and consideration of computer-related issues facing educators. Prerequisite: ITEC 2360 or equivalent.

4360. Advanced Instructional Computing. 3. For graduate students and teachers interested in learning how to appropriately use microcomputers (CBE, CAI, CBI and CMI) in the classroom and as a tool in their disciplines. Methods of using microcomputers to improve learning, retention, motivation and higher order thinking skills are examined. Systems for classroom management and criteria for selection of hardware and software are covered. A variety of software will be evaluated and used in content specific areas. Prerequisite: graduate standing.

4740. Field Studies In _______. 1-5 (Max. 12). This course is offered only through extension services. It is broad and flexible and can be utilized in numerous situations to meet local needs. Credit in this course is not applicable toward advanced degrees. Prerequisite: junior standing. (Please note that any course offered by the College of Education with the number 4740 is not applicable toward advanced degrees)
4880. Individual Problems. 1-3 (Max. 9). A course providing flexible credit for seniors who are interested in investigating problems in instructional technology. Prerequisites: 12 hours of education and consent of instructor.

5010. Instructional Technology. 3. An introductory survey course in instructional technology. Covers psychological principles in communication theory, message design and instructional theory with emphasis on the application of technology toward achieving communications objectives. Includes hands-on experience with current presentation tools and techniques for a variety of instructional deliveries. Dual listed with ITEC 4010. Prerequisite: junior standing.

5020. Technology and Distance Education. 3. A survey of the uses of telecommunication systems and other technologies in distance education. Covers instructional strategies, management concerns, and special issues associated with distance learning programs. Prerequisite: graduate standing and consent of instructor.

5070. Trends In Instructional Technology. 1-3 (Max. 6). Provides reading, discussion, research and the opportunity to critically appraise potential methods, software, and hardware in the field of educational communications and technology. Prerequisite: 12 hours of education, graduate standing, and consent of instructor.

5090. Masters Capstone. 4. Capstone is designed to provide a forum in which to apply theories, principles, and skills to the kinds of situations adult educators may encounter in practice. It provides a vehicle to document the successful completion of general and degree specific competencies and to examine and critique current scholarship in adult education. Students complete the requirements of the Plan B process. Cross listed with ADED 5090. Prerequisite: graduate standing.

5120. Media Workshop. 1-6 (Max. 6). Specialized experience in selected areas such as computer technology, multi-image, slide/tape, audio and instructional design. Emphasizes experimental use of materials and development of learning software. The workshop is provided on demand and is flexibly organized and scheduled to meet prevailing needs. Prerequisite: ITEC 4220.

5160. Introduction to Instructional Design. 3. An introduction to theory and practice of instructional design. Intensive study of the instructional design process and application of the process to solve an instructional problem. Prerequisite: graduate standing.

5320. Visual Literacy. 3. Visual literacy refers to a group of vision-competencies a human being can develop by seeing, and at the same time, integrating with other sensory experiences. Concerned with techniques for developing these competencies and methods by which such development can be encouraged in others. Prerequisite: graduate standing.

5350. Photo Instructional Materials. 3. An introduction to fundamental photographic procedures that teachers, administrators, and others can apply to solve communication problems. Includes the selection of cameras, films, and the appropriate utilization of these and other photographic equipment often found in today's schools and other social institutions. Laboratory time is expected to extend beyond scheduled class hours. A materials fee will be assessed. Prerequisite: ITEC 4120 and 4220.

5470. Instructional Video. 3. An introductory course for teachers, media specialists, administrators, and others interested in planning, producing, and using instructional video. Prerequisites: graduate standing and consent of instructor.

5480. Short Course. 3. Used to provide offerings in special topics in instructional technology on the basis of need. Prerequisite: graduate standing and consent of instructor.

5510. Instructional Telecommunications. 3. An introduction to the instructional applications of telecommunications in public schools, media centers, libraries, and post-secondary institutions. Covers the uses of voice, data, and video transmission for instructional application. Prerequisites: graduate standing and consent of instructor.

5550. Theory of Change. 3. Explores the literature and research base within the theories, models, and processes of change, the diffusion of innovations, and the human side of educational reform. Learners explore practical applications of theoretical and research findings to behavioral change, diffusion of innovations, and principles and practices of planned change. Prerequisite: graduate standing.

5560. Design and Development of Instructional Systems. 3. Advanced study in instructional systems theory and design. Study and application of instructional design models used in education and training. Prerequisite: ITEC 5160, graduate standing, and consent of instructor. Previous course work in educational psychology/learning theory is desirable.

5580. Supervised Internship. 1-8 (Max. 12). An internship experience may be required as part of the planned program in instructional technology. A maximum of eight hours may be counted in meeting the minimum requirements of a graduate degree, but additional credit may be taken beyond this limit for the recording of appropriate supervised experience. This course may not be substituted for practice public school teaching or vice versa. Prerequisites: 12 hours of ITEC, consent of instructor and graduate standing.

5660. Interactive Learning Systems. 1-3 (Max. 6). Covers all of the necessary elements to design and evaluate effective and efficient interactive learning systems. Prerequisites: ITEC 5160 or equivalent, graduate standing, and consent of instructor. Previous course work in educational psychology/learning theory is desirable.

5760. Instructional Design Applications. 3. Students engage in the application of principles of instructional design in a real-world setting. Students will be involved in classroom and field experience. Prerequisite: ITEC 5160 or 5560.

5850. Issues, Practices, and Research in Instructional Technology. 3. A survey course covering issues, practices, and associated research in instructional technology. Prerequisite: graduate standing.

5870. Seminar. 1-3 (Max. 6). Advanced students in education work together, intensively, on current issues and problems relevant to instructional technology, and participate in systematic, critical interpersonal evaluations. Prerequisites: graduate standing and consent of instructor.

5880. Special Problems. 1-6 (Max. 9). Provides a broad perspective through selected reading material and, wherever possible, the student collects and uses original information from a practical school situation. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisites: graduate standing and consent of instructor and consent of department.

5890. Directed Professional Study. 1-6 (Max. 9). Similar to ITEC 5880 and provides additional opportunity for students to pursue advanced degree work through independent research. Projects are done under the direction of a graduate faculty member. Prerequisites: graduate standing and consent of instructor and consent of department.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate standing.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.
5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Designed for students who are involved in research for their dissertation project. Also used for student whose coursework is complete and are writing their dissertation. Prerequisite: enrollment in a graduate degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.

Education Specialist

This degree is currently under review. Departments are not accepting applications.

Distance Education

The Distance Education option is no longer being offered.

Library Science

The library science specialization is no longer being offered.

Leadership

The curriculum in educational leadership is designed to prepare superintendents, principals, supervisors for public schools and leaders for organizations to perform duties of a specialized nature and to function effectively in a leadership capacity. The program provides sufficient breadth to give candidates for advanced degrees ample opportunity to develop essential competencies.

Degrees and Certificates Offered

Students who major in education with an option in educational leadership may choose one of the following certificate or degree programs: Principal Endorsement certificate program for eligibility of K-12 Principal endorsement (does not lead to a master’s degree), Master of Arts in Education, and Doctor of Education and Doctor of Philosophy. Additional information may be found on the Educational Leadership program webpage.

Program Specific Admission Requirements

Candidates for a master’s degree in education with a specialization in educational leadership, in addition to the admission requirements of the university, must complete a selection process which may include assessment in the following areas: teaching experience, a writing sample, and faculty interview.

Candidates for the doctor of education and the doctor of philosophy degree, in addition to the admission requirements of the university, must complete a selection process which may include the following prerequisites and assessment in the following areas: hold a master’s degree, writing sample, and faculty interview.

Candidates for the University Graduate Certificate in School Principalship offered through the Principal Endorsement Program must file a university application with the Admissions Office, if not concurrently enrolled in a graduate program at the University of Wyoming. In addition, candidates must complete a selection process which may include assessment in the following areas: master’s degree in an education related area from an accredited institution, writing sample, and faculty interview.

Program Specific Degree Requirements

Principal Endorsement Certificate program

The endorsement is 21 credits which includes the four core classes, 3 credits each: EDAD 5010, Leadership for Curriculum Development; EDAD 5020, Leadership for School Organization; EDAD 5030, Leadership for Communication & Personnel Development; EDAD 5040, Leadership for Instruction; EDAD 5580, Supervised Internship, 6 credits, and EDRE 5530 Intro to Research, 3 credits.

Program Specific Degree Requirements

Master’s program

The master’s is a 33 credit program which includes the four core classes, 3 credits each: EDAD 5010, Leadership for Curriculum Development; EDAD 5020, Leadership for School Organization; EDAD 5030, Leadership for Communication & Personnel Development; EDAD 5040, Leadership for Instruction; EDAD 5580, Supervised Internship, 6 credits, EDAD 5050, Leadership for Democratic Schools, 3 credits; either EDAD 5150, Assessment, Accountability, and Student Learning, or EDCI 5500 Classroom Assessment, each 3 credits; EDCI 5790 Advanced Instructional Strategies, 3 credits; EDRE 5530 Intro to Research, 3 credits; and EDAD 5060, Capstone for Educational Leadership, 3 credits.

Program Specific Degree Requirements

Doctor of Education (Ed.D.) program

The Ed.D. program is 50 credits which is added to credits from a master’s degree in an education related field for a minimum of 72 credit hours. There are 8 core classes:

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDAD 5850 Educational Leader as Director</td>
<td>3</td>
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<tr>
<td>EDAD 5720 Educational Leader as Change Agent</td>
<td>3</td>
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<tr>
<td>EDAD 5800 Educational Leader as Resource Manager</td>
<td>3</td>
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<tr>
<td>EDAD 5750 Educational Leader for the Board and Community</td>
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<td>EDAD 5650 Educational Leader as Communicator</td>
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<td>EDAD 5700 Educational Leader for Instruction</td>
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<td>or EDCI 5700 Learning Theories</td>
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<tr>
<td>or EDAD 5600 Educational Leader as Manager of Human Resources</td>
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<td>or EDCI 5820 Educational Leader as Developer of Human Resources</td>
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<td>or EDCI 5600 Diversity</td>
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Two additional required courses:

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>EDAD 5150 Assessment, Accountability, and Student Learning</td>
<td>3</td>
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<tr>
<td>EDAD 5580 Internship</td>
<td>2</td>
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<tr>
<td>Research courses totaling 12 credits:</td>
<td>3</td>
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<tr>
<td>Research (included in master’s)</td>
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<td>EDRE 5600 Ed Research 1: Descriptive Research</td>
<td>3</td>
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<tr>
<td>EDRE 5610 Ed Research 2: Group Comparison</td>
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<td>EDRE 5620 Ed Research 3: Correlation</td>
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<td>or EDRE 5640 Intro to Qual. Research</td>
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<td>and EDAD 5980 Dissertation Research</td>
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<tr>
<td>EDRE 5660 Research Proposal Writing</td>
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Cannot be used to meet research hour requirements for UW graduate degrees.
Program Specific Degree Requirements  
**Doctor of Philosophy (Ph.D.) program**

**Residency requirement:** 4 consecutive full-time semesters on campus

**Minimum of 79 total credits required in the following areas:**

- **Core courses (minimum of 9 credits)**
  - All PhD option areas require EDCI 5870, Intro to Doctoral Studies. In addition, doctoral students, with direction from their committees, will choose a minimum of two additional courses from the remaining five core courses:
    - CNSL 5900 (Practicum in College Teaching)
    - EDCI 5600 (Diversity)
    - EDCI 5810 (Writing for Publication)
    - EDCI 5730 (Learning and Cognition)
    - EDAD 5720 (Leader as Change Agent)
    - EDRE 5660 (Proposal Writing)
  
  We also understand that students may meet the requirements for the core content in other ways, such as a master’s degree in an area that emphasizes coursework in diversity or multi-cultural education. Committees may determine that the requirements for additional course(s) have been met. However, Introduction to Doctoral Studies may not be waived.

- **Cognate courses and advanced courses (minimum of 18 credits)**

- **Advanced research courses (minimum of 12 credits)**

**Dissertation Hours**

The required number of dissertation credits be a minimum of 12.

- Preliminary exam (after coursework is completed): Guidelines determined by program, department, or committee
- Program Outcomes: Written demonstration is required to show PhD outcomes are met (determined by program, department, or committee)
- Dissertation (after preliminary exam): Guidelines determined by program, department, or committee

**Notes:**

- These requirements for a PhD in Education are minimum requirements only. Students should check specific program options for additional requirements, including admissions criteria. Options approved prior to May 2009 may have different requirements.

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**Educational Administration (EDAD)**

5010. Leadership for Curriculum Development. 3. The main learning outcome is curriculum development with topics including educational and cultural foundations, curricular outcomes, K-12 alignment, standards and community values, developing, managing, and evaluating curriculum, multicultural education, equal access (special education, gifted and talented, ESL, poverty, sex ed., character ed., etc.), academic freedom, and censorship. 
**Prerequisites:** complete Core (EDAD)

5020. Leadership for School Organization. 3. Focus is on school organization with topic areas including school culture, community building, models for strategic planning, school governance/operations, site-based management, ethics and morality, budgeting and resource allocation, scheduling, school buildings and facilities, student rights, religious expression, and equal access. 
**Prerequisites:** graduate standing.

5030. Leadership for Communication and Personal Development. 3. Focus is on communication and personal development. Topics include recruitment, selection, induction, supervision, and evaluation of staff, models of supervision, staff development and models of professional development, conflict management, politics, power and policy, public relations and communication, and employment law related to teachers and classified staff. 
**Prerequisites:** graduate standing.

5040. Leadership for Instruction. 3. Focus is on teaching and learning with topic areas including mission, vision, and goal development, improvement of instruction, school improvement, research in school improvement, assessment and testing, models of instruction, integrating technology in the classroom, and privacy and confidentiality issues. 
**Prerequisites:** complete Core (EDAD)

5050. Leadership for Democratic Schools. 3. Designed to increase awareness of future school leaders of the principles of equity and excellence in education focused on democratic practices. Topics include democratic educational practices, ethical leadership, renewal of public schools, and educational leadership in urban, suburban, and rural communities, and in ethnically and socio-economically diverse settings. 
**Prerequisites:** graduate standing.

5060. Capstone in Educational Leadership. 3. Designed to assist the student in the creation of their master’s program final project, which will be used as the written demonstration of

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mastery of the course outcomes as well as meeting the educational leadership (ELCC) standards. 
**Prerequisite:** complete Core (EDAD)

5070. Educational Trends. 1-6 (Max. 8). Provides reading, discussion, research, appraisal of new methods, materials, equipment procedures, and experimental programs concerned with the improvement of professional education as it pertains to educational administration. The maximum allowable credit applies to the total offerings under this number. 
**Prerequisites:** graduate standing, teaching experience, 12 semester hours in education.

5100. Human Relationships in Educational Leadership. 6. Designed to encourage students to gain a deeper understanding of their own beliefs and an understanding of leadership issues through concentrated study as members of a cohort group with a team of faculty. 
**Prerequisites:** admission to Principal Preparation Program and graduate study.

5150. Assessment, Accountability, and Student Learning. 3. Focuses on the knowledge and skills necessary to lead schools in the alignment of standards, assessment, and instruction. Topics include analysis and interpretation of assessment results and educational data, recent history and current context of educational accountability in Wyoming, role of assessment and accountability in improving student learning. 
**Prerequisites:** graduate standing.

5200. Educational Leadership and Organizational Management. 3. Designed to encourage students to gain a deeper understanding of the principal as an organizational manager. Topics include school law, budgeting, facilities planning, climate and policy development. 
**Prerequisites:** admission to Principal Preparation Program and graduate standing.

5300. Educational Leadership and Personal Development. 3. Designed to encourage students to gain a deeper understanding of the principal as a personnel developer. Topics include empowerment, staff development, supervision of instruction, evaluation and team building skills. 
**Prerequisites:** admission to Principal Preparation Program and graduate standing.

5400. Instructional Leadership. 6. Designed to develop instructional leadership in aspiring principals. Topics include situational leadership, quality schools, outcome-based education, curriculum development, assessment of learning and instruction, technology, change and effective schools. 
**Prerequisites:** admission to the Principal Preparation Program and graduate standing.
5410. Short Course in Educational Administration. 1-6 (Max. 6). Used for special topics in educational administration on the basis of need. Prerequisites: six hours of education and/or consent of instructor.

5420. School Administration Workshop. 1-5 (Max. 5). Workshop designed mainly for the experienced school administrator who desires to acquire the latest information about developments in various areas of education. It is devoted to the intensive study of major problems and issues confronting school administrators. Prerequisites: 12 hours of educational administration and graduate standing and/or consent of instructor.

5490. Directed Professional Study. 1-6 (Max. 9). Similar to EDAD 5880 and provides additional opportunity for a student to pursue advanced graduate work through independent research. Projects are done under the direction of a graduate faculty member. Prerequisite: consent of instructor and department, and graduate standing.

5500. Communication in Educational Leadership. 3. Designed for students to attain the knowledge and skills and to develop the attitudes congruent with the principal as an effective communicator. Topics include inter- and intra-personal communication skills, school and community relations, analysis of school and community power bases and group process skills. Prerequisites: admission to Principal Preparation Program and graduate standing.

5580. Supervised Internship in Educational Administration. 1-8 (Max. 12). An internship experience may be required as part of the planned program in educational administration for the elementary principalship, the secondary principalship, and the superintendent. A maximum of four hours may be counted in meeting the minimum requirements of a graduate degree, but additional credit may be taken beyond this limit for the recording of appropriate supervised experience. Prerequisites: 8 hours of education administration courses, 15 hours of education, consent of department, and graduate standing.

5600. Educational Leader as Manager of Human Resources. 3. Focuses on linking theory related to organizations (including Bureaucracy Theory), decision-making and organizational effectiveness with effective practices in management of organizational personnel. Prerequisite: graduate standing.

5650. Educational Leader as Communicator. 3. Focuses on inter- and intra-personal communication skills; group facilitation; organization and community public relations; parent and community involvement; negotiation; and conflict management. Prerequisite: graduate standing.

5700. Educational Leader For Instruction. 3. Focuses on the study of curriculum development and implementation, instructional practice, assessment and staff development. Prerequisite: graduate standing.

5720. Educational Leader as Change Agent. 3. Focuses on the study of change theory, change processes, change dynamics, decision-making models, and implementation of change in the organization setting. Prerequisite: graduate standing.

5750. Educational Leader for the Board and Community. 3. Concentrates on the administrator as the leader of an organization's board and community. Prerequisite: graduate standing.

5800. Educational Leader as Resource Manager. 3. Focuses upon the successful management and operation of the organizations fiscal resources, facilities, and support services. Includes work in the areas of transportation, food service, funding and budget, compensation, facilities, legal issues, calendar, special education, and policy influence. Prerequisite: graduate standing.

5820. Educational Leader as Developer of Human Resources. 3. Focuses on linking the literature and theory of motivation, decision-making, team building, and organizational effectiveness to the implementation of effective practices in the areas of personnel empowerment. Prerequisite: graduate standing.

5850. Educational Leader as Direction Setter. 3. Investigates how the educational leader can effectively create a futuristic vision and mission for the organization after assessing the existing culture and climate, and organizational readiness for change. Prerequisite: graduate standing.

5870. Seminar in Legal Issues. 1-6 (Max. 8). Advanced students in education work together intensively on current issues and problems relevant to educational administration and participate in systematic, critical interpersonal evaluation. Eight hours are permitted on a doctoral program. Prerequisite: consent of instructor and graduate standing.

5880. Special Problems. 1-6 (Max. 9). Provides a broad perspective through selected reading material and wherever possible the student collects and uses original information from a practical school situation. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisite: consent of instructor and department, and graduate standing.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes. Prerequisite: advanced degree candidacy.

5960. Thesis Research. 1-12 (Max. 24). Graduate level course designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5980. Dissertation Research. 1-12. (Max. 48). Graduate level course designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrollment in a graduate level degree program.

Educational Research

The educational research courses consist of eight courses that are offered on a regular basis. Four of these are designed to be integrated, statistics, research, and measurement courses (EDRE 5600, EDRE 5610, EDRE 5620, EDRE 5630). The other four courses are Introduction to Research (EDRE 5530), an Introduction to Qualitative Research in Education (EDRE 5640), Advanced Qualitative Research (EDRE 5650), and Action Research (EDRE 5550). EDRE 5660 Research Proposal Writing is also offered. These courses are available to students throughout the college and the university.

Educational Research

5000. Educational Research. 3.

5530. Introduction To Research. 3. Purpose is to develop graduate students into intelligently critical consumers of research through their understanding of both qualitative and quantitative methodologies employed in educational research and analysis of existing research of both types. Prerequisite: 15 hours of education courses and consent of instructor.

5550. Action Research. 3. Introduces experienced classroom teachers to action research methodology. Action research studies will be reviewed and critiqued. Students will learn
to plan, implement, and write up an action research study conducted in a classroom setting. Prerequisite: graduate standing.

5580. Supervised Internship. 1‑8 (Max. 12).

5600. Educational Research I: Descriptive Research. 3. Covers basic concepts of educational research design, statistics, and measurement. The focus is on univariate descriptive statistics. Students learn to develop survey instruments and questionnaires, plan survey studies, and conduct appropriate statistical analyses. Prerequisite: graduate standing.

5610. Educational Research II: Group Comparison Research. 3. Covers intermediate concepts of educational research design, statistics, and measurement. The focus is on bivariate descriptive statistics and inferential statistics. Design and analysis of results from group comparison studies. Construction of attitude scales and cognitive assessment instruments used in research. Prerequisite: EDRE 5530 and 5600.

5620. Educational Research III: Correlational Research. 3. Advanced educational research, statistics, and measurement course. Focus is on the design and analysis of results from correlational studies with several independent variables. Statistical topics include nonparametric statistics, multiple regression, factorial ANOVA, and factor analysis. Includes advanced topics in classical measurement theory. Prerequisite: EDRE 5530, 5600, and 5610.

5630. Educational Research IV: Multivariate Research. 3. An advanced educational research, statistics, and measurement course. Design and analysis of results from studies with several dependent and independent variables. Includes multivariate statistics such as MANOVA, discriminant analysis, canonical correlation, multidimensional scaling, structural equation modeling, logit regression. Measurement topics include generalizability theory, item response theory, equating, and standard setting. Prerequisites: EDRE 5530, 5600, 5610, and 5620.

5640. Introduction to Qualitative Research. 3. Research methods course provides an introduction to the use of qualitative or interpretive research methods in the collection and analysis of data. Students will examine primary research as well as secondary research sources which represent a variety of theoretical and methodological viewpoints. Prerequisites: graduate standing and EDRE 5530.

5650. Advanced Qualitative Research Methods. 3. Students examine the role of theory in qualitative research; develop expertise in particular qualitative research designs; study and practice data collection and analysis methods; examine and practice writing reports of results. Students engage in a fieldwork project. Prerequisites: EDRE 5530 and 5640.

5660. Research Proposal Writing. 3. Designed to prepare graduate students to plan, develop, and write research proposals suitable for thesis/dissertation, or for submission to funding agencies. Students will focus on their own problem for research, conduct a literature review, choose appropriate methods for investigating the problem, and write a research proposal. Prerequisites: graduate standing, 6 credit hours of research methods.

5870. Seminar. 1‑8 (Max. 8).

5880. Special Problems. 1‑6 (Max. 9).

5890. Directed Professional Study. 1‑6 (Max. 9).

5959. Enrichment Studies. 1‑3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

Department of Secondary Education
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Web site: cued.uwyo.edu/seeed
Department Head: Linda Hutchison

Professors:
LARRY L. HATFIELD, B.S. University of Minnesota 1962; M.A. Western Michigan University 1966; Ph.D. University of Minnesota 1969; Professor of Secondary Education 2009.

GEORGE A. KAMBERELIS, B.A. Bates College 1976; M.A. University of Chicago 1979; M.S. University of Michigan 1990; Ph.D. University of Michigan 1993; Professor of Secondary Education 2010.

ROBERT MAYES, B.S. Emporia State University 1979; M.S. 1981; Ph.D. Kansas State University 1989; Professor of Secondary Education 2006.

TIMOTHY F. SLATER, B.S. Kansas State University 1989; B.S. Ed. 1989; M.S. Clemson University 1991; Ph.D. University of South Carolina 1993; Professor of Secondary Education 2008.

Associate Professors:


LESLIE RUSH, B.S. Texas A&M—Commerce 1984; M.Ed. 1996; Ph.D. University of Georgia, 2002; Associate Professor of Secondary Education 2008, 2002.

Assistant Lecturer:
ROD THOMPSON, B.A. University of Nebraska at Kearney 1991; M.A. University of Northern Iowa 1998; Temporary Assistant Professor of Secondary Education 2003.

Temporary Assistant Professor:
JASON KATZMANN, B.S. Texas Women’s University 1994; M.A. Colorado College 2000; Ph.D. University of Northern Colorado 2007; Temporary Assistant Lecturer of Secondary Education 2007.

The undergraduate degree program in secondary education includes course work in the University Studies Program and additional content areas along with a sequence of professional education courses and field experiences with classroom teachers. Students select a concentration from agriculture, art, English, industrial technology, mathematics, modern languages, science, or social studies.

Masters and Doctoral degrees in education are available. The Secondary Education Department joins with the departments of Educational Studies and Elementary and Early Childhood Education to offer graduate programs in Curriculum and Instruction. Additional information can be found on the Curriculum and Instruction Department’s web page (wwwuwyo.edu/c_i).

Secondary Education (EDSE)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24 QB]).

1000. Exploring Hot Topics in Secondary Education. 2. [(none)I, L] Academic, content-based course designed for first year students. Focuses on critical-thinking skills necessary to understand, analyze, and produce knowledge within the framework of educational inquiry. Themes include diversity and other issues found in Secondary Education (e.g. High Stakes testing, inclusion, or school violence). Faculty member’s expertise areas within secondary education will determine appropriate themes.
1010 [EDCI 1010]. Field Experience for Prospective Elementary and Secondary Teachers. 1-4 (Max. 4). Introductory course in teacher education. Provides an overview of the theory and practice of what is required to become and be a teacher. An initial practicum is included. Cross listed with EDEL 1010. Prerequisite: sophomore standing. (Offered fall, spring and summer)

2000 [EDCI 2000]. Undergraduate Seminar in ______. 1-2 (Max. 8). Designed to discuss strategies and instructional activities used in content courses the students take and to be a linkage between what the prospective teachers study and what they will teach. It provides the opportunity to discuss appropriate activities, strategies and programs in a teaching area related to the content area being studied. Cross listed with EDEL 2000. Prerequisite: consent of instructor.

3010 [EDIE 3010]. Contemporary Philosophies in Industrial Education. 1-3 (Max. 3). Provides industrial education students with a sound contemporary philosophy for curriculum development and instructional planning. Emphasis is placed on current programs, philosophies, history, youth group development and advisory committee activities. Prerequisites: 8 credit hours of education course work. (Offered through UW/CC)

3020. Facilities and Advisory Management. 2-4 (Max. 4). Students engage in identifying RFP applications and applies for grants that are geared toward the Technical classroom as well as the process of assembling and managing an advisory committee, a required component of all CTE programs. Prepares Technical Teachers for the non-teaching requirements associated with the CTE programs. Prerequisites: junior standing in Technical Education.

3030. Construction Technology. 3. Introduces students to the principles and practices of the construction industry, through a combination of classroom and laboratory experiences. In addition, this course outlines the construction content area as taught in the industrial technology classroom and emphasizes development of curricula materials. Prerequisites: 12 hours of technical content courses from an approved list. (Offered through UW/CC)

3040 [EDIE 3040]. Energy and Power Technology. 3. A conceptual analysis and synthesis of energy requirements and sources, with emphasis on alternate energy systems. Analysis of energy conversion and the application of mechanical, fluid, thermal and electrical power systems. Prerequisite: PHYS 1050 or 1110. (Offered through UW/CC)

3050 [EDIE 3050]. Communications Technology. 3. Designed to give students knowledge and experience in the major concepts of graphic communications, including: communication, design, image generation and production practices of modern industry. Also covers curricular and pedagogical concerns related to teaching communications technology at the secondary school level. Prerequisite: 12 credit hours of technical content courses from an approved list. (Offered through UW/CC)

3270. Subject Matter Specific Methods I: Secondary English Education. 3-6 (Max. 6). Introduction of content and pedagogy in English Education. Prerequisite: grade of C or better in EDST 2480.

3271. Subject Matter Specific Methods I: Secondary Mathematics Education. 3-6 (Max. 6). Introduction of content and pedagogy in Mathematics Education. Prerequisite: grade of C or better in EDST 2480.

3272. Subject Matter Specific Methods I: Art Education K-12. 3-6 (Max. 6). Introduction of content and pedagogy in Art Education K-12. Prerequisite: grade of C or better in EDST 2480.

3273. Subject Matter Specific Methods I: Secondary Social Studies Education. 3-6 (Max. 6). Introduction of content and pedagogy in Secondary Social Studies Education. Prerequisite: grade of C or better in EDST 2480.

3274. Subject Matter Specific Methods I: Music Education K-12. 3-6 (Max. 6). Introduction of content and pedagogy in Music Education. Prerequisite: grade of C or better in EDST 2480.

3275. Subject Matter Specific Methods I: Secondary Science Education. 3-6 (Max. 6). Introduction of content and pedagogy in Science Education. Prerequisite: grade of C or better in EDST 2480.

3276. Subject Matter Specific Methods I: Secondary Science Modern Language Education. 3-6 (Max. 6). Introduction of content and pedagogy in Modern Language Education. Prerequisite: grade of C or better in EDST 2480.

3277. Subject Matter Specific Methods I: Secondary Industrial Technology Education. 3-6 (Max. 6). Introduction of content and pedagogy in Industrial Technology Education. Prerequisite: grade of C or better in EDST 2480.

3278. Subject Matter Specific Methods I: Secondary Agriculture Education. 3-6 (Max. 6). [none] Introduction of content and pedagogy in Agriculture Education. Prerequisite: grade of C or better in EDST 2480.

3540 [EDCI 3540]. Teaching Reading and Study Strategies in the Content Areas. 2-4 (Max. 4). Provides students majoring in secondary education programs with a knowledge of reading factors as they relate to various disciplines. Content includes estimating students’ reading ability, techniques for vocabulary development, questioning strategies, and developing reading related study skills. Prerequisite: junior standing and minimum 12 hours in discipline area.

3550 [EDCI 3550]. Methods of Teaching: ______. 2-5 (Max. 10). Develops an understanding of methods common to all disciplines. Through reflective inquiry and problem solving students will become involved in teaching practices and techniques. Cross listed with EDEL 3550. Prerequisites: EDST 3000, junior class standing, 2.5 minimum cumulative GPA, must maintain grade of C or better in major. (Offered fall, spring and summer)

3610 [EDIE 3610]. Manufacturing Technology. 4. Introduction to the concepts, materials and processes of modern manufacturing, systems. Develops skills related to product development, machine tool operation, manufacturing system and process control. Correlates course content with instructional practices related to manufacturing learning situations in the secondary classroom. Prerequisites: 12 credit hours of technical content courses from an approved list. (Offered through UW/CC)

4000 [EDUC 4000]. Becoming a Reflective Practitioner: Practicum. 2. Part of Phase IIIa of the teacher education program. Practicum experience is integral to EDSE 4250 and must be taken concurrently. Cross listed with EDEL 4000. Prerequisites: 2.5 cumulative GPA, successful completion of EDST 3000 (grade, interview and portfolio).

4010. Middle Level Practicum. 2. Incorporates classroom instruction and field experiences dealing with middle level classroom management, lesson planning/delivery in the context of early adolescent intellectual, physical and psychological domains. Emphasizes grades 5-8. S/U only. Prerequisites: EDST 3000, EDIC 4400 (or concurrent enrollment) 2.5 GPA.

4070 [EDAS 4070, EDVE 4070]. Educational Trends in ______. 1-3 (Max. 6). Provides reading, discussion, research and appraisal of new methods, materials, equipment and experimental programs concerned with improvement of education as it pertains to areas of secondary education: agricultural, art, English, mathematics, middle school, modern language, science, and social studies education.
The maximum allowable credit applies to the total offerings under this number. Prerequisite: 6 hours of education.

4250 [EDUC 4250]. Becoming a Reflective Practitioner: Specific Pedagogy in English. 5-8 (Max. 8). [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, English education. Must be taken in conjunction with EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 minimum GPA in major, successful completion of outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000 is expected. (Offered fall semester)

4251 [EDUC 4251]. Becoming a Reflective Practitioner: Specific Pedagogy in Mathematics. 5-8 (Max. 8). [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, English education. Must be taken in the same semester as the 2 semester hour course, EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 minimum GPA in major, successful completion of outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000 is expected. (Offered fall semester)

4252 [EDUC 4252]. Becoming a Reflective Practitioner: Specific Pedagogy in Art Education K-12. 5-8 (Max. 8). [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, art education. Must be taken in the same semester as the 2 semester hour course, EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4253 [EDUC 4253]. Becoming a Reflective Practitioner: Specific Pedagogy in Social Studies Education. 5-8 (Max. 8). [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, social studies education. Must be taken in the same semester as the 2 semester hour course, EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4254 [EDUC 4254]. Becoming a Reflective Practitioner: Specific Pedagogy in Music. 8. [W3\(\bullet\) WC, D] Comprised of content and pedagogy in the student’s major teaching field. Must be taken in the same semester as the 2 semester hour course, EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4255 [EDUC 4255]. Becoming a Reflective Practitioner: Specific Pedagogy in Science. 5-8 (Max. 8). [W3\(\bullet\) (none)] Provides an integrated approach to the methodology of teaching secondary science. Covers basic concepts of physical sciences with processes as a vehicle to learn about the natural discussion, lesson planning, use of appropriate technology, appraisal of new trends in science education and considerable time implementing ideas in the secondary classroom. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4256 [EDUC 4256]. Becoming a Reflective Practitioner: Specific Pedagogy in Modern and Classical Languages. 5-8 (Max. 8). [W3\(\bullet\) (none)] Designed to provide an introduction to curriculum and instructional processes in multiple secondary school subjects. General and discipline-specific issue and methods will be addressed. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000 is expected. (Offered fall semester)

4257. Specific Pedagogy in Industrial Technology Education. 8. [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, industrial technology education. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4260 [EDUC 4260]. Becoming a Reflective Practitioner: Specific Teaching Methods for Applied Science and Technology. 5-8 (Max. 8). [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field. Concurrent enrollment in EDSE 4000 practicum as stated in college guidelines is expected. Prerequisites: acceptance into the Wyoming Teacher Education Program, satisfactory score on the CAT, 2.5 GPA, class status and completion of certain classes as noted in this bulletin. (Offered fall semester)

4261 [EDUC 4261]. Becoming a Reflective Practitioner: Specific Pedagogy in Business and Marketing . 8. [W3\(\bullet\) (none)] Comprised of content and pedagogy in the student’s major teaching field, business and marketing education. Must be taken in the same semester as the 2 semester hour course, EDSE 4000. Prerequisites: 2.5 minimum cumulative GPA, 2.5 GPA in major, successful completion outcomes in EDST 2000 and 3000, successful completion of specific content courses required in the major and concurrent enrollment in EDSE 4000. (Offered fall semester)

4270. Subject Matter Specific Methods II: Secondary English Education. 3-6 (Max. 6). [(none)\(\bullet\) WC] Advanced content and pedagogy in English Education. Prerequisites: Grade of C or better in EDSE 3270, Grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major.

4271. Subject Matter Specific Methods II: Secondary Mathematics Education. 3-6 (Max. 6). [(none)\(\bullet\) WC] Advanced content and pedagogy in Mathematics Education. Prerequisites: Grade of C or better in EDSE 3271, Grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major.

4272. Subject Matter Specific Methods II: Art Education K-12. 3-6 (Max. 6). [(none)\(\bullet\) WC] Advanced content and pedagogy in Art Education. Prerequisites: Grade of C or better in EDSE 3272, Grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major.

4273. Subject Matter Specific Methods II: Secondary Social Studies Education 3-6 (Max. 6). [(none)\(\bullet\) WC] Advanced content and pedagogy in Social Studies Education. Prerequisites: Grade of C or better in EDSE 3273, Grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major.
4274. Subject Matter Specific Methods II: Music Education K-12. 3-6 (Max. 6). Advanced content and pedagogy in Music Education. Prerequisites: Grade of C or better in EDSE 3274, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major. Pass Piano Proficiency (may be done this semester, but must be passed before student teaching). Completed Portfolio reviewed and accepted by music education committee. WB completed (2nd level writing course) with Grade of C or better.

4275. Subject Matter Specific Methods II: Secondary Science Education. 3-6 (Max. 6). [(none)\(\text{	extup{WC}}\)] Advanced content and pedagogy in Science Education. Prerequisites: grade of C or better in EDSE 3275, grade of C or better in EDST 3000, 2.75 minimum GPA, 2.5 minimum GPA in major content courses, grade of C or better in specific content courses required in the major.

4276. Subject Matter Specific Methods II: Secondary Modern Language Education. 3-6 (Max. 6). [(none)\(\text{	extup{WC}}\)] Advanced content and pedagogy in Modern Language Education. Prerequisites: Grade of C or better in EDSE 3276, Grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, Grade of C or better in specific content courses required in the major.

4277. Subject Matter Specific Methods II: Secondary Industrial Technology Education. 3-6 (Max. 6). [(none)\(\text{	extup{WC}}\)] Advanced content and pedagogy in Industrial Technology Education. Prerequisites: grade of C or better in EDSE 3277, grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, grade of C or better in specific content courses required in the major.

4278. Subject Matter Specific Methods II: Secondary Agriculture Education. 3-6 (Max. 6). Advanced content and pedagogy in Agriculture Education. Prerequisites: grade of C or better in EDSE 3278, grade of C or better in EDST 3000, 2.75 minimum cumulative GPA, 2.5 minimum GPA in major content courses, grade of C or better in specific content courses required in the major.

4500 [EDUC 4500]. Residency in Teaching. 1-16 (Max. 24). Comprises the final professional academic semester of the teacher education program. A full-time residency, including a period of being intensely mentored and coached, a period of independent teaching and a period of team teaching. Available for S/U only. Cross listed with EDEL 4500 and EDEX 4500. Prerequisites: 2.75 cumulative GPA, 2.5 GPA in major content courses, completion of all content courses, successful completion of Phase IIIa specific pedagogy and practicum, complete review of the prospective teacher's record.

4740 [EDCI 4740]. Field Studies in ______. 1-5 (Max. 12). Offered only through extension services. Broad and flexible and can be utilized in numerous situations to meet local needs. Credit in this course is not applicable toward advanced degrees. Cross listed with EDEL 4740. Offered S/U only. Prerequisite: 6 hours of education. (Offered based on sufficient demand and resources)

4975. [EDCI 4975] Independent Study. 1-3 (Max. 6). Primarily for upper-division students who can benefit from independent study with minimal supervision. Given to allow interested students to pursue specific aspects of curriculum and instruction. Cross listed with EDEL 4975. Prerequisites: 12 hours of education courses and consent of instructor.

Agricultural Education

This curriculum provides a diversified background of technical and professional agricultural subjects necessary to prepare teachers of agricultural education for service in the public middle, secondary and post-secondary schools. Courses listed below are taken in the Secondary Education Department.

Agricultural Education (EDAG)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2\(\text{	extup{QB}}\)])

3160 [EDAS 3160, EDVE 3160]. Principles of Agricultural Education. 3. Explores the background, scope and content of agricultural education. Specific competencies required for teacher certification including history, philosophy and trends, successful program planning, applied sciences, organization/ utilization of advisory groups, adult education, curriculum, career counseling, computer applications, cooperative and SAE programs, facilities and advising the FFA. Prerequisite: junior standing. (Offered spring semester)

3170 [EDAS 3170, EDVE 1050]. Agricultural Structures Systems. 3. Prepares preservice teachers for the many skills and types of materials involved in structural systems as applied to agriculture. Includes competencies in planning structure sites, surveying, foundations, selection of materials, construction, and building utilities and conveniences.

3180 [EDAS 3180, EDIE 2180]. Welding Technology. 3. Includes the technology necessary to perform most hot and cold metal skills used in the agricultural industry. Includes maintenance on and fabrication of agricultural equipment systems. Heavy emphasis is placed on laboratory practice to develop expertise in performing skills and in the demonstration/teaching of these skills. Lab fee required.

4070 [EDAS 4070]. Trends:_____. 2 (Max. 6). Designed to provide reading, discussion, research, and the appraisal of new methods, materials, equipment, and experimental programs concerned with the improvement of education as it pertains to the areas of vocational education; vocational agriculture, business, home economics, and trade and industrial education. Each department in the college may make offerings under this number. The maximum allowable credits for each department is 6 semester hours. Prerequisites: 6 hours of education.

4170 [EDAS 4170, EDVE 4170]. Agricultural Mechanical Systems and Laboratory. 3. Introduces advanced knowledge and skills in the areas of agricultural mechanics taught in the secondary schools. Safety management and practices are included as well. Includes those practices required of future teachers of agriculture in planning and delivering agricultural mechanics instruction. Prerequisites: EDAG 3170 and 3180.

4180 [EDAS 4180, EDVE 4180]. Agricultural Power Systems. 3. Prepares preservice teachers for teaching electrical, mechanical, fluid, and alternative power systems. Emphasizes selection, installation, and maintenance of electric motors and controls, internal combustion engines, hydraulic components and systems, and alternative power sources. Prerequisite: junior standing.

4220. [EDAS 4220] Agricultural Technologies. 3. Explores the latest technologies and methodologies involved in measuring, monitoring, and collecting data by which management decisions are made in production agriculture and agribusiness. Focuses on the theme of teaching and applying precision/sustainable agriculture principles to all phases of agricultural systems. Prerequisite: EDAG 3160.
4740 [EDAS 4740, EDVE 4740]. Field Studies in ______. 1-5 (Max. 12). Explores the latest technologies involved in measuring and collecting data with technology instrumentation by which management decisions are made in production and agribusiness. Focuses on the theme of applying and teaching precision agriculture principles to all phases of agricultural systems. Satisfactory/Unsatisfactory only. Cross listed with EDEI 4740. Prerequisite: 6 hours of education courses.

4760 [EDAS 4760, EDVE 4760]. Cooperative Work Experience Programs and Student Organizations. 3. Prepares educators and administrators to plan, organize, implement and evaluate cooperative work experience programs, to design curriculum and to advise student vocational organizations. Prerequisite: 6 hours of education courses. (Normally offered spring semester)

4780 [EDAS 4780, EDVE 4780]. Education-Industry Experience. 1-16 (Max. 16). Provides opportunity for students to extend their program beyond the campus. Develops work experience programs for students based upon their area of interest and specialization. Prerequisite: consent of instructor and department head.

4970 [EDAS 4970, EDVE 4970]. Individual Problems. 1-3 (Max. 6). Provides flexible credit for seniors who may need credit for graduation, or for students who wish to undertake intensive study of a special problem identified in a regular class. Offered in areas of vocational education, vocational agriculture, family and consumer sciences, and trade and industrial education. Prerequisite: 12 hours of education courses.

Industrial Technology Education

Industrial technology education is a comprehensive, action-based teacher education program concerned with technical means, their evolution, utilization and significance with industry, its organization, personnel, systems, techniques, resources and products and their social and cultural impact. This program is offered at UW/CC-Casper.

Industrial Technology Education (EDIE)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2+QB]).

1020. Wood Materials and Processes. 3. Permits the student to acquire a technical knowledge about these industrial, nonmetallic fiber materials. Emphasis is placed on their characteristics and the processes that are applied in modifying them for industrial use. Prerequisite: EDIE 1030.

3000 [3570]. Machine Tool and Casting Technology. 3. This precision-machining and metals-casting course is designed to advance the student’s knowledge of industrially-accepted metal removal practices and foundry techniques. Metals casting and machine tool operations are combined to form the integral part of the laboratory learning experience in conjunction with individually directed research and development in the area of materials and processes. Prerequisite: EDIE 2160.

3060 [2020]. Industrial Graphics. 3. Prepares pre-service teachers with concepts and knowledge of the application of graphic standards and conventions and of these as communications languages in a variety of industrial applications. It is intended to extend the knowledge and skills of industrial technology teacher education and students.

3065 [2040]. Construction Graphics. 3. Designed for industrial technology teacher education students to learn designing, construction and functional planning principles, communication conventions, and drafting techniques as related to residential and/or small commercial structures and the construction industry. The purpose is to develop competence in and the concepts of communication processes in the construction industry so that students will be prepared to teach these competencies. Prerequisite: EDIE 3060.

3070 [4560]. Metallic and Plastics Materials Testing for Teachers. 3. Provides pre-service industrial education students with a broad background in the strength and use of metals and plastics common to industry. The student applies theoretical principles to actual testing situations as well as learn how to teach their future students in this area. In addition, students develop experience in the various processes common to the industrial use of metals and plastics. Prerequisite: EDIE 1030, MATH 1050.

3190 [2190]. Wood Fabrication Technology. 3. Permits the student to achieve technical specialization. Emphasis is placed on the construction and manufacturing processes that are applied to these nonmetallic fiber materials for the production of components and finished products. Prerequisite: EDIE 1020.

3550. Electronic Circuits. 3. A study of DC, AC and transistor circuits. Emphasis on circuit design, construction and testing. Use of common electric equipment for circuit testing.

4050 [2250]. Graphics Communications. 3. Designed to give the student a knowledge of and experience in the major concepts of graphic communications: (1) communication, (2) design, (3) image generation, (4) pre-production and production and, (5) binding, finishing and packaging. Prerequisite: EDIE 3050.

4070. Educational Trends in ______. 2 (Max. 6). Provides reading, discussion, research and the appraisal of new methods, materials, equipment and experimental programs concerned with the improvement of education as it pertains to the areas of vocational education; agriculture education, family and consumer sciences education, and trade and industrial education. Each department in the college may make offerings under this number, but the maximum allowable credit for each department is 6 semester hours. Prerequisite: 6 hours of education courses.

4300 [3500]. Computer-Aided Drafting. 3. Allows students to develop computer-aided drawings. It is designed primarily for new users of computer-aided drafting, although experienced users will find it to be a class in which additional skills can be developed. Prerequisite: EDIE 2020, 2040.

4570. Electronics Communications. 3. Conceptual analysis and applications of analog and digital communications systems. Includes AM, FM, TV, fiber optics and computer communications systems. Prerequisite: EDIE 3550.

4740. Field Studies in Industrial Education. 1-5 (Max. 12). Provides an opportunity for teachers in the field to advance their study of selected topics for the improvement of instruction and/or programs and is offered through extension services. Topics are selected to meet the needs and interests of teachers in the geographical area where the course is to be offered. The instructional method is adapted to the nature of the topic and participants enrolled. Credit in this course is not applicable toward advanced degrees. Prerequisites: 6 semester hours of education courses and/or consent of instructor.
4970. Individual Problems. 1-3 (Max. 6). This course provides flexible credit for seniors who may need credit for graduation, or for advanced students who wish to undertake intensive study of a special problem identified in a regular class. The course is offered in the area of industrial education. **Prerequisite:** consent of department head.

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**Curriculum and Instruction (EDCI)**

*Please see page 356 for course listings.*

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**Earth System Science Program**

6072 Engineering Building, 755-4955
FAX: (307) 766-2635
Web site: www.uwyo.edu/ESS
Director: Robert D. Kelly

Earth System Science (ESS) is an interdisciplinary, science-oriented, undergraduate program focusing on the interactions between the various components composing the Earth system: the biosphere, geosphere, lithosphere, hydrosphere, atmosphere, and anthrosphere. Students earning a BS degree in ESS are required to declare a Concentration in one of the participating programs, which include Anthropology, Atmospheric Science, Biology, Botany, Geography, Geology and Geophysics, Secondary Education, and Soil Science. This list will expand as the program grows. ESS is administered under a committee of Deans, and the program Departments reside in the Colleges of Agriculture, Arts and Sciences, Education, and Engineering. The program is currently administered in Atmospheric Science. See page 384 for more information.

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**Graduate Study**

The Department of Special Education offers a master of arts in education with a specialization in special education, and a K-12 Certification in special education.

**Program Specific Admission Requirements**

Current resume is required.

A copy of current Wyoming Teaching Certificate.

Undergraduate and graduate transcripts. Official transcripts from all post-secondary institutions sent to the Admission office. A bachelor’s degree from an accredited school is required. Schools must be accredited by the Council for Higher Education, or equivalent. A cumulative minimum GPA of 3.25 on previous coursework is required for full admission. We do not require official transcripts from UW. Undergraduate GPA is used as a measure of academic ability.

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A three to four full page single-spaced writing sample discussing the applicant’s academic goals and philosophy of education.

Three letters of recommendation from qualified references. One letter is requested from a current or former professor, who can comment on the applicant’s potential to benefit from a graduate-level certification program. (Only one of these letters may be from a University of Wyoming Special Education faculty member.)

An interview may be required.

Signed Prospectus - the Prospectus must be reviewed and signed. Students will be responsible for being aware of the information listed in the Prospectus.

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**Program Specific Degree Requirements**

**Special Education Masters Program course progression**

Students may choose to complete the program on a part-time or full-time basis. All Special Education courses are offered either online or through compressed video within Wyoming only.

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**Full Time Course Sequence**

The Special Education Department requires that courses be taken in the following sequence. Courses may not be taken out of sequence.

**Fall**

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**Spring**

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or

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**Summer**

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Part-Time Course Sequence

The Special Education Department requires that courses be taken in the following sequence:

**Fall I**
- EDEX 5355 ........................................ 3
- EDEX 5070* ....................................... 3
  or
- EDEX 5080* ....................................... 3

**Spring I**
- EDEX 5110 ....................................... 3
- EDEX 5120 ....................................... 3

**Summer I**
- EDEX 5250 ....................................... 3
- EDRE 5530 ....................................... 3
- EDRE 5150 ....................................... 3

**Fall II**
- EDEX 5720 ....................................... 3
  or
- EDEX 5070* ....................................... 3
  or
- EDEX 5080* ....................................... 3
- EDRE 5100 ....................................... 3

**Spring II**
- EDEX 5000 ....................................... 3
- EDEX 5200 ....................................... 3
- EDEX 5150 ....................................... 3

*Pick either EDEX 5070 or EDEX 5080

If a student chooses to write a Plan A paper, both research classes (EDEX 5150, EDRE 5530) will be required plus the 4 additional credit thesis hours and the program is 40 total hours. * If a student chooses to write a Plan B paper, they may choose between EDEX 5150 Classroom Research or EDRE 5530 Intro to Research and the program is 33 total hours. Twelve credit hours of credit can be used toward a degree program at a later date, upon approval of the student’s graduate committee members.

**Master’s Programs**

**Plan A**

Students may elect to pursue a Plan A option in their master’s program. The Plan A option involves writing a research thesis, employing either quantitative or qualitative research methodology (Note: The choice of research methodology will depend on the nature of the investigation and the questions posed). Additionally, the Plan A option requires that the student enroll in both EDEX 5150, Classroom Research Application, and EDRE 5530, Introduction to Research; the student is also required to take EDEX 5890, Directed Professional Study. The Plan A option is designed for students interested in learning more about research methodology and the relationship between research and effective teaching, as well as students interested in contributing new information and insight to the field of special education. Although the Plan A will be of value for all master’s students, it is strongly recommended for students who wish to continue their education toward a Ph.D or Ed.D degree.

Research projects involving quantitative analysis may include, but are not limited to: group comparisons employing statistical analysis, an investigation of the effects of an educational procedure or behavioral intervention using a single-subject design (e.g., multiple baseline design), survey investigation, program evaluation, or a correlational analysis. Qualitative or interpretive research investigations may include: participant observation studies, interviews, or ethnographic analyses. In either case, the following components are required for the thesis: a rationale and justification for the study, a review of the literature relevant to the study, a description of the proposed research or research methodology to be employed, an analysis and evaluation of the findings, and a discussion of the implications of the findings. Students will be required to have both a written and an oral defense.

**Plan B**

**Culminating Activity Options:**

Students may elect to pursue a Plan B non-thesis option in their master’s program. The Plan B option involves completing a culminating activity that emerges from practice, when a student finds a problem or topic of interest within a school classroom, clinical, or work setting. The intent of the Plan B option is for the student to engage in a culminating activity that requires the student to retrieve and apply content acquired in the department’s coursework; and to use research, information finding and processing, and synthesis skills as appropriate to develop and conduct an activity that will contribute to the student’s professional development and knowledge and skills as an educator. The Plan B option requires that the student enroll in EDEX 5150, Classroom Research Application, or EDRE 5530, Introduction to Research (Note: If EDRE 5530 is taken, the student may also elect to take EDEX 5150 but is not required to do so). Students who select the Plan B non-thesis option will consult with their advisors and committee members to select one of the following formats: (a) a topical paper, (b) a case study or action research investigation, (c) a grant application, (d) an oral examination, or (e) product development. Selection of a format will be based on the student’s interests and professional concerns, required resources, and manageability of the project. As these projects differ in purpose, intent, and structure, evaluative criteria vary for each, and standardized evaluative rubrics for each of these formats are included in this prospectus. However, the following components need to be included for all projects:

- A prospectus which overviews the project;
- A rationale for the selection of a particular format;
- A review of the literature relevant to the topic;
- A description of the procedures to be used to execute the activity, acquire information, or synthesize available information/data; and
- An evaluation and defense of the outcomes/findings of the project, and a discussion of its implications for professional development, student learning, or educational policy or practice.

**Exceptional Children (EDEX)**

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24QB]).

1000. Hot Topics in Special Education. 1. Academic, content-based course designed for first-year students, focuses on the critical thinking skills necessary to understand, analyze, and produce knowledge within the framework of educational inquiry. Serves as an introduction to the intellectual community of the university. Themes discussed focus on special education issues as they relate to ourselves, our schools, and our place in the community. Prerequisites: none.

1010. Overview of Special Education. 3. Provides prospective special education teachers an overview and a broad knowledge base of the special education field. Prerequisite: consent of instructor.

2120. Special Education Intervention Process. 3. Introduces special education and education intervention and management model. Discusses models designed to prepare generalist and multidiscipline special education practitioners to conduct systematic and successful intervention with learning and/or behavior problems. Prerequisites: overall GPA 2.5 and consent of instructor.
2350. Prescriptive Teaching Practicum. 1-8 (Max. 8). Encompasses live, on-going, supervised practicum experience with regular students and students with special needs. Heavily emphasizes observation and direct instructional involvement with students with a range of special needs. Prerequisites: overall GPA 2.5 and consent of instructor.

2484. Introduction to Special Education. 3. Designed to meet the needs of education majors for a required course in special education. Prerequisite: Concurrent enrollment in EDST 2480 or a grade of C or better and an institutional GPA of 2.50 or higher.

3230. Direct Instruction. 3. Applies specific instructional delivery skills to a variety of educational settings and disabilities. Prerequisite: consent of instructor.

3430. Special Education Curriculum Materials. 3. Involves assessment, adaptation and application of curriculum materials in the education of students with special needs. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

3440. Special Education Assistive Technology, Case Management, and Transition. 3. Addresses a variety of assistive technology applications for use with individuals with disabilities. Discusses case management techniques and transition components in special education. Prerequisites: overall GPA 2.5, 2.5 GPA in major and consent of instructor.

3470. Special Education Law. 3. Provides prospective special education teachers and support personnel with overview of important case and statutory law in special education. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

3550. Mental Disabilities. 3. Provides general information and assessment/teaching techniques used with children with mental retardation. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

3560. Behavior Management. 3. Provides systematic and measurable approaches for the management of behavior and motivation of hard-to-teach students and students with special needs. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

3660. Educational and Psychological Assessment. 3. Introduces students to specific psycho-educational and curriculum-based measures, procedures and instruments as they relate to teaching and programming for students with disabilities. Emphasis is placed on both formal and informal assessment tools.

4190. Identification and Education of Gifted and Talented Students. 3. Provides students with the means to identify gifted and talented students to derive maximum benefit from educational programs. Prerequisites: 2.5 overall GPA, 2.5 GPA in major and consent of instructor.

4380. Special Education Teaching Practicum. 4. Encompasses live, on-going, supervised practicum experience with regular students and students with special needs. Emphasizes observation and direct instructional involvement with range of students with special needs in a variety of settings. Prerequisites: 2.5 GPA and consent of instructor.

4500. Residency in Teaching. 1-16 (Max. 24). Comprises the final professional academic semester of the teacher education program. A full-time residency, including a period of being intensively mentored and coached, a period of independent teaching and a period of team teaching. Available for S/U only. Cross listed with EDEL 4500 and EDSE 4500. Prerequisites: 2.75 cumulative GPA, 2.5 GPA in major core courses, completion of all content courses, successful completion of Phase IIIa specific pedagogy and practicum, complete review of the prospective teacher’s record.

4570. Learning Disabilities. 3. Relates theoretical and practical aspects of learning disabilities to the classroom, teaching, various treatment techniques, as well as curriculum match and materials. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

4590. Emotional Disabilities. 3. Relates theoretical and practical aspects of emotional disturbance to classroom teaching, curriculum match and materials. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

4740. Field Studies in ______. 1-12 (Max. 12). Offered only through the office of Graduate and Continuing Professional Education. Broad and flexible; can be utilized in numerous situations to meet local needs. Credit in this course is not applicable toward advanced degrees. Prerequisite: consent of instructor.

4770. Consultant Teacher Strategies. 3. Represents an opportunity for students to examine and explore consultation concepts in the field of special education. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

4880. Parent and Paraprofessional Training. 3. Provides special education teachers specific techniques for training parents and paraprofessionals in the area of special education. Prerequisites: 2.5 overall GPA, 2.5 GPA in major, junior standing and consent of instructor.

4970. Seminar in Field Experiences. 1-5 (Max. 5). Encompasses teaching strategies and problems for special education majors. Prerequisite: consent of instructor.

Science and Mathematics Teaching Center
453 Wyoming Hall, 766-6381
FAX: (307) 766-3792
Web site: smtc.uwyo.edu
Director: Robert Mayes
Outreach Coordinator: Sylvia Parker

The Science and Mathematics Teaching Center (SMTC) is an intercollegiate, interdisciplinary program committed to excellence in science, mathematics, and technology education. Governed jointly by the Colleges of Education and Arts & Sciences, the SMTC, in cooperation with the Wyoming Department of Education and the Professional Teaching Standards Board (PTSB), serves as a science and mathematics education resource and professional development center for the state. The affiliate faculty for SMTC is comprised of faculty members from the College of Education, the College of Arts and Sciences, the College of Agriculture and Natural Resources, and the College of Engineering and Applied Science.

The SMTC provides extensive off-campus professional development that serves Wyoming communities, administrators, teachers, students and school districts. SMTC in-service and extension courses, workshops, institutes and conferences are provided with the principal purpose of improving science and mathematics teaching in Wyoming.

MST includes a master’s program for secondary mathematics teachers offered online and in summer which is a collaborative program between UW and the University of Northern Colorado. NED is designed for students pursuing careers as environmental and natural science educators in non-public school settings, though there is a certification option for students in the program. A Ph.D. in Science Education or Mathematics Education is available through the College of Education.

The SMTC offers three graduate degree program options: the Master of Science Teaching (MST), designed for secondary teachers; the Master of Science of Natural Science in Middle Level Math (MMA) or Middle Level Science (MSC), designed for elementary,
Program Specific Admission Requirements

Master of Science in Natural Science - Middle Level Math/Middle Level Science/Natural Science Education

In addition to the minimum requirements set forth by the University of Wyoming, the Science and Mathematics Teaching Center also requires:

- Acceptance to the University of Wyoming
- The student has a valid teaching certification (this requirement is waived for Natural Science Education students);
- The student has a composite score of 900 on the verbal and quantitative sections of the GRE general test or a score of 15 out of 20 on the SMTC GRE Alternative Portfolio;
- SMTC Writing Sample;
- Natural Science Education students only - acceptance in the Teton Science School Residency Program.

Master of Science in Teaching

In addition to the minimum requirements set forth by the University of Wyoming, the Science and Mathematics Teaching Center also requires:

- The student has a current teaching certification or will take courses leading to certification in conjunction with the master’s program;
- Acceptance into the University of Wyoming;
- The student has a composite score of 900 on the verbal and quantitative sections of the GRE general test or a score of 15 out of 20 on the SMTC GRE Alternative Portfolio (this requirement is waived for Mathematics Education Master’s program offered through the Math Teacher Leadership Center);
- SMTC writing sample.

Program Specific Graduate Assistantships

The SMTC has two graduate assistantships awarded on a competitive basis, as well as grant-funded graduate assistantships.

Program Specific Degree Requirements

Master of Science in Natural Science, Middle Level Math/Middle Level Science Plan B (non-thesis)

The university requirement for Plan B is 30 hours of coursework. The program requires at least 24 hours in mathematical sciences, biological sciences, or physical sciences. Of these, 15 hours must be natural sciences courses and 9 credit hours must be from appropriate science and mathematics courses in other departments.

The M.S. in natural science is intended for individuals teaching at the elementary or middle school level in science or mathematics.

The environment and natural resources graduate major or minor is an option for this program.

Master of Science in Teaching Plan B (non-thesis)

The university requirement for Plan B is 30 hours of coursework. The program requires at least 24 hours in the teaching area or areas. A program designed for one teaching area must include 18 hours in that content area; a program designed for two teaching areas must include 12 hours in each content area. A program may include hours from other colleges if specifically approved by the supervising departments. Courses offered by the SMTC do not constitute a separate area in themselves, but may be applied to an appropriate area. A program designed for two teaching areas must be approved by the heads of both departments and the graduate committee for this program must include one member from each department.

Students who are interested in interdisciplinary degree option areas, such as biology, earth system science, environmental science, or earth and space science, will work with their graduate committee to tailor a program of study which meets the guidelines for the M.S.T.

The environment and natural resources graduate minor is an option for M.S.T. candidates.

The M.S.T. is intended for individuals teaching at the secondary level.

Master of Science in Natural Science, Natural Science Education

Plan B (non-thesis)

The university requirement for Plan B is 30 hours of coursework. This degree is limited to students accepted into the Teton Science School Professional Residency Program. The first year of study is at the Teton Science School site and the second year is at the University of Wyoming campus. 15 designated credit hours will be completed through the Teton Science School Professional Residency Program. For the remaining 15 credit hours (minimum) on the UW campus, students will work with a three-member faculty committee to design a balanced program of study in selected science content, science pedagogy, and related coursework.

The environment and natural resources graduate major and minor is an option for this program.

The M.S. in natural science, Natural Science Education is intended for individuals pursuing careers as environmental and natural science educators in non-public school settings.

Natural Science (NASC)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2◇QB]).

1001. Quantitative Reasoning. 1. Focuses on quantitative reasoning defined broadly as viewing the world through a mathematical perspective. Prerequisites: none. Must apply to FIG.

4790. Topics in Natural Science. 1-6 (Max. 10). Presents selected science topics to acquaint teachers or prospective teachers with new concepts, materials or techniques, as introduced in various new school curricula. Topics may include earth science for the middle school, computer learning and/or elementary school environmental science. Includes laboratory. Prerequisite: junior standing.

4800. Field Studies in Natural Science. 1-6 (Max. 10). Explores topics best studied in the field, on location, or otherwise outside the traditional classroom. Topics may include grassland ecosystem, geology field trips for elementary children and/or schoolyard study areas. Includes laboratory. Prerequisite: junior standing.

5110. Physical Science in Global Context, MSC. 3. One in a series of three courses investigating earth as a system. Examines the global dynamics of energy, hydrocarbon combustion, and the physics and chemistry of water. Investigates relationships between
energy transformations and pollutants. Considers environmental limitations of fresh water availability and the buffering effect of sea and fresh water. Prerequisite: graduate standing and teaching certification in elementary, middle school or general science; or, graduate standing and concurrent enrollment in a program leading to teacher certification in Elementary, middle school or general science education.

5120. Earth Science in Global Context, MSC. 3. One in a series of three courses investigating earth as a system. Emphasizes the lithosphere and atmosphere and their interactions with the hydrosphere and biosphere. Examines the interplay between tectonic processes, earth's radiation balance, ocean processes, ozone depletion and the greenhouse effect. Includes evaluation of methods of measuring and monitoring these phenomena. Prerequisite: graduate standing and teaching certification in elementary, middle school or general science; or, graduate standing and concurrent enrollment in a program leading to teacher certification in elementary, middle school or general science education.

5130. Life Science in Global Context, MSC. 3. One in a series of three courses investigating earth as a system. Investigates ecosystem composition and processes, and biological responses to changes in ecosystem parameters. Examines terrestrial and aquatic communities, photosynthesis, energy flow, biogeochemical cycles, global climate change, climate warming, deforestation, population ecology, DNA/RNA structure, function, genetic engineering and forensic applications. Prerequisite: graduate standing and teaching certification in elementary, middle school or general science education.

5140. Numbers, Operations, and Patterns for the Middle-Level Learner, MMA. 3. Provides working middle-level mathematics teachers opportunities to understand and discuss numbers, their representations, and operations on them, from an abstract perspective that includes elegant proof. Also emphasized is the role of language and purpose in composing definitions. Cross listed with MATH 5140. Prerequisite: admission to a UW graduate program, either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics program.

5160. Social and Historical Issues in Mathematics and the Middle-Level Learner, MMA. 3. Empowers teachers of middle-level mathematics to design more engaging experiences. Emphasizes the historical context for the development of mathematics, especially its symbols, tools, personalities, and classic problems. Cross listed with MATH 5160. Prerequisite: admission to a UW graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics program.

5170. Connecting Geometry with Problem-Solving for the Middle-Level Learner, MMA. 3. Showcases two aspects of 2D and 3D geometry: measurement and transformation. Emphasis reflects current State and National standards for middle-level mathematics classroom and teacher preparation, especially appropriate uses of technology, geometric tools, mathematical language, and problem-solving strategies. Cross listed with MATH 5170. Prerequisite: admission to a UW graduate program, in either degree or non-degree seeking status, acceptance into the Middle-level Mathematics program.

5185. Analysis of Data in the Media for the Middle-Level Learner, MMA. 3. Focuses on data collection, analysis, interpretation, and communication, using contexts relevant to everyday situations. Topics chosen integrate well with the concerns of middle-level teachers and connect with such curriculum areas as health, science, and social studies. This is not a research methods course. Cross listed with MATH 5185. Prerequisite: admission to a UW graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics program.

5190. Mathematics of Change and the Middle-Level Learner, MMA. 3. Students gain a solid understanding of data and functions in the service of calculus. Hands-on, project-driven, and focuses on the essential concepts of functions and calculus and their role in middle-level mathematics. Emphasis is on writing and technology (calculators and probeware). Cross listed with MATH 5190. Prerequisite: admission to a UW graduate program, in either degree or non-degree seeking status, and acceptance into the Middle-level Mathematics program.


5215. Using Instructional Technology for Middle-Level Mathematics, MMA. 3. Covers the use of technology appropriate to middle-level mathematics teaching, such as microworlds, geographic information systems, spreadsheets, and other content appropriate technologies. Cross Listed with EDCI 5215. Prerequisite: admission to the SMTC Program.

5225. Assessment for Middle-Level Mathematics, MMA. 3. Middle-level Mathematics Initiative teacher participants examine, analyze, and implement a variety of assessments that are aligned with standards and instruction appropriate to the middle level math learner. Cross listed with EDCI 5225. Prerequisite: admission to the SMTC Program.

5300. Classroom Assessment in Middle-Level Science, MSC. 2. Deals with the design, construction, and testing of curriculum materials to bring the spirit of scientific inquiry to elementary school pupils. Research to be conducted in the Science and Mathematics Teaching Center. Prerequisite: NASC 5690.

5320. Plan B Research in Science/Mathematics Classroom, MSC. 3. A course to give graduate students in education, or in service teacher, an in-depth view of the new materials for teaching science in elementary schools. Prerequisite: consent of instructor.

5510. Integrated Instructional Strategies, MSC. 2. Appropriate instructional strategies are discussed and modeled for aligning standards, expectations, and experiences in an integrated science environment. Attention is given to unique characteristics of each strategy, including a review of research on the effectiveness of each strategy on student achievement and attitudes. Prerequisite: graduate standing and teaching certification in elementary, middle school or general science; or graduate standing and concurrent enrollment in a program leading to teacher certification in elementary, middle school or general science education.

5600. Mathematics and Statistics in Science Teaching, MSC. 2. Provides science teachers with the knowledge and experience necessary to help students use statistics in the scientific process. Activities emphasize a hands-on inductive approach closely related to the school science curriculum. Important statistical ideas and methods are studied as they arise naturally in the biological, physical, and earth sciences. Prerequisite: graduate standing and teaching certification in elementary, middle school or general science; or, graduate standing and concurrent enrollment in a program leading to teacher certification in elementary, middle school or general science education.
5610. Field Studies in Environmental Education, NED. 4. Expands student's knowledge of ecological and physiological animal and plant adaptations to environmental conditions, the use of teaching methods and tools of naturalists, the range of resources available for designing and evaluating curriculum, and promotes an appreciation and understanding of the diversity of environments. Contains 4 modules. Prerequisite: graduate standing; must be accepted into the Teton Science School Program and matriculating at the TSS site.

5620. Advanced Elements of Field Ecology Course Design, NED. 5 (Max. 6). Addresses designing field ecology courses that include research, outdoor leadership, and natural history components. Opportunities are provided to gain deeper understanding of key natural history and ecology concepts of the bioregion; practical strategies for teaching these concepts in field programs; and to formally present student work. Prerequisite: graduate standing; must be accepted into the Teton Science School Program and matriculating at the TSS site.

5650. Place-Based Learning. 3. Place-based learning is explored and related to cognitive development, assessment, and education for a democracy. The focus is on science and mathematics and how to use “place” to provide meaningful learning experiences for students while making contributions to the community. Students develop a local place-based project. Prerequisites: none.

5700. Seminar in Science for Secondary School Teachers. 1-6 (Max. 6). A course to give graduate students in education, or in-service teachers, an in-depth view of the new materials for teaching science in secondary schools. Prerequisite: consent of instructor.

5770. Investigation in Natural Science for Secondary Teachers. 1-5 (Max. 10). Deals with the design, construction, and testing of curricula materials to bring the spirit of scientific inquiry to secondary school students. Research to be conducted in the Science and Mathematics Teaching Center. Prerequisite: consent of instructor.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes. S/U only. Prerequisite: graduate standing.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5961. Plan B Project. 1-4 (Max. 4). Limited to those students enrolled in a Plan B graduate program. Students should be involved in non-course scholarly activities in support of their Plan B project. Prerequisites: must be enrolled in Plan B program and have departmental approval.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.