

# Adams State College

Alamosa, Colorado

## Graduate Catalog 2008-09

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## General Information

### Academic Calendar

For the 2008-09 academic calendar, please visit <http://calendar.adams.edu> or see the calendar in the current semester's registration schedule. Important deadlines for graduate students are listed at <http://gradschool.adams.edu>.

### Adams State College Mission

Adams State College dedicates its resources to provide opportunity and access for all students. The college is an innovative leader that recognizes the inherent educational value of diversity. It is a catalyst for the educational, cultural, and economic interests of rural Colorado, the surrounding region, and the global community.

### Adams State College Institutional Goals

1. Promote academic excellence
2. Cultivate a high-quality, student-centered environment
3. Provide educational access and opportunity for success
4. Preserve and promote the unique history and culture of the region
5. Stimulate economic development in the San Luis Valley
6. Improve organizational effectiveness
7. Build financial stability

### Adams State College Vision Statement

We will measure our success by the success of our students. We challenge ourselves to become Colorado's most effective state-assisted, four-year college. Our efforts will be to provide a high-quality educational experience in a supportive environment. Our programs will recognize the value of both continuity and change, will welcome diversity, and will stimulate intellectual growth.

### Accreditation

Adams State College is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools at 30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504; 800-621-7440. Individual programs are accredited through the National Association of Schools of Music, Teacher Education Accrediting Council (TEAC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Adams

State College is an institutional member of the American Council on Education, the American Association of Colleges for Teacher Education, the American Association of State Colleges and Universities, the American Assembly of Collegiate Schools of Business, and the National Association of Schools of Music. The college is approved by the American Association of University Women.

### Academic Advising

Each Adams State College graduate degree-seeking student is assigned an academic advisor in the respective department. Contact the department for more information.

### Academic Instructional Technology Center (AITC)

<http://www2.adams.edu/academics/ait/>  
AITC offers support for faculty developing online courses, technology assistance for students and faculty using WebCT (Blackboard Learning System), and campus instructional technology support. AITC can be reached by email at [ascwebct@adams.edu](mailto:ascwebct@adams.edu) or by phone at 719-587-7371.

### Alumni Association

The mission of the Adams State College Alumni Association is to reach out to the current alumni, future alumni, and the community in order to cultivate loyalty, pride, and commitment to Adams State College. The association publishes a periodic magazine for alumni and friends, raises funds for and administers a scholarship program, and sponsors homecoming and plans other special events for alumni.

### Associated Students & Faculty (AS&F)

On-campus graduate students are represented by one seat on the AS&F Senate. The due dates for petitions and platforms to be turned in and the election date will all be published in the South Coloradan. Inquiries about AS&F can be made to the AS&F Office, Student Union Building or phone 719.587.7948.

### Bookstore

The Adams State College Bookstore, where students may purchase necessary textbooks, general reading books, supplies, gifts, soft goods, computer software, network supplies and art supplies, is located in the Student Union Building. The bookstore is owned by Adams State

College. The phone number is 719-587-7912.

## Campus Media

Campus media at Adams State College operate under the sponsorship of AS&F and the Communications Board. Media on campus are the *South Coloradan*, the official student newspaper; *Sand Hill Review*, the college literary magazine; and *KASF-FM*, the college radio station. Each is maintained by a student staff in consultation with a faculty advisor.

## Campus Card — On-Campus

For on-campus students, the Campus Card is the identification system. As well as a student ID, the Campus Card is also a debit card. Deposits to the Campus Card may be made at the Office of Housing, the Business Office, the Student Union Building Office, or at any automatic deposit machine. The card then may be used for purchases in the dining room, food court, bookstore, the SUB copy machine, retail stores, laundry, and the various vending machines on campus. A \$25 fee is charged for the initial card; there is a \$10 replacement fee for all lost or stolen cards. There are no minimum deposits required or monthly service charges. Balances and statements are available upon request and at various card terminals. Dependent cards are available to immediate family members of all students and to all faculty and staff who pay student fees. The cost for a dependent card is \$5 each.

## Campus ID Card — Off-Campus

ID cards will be issued to off-campus and online degree-seeking graduate students upon request. For more information, contact [ascwebct@adams.edu](mailto:ascwebct@adams.edu).

## Counseling and Career Center

The Counseling and Career Center offers services to assist on-campus students in their growth and development in academic, personal and career areas. Personal and career counseling are available to all students and their families. Additionally, the Counseling and Career Center provides the best possible environment for development through consultations with faculty, Student Affairs, and other campus and community agencies. Counseling services are provided through individual sessions, couples counseling, family therapy, and group therapy. Issues commonly addressed include depression, addictions, relationships, stress, eating disorders, self esteem, grief, and anger management. Support groups are offered on an ongoing basis, as

well as, outreach services, which include workshops, classroom presentations, and housing programs. Coordination of the Sexual Assault Response Team (SART) is provided through the center. To learn more, visit <http://ccc.sa.adams.edu>, stop by 220 Richardson Hall, or call 719-587-7746.

## Cross-Cultural Center

The mission of the Cross-Cultural Center is to acknowledge, celebrate and promote the diverse cultural experiences of each member of the Adams State College community. The center supports the intellectual, social and cultural development of students by offering opportunities for open dialogue concerning race, class, ethnicity, nationality, gender, sexual orientation and disabilities in a safe and supportive environment. The center sponsors a number of programs during the academic year and collaborates with academic departments and other campus offices to design and implement educational programs that support student learning and development. For more information contact the Office of Student Life by calling 719-587-8191.

## Day Care Center

The Gingerbread House is a private, licensed childcare center that, when college is in session, provides quality day care services at a minimal cost for Adams State students with children ages 2-10 years. The daycare program includes hot lunch and two nutritious snacks daily, planned indoor and outdoor activities to meet both group and individual needs, and guided free play to stimulate self-discovery. Preschool sessions are also offered September through May. The Gingerbread House is located at 318 Girault Avenue; 719-587-7162.

## Dining Services

Adams State Campus Dining Services provides meals and refreshments for the on-campus community. La Mesa Dining Hall offers nutritious, balanced meals for students on a board plan or for the campus community to enjoy. Use of the Adams State College Campus Card in the Food Court and La Mesa Dining Hall is encouraged.

## Disability Services

The Office of the Affirmative Action Officer (AAO), 329 Student Union Building, 719-587-8213, manages services for students with disabilities, with assistance from Student Support Services, # 1 Petteys Hall, 719-587-7632. If you have, or suspect you have a disability impacting your

academic performance, you will need to provide documentation of that disability to the AAO. Students may obtain a disability services handbook, which includes a comprehensive discussion of documentation requirements, by contacting the AAO. A qualified professional who is licensed or certified to diagnose the disability in question must supply documentation. In order to present their documentation for review, and arrange for accommodations in timely fashion, newly admitted students with disabilities are encouraged to schedule an appointment with the AAO several weeks prior to the start of an academic semester. Academic accommodations available to students with disabilities at Adams State may include, but are not limited to, extended time testing, interpreters, note-taker services, reader services (e.g., books on tape, electronic text), and tutoring services.

## Foundation

The Adams State College Foundation, established in 1962, is dedicated to furthering the educational goals of the college by seeking and managing contributions. The foundation continually works to expand financial support for the college to provide resources for development and scholarships for students.

## Housing and Food Services

### Housing

<http://housing.adams.edu>

The college provides a number of housing accommodations located throughout the campus for undergraduate and graduate students. Since the physical environment of students is an important part of the educational experience, the college takes great pride in providing supervised and carefully planned modern facilities. Various lifestyle options are available within the residence halls so students can select the area that best suits their individual needs. Each residence hall is staffed with a residence director and several student resident assistants. These key people help create a residential living environment that can sustain productive and creative educational experiences. During the year, students will come into contact with a variety of other students, many of whom have differing lifestyles, social and moral values, and cultural backgrounds.

### Food Services

For current food service rates, visit <http://www2.adams.edu/administration/business/img/fy08housingfoodandothercharges.pdf>.

La Mesa Dining Hall is open to all students, faculty and guests, and serves three meals per day Monday through Friday and brunch and dinner on Saturday and Sunday. The food court, located in the Student Union (SUB), features Jump Asian, Pizza Hut Express, and Grill 155°.

All board charges are payable at the start of each semester. Special arrangements can be made through the Business Office if needed. Charges for the board plan will accrue on a weekly basis only. Refunds will be made on a weekly basis (with no proration on the weekly charge) up to the last two weeks of the semester. No refunds will be made on the board charges until the meal plan has been properly canceled at the Housing Office. Meal plans must be canceled by Friday so that charges will not accrue for the following week. The Board of Trustees for Adams State College shall make adjustments to published rent and food charges as deemed appropriate.

## Rex Activity Center

The Rex Activity Center reopened its doors in 1995 after extensive renovations turned the historic building into a first-rate student recreation facility. The Rex Activity Center is a student-funded facility designed to meet the health and fitness needs of members of on-campus Associated Students & Faculty. All activity areas in the building are available to students on an unrestricted basis with the exception of those times scheduled for non-academic aerobic classes, climbing wall clinics, workshops, and special events. The facility houses a basketball/volleyball court, two racquetball/volleyball courts, aerobic/dance studio, free weight and cardiovascular areas, 1,800-square-foot climbing wall, and men's and women's locker rooms. A variety of recreational equipment is available at the main desk for students to check out for free or for a reasonable rental fee. The Rex Activity Center also offers wellness workshops and numerous special events including the Homecoming 5K Run and family nights.

## Student Life

The Office of Student Life offers a wide variety of social, recreational, and developmental programs and services designed to enrich each student's college experience. Participation in student life and co-curricular activities at Adams State College supports the academic mission of the institution by contributing to student learning, growth, and development. Student Life is composed of

eight student-centered areas including Student Leadership Series, Grizzly Activity Board, Rex Activity Center, Intramural Sports, Adventure Program Center, Challenge Course, Cross-Cultural Center, and summer activities. In addition, Student Life coordinates several traditional campus events such as Welcome Week, Homecoming, Campus Scramble and Grizzly Daze. The programs and services offered by Student Life are open to the entire campus community and are generally free of charge. For more information, contact the Office of Student Life and Recreation at 719-587-7962 or 719-587-8191.

## Student Union Building (SUB)

<http://collegecenter.sa.adams.edu/>

The SUB is the lively, friendly hub of the campus. It is designed for all members of the campus community. The SUB and staff provide facilities, services, and programs for students, faculty, administration, staff, alumni, and guests. Conveniences and services for the campus community are provided through the One Stop Student Services Center, the bookstore, the game room, outdoor equipment rental, food service, retail stores, student offices, meeting rooms, and an auditorium. The “living room of the campus” provides a setting in which members can get to know and understand one another through informal association outside the classroom. The SUB is an integral part of the educational program of the college. It serves as a laboratory of citizenship, training students for social responsibility and leadership. The various boards, committees, and staff provide a cultural, social, and recreational program designed to make free-time activity complement study and education. These self-directed activities promote maximum opportunities for self-realization and growth.

## Tuition and Fees Information

### Tuition and Fees per Credit

For current tuition and fees, visit <http://businessoffice.adams.edu>

The Board of Trustees for Adams State College, the governing entity, reserves the right without notice to alter tuition and fee charges prior to the first day of any semester.

### Payment and Refund of Fees

#### Payment

Students, by the act of registration, automatically incur a financial obligation to Adams State College. This means that students who register for one or

more classes (unless they officially withdraw from the college within the time specified for a partial refund), are responsible for payment of the full amount of their tuition and fees, whether or not they attend class. Students with unpaid financial obligations of any nature due the college shall not be allowed to register for classes, receive a transcript of credits, or a diploma upon graduation.

Tuition and fee rates are listed online at <http://businessoffice.adams.edu>.

Payment deadlines are listed in the class schedule each semester. A late fee is charged for payment not completed by the deadline. Additional late payment fees are assessed in subsequent months when payment is not made.

## Refunds of Tuition and Fees

### Complete Drop/Withdrawals

To officially withdraw from enrollment at Adams State, graduate students must initiate the complete withdrawal through the Graduate School. Failure to contact the Graduate School for complete withdrawal will result in unapproved withdrawal from all courses, forfeiture of any refund of fees for which the student may be eligible and may result in failing grades for the semester. Students who fail to officially withdraw will still be registered, continue to incur charges, and will have failing grades posted at the end of the semester. Any reasons for complete withdrawal after the date to be identified by the registrar as the last day to completely withdraw from all classes will require verification by the associate provost for Graduate Studies for the student to receive a non-punitive grade of W.

## Refund Schedule

### Percent of Total Tuition and Fees

Upon Withdrawal	Refund/Adjustment
Prior to start of classes	100%
Week 1 through Census	90%
Day after Census through Week 5	75%
Week 6-8	50%

The above calculations are based on the regular semester. If you are taking a shortened course, e.g., weekend or Internet, the calculations below apply to your refund schedule.



Upon Withdrawal	Refund/Adjustment
Prior to start of classes	100%
Start of class through class census	90%
Day after census through 25 percent of class	75%
26 percent through 50 percent of class	50%

There are no refunds after 50% of the class has elapsed. To receive the appropriate refund, it is important you inform the Graduate School when you initiate the withdrawal that your course was not based on the regular semester.

As an example, if a student officially withdraws prior to census, the college retains 10 percent of tuition, fees, and other applicable charges. If tuition and fees have been paid in full, the remaining 90 percent is refunded. If tuition and fees have not been paid, the student is billed for 10 percent of applicable costs.

The above refund schedule applies to **complete withdrawal** from enrollment of all courses at Adams State College. If you are only taking one class, the above percentages will be used to calculate your refund/adjustment.

A **course drop** differs from a complete withdrawal. If you drop a course prior to census date for that class, charges will be removed at 100 percent as long as you are enrolled in at least one other course. If you withdraw after census from a course, charges are due and payable at 100 percent. If you have questions regarding complete withdrawal, course drop, or course withdrawal and how they affect your bill, please contact Student Business Services at 719-587-7728, 800-824-6494, or e-mail [asbus@adams.edu](mailto:asbus@adams.edu).

## Important Reminder

If you register for classes and are unable to attend, please notify the Graduate School in writing prior to the first day of classes. This will remove charges at 100 percent. Once classes begin, you must process a complete withdrawal and will be assessed as per the above refund schedule.

## Refunds for Room and Meal Plans

Refunds are made as per the aforementioned schedule. Room refunds or adjustments are made only after the room is vacated and the occupant has completed the checkout procedure with Adams State housing personnel. Board refunds or adjustments are processed only after notification of cancellation is received at the Adams State

Housing Office. After the eighth week of the regular semester, there are no refunds or adjustments for housing or meal plan charges.

Nonrefundable charges and fees:

- New Student ID Fee
- Parking Decal
- Parking Fines
- Emergency Loans
- Emergency Loan Fee
- Deferred Payment Fee
- Late Fee

## Repayment of Financial Aid Funds

Students who receive financial aid then withdraw might be required to repay all or a proportionate amount of aid received. Repayment amounts are determined in accordance with federal, state, and institutional regulations and policies. Copies of the repayment policy can be obtained by contacting the Office of Student Financial Aid at 719-587-7306.

## Writing Studio

<http://www2.adams.edu/students/writingstudio/>

The Writing Studio provides help to students with every part of the writing process, from generating ideas about assignments to final editing. Skilled peer tutors offer assistance for every kind of writing in each discipline, ranging from freshman composition papers, biology papers, or poetry, to graduate portfolios. The Writing Studio furnishes an extensive collection of books and handouts relating to the writing process, a quiet atmosphere to study and compose, computers equipped with word processing programs and various writing tutorials, including paper analysis programs. Peer tutors and faculty volunteers are in the Writing Studio free of charge to help students learn to proof and perfect their own work. The Writing Studio is located in ES 209/210; phone 719-587-7898.

# The Graduate School

The Graduate School, along with Adams State College's dedicated faculty and staff, works to ensure access and opportunity for graduate study throughout the state and region. Our programs are recognized throughout the region for their academic excellence and diversity of delivery methods.

## Master of Arts Degree Offerings

### Department of Art

#### M.A. in Art

with concentrations in

- Ceramics
- Painting
- Drawing
- Photography
- Fiber
- Printmaking
- Metalsmithing
- Sculpture

### Department of Counselor Education

#### M.A. in Community Counseling

#### M.A. in School Counseling (K-12)

### Department of History, Government, Philosophy

#### M.A. in Humanities

with emphasis in American History

### Department of Human Performance and Physical Education

#### M.A. in HPPE

with emphases in

- Exercise Science
- Sports Administration
- Coaching (online only)

### Department of Teacher Education

#### M.A. in Education

with emphasis or endorsement in

- Curriculum (emphasis only)
- Educational Leadership (principal licensure)
- Literacy, Language, and Culture: Teacher of the Linguistically Diverse
- Literacy, Language, and Culture: Reading Teacher
- Special Education Generalist
- Special Education Generalist/Literacy, Language, and Culture (restricted)

#### Master's Plus (M.A. plus initial secondary licensure in the following areas)

- Business
- English
- Mathematics
- Science
- Social Studies
- Foreign Language (Spanish)

## Endorsement Only Programs

The endorsement programs listed below are available to students who hold a current Colorado teaching license, or are eligible for a Colorado license, and already hold a master's degree in education.

- Educational Leadership (Principal Licensure)
- Literacy, Language & Culture: Teacher of the Linguistically Diverse
- Literacy, Language & Culture: Reading Teacher
- Special Education — Generalist

A **School Counseling K-12** endorsement program is available to students who already hold a master's degree in counseling.

## Admission Requirements

While there are common requirements for acceptance to the Graduate School, each department has unique admission criteria. Please see the individual department you are applying to for more information. Those wishing to apply to any of the master's degree programs at Adams State must hold a baccalaureate degree from an accredited institution. The following are the common criteria:

- A completed application for admission to the Graduate School including Form B, C, or D as applicable
- \$30 non-refundable application fee
- Official transcript(s) sent directly from the institution to the Graduate School at Adams State College verifying receipt of the baccalaureate degree. Transcripts from ASC need not be requested; however, official transcripts confirming transfer credits are required. Unofficial transcripts or transcripts "issued to student" will not be accepted.
- Two letters of recommendation (see each department for specific type of letter)
- In general, departments require a 2.75 GPA in the last 60 hours of the undergraduate degree. Teacher Education requires a 3.0 in the last 60 hours of undergraduate coursework, and History, Government, Philosophy requires a

- 3.0 in undergraduate history coursework.
- Graduate-level coursework may be taken into consideration in calculating GPA.
- If the applicant does not meet the GPA cutoff, individual departments may have additional requirements.

## Admission Classification

### Graduate Student

This classification applies to a student who has been officially admitted to a master's degree, licensure, or endorsement program. A student may be admitted conditionally or unconditionally.

### Graduate-Special Student

This classification is intended primarily for students who desire course credit only and do not wish to pursue a new degree, license, or endorsement. It also applies to students who have applied for admission to a graduate program but have not yet been accepted. Twelve (12) semester hours is the maximum number of credits that will count toward a degree when taken by a student in graduate-special (non-degree-seeking) status. Any coursework above the 12-credit-hour limit will not count toward degree requirements. A student with the status of Graduate Special is not eligible for financial aid or loan deferment.

## Course Load

Full-time graduate class load is nine hours per semester. Maximum enrollment is 15 semester hours during the fall and spring semesters. Course load for the summer session is 12 hours during the regular six-week summer session and six hours during the early summer session. Summer limits are exclusive of one-day workshops. Individual departments may have different requirements for summer students. Graduate students must be enrolled in at least three semester hours to be eligible for any financial aid. Course overloads require the approval of the student's academic advisor or department chair and the associate provost for Graduate Studies. The overload form can be found at <http://www2.adams.edu/gradschool/forms/forms.php>.

## Deadlines

Please visit [gradschool.adams.edu](http://gradschool.adams.edu) for important deadlines regarding application, graduation, financial aid, comprehensive exams, and others.

## Financial Aid

Students must complete the Free Application for Federal Student Aid by going to <http://www.fafsa.ed.gov>. Financial aid is not awarded without a FAFSA for the academic year.

Loans are the most common type of assistance for graduate students. Once awarded, loan programs require online acceptance, entrance counseling, and a master promissory note. These can be completed by going to <http://www.adams.edu/onestop>. Some graduate scholarships are awarded through the Graduate School and through individual departments. Please visit <http://gradschool.adams.edu> for more information.

A graduate student must be enrolled in at least three credit hours per semester to be eligible for financial aid. All applicants should apply as early as possible each academic year. For information about financial aid, contact the Office of Student Financial Aid at 719-587-7306 or 800-824-6494 or at <http://www.adams.edu/finaid>.

Adams State College Office of Financial Aid complies with all regulations, guidelines, policies, and procedures of the U.S. Department of Education, the state of Colorado, and Adams State College.

## General Academic Policies for All Students Pursuing a Master of Arts

### 1. Degree Plan

A degree plan signed by each student and academic advisor will be kept on file by the advisor. Cognate area courses, electives, and course substitutions must be approved by the appropriate advisor and department chair in advance and in writing. The completed degree plan with all appropriate signatures must be submitted to the Graduate School at the time of graduation. Students who take courses and ask for approval after the fact are in danger of losing those credits regardless of the source of their advisement.

### 2. Transfer Credit

A maximum of six semester hours of transfer credit from other accredited institutions may be used to fulfill degree, licensure, or endorsement

requirements. Students must request permission to transfer course work using the Petition to Transfer Credit Form at <http://gradschool.adams.edu> .

Students must provide official transcripts and course syllabi and obtain the advisor's signature. Students requesting transfer or substitution of prior course work must declare so within their first semester of study. Students who take courses and ask for approval after the fact are in danger of losing those credits regardless of the source of their advisement.

### 3. Grade Point Average

Students must maintain a cumulative grade point average of 3.0 or higher for all coursework taken in pursuit of a master's degree, initial teaching license, or endorsement. Students are subject to dismissal if their cumulative GPA falls below 3.0. Students earning a grade of D or F in any course will not be able to count the course toward degree completion and must retake the course. Students earning a grade of C may be required to repeat the course depending on department requirements. All grades earned in graduate study will be included in the calculation of the cumulative grade point average. Graduate study does not permit grade forgiveness.

### 4. Student Evaluation

The faculty reserves the right to request withdrawal from the program of any students who, in the faculty's professional judgment, fail to satisfy academic requirements of the program including scholarship, academic or professional ethics, skills or characteristics, professional suitability for the programs in which they are enrolled, or engagement in misconduct. These decisions are at the discretion of the faculty and the appropriate department chair and shall be made in accordance with the general procedures for academic retention and dismissal set forth in the Graduate Student Handbook, or where more specific, the academic retention and dismissal procedures in the department handbooks.

### 5. Undergraduate Courses Taken for Graduate Credit

Lower-division courses (100 and 200 numbers) may not be used for graduate credit. A maximum of nine credits of upper-division courses (300 and 400 numbers) may be taken for graduate credit in a master's degree, initial teaching license, or endorsement program, with special permission from the department chair. Students must obtain

prior approval of the instructor and the chair of the appropriate department. Failure to obtain advanced approval will result in the course being disapproved for graduate credit.

### 6. Time Limit for Degree Completion

Students are required to complete a program of study within six calendar years. Students who fail to complete the program within the six-year period may be required to meet all the conditions of the most recent version of the graduate catalog. Students enrolled in and passing fewer than six credits in a calendar year may also be required to meet all the conditions of the most recent version of the graduate catalog. Appeals should be made to the chair of the appropriate academic department.

### 7. Culminating Activity

Each department requires a culminating activity (comprehensive exam, thesis, etc). Please see specific department for details.

### 8. Application for Graduation

Students must complete an Intent to Graduate form and submit it to the Graduate School according to the following schedule:

\* Fall graduation: August 1

\* Spring graduation: December 1

\* Summer graduation: April 1

Applications postmarked after the deadline date will not be honored for any reason. Application forms are available in the Graduate School and online at <http://gradschool.adams.edu/> The Graduate School will notify students of the ceremony details approximately six weeks before graduation.

### 9. Additional Master's Degrees

Students attempting a second or third master's degree must complete a minimum of 30 semester hours in addition to all previous coursework. Coursework taken for credit towards a bachelor's or previous master's degree cannot be counted towards another degree.

### 10. Audits

Graduate students may enroll in graduate level courses for no credit with instructor permission only. Regular tuition and fees are assessed and students must indicate their desire for no credit prior to registration. Classes taken for no credit are not eligible for financial aid.

Each department sets requirements in addition

to the Graduate School requirements. Students are responsible for completion of all degree requirements as specified in this catalog and should acquaint themselves with all requirements before beginning a degree program.

## Graduate Assistantships

A limited number of Adams State College graduate assistantships are available to students who have been admitted to master's degree programs and are enrolled full time in on-campus courses. The assistantships are competitive and include stipends and partial tuition waivers for fall and spring semesters. Graduate assistants dedicate approximately 20 hours per week to duties and responsibilities as assigned by the appropriate department chair. Graduate assistants must maintain a graduate grade point average of 3.0 or higher, must maintain full-time student status each semester, and must perform their assistantship assignments in a satisfactory manner. Assistantships are awarded on a year-to-year basis, and students must apply each year. Graduate assistantships are awarded at the recommendation of the appropriate department chair or director and at the discretion of the Associate Provost for Graduate Studies. An assistantship may be withdrawn at the end of any semester at the discretion of the chair or director. The department chair or director supervises the activities of the graduate assistant as part of the student's educational experience. In no case will an assistantship be awarded to the same student for more than three years. Graduate assistantships are first and foremost for the educational benefit of the student, and any benefit to the college is merely incidental. Stipends and partial tuition waivers associated with graduate assistantships are in the nature of financial aid for the purpose of meeting the student's educational objectives.

Students who desire to be graduate assistants must complete a Graduate Assistantship Application and submit it to the Graduate School. Application forms are available in the Graduate School or online at <http://gradschool.adams.edu> Applying for a graduate assistantship does not guarantee a student will be granted a position.

## Graduate Council

It is the responsibility of the Graduate Council to review graduate curricula and policy governing graduate study and to make recommendations

to the provost. The council is responsible for assessment of student learning outcomes through timely program reviews. The council is composed of one faculty member selected from each department offering graduate degrees at Adams State College. The Associate Provost for Graduate Studies serves as chair for the council. The council meets monthly throughout the academic year, as scheduled by the chair.

## Graduate Credit for Undergraduates

Senior students who are in their last semester and within 15 semester hours of meeting requirements for the baccalaureate degree may take courses for graduate credit if their undergraduate cumulative grade point average is at least 2.75. Graduate credit earned during this period may not be applied to the undergraduate degree. Consent of the student's advisor and department chair is required. The approval process should be initiated with the Graduate School. Students are classified undergraduate and are assessed undergraduate tuition for all courses. However, graduate-level courses are not eligible for COF, the College Opportunity Fund stipend.

## Graduation

Students who have a hold placed against their account, any incomplete coursework or other unfulfilled degree requirements, including successfully completing the culminating activity, will not be permitted to participate in commencement exercises until such time as all requirements have been met, except in the case of summer graduation. The graduation ceremony is held in the fall and spring semesters on the Adams State College campus in Alamosa. There is no summer commencement. If you complete the requirements for graduation during summer semester, you may choose to walk in the preceding spring or the following fall ceremony.

Students who plan to graduate must apply the semester before the anticipated completion. At the ceremony, students will receive a diploma cover. Provided all requirements have been met for the degree, students will receive their diploma in the mail approximately six weeks later. At the ceremony, graduate students will be hooded. Adams State College supplies the hoods, but they must be returned at the end of the ceremony. M.A. candidates are encouraged to attend the traditional ceremony.

## International Students

Adams State College welcomes international students. All international students who desire to enter the college must comply with all provisions of the Immigration Act. A complete set of credentials for students planning to reside in the U.S. and verification of financial support must be sent to the Graduate School with a formal application for admission and a \$30 non-refundable application fee in U.S. dollars (credit card, check or money order). All information must be in English. The college must have proof of English proficiency. A minimum score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) exam is considered acceptable. A score of 7.0 on the International English Language Testing System (IELTS) is acceptable. If a student attends an ESL program, successful completion of level 109 is considered acceptable.

The equivalent of a bachelor's degree must be earned to enter a graduate program at Adams State College. Potential graduate students should have undergraduate transcripts evaluated and/or translated by World Educational Services or a similar organization. Transcripts should be sent directly to the organization, which will convert the undergraduate degree to its United States equivalent and send the results to Adams State College, if requested by the student.

World Educational Services, Inc.  
PO Box 745, Old Chelsea Station  
New York, NY 10113-0745  
Toll Free: 1-800-937-3895  
Fax: 1-212-739-6100  
E-mail: [info@wes.org](mailto:info@wes.org)  
Web site: [www.wes.org](http://www.wes.org)

AACRAO International Education Services  
One DuPont Circle, NW, Suite 520  
Washington, DC 20036-1135  
Telephone: 1-202-296-3359  
Fax: 1-202-822-3940  
E-mail: [oies@aacrao.org](mailto:oies@aacrao.org)  
Web site: [www.aacrao.org/international/individual](http://www.aacrao.org/international/individual)

## Degree Programs

### Department of Art

#### Master of Arts in Art

The Master of Arts in Art is the only program of its kind offered in southern Colorado. As such, this program serves students from Colorado, its bordering states, and occasionally more distant regions. The Master of Arts in Art is housed in the Department of Art at Adams State College. The program serves to benefit the artist who seeks a higher level of competency. It also serves the art educator as a resource for professional growth.

The graduate program provides a forum for art education issues through interaction with other professional art educators. In addition, the graduate program serves the practicing artist in his or her endeavor to elevate individual artistic experience to a higher plane. Finally, the graduate program serves as a model for the undergraduate student to observe and understand the professional level of competency attained through the graduate experience.

#### Admission Requirements in the Department of Art

Students desiring to enroll in a master's degree program in the Department of Art must hold a baccalaureate degree from an accredited institution and are generally expected to have the equivalent of an undergraduate major in art. Prospective candidates with a major other than art who possess exceptional talent in art may be accepted on the basis of their original artwork. Students enrolled in the final year of undergraduate study may be admitted to graduate study pending verification of receipt of the baccalaureate degree. All applicants must submit the following information to the Graduate School, Adams State College, Alamosa, CO 81102:

1. An application for admission to graduate study, including Form D
2. A \$30 non-refundable application fee.
3. An official transcript sent directly from the institution to the Graduate School verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts will not be accepted.
4. Two letters of recommendation from

supervisory sources.

5. A portfolio consisting of 10 to 20 slides, photographs, digital portfolio or original work showing two or more media including the medium of the chosen major concentration.
6. Additional information may be requested by the Department of Art before an admission decision can be determined.
7. The chair of the Department of Art will notify students of admission decisions.

### Portfolio Submission Deadlines

May 1 — For admission in the following summer and fall semester

December 1 — For admission in the following spring semester

Portfolios postmarked after the above dates will not be reviewed until the subsequent admissions cycle. Applicants should discuss the appropriate deadlines with the chair of the Art Department.

### Requirements for a Master of Arts Degree in Art

#### 1. Faculty Review

At the end of the first 12 semester hours of graduate course work taken at Adams State College, there will be a faculty review of the student's progress. Continuation in the program is dependent upon the outcome of this evaluation. The recommended courses in this 12-hour block include AR 503-Research for the Visual Arts; AR 508-Drawing, and six hours selected in consultation with the student's academic advisor.

#### 2. Thesis

All candidates for the master of arts degree in art must successfully complete a thesis, which consists of a body of creative work. The thesis will be mounted as an exhibition at Adams State College and will be accompanied by a supporting paper. Students will defend the written document and body of work in an oral examination administered by the faculty committee. A representation from the thesis exhibition will be retained by the Department of Art as part of its permanent collection.

#### 3. Comprehensive Examination

A comprehensive examination is not required by the Department of Art.

#### 4. Course Requirements

In addition to the core, concentrations, and electives described below, the faculty may require students to address deficiencies by taking undergraduate courses that will not apply toward the master's degree. A minimum of 36 semester hours of coursework is required.

### Required Core (18 hours)

AR 501 Theory and Criticism of Art	3
AR 502 Special Projects	3
AR 508 Drawing	3
AR 503 Research Methods for the Visual Arts	3
AR 598 Thesis	6
9-Hour Major Concentration	9
Concentrations are available in ceramics, drawing, fiber, metalsmithing, painting, photography, printmaking, and sculpture.	
9 Elective Hours	9
These courses may be any graduate-level course but must be chosen in consultation with the advisor. At least six hours of electives must be courses from the concentration listed above.	

## Department of Counselor Education

The Department of Counselor Education offers programs in the fields of school and community counseling. These programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Master of Arts degree in Counseling is a 60-semester-hour program with areas of emphasis in school counseling or community counseling. The community counseling program meets state academic requirements for those seeking Licensed Professional Counselor (LPC) status. The school counseling program meets the academic requirements for those seeking the Colorado K-12 school counselor licensure.

The Counselor Education Program is designed to serve all students interested in a quality education. In particular, it focuses on the needs of students from diverse ethnic and socioeconomic backgrounds within rural Colorado. The Counselor Education Program provides an excellent educational experience by creating a supportive and challenging environment that integrates personal and professional growth for students. Through the use of research and applied experiential learning, students will develop a solid knowledge base, comprehensive skills, and an ability to self-challenge. The program develops competent counselors who are proactive, ethical, and capable of recognizing and affirming the diversity of people, ideas, and values. They will be persons of integrity who will be advocates for individual and societal growth. They will have the sensitivity, flexibility, and knowledge to serve the needs of diverse populations. They will be capable of developing collaborative relationships with community agencies, organizations, public schools, and families in rural and urban centers.

### Program Delivery

The Master of Arts in Counseling is offered in several settings.

- On-campus Program: on the Alamosa campus during the regular academic year. Students must enroll in the fall semester to be included in these programs.
- Off-campus Program: off campus at selected sites. Currently Adams State offers cohorts in Durango, Grand Junction, and Pueblo. The coursework and program requirements are the same as the on-campus program. During most semesters in the program, students will take six

credit hours. However, some semesters require taking nine hours. Courses are offered on weekends, evenings, and online.

- Online Program: This program is designed to meet the educational needs of those students who are not within driving distance of a counseling program or whose work schedule will not allow physical attendance. Some courses are offered at a specific time during the week through the use of a two-way interactive audio chat. Students can access the two-way interactive audio chat from home. Other online courses are text-based and asynchronous. The online program offers the same course content as the other accredited programs Adams State College offers, only in an online format.

Adams State is currently seeking CACREP accreditation for the online program. Students in the online program will spend one week on the Adams State campus during the two consecutive summers in the program. During these weeks, students will interact with the faculty on campus and further develop their counseling and interpersonal skills, form learning groups, become acquainted with the program and its expectations, and receive tutoring, advising, and intensive supervision.

### Counselor Education Program Objectives

The objectives of the program are divided into two areas. The knowledge-based objectives reflect the eight CACREP common-core areas. The counseling objectives reflect the CACREP clinical standards.

#### Knowledge-Based Objectives — Professional Identity

- to orient students to the philosophy, organization, and professional activities and ethics related to the practices of counseling
- to help students develop a working knowledge of law as it pertains to the rights of people and to identify the ethical issues involved in value conflicts with a client
- to be able to identify the ethical issues involved in psychotherapeutic research
- to be able to identify the client's rights and the attendant legal and ethical issues
- to be able to identify unethical behaviors in the relationship between client and therapist
- to be able to identify the ethical issues involved in multicultural counseling



### **Social and Cultural Foundations**

- to understand the impact of pluralistic and diverse forces within our society on individuals and groups
- to understand the dynamics of societal power and oppression
- to gain an awareness of social change theory and advocacy
- to be able to analyze oppressive systems and develop appropriate interventions
- to gain an understanding of the impact of diversity/multicultural issues in a counseling setting
- to understand the impact of social/cultural forces upon identity development and formation

### **Human Growth and Development**

- to help students become more familiar with and apply personality, learning, and other developmental theories in their work with clients
- to enable students to develop an informed understanding of behaviors and emotions in a lifespan context.
- to help students apply lifespan principles in community and school counseling settings in a manner which advocates for clients' needs in achieving their full potential
- to facilitate the student operating in the counseling setting with an awareness of developmental issues as they may relate to the client

### **Career Development**

- to be able to apply the major career development theories in working with individuals and groups
- to develop an awareness of the ever-changing roles of men and women in our society
- to be able to utilize the varied resources available in providing information about careers to clients
- to be able to interpret career assessment instruments
- to be familiar with job application procedures such as resume writing and interviewing

### **Helping Relationships**

- to acquaint students with the major counseling and consultation theories including both individual and systems perspectives as well as relevant research
- to introduce students to the counselor/consultant characteristics and behaviors that

- influence the helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
- to acquaint students with the client/consultee characteristics and behaviors that influence the helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances

### **Group Counseling**

- to help students develop an understanding of the theories of group counseling including commonalities, distinguishing characteristics, and relevant research literature
- to acquaint students with group counseling methods including group counselor orientations and behaviors, appropriate selection criteria, and methods of evaluation
- to be able to identify group leadership strategies
- to be able to identify the early stages in the development of a group
- to orient students to multicultural and value considerations with groups

### **Assessment**

- to help students identify theoretical and historical bases for assessment techniques
- to help students identify the following characteristics of assessment and evaluation instruments in counseling: validity, reliability, appraisal methods, psychometric statistics, demographic factors, and strategies for assessment
- to enable students to identify the ethical and professional issues involved in psychological assessment and the selection, administration, scoring, and interpretation of testing instruments
- to enable students to recognize the importance of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations

### **Research and Program Evaluation**

- to understand the purposes of research
- to identify a general inquiry process along with gaining familiarity with quantitative and qualitative methodology
- to assess the usefulness of information provided in research/literature publications
- to be able to locate and identify appropriate

literature for a particular research question/  
problem

- to understand ethical and legal issues as they apply to participants and research

### **Counseling Proficiency Objectives**

Students will:

- provide constructive feedback to peers.
- incorporate supervision and feedback into their personal counseling style.
- be able to appropriately clarify the client's present problem.
- obtain a sense of congruence between counseling style and counseling theory.
- be able to more adequately assess personal strengths and weaknesses in relation to counseling skills.
- demonstrate a behavioral pattern that is consistent with the counselor's theoretical perspective.
- develop a tolerance for ambiguity.
- select and structure skills to meet clients' needs.
- demonstrate cultural and ethnic sensitivity and awareness.
- demonstrate skill in providing individual and group counseling services.
- demonstrate assessment skills, including an intake interview.
- demonstrate an ability to maintain clear, concise documentation of services provided.
- demonstrate an ability to work with others.
- demonstrate a working relationship with on-site supervisors and the ability to receive feedback and supervision.
- demonstrate the ability to use a wide variety of counseling skills.
- demonstrate ethical practices during their practicum and internship.
- demonstrate professionalism in all their clinical interactions.
- complete a minimum of 100 hours of closely supervised laboratory and practicum experiences in appropriate settings, in which they engage in on-going counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies.
- complete, under both college and site supervision, a 600-hour post-practicum internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities a counselor employed in that setting would be required to perform.

## **Admission Requirements in the Department of Counselor Education**

Students desiring to enroll in a master's degree program in the Department of Counselor Education must hold a baccalaureate degree from an accredited institution. All applicants must submit the following information to the Graduate School at Adams State College:

1. An application for admission to graduate study, including Form C.
2. A \$30 non-refundable application fee.
3. An official transcript sent directly from the institution to the Graduate School verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested, however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts "issued to student" will not be accepted.
4. Two recent letters of recommendation from professional sources addressing the ability of the applicant to become a counselor.
5. A personal statement addressing past helping experiences, future goals in helping professions, and personal qualities that will enable the individual to be an effective counselor. The statement should be three to five pages in length, typed, and double-spaced.
6. An undergraduate GPA of 2.75 or higher. The department may conditionally accept students with a lower GPA.
7. Additional information may be requested by the Department of Counselor Education before an admission decision can be determined.
8. The chair of the department will notify students of admissions decisions.

## **Additional Program Requirements**

### **1. Candidacy Interview**

All students are conditionally admitted to the program. Prior to the end of the first semester in pre-practicum, the student will be required to appear for a candidacy interview by a departmental committee composed of at least two counselor education faculty members. Based on their performance in the program to date and their candidacy interview, students will be granted full admission, granted conditional admission, or denied admission to the graduate program in counseling. Continuation in the program is dependent upon the outcome of this interview.

### **2. GRE/MAT**

Candidates must take the Graduate Record

Examination (GRE) or the Miller Analogies Test (MAT) during the first semester in the program. Students submitting the GRE must complete the verbal, quantitative, and analytic sections of the general examination. A combined score of 1250 is required for the GRE, if it was taken before October 1, 2002. A score of 900 is required if taken after October 1, 2002. A score of 37 is required for the MAT if it was taken before October 1, 2004, and a score of 390 is required if taken after October 1, 2004.

### 3. Comprehensive Examination

Candidates must pass a standardized comprehensive examination prior to graduation. Students will take the Counselor Preparation Comprehensive Exam (CPCE) which is a nationally standardized multiple-choice exam. Students must complete an application to take the Comprehensive Examination and submit it to the Department of Counselor Education. The deadlines are:

- January 15 for spring comps
- June 15 for summer comps
- September 15 for fall comps

The application will be posted on Web CT prior to each deadline. Students are eligible to take the comprehensive examination after unconditional admission to the program and completion of a minimum of 48 credit hours during the semester in which the exam is administered (concurrently). The Department of Counselor Education will notify students of approval to sit for the examination and the date, time, and place of the exam. Students who are not approved or who do not successfully complete the exam must reapply to take the examination later in the semester. The Department of Counselor Education will notify students of the outcome of the exam.

### Requirements for a Master of Arts Degree in Counseling

The degree programs in school and community counseling require a minimum of 60 semester hours as described below. However, the order of the course offering is subject to change.

COUN 524 Philosophy & Theories of Counseling	3
COUN 536 Pre-Practicum	3
COUN 527 Group Counseling	3
COUN 503 Introduction to Research	3
COUN 546 Assessment in Counseling	3
COUN 537 Practicum	3
COUN 550 Ethics/Professional Issues	3
COUN 517 Life Span Development	3

COUN 547 Solution-Focused Counseling	3
COUN 515 Multicultural Issues in a Pluralistic Society	3
COUN 549 Addictive Disorders	3
COUN 528 Career Development	3
COUN 530 Family Therapy	3

#### Community Program

COUN 542 Diagnosis & Psychopathology (Community)	3
COUN 555 Community Counseling (Community)	3
COUN 585 Internship I — Community	3
COUN 595 Internship II — Community	3

#### School Counseling Program

COUN 540 School Counselors in Learning Environment	3
COUN 541 School Counseling Paradigms & Practices	3
COUN 586 Internship I — School	3
COUN 596 Internship II - School	3
COUN 508 School Law	3
Elective Hours (9 hours for community; 6 for school, to be approved by advisor)	

TOTAL HOURS 60

### Requirements for Licensed Professional Counselor in Colorado

The completion of this degree as outlined meets the Colorado Board of Licensed Professional Counselor Examiner's academic requirements for licensure. Candidates for licensure must complete 2,000 hours of supervised post-master experience and pass the National Counselor Exam. Further information and applications are available from the Colorado Board of Licensed Professional Counselor Examiners at 1560 Broadway, Suite 1340, Denver, CO 80202, phone 303-894-7766 or at <http://www.dora.state.co.us/Mental-Health/>

### Requirements for School Counselor Licensure in Colorado

The completion of this degree as outlined will afford eligibility for endorsement in school counseling when supported by:

1. Completion of the appropriate training sequence for licensure as outlined by the Department of Counselor Education and the Colorado Department of Education.
2. A passing score on the school counselor content area PLACE exam.
3. Proficiency in oral English demonstrated by either having earned a grade of B or better in a basic college public speaking course or successfully completing an oral English proficiency examination at an approved Colorado testing site.

Registration information and test application material for examinations are available in the

ASC Teacher Education/Professional Program Office (TED/PPO). Information and applications for a Colorado Initial Educator License or an added endorsement are available at the Colorado Department of Education website.  
<http://www.cde.state.co.us/>

Upon successful completion of the master's degree program and successful completion of the School Counselor content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education website (<http://www.cde.state.co.us/>). The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the Teacher Education/Professional Program Office (TED/PPO). Once completed by the TED/PPO, the form and an official Adams State College transcript will be mailed to the student. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure.

## **Department of History, Government & Philosophy (HGP)**

### **Master of Arts in Humanities, Emphasis in American History**

The HGP Department offers a Master of Arts in Humanities with an emphasis in American history. The goals of this program are to satisfy students' desires for additional directed study of United States history, to assist teachers in meeting highly qualified status under NCLB, and to provide access for students to earn an M.A. degree before going on to doctoral studies. All professors in this program hold Ph.D.s and are committed to developing and encouraging students to achieve their academic potential. The degree is delivered using a mixture of face-to-face and Internet courses.

### **Admission Requirements in the Department of HGP**

Students desiring to enroll in the Master of Arts degree program in the Department of HGP must hold a baccalaureate degree from an accredited institution, preferably in history. An acceptable minor in history or the equivalent from an accredited institution will be considered. Students without undergraduate majors in history or related areas may be required to take prerequisite courses. These may vary according to the student's specialization. All applicants must submit the following information to the Graduate School, 208 Edgemont Blvd., Adams State College, Alamosa, CO 81102.

1. An application for admission to graduate study.
2. A \$30 non-refundable application fee.
3. An official transcript sent directly from the institution to the ASC Graduate School verifying receipt of the baccalaureate degree. Transcripts from ASC need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts marked "issued to student" will not be accepted.
4. A letter of application
5. A recent resume
6. Two recent letters of recommendation from associates who can speak to the applicant's academic strengths and potential.
7. An undergraduate cumulative GPA in undergraduate history courses of 3.0 is required.
8. Additional information may be requested by

the department chair before a decision can be determined.

9. The chair of the department will notify students of admission decisions.

**Requirements for a Master of Arts Degree in Humanities with an Emphasis in American History**

1. Minimum degree requirements are 30 hours.
2. Students may transfer a maximum of six hours of graduate courses from an accredited institution. All transfer hours must be approved by the department chair.
3. Student must write an acceptable thesis, which must be developed according to the prescribed standards below:
  - a. Form a master’s thesis committee consisting of at least two professionals. One must be a full-time member of the Adams State HGP faculty. A committee member outside the department of HGP must be approved by the department chair.
  - b. Register for HGP 591 (must have completed at least 24 hours of M.A. coursework)
  - c. Obtain approval for the thesis from their advisor.
  - d. Obtain approval for the thesis from the department chair.
  - e. File in the library, an original AND one copy of the thesis in a form prescribed by the Graduate Council. One copy of thesis is filed with department chair. Committee members also generally receive a copy of the completed thesis. The library copy should be unbound and delivered to the Graduate School.

menu selected in consultation with department chair	
HIST 501 State History	3
HIST 516 Amer. Rev. & Federalist Era	3
HIST 520 World History	3
HIST 530 Topics in Historical Geography	3
HIST 531 Early Modern Europe	3
HIST 560 Cultural Geography	3
HIST 566 Western Political Theory	3
HIST 567 Topics in Political Theory	3
HIST 568 U.S.-Latin American Relations	3
HIST 570 Readings in United States History	3
HIST 590 History Practicum	3
Minimum Program Hours	30

All candidates for a master’s degree in humanities must meet graduation requirements as set forth in the Adams State College Graduate Catalog.

**Course Requirements**

Course requirements are outlined below. However, at the time of admission, students may be assigned additional coursework to remedy background deficiencies. Coursework falling into this remedial category will not count toward the master’s degree.

**Core — 15 credit hours**

HIST 500 Historiography & Historical Methods	3
HIST 505 American West	3
HIST 526 U. S. in Era of World Wars	3
HIST 563 Civil War & Reconstruction	3
HIST 591 Thesis	3

**Context and Content — 15 credit hours from the following**

## Department of Human Performance & Physical Education (HPPE)

### Master of Arts in Human Performance and Physical Education (HPPE)

The Department of HPPE at Adams State College is committed to creating an environment in which the graduate student's curiosity is stimulated to facilitate lifelong intellectual activity. While opportunities are provided to augment the student's breadth of knowledge, emphasis is directed toward specialized fields of study considered integral to the graduate educational process. The graduate faculty assists in creating a professional and challenging academic environment.

The Master of Arts degree in HPPE supports the department's mission: Preparing Health, Physical Education and Fitness Professionals. The degree provides depth and concentration in the areas of sports administration, exercise science and coaching. It also targets those individuals who may want to teach in higher education or pursue a terminal degree.

Our graduate programs have been designed to be complete in two years. With careful planning and use of the degree plans and rotations, students will be able to navigate their way through the programs. It is possible with use of summer school offerings to shorten this time.

A small number of graduate assistantships with partial tuition waivers and stipends are available for suitably qualified full-time students on the Adams State campus. The Master of Arts degree in HPPE does not lead to initial teacher licensure or an endorsement in physical education.

### Admission Requirements in the Department of HPPE

Students desiring to enroll in the Master of Arts degree program in the Department of HPPE must hold a baccalaureate degree from an accredited institution, preferably in physical education or related area. An acceptable minor in physical education or the equivalent from an accredited institution will be considered. Students without undergraduate majors in physical education or related areas may be required to take prerequisite courses. These may vary according to the student's specialization. All applicants must

submit the following information to the Graduate School, Adams State College, 208 Edgemont Boulevard, RH Box 31, Alamosa, CO 81102:

1. An application for admission to the Graduate School.
2. A \$30 non-refundable application fee.
3. An official transcript sent directly from the institution to the ASC Graduate School verifying receipt of the baccalaureate degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts marked "issued to student" will not be accepted.
4. A letter of application.
5. A current resume.
6. Two current letters of recommendation from associates who can speak to the applicant's academic strengths and potential.
7. An undergraduate cumulative GPA of 2.75 is typically required. The department chair of HPPE will determine whether an applicant with an undergraduate GPA lower than 2.75 must take the verbal, quantitative, and analytical sub-tests of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). A combined score of 1250 on the GRE or a score of 37 on the MAT, if taken before October 1, 2002 is required. If taken after October 1, 2002, the combined score on the GRE must be a 900 and on the MAT, the score must be 390. The department chair will finalize admittance into the program based on the applicant's performance on one of these examinations. Additional information may be requested by the department chair before a decision can be determined.
8. The chair of the Department of HPPE will notify students of admission decisions.

### Requirements for a Master of Arts Degree in Human Performance and Physical Education

Minimum degree requirements are 36 hours. Students may transfer a maximum of six hours of graduate courses from an accredited institution. All transfer hours must be approved by the department chair.

Students have two options available for the culminating experience. Option One requires completion of 30 graduate academic hours and writing a six-hour master's thesis. Option Two requires candidates to successfully complete 36

graduate academic hours and a written and oral comprehensive examination.

**Option 1 — Master’s Thesis (not available for the Coaching [online] emphasis)**

Graduate students may, after consultation with their advisor, elect to write a thesis. The thesis must be in accordance with prescribed standards:

1. Obtain approval for their thesis from their advisor.
2. Obtain approval for their thesis from the department chair.
3. Form a master’s thesis committee consisting of at least three professionals. Two must be full-time members of the ASC HPPE faculty. A committee member outside the department of HPPE must be approved by the department chair.
4. Successfully complete HPPE 591 (Thesis Proposal) in the penultimate semester.
5. Successfully complete HPPE 593 (Thesis) in the final semester.
6. Submit one original and unbound copy of the thesis in a form prescribed by the Graduate School. One copy of the thesis is filed with the department chair. Committee members also generally receive a copy of the completed thesis.

**Option 2 — Comprehensive Examination**

Candidates for the master’s degree in HPPE may complete an additional six hours of graduate coursework and successfully complete a comprehensive examination (written and oral) in lieu of completing HPPE 591 (Thesis Proposal) and HPPE 593 (Thesis). Students must complete an application to take the comprehensive examination and file it with the HPPE Department office in accordance with department deadlines listed online at <http://www2.adams.edu/gradschool/deadlines/deadlines.php>. An application to take these examinations should be filed in the student’s penultimate semester, and the comprehensive examinations will be taken in, or following, the student’s final semester. Students must have completed 27 hours of their graduate program before they are eligible to take the comprehensive examination. The examination has two components, written and oral. Written examinations are scheduled during the fall and spring semesters. Students must pass the written component before they can take the oral component and are only allowed two attempts to pass the written component. Oral examinations are scheduled once the student has

passed the written examination.

All candidates for a master’s degree in Human Performance and Physical Education (HPPE) must meet graduation requirements as set forth in the Adams State College Graduate Catalog.

**Required Core — 12 credits**

HPPE 503 Introduction to Research	3
HPPE 543 Measurement/Evaluation	3
HPPE 580 Field Study	3
HPPE 585 Practicum	3

Students must choose among sports administration, coaching (online only), or exercise science:

**Sports Administration — 24 credits**

HPPE 511 Curriculum/Program Design	3
HPPE 520 Administration of Sport	3
HPPE 523 Diversity in Sport	3
HPPE 525 Facilities Management	3
HPPE 527 Sport Law	3
HPPE Elective	3
HPPE 591 Thesis Proposal **	3
HPPE 593 Master’s Thesis**	3

**Exercise Science — 24 credits**

HPPE 529 Physiology of Exercise	3
HPPE 530 HP Laboratory Internship	3
HPPE 536 Sports & Exercise Psychology 3 or HPPE 538 Sociological Aspects of Sport/PE	3
HPPE 540 Biomechanics	3
HPPE 545 Exercise and Sport Nutrition	3
HPPE Elective	3
HPPE 591 Thesis Proposal**	3
HPPE 593 Master’s Thesis**	3

**Coaching\* (online only) — 24 credits**

HPPE 504 Methods of Coaching	3
HPPE 520 Administration of Sport	3
HPPE 536 Sports & Exercise Psychology	3
HPPE 539 Strength and Conditioning	3
HPPE 527 Sport Law	3
HPPE 538 Sociological Aspects of Sport/PE	3
HPPE 590 Capstone in Coaching	3
HPPE elective	3

\* Please note that the MA HPPE Coaching emphasis is taught completely online apart from the final capstone course which is a one-week residential course on the Adams State College campus. This course is taken in the final summer of the program.

\*\* Those students not writing a thesis must take six credit hours of electives (any 500-level courses with the approval of advisor)

A minimum of 36 program hours are required for all graduate programs in HPPE.

**Important additional notes:**

- (a) Substitutions may be made with the approval of the department chair. Any substitutions must be filed on appropriate forms available online <http://gradschool.adams.edu>
- (b) Students have the option of completing six additional hours and taking comprehensive exams as a culminating activity in lieu of completing HPPE 591 and 593 Master's Thesis.

## Department of Teacher Education

### Master of Arts Degrees in Education or Special Education

The Department of Graduate Teacher Education offers graduate programs leading to the Master of Arts degree, endorsements and/or licensure in:

#### M.A. in Education

with emphasis or endorsement in:

- Curriculum (emphasis only)
- Educational Leadership
- Literacy, Language, and Culture: Teacher of the Linguistically Diverse
- Literacy, Language, and Culture: Reading Teacher

#### M.A. in Special Education

- Generalist
- Generalist/Teacher of the Linguistically Diverse (restricted)

#### Master's Plus

(master's in education with initial secondary education licensure)

- Business
- Science
- English
- Social Studies
- Mathematics
- Foreign Language (Spanish)

The programs are designed to enhance professional knowledge and performance.

Only the Master's PLUS Program in secondary education leads to initial licensure. The Department of Graduate Teacher Education seeks students with advanced professional potential. Thus, personal suitability, academic proficiency, and a record of competence and effectiveness in professional work are assessed.

The teacher as a reflective decision maker is the conceptual model for both the undergraduate and graduate programs. Courses offered in the graduate programs emphasize the development of increasing skill in reflective approaches to decision making in professional practice. The program is geared to developing in-depth understanding of the changing nature of communities, schools, instruction, curriculum, school populations, and the relationship of these to the decision making process.



## Admission Requirements in the Department of Graduate Teacher Education

Students desiring to enroll in a master's degree program in the Department of Graduate Teacher Education must hold a baccalaureate degree from an accredited institution. Students enrolled in the final year of undergraduate study may be admitted to graduate study pending verification of receipt of the baccalaureate degree. All applicants must submit the following information to the Graduate School, Adams State College, 208 Edgemont Blvd., Alamosa, CO 81102:

1. An application for admission to graduate study.
2. A \$30 non-refundable application fee.
3. An official transcript sent directly from the institution to the Adams State Graduate School verifying receipt of the baccalaureate and/or master's degree. Transcripts from Adams State need not be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts or transcripts marked "issued to student" will not be accepted.
4. Two letters of recommendation from individuals who can address the applicant's potential for success in the degree, licensure, or endorsement program. One letter must be from a person in a supervisory or evaluative capacity. The remaining letter should be from another professional who is familiar with the applicant's qualifications. All letters should be submitted on letter head, must be originals, less than a year old and signed by the person giving the recommendation.
5. A letter of intent from the student detailing why the student wishes to be admitted to the program.
6. A copy of current Colorado provisional or professional teaching license (except Master's Plus)
7. Grade Point Average and Test Scores — A cumulative grade point average should be 3.00 (on a 4-point scale) or higher. If the applicant's cumulative grade point average is below 3.0, then the grade point average for the last 60 hours of undergraduate coursework should be 3.0 or higher. Consideration may also be given to grade point average of previous graduate course work. Applicants with a grade point average between 2.75-2.99 will be required to take and pass the GRE or MAT tests.

Graduate Record Examination (GRE) or the

Miller Analogies Test (MAT) admission standards are as follows:

**GRE** — 1250 or above total on verbal, quantitative, and analytic sections if taken before October 1, 2002; 900 or above if taken after October 1, 2002.

**MAT** — 37 or above if taken before October 1, 2002; 390 or above if taken after October 1, 2002.

Scores on the GRE or MAT falling below the typical scores will be reviewed in relation to other indicators.

## Degree Plans

### Curriculum

#### Academic Core

ED 571 Educational Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3

#### Cognate Requirements

ED 540 Introduction to Leadership	3
ED 575 Developing Data Drive Instruction	3
ED 541 Standards-Based Education	3
ED 521 Foundations of Literacy	3
ED 546 Curriculum & Instruction	3
ED 548 Assessment Techniques	3
ED 553 Systems Theory & Leadership	3

Total Program Hours 30

### Educational Leadership (Principal Licensure) Program

Upon completion of the Master of Arts in Education with an Educational Leadership emphasis, students are eligible to be considered for a recommendation for a Colorado added endorsement as a K-12 principal. An added endorsement program in educational leadership (principal licensure) is available for students who already hold a master's degree. The program offers a set of courses that build upon best practice of classroom teachers, current research, and theory. Graduates are qualified to resume regular classroom responsibilities with an enhanced understanding of teaching and learning or to accept employment in special classroom situations. The program meets the Colorado Department of Education guidelines for the added endorsement.

#### Academic Core

ED 571 Educational Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3

#### Cognate Requirements

ED 540 Introduction to Leadership Studies	3
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ED 508 School Law	3
ED 509 School Finance	3
ED 551 Supervision of Personnel and Programs	3
ED 555 Political & Organizational Theory in Public Education	3
ED 575 Developing Data-Driven Instruction	3
ED 566 Special Populations & Programs	3
<b>Internship</b>	
ED 574-576 Internship in School Principalship	4
Total Program Hours	34
Total Licensure Hours	25

Upon successful completion of the master's degree or endorsement program and successful completion of the principal content area PLACE exam, the candidate must complete the appropriate licensure forms found at the Colorado Department of Education Web site, [http://www.cde.state.co.us/index\\_home.htm](http://www.cde.state.co.us/index_home.htm). The student must fax or mail Section D, Page 13 (initial licensure). Once completed by the undergraduate teacher education department, the form and an official Adams State transcript will be mailed to the student. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure. Candidates must pass PLACE Principal Provisional License Assessment for Colorado. The State of Colorado requires a master's degree for licensure.

### Literacy, Language & Culture: Teacher of the Linguistically Diverse

Professionals who hold an active Colorado teaching license/certificate and who meet requirements for admission to a graduate level program may seek admission to the added endorsement program in Literacy, Language and Culture Education. In order to be recommended for the added endorsement, a student must be granted admission to the added endorsement program, successfully complete all required coursework, and demonstrate a foreign language competency (speaking, writing, reading, comprehending) on a standardized assessment in bilingual education as required by the Colorado Department of Education. The added endorsement in English as a Second Language (ESL) does not require foreign language proficiency.

#### Academic Core

ED 571 Educational Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3

<b>Cognate Requirements</b>	
LLC 510 Foundations of Literacy, Language and Culture	3
LLC 516 Multicultural Narratives	3
LLC 520 Language Acquisition	3
LLC 530 Theory to Practice	3
LLC 525 Practitioner Research	3
<b>Internship (Select One)</b>	
LLC 535 Elementary Internship	6
LLC 545 Secondary Internship	6
LLC 555 K-12 Internship	6
Total Program Hours	30

Upon successful completion of the master's degree or endorsement program and successful completion of the ESL or BIED content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education Web site, [http://www.cde.state.co.us/index\\_home.htm](http://www.cde.state.co.us/index_home.htm). The student must fax or mail Section D, Page 13 (initial licensure). Once completed by the undergraduate teacher education department, the form and an official ASC transcript will be mailed to the student. It is the student's responsibility to send the entire application with all materials to the Colorado Department of Education for licensure. Students pursuing an endorsement in literacy, language and culture must successfully complete a language proficiency exam.

#### Literacy, Language, and Culture: Reading Teacher Academic Core

ED 571 Educational Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3

#### Cognate Requirements

ED 521 Foundations of Literacy	3
ED 522 Diagnosis & Assessment of Literacy	3
ED 523 Literacy Strategies for Diverse Learners	3
ED 524 Literacy in Content Areas	3
ED 526 Readers Writers Workshop	1
ED 525 Practitioner Research	3
ED 527 Practicum in Literacy	4
Total Program Hours	29

### Master of Arts in Special Education — Generalist

Applicants will not be admitted unless they hold an active Colorado provisional or professional license. To enroll in advanced courses and internships, all students must have successfully passed all core courses, and must have demonstrated personal and professional maturity necessary for completion of the degree and recommendation for a license. Additional

letters of recommendation, a site visit by faculty, and a personal interview is necessary before a final decision is made regarding the on-site or selected-site internship. Students will be considered for recommendation for the added endorsement following awarding of the master's degree.

<b>Academic Core</b>	
ED 571 Introduction to Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3
<b>Cognate Requirements</b>	
SPED 529 Issues and Characteristics of Special Needs Students	3
SPED 530 Methods of Instruction for Special Needs Students	3
SPED 526 Behavior Management	2
SPED 532 Counseling, Consultation, and Collaboration	3
SPED 534 Theories of Learning	3
SPED 540 Educational Assessment	3
SPED 541 Educational Assessment Lab	1
<b>Internship</b>	
SPED 555 Internship (On Site)	6
SPED 558 Internship (Alternative Site)	2
Total Program Hours	35

### Added Endorsement in Special Education — Generalist

Candidates seeking admission into an added endorsement program in special education-generalist must hold a master's degree in education and an active provisional or professional Colorado teaching license/certificate. To be recommended for the added endorsement, a student must be granted admission to the added endorsement program, successfully complete all academic and internship courses and demonstrate personal behavior and professional knowledge. The endorsement-only program requires completion of the cognate requirements and the internship.

Upon successful completion of the master's degree or endorsement program and successful completion of the special education content area PLACE exam, the candidate must download and complete the appropriate forms from the Colorado Department of Education Web site, [http://www.cde.state.co.us/index\\_home.htm](http://www.cde.state.co.us/index_home.htm). The student must fax or mail Section D: Institutional Recommendation for Teachers, Principals, and Administrators to the undergraduate teacher education office. Once completed by the undergraduate office, the form

and an official ASC transcript will be mailed to the student. It is the student's responsibility to send the entire application with all materials to the Department of Education for licensure.

### Special Education-Generalist/Literacy, Language & Culture (Restricted)

<b>Academic Core</b>	
ED 571 Educational Research	3
ED 549 Educating Diverse Learners	3
ED 550 Curriculum and Assessment	3
<b>Cognate Requirements</b>	
LLC 520 Language Acquisition	3
ED 523 Literacy Strategies for Diverse Learners	3
SPED 534 Theories of Learning	3
SPED 529 Issues and Characteristics of Special Needs Students	3
SPED 530 Methods of Instruction for Special Needs Students	3
SPED 526 Behavior Management	2
SPED 540 Educational Assessment	3
SPED 541 Educational Assessment Lab	1
<b>Internship</b>	
SPED 555 Internship (On Site)	6
SPED 558 Internship (Alternative Site)	2
Total Program Hours	38

### Masters PLUS in Secondary Education Semester I (Requires 80 practicum hours)

ED 429 Content Area Literacy	2
MATH 350 Integrated Math/Science (content methods)	3
HGP 316 OR Social Studies (content methods)	3
ENG OR Integrated English (content methods)	3
ED 416 Classroom Instruction & Management—Secondary/K-12	2
ED 436L Classroom Instruction & Management Lab —Secondary/K-12	2
SPED 529 Issues & Characteristics of Special Needs Students	3

### Semester II (Requires 80 practicum hours)

LLC 520 Language Acquisition	3
ED 530 Educational Philosophy & Foundations	3
ED 549 Educating Diverse Learners	3

### Semester III

ED 571 Educational Research	3
ED 550 Curriculum and Assessment	3

### Semester IV-Internship

ED 577 Internship — Secondary (680 hours field experience)	12
Total Program Hours	39

## Division of Library Science

The Nielsen Library provides for the selection, acquisition, cataloging, classification, storage, and retrieval of information published in a variety of print and non-print formats. The Nielsen Library offers an introductory research course teaching students how to effectively use its resources and services for academic work and lifelong learning. Visit us on the web at <http://www.adams.edu/library>.

### Nielsen Library Staff

Dianne Machado, Director

Brooke Andrade, Instruction Librarian

Glenda Geu, Technology and Database

Management Librarian

David Goetzman, Circulation and Cataloging

Librarian

Murleen Goodrich, Library Technician

Karen Melgares, Library Technician

Paul Mascarenas, Reference Librarian

Evelyn Rizzi, Library Technician

Mary Walsh, Resource Sharing Librarian

## Adams State College Extended Studies

Adams State College Extended Studies delivers to students many of the same high-quality courses and programs offered on campus using the flexibility of distance delivery. Adams State College Extended Studies connects with more than 13,000 students (over 20,000 enrollments) and 1,300 professionals globally to provide quality learning and teaching opportunities. From personal enrichment courses to distance degree programs, Extended Studies offers educational opportunities to fit a wide range of student needs and desires. Students can find course and distant degree information, application and registration forms, and answers to frequently asked questions by linking to the Adams State College Extended Studies website at <http://exstudies.adams.edu> or you can contact us by telephone at 800-548-6679 or 719-587-7671.

### Extended Studies Services

Extended Studies offers customized education and training courses and services.

#### Professional Development

- Teacher in-service credit
- Educational Conference Credit
- Customized Certificate Programs

#### Independent Study

- Over 75 graduate titles are available (correspondence/print-based and web-based)

#### Test Preparation Programs

- GRE, GMAT, LSAT test preparation courses

#### Certificate Programs

- Management Information Systems Certificate, Paralegal Certificate, and Legal Studies Certificate programs are offered.

# Course Offerings

## Art

### **AR 501 — Theory and Criticism**

Credit Hours: 3.00

Critical analysis of a selected issue applicable to the candidate's major discipline. Controversial historical or contemporary topics must be documented with written research supporting the candidate's chosen positions and submitted to their major advisors.

### **AR 502 — Special Projects**

Credit Hours: 3.00

Exploratory research project applied to a technical process or problem supervised by the major advisor. Findings from research will be documented by the candidates and submitted to their major advisors.

### **AR 503 — Research Methods for the Visual Arts**

Credit Hours: 3.00

An interdisciplinary study of methods, analyses, and critiques used by visual artists to research issues within and across a range of topics in the visual arts.

### **AR 508 — Drawing**

Credit Hours: 3.00

Experimentation with various drawing media with emphasis on eventual development of individual expression. Course may be repeated for a maximum of 15 semester hours.

### **AR 520 — Painting**

Credit Hours: 3.00

Study of painting problems with an emphasis on perceptual and conceptual awareness and personal development of technical abilities with painting media. Course may be repeated for a maximum of 15 semester hours.

### **AR 540 — Fiber**

Credit Hours: 3.0

An advanced level course that encompasses traditional and contemporary use of fiber and fiber techniques 2-D and 3-D artworks. Emphasis on aesthetic, expressive, and conceptual use of materials and imagery. Course may be repeated to a maximum of 15 semester hours.

### **AR 550 — Sculpture**

Credit Hours: 3.00

A three-dimensional study of form and space with emphasis on creative imagination and investiga-

tion of contemporary ideas and materials. Course may be repeated for a maximum of 15 semester hours.

### **AR 560 — Printmaking**

Credit Hours: 3.00

Emphasis on individual concepts related to intaglio, relief, lithography, and stencil processes. Course may be repeated for a maximum of 15 semester hours.

### **AR 565 — Metalsmithing**

Credit Hours: 3.00

In-depth research and development of individual design concepts in metal manipulation, and stressing form and function. Course may be repeated for a maximum of 15 semester hours.

### **AR 570 — Ceramics**

Credit Hours: 3.00

Individual research in ceramic forms related to the development of the aesthetic and expressive qualities of clay. Course may be repeated for maximum of 15 semester hours.

### **AR 579 — Topics in Art**

Credit Hours: 1.00 to 6.00

Offered periodically to meet student special interests.

### **AR 585 — Photography**

Credit Hours: 3.00

Studies in the craft of photography with emphasis on development of individual expression. Course may be repeated for a maximum of 15 credit hours.

### **AR 592 — Workshop**

Credit Hours: 1.00 to 6.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

### **AR 598 — Thesis**

Credit Hours: 6.00

The thesis may be either written research or creative work in one of the major disciplines. Creative work must be accompanied by a descriptive paper and must be defended during the student's final semester. A graduate exhibition of a creative thesis will be required.

### **AR 599 — Individual Studies**

Credit Hours: 1.00 to 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

## Business

### **BUS 507 — Issues in Accounting**

Credit Hours: 2.00

Prerequisites: BUS 207 minimum grade: D AND BUS 208 minimum grade: D

Focuses on three areas: the basic theory of accounting related to financial statements; analysis techniques that might be utilized in the more difficult areas of accounting; and a variety of exam approaches that match the student's learning style.

### **BUS 508 — Issues in Data Processing**

Credit Hours: 2.00

Data are vital resources that must be managed and maintained. Information systems require an extensive commitment of manpower and monetary resources and can yield substantial payoffs in terms of increased productivity for the individual business firm and the economy in general. Will explore the current state of this technology and incorporate extensive hands-on exercises in commercial-grade business applications software on 8086, 80286, and 80386 network PCs.

### **BUS 509 — Issues in Office Environment**

Credit Hours: 2.00

Prerequisites: BUS 370 Minimum Grade: D  
Workshop to update the learning activities taking place in clerical and administrative assistance classes. Computer related competencies will be developed in the areas of document distribution, records management, and office management. The administrative assistant areas of coordinating activities and information processing will also be covered.

### **BUS 510 — Issues in Management**

Credit Hours: 2.00

Topics covered include the functions of management, options for legal organization, business law, basic economic theory, business ethics, computer software applications, leadership styles, motivational concepts, and an overview of career opportunities in management. A paper will be required on a topic of interest to the student in relation to the management field.

### **BUS 511 — Issues in Marketing**

Credit Hours: 2.00

Prerequisites: BUS 304 minimum grade: D  
To update the learning activities taking place in marketing. Topics will include the target market, current issues in advertising and consumer behavior, and issues in market research.

### **BUS 579 — Special Topics**

Credit Hours: 1.00 to 3.00

Offered periodically to meet student special interests in the field.

### **BUS 592 — Workshops**

Credit Hours: 1.00 to 3.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

### **BUS 599 — Individual Studies**

Credit Hours: 1.00 to 3.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

## Counselor Education

### **COUN 503 — Introduction to Research**

Credit Hours: 3.00

An introductory course for master's students of various disciplines. Participants will develop an understanding and importance of research in one's content area; overview basic elements of quantitative, qualitative and action research methods; enhance skills to evaluate and critique research and literature in one's content area; and gain an appreciation for conducting research.

### **COUN 508 — School Law for Counselors**

Credit Hours: 3.00

This course will examine the range of topics associated with counseling in the public and private schools. Topics include laws and cases related to the governance and role of federal and state governments with regard to confidentiality, topics and activities pertaining to the implementation of comprehensive guidance and counseling programs, parent and student rights, discrimination and rights of the disabled, student discipline issues, and other topics influencing the profession of school counseling. Liability, common law, statutory law, and current cases and trends will be investigated.

### **COUN 511 — Transpersonal Psychology**

Credit Hours: 3.00

This course will tap into this reservoir, to journey into the depth of consciousness of the human being. Essentially, transpersonal psychology is an approach to psychology, psychotherapy, and personal growth which integrates psychology and

spirituality. The focus of transpersonal psychology goes beyond behaviorism, psychoanalysis, cognitive psychology, and humanistic psychology. Transpersonal psychology is concerned with the study of humanity's highest potential, and with the recognition, understanding, and realization of unitive, spiritual, and transcendent states of consciousness.

### **COUN 513 — Deaf Studies**

Credit Hours: 3.00

The focus of this course is to establish an awareness of the deaf community, their culture in relationship to our multicultural society, and their history. Students will be able to incorporate this awareness when interacting with the deaf. Knowledge of American Sign Language is not required.

### **COUN 514 — Communication Issue with Deaf Children**

Credit Hours: 3.00

The focus of this course is on communication issues with deaf children. Students will acquire basic signing skills. Students will also learn how deaf culture affects communication. Students also will gain an understanding of how deaf culture relates to our multicultural society. Effective ways to interact with deaf children will be emphasized. Knowledge of American Sign Language is not required.

### **COUN 515 — Multicultural Issues in a Pluralistic Society**

Credit Hours: 3.00

This course provides a systematic analysis of the forces, which shape the behavior of minorities including traditional and nontraditional views and issues. Emphasis will be upon the various societal factors such as cultural norms, attitudes, beliefs, values, traditions, customs and socioeconomic status that impact individuals and groups.

### **COUN 517 — Life Span Development**

Credit Hours: 3.00

This course is designed to provide an understanding of major influences on the different periods of human development. Presentation of various developmental theories will enable the student to understand the stages of the developmental process that include conception, childhood, adolescence, adulthood, aging process, and death and dying. Students will develop an appreciation and awareness of the complexity of human growth and development.

### **COUN 524 — Philosophies & Theories of Counseling**

Credit Hours: 3.00

This course is designed to present the major schools of thought influencing the practice of counseling. The relationship of philosophy, theory, and practice will be a primary focus. Within the context of this relationship, students will conceptualize their own belief system, theory and practice of counseling. At the conclusion of this course, students will have an understanding of the historical foundations of counseling, the contextual and multicultural aspects of counseling theory and the beginnings of their own personal foundation of counseling.

### **COUN 527 — Group Counseling**

Credit Hours: 3.00

This course provides students with an understanding of the major group counseling theories, dynamics, leadership styles group counseling methods, and skills. Students will be a member of a growth group and co-lead a group as part of the course requirements.

### **COUN 528 — Career Development**

Credit Hours: 3.00

This course is designed to help students gain insight and understanding into the career planning process. Key career development theories will be examined and applied. The counseling process, the world of work, and career information resources (including computerized career assessment) will be examined in relation to career interventions.

### **COUN 530 — Family Therapy**

Credit Hours: 3.00

Designed to provide the counseling student the theoretical background and therapeutic skills necessary for intervention in dysfunctional families.

### **COUN 536 — Pre-Practicum**

Credit Hours: 3.00

An introductory helping relationship course exposing the student to the counseling profession. Students will involve themselves in personal growth, increase their awareness, learn professional behavior, and be given a general orientation to the counseling field.

### **COUN 537 — Practicum**

Credit Hours: 3.00

Provides the student with the opportunity to apply counseling techniques and skills in a supervised setting. The student will participate in the

counseling process, refine techniques, and further enhance therapeutic development.

### **COUN 540 — School Counseling in Learning Environments**

Credit Hours: 3.00

Provides an introduction to school counseling, including historical perspectives, theory, practice, employment settings, credentialing, legislation, research, and ethical considerations.

Prerequisites: COUN 536

### **COUN 541 — School Counsel Paradigms & Pract**

Credit Hours: 3.00

This course is an in-depth overview of school counseling paradigms and current practices. Participants will review paradigms and practices in school counseling (both theoretically and experientially), while developing their own model of school counseling. Students must have access to a school through practicum, internship, or another arrangement and the technology, or access to technology, needed for course participation.

### **COUN 542 — Diagnosis & Psychopathology**

Credit Hours: 3.00

The evolution of the DSM, its organization, and use will be explored. The student will develop an understanding of the process of diagnosis and the classification of mental disorders. Skills in intake procedures and interviewing will be practiced. The etiology and treatment of psychological disorders will be reviewed.

### **COUN 546 — Assessment in Counseling**

Credit Hours: 3.00

This course provides students with an understanding of individual and group approaches to assessment and evaluation. Students will learn about the various forms of assessment and appraisal used in counseling. Students will participate by taking assessment instruments, analyzing results of instruments, conducting intakes, and reviewing relevant Web sites. Additionally, students will explore multicultural and diversity issues, ethical and legal issues, and psychometric statistics, reliability, and validity in relation to evaluation and assessment.

### **COUN 547 — Solution-Focused Counseling**

Credit Hours: 3.00

This course will present a way to conceptualize and practice counseling that is time sensitive, informed by outcome, client directed and focused on the strengths of the client. A fundamental as-

pect of this approach is that client and counselor are co-constructors of the solutions to the client's problem. The philosophical and theoretical underpinnings of solution-focused counseling will be discussed. Students will learn a step-by-step model for implementing this theory. Students will continually have opportunities to practice the concept as presented.

### **COUN 549 — Addictive Disorders**

Credit Hours: 3.00

The purpose of this course is to expose students to the diversity and complexity of the theories related to addiction and to the most current research regarding what is working in the addiction treatment field. Focus will be on the relationship of addiction theory to both intervention and prevention. Of equal importance, this course is designed to provide a stimulus for students to challenge their personal attitudes and beliefs regarding addictions. Addictions and its relationship to multicultural issues, gender, age and oppressions will be some of the areas explored.

### **COUN 550 — Ethics/Professional Issues**

Credit Hours: 3.00

Focuses on the ethical standards governing the counseling profession. Current legislation and court decisions affecting professional behavior are examined. Particular emphasis is placed on the individual counselor's development of a professional identity within legal and ethical parameters.

### **COUN 555 — Community Counseling**

Credit Hours: 3.00

Focuses on issues in community/agency counseling, including professionalism, roles, and responsibilities, leadership, and management issues. The role, responsibilities, and functions of the community mental health counselor will be discussed, showing the interrelatedness of community mental health counseling and other helping professions (i.e., hospitals, law enforcement, social services, etc.). In addition, the theoretical and historical framework within which the community mental health counselor has functioned in the present, past, and future will be presented.

### **COUN 579 — Special Topics**

Credit Hours: 0.50 to 6.00

Offered periodically to meet student special interests in the field.

### **COUN 585 — Internship I: Community**

Credit Hours: 3.00

This course is the first of two courses in which



students will complete hours towards the internship experience. Students will utilize knowledge and skills gained in coursework in a counseling setting. Students will receive supervision, increase knowledge of the profession, increase skill base, and continue the process of self-exploration and self-awareness. During both internship experiences, students must complete a total of 600 hours in an appropriate setting, of which 240 must be in direct service. In Internship I coursework will focus on working with children and adolescents, psychopharmacology, and other current issues.

### **COUN 586 — Internship I: School**

Credit Hours: 3.00

This course is the first of two courses in which students will complete hours towards the internship experience. Students will utilize knowledge and skills gained in coursework in a counseling setting. Students will receive supervision, increase knowledge of the profession, increase skill base, and continue the process of self-exploration and self-awareness. During both internship experiences, students must complete a total of 600 hours in an appropriate setting, of which 240 must be in direct service. In Internship I, coursework will focus on working with children and adolescents, psychopharmacology, and other current issues.

### **COUN 592 — Workshops**

Credit Hours: 0.50 to 3.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

### **COUN 593 — Internship Special: School**

Credit Hours: 3.00 to 6.00

This internship is designed to provide the student with actual field work experiences in school counseling. Instructor approval is required for registration.

### **COUN 594 — Internship Special: Community**

Credit Hours: 3.00 to 6.00

This internship is designed to provide the student with actual field work experiences in community counseling. Instructor approval is required for registration.

### **COUN 595 — Internship II: Community**

Credit Hours: 3.00

A continuation of Internship I, students will complete their on-site experience, expand their acquired skills, and receive further supervision.

### **COUN 596 — Internship II: School**

Credit Hours: 3.00

A continuation of Internship I, students will

complete their on-site experience, expand their acquired skills, and receive further supervision.

### **COUN 599 — Independent Study**

Credit Hours: 1.00 to 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

## **History, Government, Philosophy**

### **HIST 500 — Historiography/Historical Methods**

Credit Hours: 3.00

A historiographical seminar in which students learn and demonstrate a mastery of a variety of methods historians use to understand the past.

### **HIST 501 — State History**

Credit Hours: 3.00

A graduate-level survey of the history of a particular state, with emphasis on how meta and national phenomenon impacted a given state, as well as events and phenomena unique to the state.

### **HIST 505 — American West**

Credit Hours: 3.00

This course is a survey of the American West with an emphasis on interpretation by historians. Admission to the master of arts program is required.

### **HIST 516 — Amer Rev and Federal Era**

Credit Hours: 3.00

A graduate-level survey of the period from 1761 to 1801, with particular attention to the American Revolution, the Confederation, the Constitutional Convention, and the administrations of presidents Washington and Adams.

### **HIST 520 — Topics in World History**

Credit Hours: 3.00

This course will involve intensive reading, analysis, and discussion of selected topics/controversies in world history.

### **HIST 526 — U.S. in the Era of World Wars**

Credit Hours: 3.00

A study of the diplomatic, social, and political developments of the first half of the 20th century with emphasis on the impact of immigration, urbanization, technology, and America's increasing involvement in world affairs through WWII.

**HIST 530 — Topics in Historical Geography**

Credit Hours: 3.00

An in-depth examination of interplay between the human and physical geography of local and key events in the American history that occurred there. Six hours of undergraduate U.S. history survey or instructor approval required.

Prerequisites: Instructor approval

**HIST 531 — Early Modern Europe**

Credit Hours: 3.00

This course is designed to familiarize graduate students with the major themes and historiographical debates found in early modern European history. Admission to the master of arts program required.

**HIST 560 — Cultural Geography**

Credit Hours: 3.00

The course will emphasize the application of the principles of cultural geography to the analysis of the United States and modern world affairs.

**HIST 563 — Civil War and Reconstruction**

Credit Hours: 3.00

A graduate-level study of the antebellum South, sectional discord, armed conflict, and reconstruction of the Union.

**HIST 566 — Western Political Theory**

Credit Hours: 3.00

A historical introduction to the central issues in political philosophy from ancient Greece to contemporary western society through critical evaluations of classical and modern thinkers, ideal forms of government, and political legitimacy. These themes will be examined historically and in terms of their contemporary relevance and influence on American political values.

**HIST 567 — Topics in Political Theory**

Credit Hours: 3.00

A critical evaluation of contemporary political divisions in the United States. The course will focus on the psychology of commitment and the rational justifications for the various positions that define and divide political discourse in the United States. The divisions to be discussed include cultural values, gender/sex, race, and class.

**HIST 568 — U.S.: Latin American Relations**

Credit Hours: 3.00

This course will examine U.S.-Latin American relations from the Monroe Doctrine to the present with a more intensive and analytical focus on Cold War relations and the shift to post-Cold War dynamics.

**HIST 570 — Readings in United States****History**

Credit Hours: 3.00

A graduate-level directed readings seminar on a common topic.

**HIST 579 — Special Topics**

Credit Hours: 1.00 to 6.00

Offered periodically to meet student special interests in the field.

**HIST 590 — History Practicum**

Credit Hours: 3.00

A graduate-level practicum in the development and of United States history curriculum (education and public history).

**HIST 591 — Thesis**

Credit Hours: 3.00

This course is the culminating experience for the M.A. program in which students demonstrate mastery of the discipline by producing an acceptable master's thesis.

Prerequisites: Successful completion of 21 hours of graduate level coursework in history.

**HIST 592 — Workshop**

Credit Hours: 0.50 to 6.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

**HIST 599 — Individual Studies**

Credit Hours: 1.00 to 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

**Human Performance and Physical Education****HPPE 503 — Introduction to Research**

Credit Hours: 3.00

This is an introductory research course for graduate students focusing on physical education and human performance. Participants will develop an understanding of the purpose and importance of research in this specific area, overview basic elements of quantitative, qualitative, mixed methods, and action research methods, enhance skills to evaluate and critique research, synthesize literature in this area, develop a problem statement for

a specific research study, and gain an appreciation for conducting research.

### **HPPE 504 — Methods of Coaching**

Credit Hours: 3.00

This course focuses on the foundations of coaching any sport at all levels. Students will have the opportunity to develop a personal coaching philosophy that will encompass ethical and professional expectations in the field of coaching. Instructional and theoretical techniques will be used to show effective coaching strategies, behavioral issues, and personal roles of coaches to enhance or increase athletic performance. This course will also focus on the differences between levels in competitive sports, including youth programs, interscholastic, intercollegiate levels.

### **HPPE 511 — Curriculum in Health and PE**

Credit Hours: 3.00

This course studies the principles underlying curriculum construction in the field of health and physical education.

### **HPPE 520 — Administration of Sport**

Credit Hours: 3.00

This course focuses on the management aspects of sport. It includes all aspects of organizational development, ethics, diversity, legal aspects, economics and finances, marketing, and human resources as they relate to athletics.

### **HPPE 523 — Diversity in Sport**

Credit Hours: 3.00

This course is designed to present various principles underlying diversity issues within the sport realm.

### **HPPE 525 — Facilities Management**

Credit Hours: 3.00

This is a course intended for the development, maintenance, and general organizational management of sport/athletic and educational facilities. Students will have the opportunity to design, budget, implement safety plans, and develop performance objectives for facilities in the sport/PE setting.

### **HPPE 527 — Sport Law**

Credit Hours: 3.00

This course is designed to provide the student with an understanding of the legal issues involved in supervision, management, and conduct in sport and recreation.

### **HPPE 529 — Physiology of Exercise**

Credit Hours: 3.00

A study of the physiological changes in the human organism due to physical exercises. Furnishes a physiological basis for planning a program of physical education for schools and a training program for athletic teams.

### **HPPE 530 — Human Performance Lab**

Credit Hours: 3.00

The Human Performance Lab in the Department of HPPE is a planned, meaningful work experience. The lab is academic in nature, since academic credit is awarded for the experience. The primary purpose of the Human Performance Lab is to allow students the opportunity to work directly with test subjects so they may be able to apply the principles learned in Physiology of Exercise. This course requires instructor approval for registration purposes.

Prerequisites/Corequisites: HPE 529 Minimum Grade: C

or HPPE 529 Minimum Grade: C

### **HPPE 532 — Facilities in PE/Athletics**

Credit Hours: 3.00

This course is designed to provide information necessary to intelligently plan, design, equip, and finance physical education and sports related facilities.

### **HPPE 534 — Supervision of HPPE**

Credit Hours: 2.00

Designed to introduce students to the area of supervision and the techniques and strategies available to the supervisors of HPPE and athletics.

### **HPPE 536 — Sport and Exercise Psychology**

Credit Hours: 3.00

A study of the psychological aspects of physical education and sport and the implications for effective teaching and coaching practices related to this knowledge.

### **HPPE 538 — Soc Aspects of Sport & PE**

Credit Hours: 3.00

A course in the sociological aspects of sports. It is designed to provide a sound introduction to the sociology of sport and to encourage students to ask questions and think critically about sports as a part of social life.

### **HPPE 539 — Strength and Conditioning**

Credit Hours: 3.00

This course is designed to provide information relative to the basic foundation of coaching sports conditioning including muscle physiology, bioenergetics, training methodology, exercise technique, program design, and facility manage-

ment. Students will be given the opportunity to develop a general strength training program for a specific sport and to demonstrate their knowledge relative to proper lifting techniques and training procedures.

#### **HPPE 540 — Biomechanics**

Credit Hours: 3.00

This course will involve the study of the anatomical and mechanical principles underlying human movement. Practical application of biomechanical principles in human movement and various sport activities will be emphasized.

#### **HPPE 543 — Measurement and Evaluation**

Credit Hours: 3.00

The administration and application of recognized tests in physical education and presentation of statistical procedures to be used in evaluating tests and their results. Method of collecting and treating data.

Prerequisites: HPE 503 Minimum Grade: C or HPPE 503 Minimum Grade: C

#### **HPPE 544 — History & Principles of PE**

Credit Hours: 2.00

Background and principles upon which sound practices of physical education are based. The objectives of the modern physical education program are also discussed. Traces the development of physical education from ancient Greece to modern times.

#### **HPPE 545 — Exercise and Sport Nutrition**

Credit Hours: 3.00

An advanced study of nutrition as it applies to exercise and sport. Application of nutrition practices to health, fitness and performance will be explored, as well as issues of supplementation, drug abuse, weight loss/gain strategies, and metabolic nutritional requirements for a variety of sports and exercising individuals.

Prerequisite: HPPE 529 Minimum Grade: C

#### **HPPE 580 — Field Study in HPPE**

Credit Hours: 3.00

This course is designed to give the graduate student field experience in the discipline of Human Performance and Physical Education.

#### **HPPE 585 — Practicum in HPPE**

Credit Hours: 3.00

A structured practical experience in the actual position for which the student is preparing. The assignment will be under supervision of a qualified professional.

Prerequisites: HPPE 503 Minimum Grade: C

and HPPE 543 Minimum Grade: C

and HPPE 580 Minimum Grade: C

#### **HPPE 590 — Capstone in Coaching**

Credit Hours: 3.00

This course is designed as a culminating experience for the coaching emphasis in the HPPE master's degree. The focus of this course is on the management behaviors necessary to become an effective coach at all levels of athletics. Emphasis will be placed on sports psychology, sociological issues in sport specific disciplines, training techniques, and assessment in the coaching process.

Prerequisites: HPPE 503 Minimum Grade: C

and HPPE 504 Minimum Grade: C

and HPPE 520 Minimum Grade: C

and HPPE 527 Minimum Grade: C

and HPPE 536 Minimum Grade: C

and HPPE 538 Minimum Grade: C

and HPPE 539 Minimum Grade: C

and HPPE 543 Minimum Grade: C

and HPPE 580 Minimum Grade: C

and HPPE 585 Minimum Grade: C

#### **HPPE 591 — Master's Thesis Proposal**

Credit Hours: 3.00

This course represents the first part of a two-part culminating experience for the graduate student in HPPE. This course will provide a practical and thorough experience working through a professionally designed research project.

Prerequisites: HPE 503 Minimum Grade: C

or HPPE 503 Minimum Grade: C

#### **HPPE 592 — Workshops**

Credit Hours: 0.50 to 5.00

Short courses offered on an intermittent basis to meet the special needs of constituents.

#### **HPPE 593 — Master's Thesis**

Credit Hours: 3.00

This course continues the second part of a two-part culminating experience for the graduate student in the area HPPE. This course will provide a practical and thorough experience working through a professionally designed research project. It is a continuation and defense of the master's thesis proposal.

Pre-Requisites: HPE 591 Minimum Grade: C

or HPPE 591 Minimum Grade: C

#### **HPPE 596 — Field: Based Research**

Credit Hours: 3.00

Designed to compliment the existing Introduction to Research course in the graduate curriculum. It is an applied-research course requiring students to utilize the tools and information from

Introduction to Research to complete a timely, useful research project in cooperation with their district, school, or professional needs. The project will need to receive the approval of the district, school, and/or graduate advisor. (May be repeated for a total of six hours).

Prerequisites: HPE 503 Minimum Grade: C  
or HPPE 503 Minimum Grade: C

### **HPPE 599 — Individual Study**

Credit Hours: 1.00 to 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.

## **Teacher Education**

### **Education —**

#### **ED 508 — School Law**

Credit Hours: 3.00

This course will provide an opportunity for teachers and administrative candidates to enhance their knowledge of educational legal issues through the study of case law. The principles of common law, the features of statutory law, and the relationships of courts to schools, plus other legal issues in education will be discussed. Current trends in legal issues will be included. Major topics include student rights, teacher rights, church and state, special education, torts, due process, and student records.

#### **ED 509 — School Finance**

Credit Hours: 3.00

The current funding formula for public schools will be examined. Participants will identify and analyze major sources of fiscal and non-fiscal resources for schools and school districts. Principles and issues relating to fiscal operations of school management will be studied in relation to equity, efficiency and the involvement of the school community.

#### **ED 521 — Foundations of Literacy**

Credit Hours: 3.00

This course provides K-12 classroom teachers with basic knowledge of a balanced literacy and content area literacy approach to instruction. This course will build upon and expand the teacher's knowledge of learning theory, methods and mate-

rials for developing literacy, historical and current trends in literacy instruction, and also provide a research base from classroom organization and selection and management of instructional resources.

#### **ED 522 — Diagnosis & Assessment of Literacy**

Credit Hours: 3.00

This course is designed to aid K-12 teachers in developing both knowledge and proficiency in diagnostic reading techniques and also in planning and delivering instructional programs for developmental readers, struggling readers and proficient readers. The course focuses on applying research based assessment models and strategies in both elementary classrooms and secondary content area instruction.

#### **ED 523 — Literacy Strategies for Diverse Learners**

Credit Hours: 3.00

This course is designed to assist teachers in the mainstream classroom in improving literacy learning for all students, especially those who are now least served. Course content will include the practical application of theory to literacy instruction in classrooms of the 21st century. These cultural, racial, ethnic, gender, religious, socioeconomic, and learning diversities found in real classrooms will be explored relative to the real and perceived role that those differences have on students' literacy learning. The course will focus on developing teachers' ability to effectively meet the literacy needs of English language learners, special education students and gifted student in the mainstream classrooms.

#### **ED 524 — Literacy in Content Areas**

Credit Hours: 3.00

This course explores the need for all teachers to share the responsibility for K-12 students' reading and writing ability by emphasizing literacy instruction in the content areas. This course will highlight methods for incorporating reading and writing across the curriculum with a focus on building background for reading, study skills, uses of technology in content instruction, questioning and discussion, vocabulary, study strategies, integrating literature across the curriculum and dealing with special needs students.

#### **ED 526 — Readers Writers Workshop**

Credit Hours: 1.00

This course is designed to provide teachers with the tools and knowledge to develop a plan for implementing Readers Writers Workshop in

their classroom. Teachers will learn how to plan, facilitate, manage, and assess both reading and writing workshops in the classroom. Reading and transacting with texts and writing using the process approach will be the main focus.

### **ED 527 — Practicum in Literacy**

Credit Hours: 4.00

Each candidate for the endorsement in literacy is required to complete an internship in a classroom at the appropriate level (elementary, secondary, or K-12) depending on the candidate's license. Practice experiences may include the following instruction settings or a combination of the following: self-contained classroom setting, reading or early literacy classes, secondary reading classes, summer school or migrant school, tutoring student in reading, curriculum development activities, assessment or diagnostic activities related to literacy, peer coaching/seminar sessions, and others as approved.

### **ED 530 — Educational Philosophy & Foundations**

Credit Hours: 3.00

This course offers a study of the principles, purpose, and goals of education. Philosophical perspectives on the role of education from the ancient to contemporary times will be presented. The focus is on the practical application of philosophy to classroom teaching. Units within the course include: (1) Metaphysics: What should we teach? (2) Epistemology: How should we teach? and (3) A thorough investigation of a wide-range of teaching strategies derived from the philosophical literature.

### **ED 540 — Intro to Leadership Studies**

Credit Hours: 3.00

An introductory course to meet Colorado Standards 6.02, 6.03, 6.09. The administrator candidate will identify and critique (1) theories of leadership and their application to various school environments and educational trends, (2) various ethical frameworks and perspectives on ethics, (3) models of moral leadership, and (4) models and strategies of the change process. The student will develop an educational philosophy or platform. Colorado Standards 6.02, 6.03, 6.05.

### **ED 541 — Standards-based Education**

Credit Hours: 3.00

Participants will study the concept of standards-based education as a means of educational reorganization and reform. In addition, they will be able to apply this conceptual knowledge to the design

and implementation of standards-based practices in their classrooms and schools.

### **ED 546 — Curriculum & Instruction**

Credit Hours: 3.00

This course addresses curriculum reform and improvement of instructional standards. As traditional views of education are abandoned through investigation of curricular issues, the skills of thinking and problem solving will replace discrete subject areas as the core of the curriculum, which will lead to changes in instruction and assessment. The focus for this course will be on the major areas that influence curriculum: philosophy, educational anthropology, standards, subject-matter integration, cultural pluralism, cross-subject curricula, the nature of knowledge, human development, and social forces.

### **ED 548 — Assessment Techniques**

Credit Hours: 3.00

This course will provide an overview of assessment and provide specific instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Performance assessment will be examined and keyed to constructing a body of evidence necessitated by standards-based education.

### **ED 549 — Educating Diverse Learners**

Credit Hours: 3.00

The faculty of Graduate Teacher Education is committed to preparing candidates for the master's degree who demonstrate the knowledge, skills, and dispositions that will enable them to effectively meet the needs of all students in the schools of the 21st century. This core course is designed for future principals, teachers, counselors, special educators, and teachers of the linguistically different.

### **ED 550 — Curriculum & Assessment**

Credit Hours: 3.00

This course will provide an overview of assessment and provide specific instruction on the construction of reliable and valid instruments, including selected response and constructed response formats. Performance assessment will be examined and keyed to constructing a body of evidence necessitated by standards-based education.

### **ED 551 — Supervision of Personnel & Programs**

Credit Hours: 3.00

This class will emphasize the relationship between teaching appraisal and the need for continuous personal professional development. Among the

major topics examined in this course will be the establishment of a mentor program, a critical understanding of the clinical evaluation process, termination and non-renewal processes, legal aspects of personnel and program management, management of student services programs, community involvement in program development and assessment, principles of learning, discipline and safe school policies, and an understanding of the various evaluation models found in teaching.

### **ED 553 — Systems Theory & Leadership**

Credit Hours: 3.00

In this course students will begin to understand the systems in school districts that contain interconnected parts and complex webs of interactive loops. Systems thinking is often difficult. School systems are so complex that it is difficult for school leaders to be certain they are truly understanding and considering all of the elements of the system when making changes. Systems thinking applied to educational organizations involves a large element of sense making.

### **ED 555 — Political and Organizational Theory in Public Education**

Credit Hours: 3.00

This course will concentrate on fiscal management and the political arena where the decisions on management are made. Particular emphasis in this class will include equity in funding, efficiency, adequacy of funding, and policy responses. Students will be made aware of the political climate/theory both in the micro and macro frameworks of the American public education systems.

### **ED 566 — Special Populations & Programs**

Credit Hours: 3.00

This course consists of a combination of instructor-led activities and group presentations by students. Public school personnel directly responsible for some of the special programs will serve as resource persons. Special programs within the scope of this course include all federal and state funded programs that address the needs of special populations.

### **ED 571 — Educational Research**

Credit Hours: 3.00

This course is designed to provide students with an introduction to the fundamentals of research. In this course, the student will develop the knowledge and skills to critically consume research. Students will examine the foundations of qualitative and quantitative research, focusing

on foundational and contemporary research that is significant for professional practice.

### **ED 574 — School Principalship Intern I**

Credit Hours: 2.00

The administrator candidate's program will culminate with a 180-hour field experience under the supervision of a building principal. The candidate will demonstrate competencies in the four areas of leadership: strategic leadership, instructional leadership, organizational leadership, and school-community leadership. The supervised experience will encompass two semesters of field work in order to open and close a school.

### **ED 575 — Developing Data Driven Instruction**

Credit Hours: 3.00

This course is designed to address educational needs for analysis of data for improving instruction. Meets program standards 2 and 9 for the ELCC, 1995 (Educational Leadership Constituent Council), standard 3 of the ISLLC, 2001 (Interstate School Leaders Licensure Consortium), and the NETS, 2000 (National Educational Technology Standards and Performance Indicators).

### **ED 576 — School Principalship Intern II**

Credit Hours: 2.00

The administrator candidate's program will culminate with a 180-hour field experience under the supervision of a building principal. The candidate will demonstrate competencies in the four areas of leadership: strategic leadership, instructional leadership, organizational leadership, and school-community leadership. The supervised experience will encompass two semesters of field work in order to open and close a school.

### **ED 577 — Internship: Secondary**

Credit Hours: 12.00

The student teaching experience requires many new responsibilities. The experience provided to student teachers during this field experience is comprehensive. An educational field experience team is in place during the apprenticeship to help student teachers acquire the necessary skills in the practice of building a community of learners while teaching and learning. The community of learners includes the student teacher, the cooperating teacher, the college supervisor, the building principal, and the students. The student teacher experience requires 680 hours of contact time.

Prerequisites: TEPP Score of: 1

### **ED 579 — Special Topics**

Credit Hours: 0.50 to 12.00

Offered periodically to meet student special interests in the field.

### **ED 592 — Workshops**

Credit Hours: 0.50 to 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

## **Literacy, Language, and Culture —**

### **LLC 510 — Foundations of Literacy, Language and Culture**

Credit Hours: 3.00

Participant will examine issues in our society and education system that impact the students whose language is other than English. Participants will explore cultural, societal, and personal beliefs related to linguistic and cultural diversity. Topics will include curriculum relevance, assessment, legal history, Eurocentric dispositions toward diversity, demographics, language varieties, program and classroom alternatives, and strategies for supporting language minority students.

### **LLC 516 — Multicultural Narratives & Educational Reform**

Credit Hours: 3.00

This course is situated in the sociopolitical context of multicultural education and focuses on narratives from various racial/ethnic, linguistic, and gendered groups. The course will investigate the role of narrative in educational change and the relationship of stories to theory. Aspects of identity that affect self-esteem and self-concept, such as multiple roles, expectations, gender differences, importance of role models and the concept of “the other” will be explored. This course is designed to study the interaction of one’s self and attributed group identity through the study of first-person narratives.

### **LLC 520 — Language Acquisition**

Credit Hours: 3.00

Theory, research, and implications for practice of first and second language acquisition, and cognitive development are studied. The differences between constructivist and behaviorist learning theory and the relationship to social-cognitive theories of language acquisition, both oral and written, are emphasized.

### **LLC 525 — Practitioner Research**

Credit Hours: 3.00

The site-based research course focuses on learning

the complex skills required to observe students’ learning in a variety of educational settings. Students will engage in directed observations of LEP students. Emphasis will be placed on multiple aspects of interpretation of the observation process.

### **LLC 530 — Theory to Practice**

Credit Hours: 3.00

This course focuses on current educational research/models of bilingual/ESL education. These models will be evaluated in relation to the students’ knowledge of first and second language acquisition, both oral and written, and learning. Adult-child interactions, learning materials, learning environments, and curricula that support successful learning and language acquisition will be examined. Students will examine their own practices in relation to research-based practices. The participants will explore team-teaching relationships, responsibilities of certified and non-certified staff, portfolio assessment for two-language students, and the development of authentic partnerships with parents.

### **LLC 535 — Internship: Elementary**

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

### **LLC 545 — Internship: Secondary**

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

### **LLC 555 — Internship: K–12**

Credit Hours: 6.00

This course provides a student internship experience in bilingual and/or ESL settings at different levels. The internship class will meet weekly for peer coaching and mentoring with the instructor



tor and other interns. Participants will prepare a written action research project report. Mentor teachers with strong professionally prepared backgrounds in bilingual education or ESL will provide sites for the internship. Students will teach lessons as part of the internship requirements.

#### **LLC 559 — Selected Topics**

Credit Hours: 1.0 to 6.0

Available in each department. A study of selected course material taught off campus.

#### **LLC 569 — Educational Issues**

Credit Hours: 1.0 to 6.0

Available in each department and designed for staff development and/or in-service credit. Selected educational issues is taught off campus. Subject matter determined by school district.

#### **LLC 579 — Special Topics**

Credit Hours: 0.50 to 5.00

Offered periodically to meet students' special interest in the field.

#### **LLC 582 — Seminar**

Credit Hours: 1.0 to 6.0

Available in each department. Selected seminar topics taught off campus.

#### **LLC 589 — In-Service**

Credit Hours: 1.0 to 6.0

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter is determined by school district needs.

#### **LLC 592 — Workshops**

Credit Hours: 0.00 to 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

#### **Reading —**

##### **EDRD 579 — Special Topics**

Credit Hours: 0.50 to 3.00

Offered periodically to meet student special interests in the field.

##### **EDRD 592 — Workshop**

Credit Hours: 0.50 to 5.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

#### **Special Education —**

##### **SPED 526 — Behavior Management**

Credit Hours: 2.00

This course provides theoretical and practical ap-

plication and knowledge of behavior management in a variety of educational settings. Topics include identification of behavior problems, design and implementation of behavioral interventions, and collaboration with general education teachers. Alternative approaches to behavior management based upon the application of various theories, which optimize the learning environment, are explored.

##### **SPED 529 — Issues and Characteristics of Special Needs Students**

Credit Hours: 3.00

Exploration of cognitive, psychological, sociological, and psychological factors related to educational programming for students with special needs. Theoretical basis, current practices, and issues are explored relative to the learning process in the student with mild/moderate handicapping conditions.

##### **SPED 530 — Methods of Instruction for Special Needs Students**

Credit Hours: 3.00

Exploration of methods, underlying theories, and materials for systematically planning educational programs for students with special physical, cognitive, communicative, emotional, social and sensory needs.

##### **SPED 532 — Counseling, Consultation, and Collaboration**

Credit Hours: 3.00

Development of effective communication skills, techniques for collaborative problem solving and decision making essential for working regularly with educators, ancillary personnel, parents and students. Understanding of the theoretical basis and development of skills in interviewing, counseling, and conferencing techniques is stressed.

##### **SPED 534 — Theories of Learning**

Credit Hours: 3.00

Exploration of learning theories and the implications and applications of theory to planning and intervention within the school setting. Emphasis is placed on the implications for children with handicapping conditions.

##### **SPED 540 — Educational Assessment**

Credit Hours: 3.00

Students will develop skills for the systematic process of gathering, interpreting, and organizing educationally relevant information. Emphasis is placed on developing both theoretical and practical knowledge for assessment-based, instructional

decision making about the provision of special services to exceptional students.

#### **SPED 541 — Ed Assessment Lab**

Credit Hours: 1.00

This course provides the student an opportunity to apply skills gained in SPED 540: Educational Assessment in a field-based setting. The student will conduct, analyze, and interpret a range of formal and informal assessment. Subjects for these assessments will be student in regular and special education settings. Emphasis is placed on perfecting administration procedures and diagnostic, descriptive, and prescriptive, and prescriptive interpretations.

Prerequisites: SPED 540 Minimum Grade: B

#### **SPED 555 — Internship: On Site**

Credit Hours: 6.00

Field experience for student seeking licensure or the master of arts degree who are currently teaching full time in an appropriate setting. The field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct supervision of a college supervisor for one semester.

#### **SPED 558 — Internship: Alternative Site**

Credit Hours: 2.00

Field experience for combined licensure and master of arts degree students in an alternative age setting to SPED 555 or SPED 556. The field experience provides supervision or guidance by an appropriately endorsed sponsor and the direct support and guidance of a college supervisor for 90 clock hours.

#### **SPED 579 — Special Topics**

Credit Hours: 1.00 TO 6.00

Offered periodically to meet student special interests in the field.

## **Cognate Courses**

The following courses are offered in several departments at Adams State College as supportive curriculum for designated purposes. These courses may not be used to satisfy program requirements without prior approval.

#### **559 — Selected Topics**

Available in each department. A study of selected course material taught off campus.

#### **569 — Educational Issues**

Available in each department and designed for staff development and/or in-service credit. Selected educational issues taught off campus. Subject matter determined by school district.

#### **579 — Special Topics**

Credit Hours: 1.00 to 6.00

Offered periodically to meet student special interests in the field.

#### **582 — Seminar**

Available in each department. Selected seminar topics taught off campus.

#### **589 — In-service**

Available in each department and designed for staff development and/or in-service credit. In-service topics taught off campus. Subject matter determined by school district needs.

#### **592 — Workshop**

Credit Hours: 1.00 to 6.00

Short courses offered on an intermittent basis to meet the needs of special constituents.

#### **599 — Individual Studies**

Credit Hours: 1.00 to 6.00

Provides opportunity for individual research/study into problems of special interest in the field. By faculty permission and approval of the department chair.



