

# Shepherd

COLLEGE

Graduate Studies Catalog 2003







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## SHEPHERD COLLEGE GRADUATE CATALOG 2003

**Volume I**

**June 2003**

The Graduate Catalog of Shepherd College is a document of record issued for a one-year period. It contains, to the extent possible, current information concerning the College calendar, admissions and degree requirements, fees, regulations, and course offerings. The catalog does not constitute a contract between the College and an accepted applicant.

Students are advised that the information contained in this catalog is subject to change at the sole discretion of the College which reserves the right to add, amend, or repeal any of its regulations, policies, and programs, in whole or in part, at any time. In any such case, the College will give appropriate notice as is reasonably practicable under the circumstances.

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Office of Graduate Education Studies  
P.O. Box 3210  
Shepherdstown, West Virginia 25443-3210  
304/876-5237

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Information Desk/Lost and Found, College Center .....	876-5497
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PASS—Performing Arts Series, College Center .....	876-5113
PASS Tickets, College Center .....	876-5497
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## ACADEMIC YEAR CALENDAR

### First Semester Fall 2003

8/13/03	Wed	New Freshmen and Transfers; Transfer Evaluations.
8/14/03	Thu	Faculty Report for Fall Semester; Faculty Meetings.
8/15/03	Fri	Orientation, Academic Advisement; Registration/Payment– New Freshmen, Transfers and Readmits.
8/15/03	Fri	Add/Drop and Late Registration (Late Fee Applies) via RAIL begins at 8 p.m. (All hours except 4-8 a.m.) Consult Advisor. New Students must register in person.
8/18/03	Mon	Classes Begin.
8/18/03	Mon	In-Person Add/Drop and Late Registration (Late Fee Applies), 9 a.m.-4 p.m., Ikenberry Hall–Consult Advisor. New Students must register in person.
8/22/03	Fri	Last Day to Add/Drop via RAIL all hours except 4-8 a.m. Ikenberry Hall, 9 a.m.-4 p.m.–Consult Advisor.
8/22/03	Fri	Last Day to Late Register via RAIL all hours except 4-8 a.m. or in Ikenberry Hall 9 a.m.-4 p.m.
8/29/03	Fri	Last Day to Change a Course from Credit to Pass/Fail Status.
9/1/03	Mon	Labor Day–Holiday.
9/8/03	Mon	Last Day to Change a Course from Credit to Audit Status.
9/26/03	Fri	Last Day to Withdraw from first 8-weeks class–See Advisor by Noon.
10/3/03	Fri	Last Day to Apply for May 2004 Graduation.
10/6/03	Mon	First Day of Mid-term Exams.
10/6/03	Mon	Second 8-weeks Classes Begin.
10/10/03	Fri	Last Day of Mid-term Exams.
10/13/03	Mon	Mid-term Grades Due–9 a.m.
10/20/03	Mon	Mid-term Grades Available on RAIL.
10/29/03	Wed	First Day of Academic Advisement for Continuing Students for Spring 2004.
11/7/03	Fri	Last Day to Withdraw from a Full Semester Class–See Advisor by Noon.
11/10/03	Mon	First Day of Spring 2004 RAIL Registration for Continuing Students; 9 a.m.-4 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9 a.m.-4 p.m.
11/12/03	Wed	Last Day of Academic Advisement for Continuing Students for Spring 2004.
11/13/03	Thu	Last Day to Withdraw from second 8-weeks Class–See Advisor by Noon.
11/23/03	Sun	First Day of Thanksgiving Recess.
11/30/03	Sun	Last Day of Thanksgiving Recess.
12/5/03	Fri	Last Day of Classes.
12/8/03	Mon	First Day of Final Exams.
12/12/03	Fri	Last Day of Final Exams.
12/15/03	Mon	First Semester Grades Due 9 a.m.–End of First Semester.
12/16/03	Tue	Grades will be available via RAIL–Tentative.

### Second Semester Spring 2004

1/8/04	Thu	New Freshmen and Transfers; Transfer Evaluations.
1/9/04	Fri	Faculty Report for Spring Semester; Orientation, Academic Advisement. Add/Drop and Late Registration (Late Fee Applies) via RAIL begins at 8 p.m. (All hours except 4-8 a.m.) Consult Advisor. New Students must register in person.
1/12/04	Mon	Classes Begin.
1/12/04	Mon	In-Person Add/Drop and Late Registration (Late Fee Applies), 9 a.m.-4 p.m., Ikenberry Hall–Consult Advisor. New Students must register in person.

1/16/04	Fri	Last Day for Add/Drop. Last Day to Late Register via RAIL all hours except 4- 8 a.m. or in Ikenberry Hall 9 a.m.-4 p.m.
1/19/04	Mon	Martin Luther King's Birthday-Holiday.
1/26/04	Mon	Last Day to Change a Course from Credit to Pass/Fail Status.
2/2/04	Mon	Last Day to Change a Course from Credit to Audit Status.
2/20/04	Fri	Last Day to Withdraw from first 8-weeks class-See Advisor by Noon.
3/1/04	Mon	First Day of Mid-term Exams.
3/3/04	Wed	Second 8-weeks Classes Begin.
3/5/04	Fri	Last Day of Mid-term Exams. Last Day to Apply for August and December 2004 Graduation.
3/8/04	Mon	Mid-term Grades Due-9 a.m.
3/14/04	Sun	First Day of Spring Recess.
3/15/04	Mon	Mid-term Grades Available on RAIL.
3/21/04	Sun	Last Day of Spring Recess.
3/29/04	Mon	First Day of Summer 2004 RAIL Registration for Continuing Students 9 a.m.-4 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9 a.m.-4 p.m.
3/31/04	Wed	First Day of Academic Advisement for Continuing Students for Fall 2004.
4/9/04	Fri	Last Day to Withdraw from a Full Semester Class-See Advisor by Noon.
4/12/04	Mon	First Day of Fall 2004 RAIL Registration for Continuing Students; 9 a.m.-4 p.m. Overrides and Schedule Time Conflicts, Office of the Registrar, 9 a.m.- 4 p.m.
4/14/04	Wed	Last Day of Academic Advisement for Continuing Students for Fall 2004.
4/22/04	Thu	First Day of Spring Weekend Recess (If no snow days used).
4/25/04	Sun	Last Day of Spring Weekend Recess (If no snow days used).
4/27/04	Tue	Last Day to Withdraw from second 8-weeks class-See Advisor by Noon.
4/28/04	Wed	McMurrin Scholars Convocation.
5/5/04	Wed	Last Day of Classes.
5/6/04	Thu	Study Day.
5/7/04	Fri	First Day of Final Exams.
5/13/04	Thu	Last Day of Final Exams.
5/17/04	Mon	Second Semester Grades Due 9 a.m.-End of Second Semester.
5/18/04	Tue	Grades will be available via RAIL-Tentative.
5/22/04	Sat	Commencement.
5/31/04	Mon	Memorial Day.

## SECTION I

# HISTORY AND MISSION

### SCENIC AND HISTORIC LOCATION

Shepherd College is situated in the Shenandoah Valley, on the banks of the Potomac River, in historic Shepherdstown, West Virginia. The oldest town in the state, Shepherdstown is a quaint college community, with the town and campus combining to offer a unique learning-living environment.

Located in the Eastern Panhandle of West Virginia, Shepherdstown is within 20 miles of nearby Maryland, Pennsylvania, and Virginia. It is only 65 miles from the metropolitan areas of Washington, D.C., and Baltimore, Maryland. Within a short hike or drive of the campus are such well-known historic landmarks as Harpers Ferry and the Antietam Battlefield. Across the Potomac River from the campus is the Chesapeake and Ohio Canal National Historical Park. The C & O Canal National Historical Park, developed along the towpath of the old canal, is a beautiful recreational sanctuary, extending 184.5 miles from Cumberland, Maryland, to Georgetown, in the nation's capital.

The United States Capitol and numerous other federal and state facilities are easily accessible. Richmond and Williamsburg, Virginia, as well as New York and Philadelphia, are all within a few hours drive of Shepherdstown. Guest lecturers and performers, field trips, internships, and career opportunities are advantages directly related to the location of Shepherd College.

### HISTORY OF THE COLLEGE

Shepherd College began when the county seat of Jefferson County, West Virginia, was moved from Shepherdstown to Charles Town in July 1871. The people of Shepherdstown and vicinity decided to use the vacated courthouse for educational purposes. An article of incorporation for a school to be known as Shepherd College, designed to instruct students "in languages, arts and sciences," was drawn up and signed by C.W. Andrews, A.R. Boteler, C.T. Butler, G.M. Beltzhoover, David Billmyer, Samuel Knott, and Henry Shepherd. This body of incorporators gave itself power to elect instructors, pay salaries, and prescribe courses of study. Professor Joseph McMurrin was appointed first principal of the institution, which opened with 42 students in September 1871, under the authority of the Board of Trustees.

On February 27, 1872, the Legislature of West Virginia passed the following act: "That a branch of the State Normal School be and the same is hereby established at the building known as Shepherd College, in Shepherdstown, in the county of Jefferson."

Shepherd College became a four-year college for the training of teachers on July 1, 1930, at which time the institution began granting the bachelor of arts degree. Shepherd was authorized to implement liberal arts programs in 1943, and in 1950 the bachelor of science degree was added.

Also in 1950 Shepherd was accredited by the North Central Association of Colleges and Schools and in 1951 it became a member of the Association of American Colleges.

In the past two decades, Shepherd has experienced a 200 percent enrollment growth and added 11 new buildings, including the \$9 million Robert C. Byrd Science and Technology Center and the \$20 million addition to the College's Scarborough Library.

## MISSION STATEMENT

Shepherd College, a fully accredited public institution of higher education founded in 1871 and located in the Eastern Panhandle of West Virginia, offers a wide variety of distinguished degree programs and other learning opportunities to both traditional and nontraditional students. Our College attracts students from the region, the nation, and beyond. Understanding the importance of diversity, we continue to work toward recruiting and retaining a multicultural student body, faculty, and staff.

The heart of our baccalaureate curriculum is a formal General Studies Program that prepares students to take their places as an educated citizen in a changing world. Our Community and Technical College provides a curriculum that is both complementary to, and integrated with, the four-year College, offering associate's degrees and continuing education. The College is committed, as well, to developing and implementing a selected number of graduate programs.

At Shepherd College we are dedicated to expanding our intellectual and cultural resources with the assistance of technological advance and our advantageous location just 70 miles from the Baltimore/Washington metropolitan area. At the same time, the small, residential setting of the College creates an environment in which students are able to work closely with faculty, staff, and administrators who encourage their intellectual growth, personal fulfillment, and academic and professional excellence. Student learning is central to the culture of our institution, and finding ways to improve student learning is a continuing process.

Shepherd College, through its alliances with business organizations, industry, and government agencies, promotes economic development in the region. The College enhances the cultural atmosphere of the community with performing arts activities, public lectures, and athletic events. Outreach experiences, such as student internships and cooperative agreements, also link the College to the life of the community.

The faculty, staff, and administration of Shepherd College are dedicated to remaining in the forefront of advances in contemporary education and professional programs as we serve our students, community, and region in the 21st century.

## THE RUTH SCARBOROUGH LIBRARY

The Ruth Scarborough Library collection is composed of varied materials, numbering approximately 471,427 items. Printed and microtext materials make up the majority of the collection. The holdings include 161,162 books and bound periodicals supplemented by books and periodicals on 171,100 microfiche and microfilm reels. Other parts of the collection include phonograph records, cassette tapes, slides, media kits, and video cassettes. The library currently subscribes to 720 periodicals and newspapers. Since 1971, the library has been a selective repository for federal government publications and regularly receives West Virginia state government publications.

The library's computerized catalog provides Web access to materials in the Scarborough collection. Computer research services include public-use workstations accessing the Internet and a number of CD-ROM-based local databases. The library also offers online computer searching of commercial databases and full-text resources.

Built in 1965, the three-story, air-conditioned structure is designed as a place of study, particularly for team study and research. The accommodations include reading rooms, group study rooms, and individual space for study. The Scarborough Library was renovated in 2002-03. Areas for viewing audiovisual materials and copier areas are available. The West Virginia Room houses a special collection of printed materials relating to state and regional history. The 46,000 square foot expansion, dedicated in 2001, includes multimedia classrooms, additional reading areas and seating, and the Robert C. Byrd Center for Legislative Studies whose purpose is to promote an understanding of the United States Congress and the legislative process.

## SECTION II

# ADMISSIONS

### ADMISSION REQUIREMENTS

All applicants, including non-matriculating and visiting students, must complete an Application for Admission and submit it with a \$35 non-refundable application fee to the Office of Graduate Education Studies. Applicants to graduate programs at Shepherd College must hold a bachelor's degree from a regionally accredited college or university.

### ADMISSION PROCEDURES

Those wishing to apply for admission to a graduate program at Shepherd College should do the following:

- Obtain an application form from the Office of Graduate Education Studies. The Office can be reached at 304/876-5237.
- Arrange to have two copies of official transcripts from all undergraduate and graduate studies sent directly to Shepherd College: one to the Office of Graduate Education Studies and the other to the Office of Admissions, P.O. Box 3210, Shepherdstown, West Virginia 25443-3210. No action will be taken on an application for which there is no official transcript.
- Request letters of recommendation from professors, employers, or other individuals who are familiar with your work to be sent directly to the Office of Graduate Education Studies.
- Submit a completed application form to the Office of Graduate Education Studies with a nonrefundable application fee of \$35 in a check or money order payable to Shepherd College.
- Arrange to take required standardized test. Scores may be no more than five years old.

#### PLEASE NOTE:

- It is the applicant's responsibility, including applicants who have graduated from Shepherd College, to arrange for all official undergraduate and graduate transcripts and other supporting admissions credentials to be sent directly to the Office of Graduate Education Studies and the Office of Admissions.
- No action will be taken on credentials that arrive for which there is no completed application for admission of file.
- No documents submitted as part of the application procedure will be returned.

### ADMISSIONS CONTACTS:

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219B Butcher Center  
P.O. Box 3210

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# SECTION III

# POLICIES

## GRADING SYSTEM

### Summary of Grading System

Grade	Explanation	Point Value per Semester Hour
A	Superior	4
B	Good	3
C	Average	2
D	Below Average, lowest passing grade	1
F	Failure	0
I	Incomplete, must be completed by date registered on incomplete form*	-
W	Withdraw without grade point penalty*	-

\*Not used in computation of grade point average

\* Incomplete grades must be made up within one semester or the grade of I becomes a grade of F.

## SUMMARY OF WITHDRAWAL DATES

**Action:** Dropping a class.

**Date:** First five class days.

**Resulting Grade:** Dropped course does not appear on the transcript.

**Action:** Withdrawing from a class.

**Date:** Sixth class day through Friday of the twelfth week of classes.

**Resulting Grade:** W.

**Action:** Complete withdrawal from the College.

**Date:** From the sixth class day through the last class day of the semester.

**Resulting Grade:** W

The withdrawal procedure is incomplete until all necessary signatures have been secured and the appropriate forms returned to the Registrar's Office and the Office of Graduate Education Studies by the specified time stated in the current academic year calendar.

Any counseling provided to a student from any employee of the College that is at a variance with established College policies, must be confirmed by the vice president for academic affairs. Although a student may receive advice from any agent of the College, the final responsibility for a decision concerning withdrawal rests with the student, in consultation with the course instructor, and in accordance with College policies.

## REPEATING A COURSE

A student may repeat a course once without appeal. A student may not repeat that course a second time without a written appeal to and consent from the Graduate Committee. When a course is repeated, the higher grade will be used in determining the grade point average. Both grades, however, are shown/recorded on the transcript.

## ACADEMIC DISHONESTY

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of F in that course. Such action shall be taken by the instructor, with written notification to the vice president for academic affairs. Repeated offenses shall subject the student to suspension or dismissal from the College. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action beyond that called for by their own cheating in a course.

Plagiarism is “the act of stealing and using, as one’s own, the ideas, or the expression of the ideas of another.” Whether that other is another student or a published author, plagiarism is cheating.

Guidelines and policies affecting dishonesty and most other aspects of student life may be found in the *Shepherd College Student Handbook*.

## SECTION IV

# TUITION

### TUITION AND FEES

The West Virginia Higher Education Policy Commission regulations require the College to operate strictly on a cash basis with all payments and obligations being collected in advance. All tuition and fees must be collected in full for each semester on enrollment (registration) day.

If payment is made by check, registration will be considered incomplete until the check covering the required fees has cleared the bank on which it is written. The cashier will accept cash, money orders, credit cards (Visa, Master Card, or Discover), or approved personal checks written for the exact amount of the obligation. All checks must be payable to Shepherd College and third-party checks will not be accepted. A student's registration may be cancelled when payment is made by a check, which is dishonored by the bank. If the returned check is in payment of tuition and fees, the business office is required to declare the fees unpaid and registration cancelled. The return of a check for any reason constitutes late registration, and the applicable late-registration fee shall be assessed. In such case the student may be reinstated upon redemption of the unpaid check, payment of the \$10 returned check-handling charge, and payment of the applicable late fee of \$25. The returned check fee of \$10 will be collected for each check returned unpaid by the bank upon which it is drawn, unless the drawer obtains an admission of error from the bank.

All student charges are payable at the time of registration for each semester. Students in debt to the College from a previous semester or term will not be permitted to enroll until all obligations are paid. Any outstanding and unpaid financial obligation to the College can result in withholding the student's grades, transcript of credits, diploma, and official reports. Students will not be permitted to attend classes until registration has been completed.

If a student has a short-term loan or has had any other outstanding financial obligation with Shepherd College and has defaulted, i.e., the student's account has been referred to an attorney, the magistrate's court, or a collection agent, the student will not be eligible to borrow short-term loans in the future.

### 2003-2004 GRADUATE TUITION AND FEES

#### Per Credit Hour

In state: \$195

Out of state: \$295

## Refund Policy

Students who withdraw in accordance with College procedures may receive a refund of tuition and fees in accordance with the schedules outlined below. The refund calculation is based on the amount paid toward tuition and fees. (No refunds on partial withdrawals.) Refunds are determined from the first day of the school term, which officially begins with orientation and registration days. The official withdrawal date is certified by the registrar. Refund checks are issued through the State Treasury, and a receipt of a refund may take up to six weeks depending upon the date of withdrawal.

### Regular Session

During first and second weeks .....	90%
During third and fourth weeks .....	70%
During fifth and sixth weeks .....	50%
Beginning with seventh week .....	No Refund

### Summer Terms

During first and second class days .....	90%
During third and fourth class days .....	70%
During fifth and sixth class days .....	50%
Beginning seventh class day .....	No Refund

## SECTION V

# COURSES AND REQUIREMENTS

The Master of Arts in Curriculum and Instruction is designed to help teachers enhance their professionalism, improve their quality of instruction, and better prepare them for leadership roles within their school districts. By integrating theory, practice, and research, the Master of Arts in Curriculum and Instruction provides teachers with opportunities to enhance their levels of professional knowledge, discover innovative and effective approaches to teaching and learning, and at the same time gain greater competency within their disciplines.

## ADMISSION

Student quality will be monitored through admission requirements for candidates. These requirements include the following:

### Degree Requirements

Candidates must document that they have earned a baccalaureate degree from an accredited institution of higher learning with a minimum of 2.75 GPA.

Candidates must provide proof of successful completion of a regionally accredited Teacher Education Certification program.

### Entrance Examination Requirements

Candidates must take and pass with an acceptable score, either the Miller Analogy or Graduate Record Examination. Miller Analogy minimum entrance score standards will be set at 30. Graduate Record Examination minimum entrance score standards will be set at 850.

There will be a five-year limit on acceptance of GRE or Miller Analogy Examination scores. These tests may be waived for candidates who possess a master level or above degree.

### Computer Literacy Requirement

Candidates must demonstrate computer literacy and competency with educational software. Students must meet the Shepherd College computer literacy requirements. These include the ability to effectively:

- Use e-mail
- Use the Internet
- Conduct electronic library research
- Perform basic word processing tasks

## Credit Transfer Policy

Shepherd College will accept, with the approval of the appropriate department and the director of graduate education studies, up to six graduate credits for transfer.

## Program Standards

Since the overall goal of the Master of Arts in Curriculum and Instruction Program is to provide an opportunity for educators to engage in advanced professional education, research, and decision-making, these goals can only be accomplished by adhering to standards that will allow increased access to a graduate education experience to those individuals who are both intellectually and professionally qualified and who plan to use their studies in order to meet the challenges of today's teaching profession.

# PERFORMANCE STANDARDS

## Grade Point Average Requirements

Advanced studies on the graduate level require a proven understanding and mastery of the materials presented. Students must maintain a 3.0 grade point average in order to remain in the program. Students who fall below a 3.0 grade point average level will be placed on academic probation. Students will have one semester to raise their cumulative grade point average back to the 3.0 level. If they are not successful in doing so, they may, through the Graduate Director's Office, petition the Graduate Committee for permission to remain within the program. The Graduate Committee will convene as a committee of the whole and review such petition. Students will be notified by the graduate director of the committee's decision within 60 business days.

## Curriculum Program Requirements

Each course within this Master of Arts in Curriculum and Instruction program will be three credit hours. Individual professors will determine the criteria for evaluation; however, it is expected that these professors will utilize varied methods of instruction and assessment including readings, Web-Ct, technology, examinations, research papers, and relevant field-based assignments. One consistent requirement across all courses within the program will focus on the need to meet program objectives. It is expected that all courses will also be theory and action oriented. In addition, there will be a specific research course designed to familiarize students with the strategies they will need to successfully put the knowledge they have gained regarding theory and methodology into action by completing their capstone thesis experience.

The Master of Arts in Curriculum and Instruction is a 33-credit program of study. Students complete 15 credits in educational pedagogy, 15 credits in a discipline specific content area, and three credits in an action research thesis.

The educational pedagogy courses will allow teachers to enhance their teaching expertise. These 15 credits of core study will consist of the following courses:

### EDUC 500. ADVANCING THE USE OF TECHNOLOGY IN THE CLASSROOM (3)

The focus of this course is the effective use of 21st century technology in the modern classroom. This course helps educators view technology as a different way of thinking rather than simply as a more effective way of conducting traditional education. This course provides a critical analysis of the full range of educational technology and its use in the classroom. In this course educators will develop their visual literacy and talents and in turn improve their levels of instruction and effectiveness in an ever-changing technology based classroom.

### EDUC 501. METHODS OF EDUCATIONAL RESEARCH (3)

This required course guides educators through the process of creating a unique and valuable research study. This course will instruct educators on the proper methodology for defining an area

of research, reviewing the related literature, and conducting an effective study. This course will develop the foundational basis for the capstone thesis experience.

**EDUC 502. CURRICULUM AND PEDAGOGY (3)**

The focus of this required course is the exploration of pedagogy and its relationship to the development of curriculum. Through a better understanding of key methodologies and strategies for developing an integrated curriculum, educators will learn the most effective methods for implementing such a curriculum into their daily classrooms. While studying these strategies and methodologies educators will learn how to better hone both their teaching and curriculum development skills.

**EDUC 503. READING IN THE CONTENT AREA (3)**

This course concentrates on reading instruction in the content areas of the curriculum. Attention is focused on the identification, understanding, and mastery of special reading abilities required for specific subject areas. In this course students will explore current methodologies for effectively implementing subject specific reading strategies into their classrooms.

**EDUC 504. STRUCTURES OF EFFECTIVE STUDENT ASSESSMENT (3)**

The focus of this required course is the study of the history, theory, and practice of student assessment within the classroom. Educators will explore the role of traditional assessment including testing as well as available alternative methods of assessment. Educators will examine current methods of effective assessment techniques and discuss how assessment can best be applied to today's curriculum.

In addition to the educational pedagogy courses, students will be required to complete 15 credits of study within a specific content discipline area. These courses will allow teachers to enhance their knowledge within their field. Students will concentrate their fifteen credits of study in one of the following areas:

**ART**

**ART 510. GRADUATE LEVEL INTERDISCIPLINARY STUDIO (3)**

This cross-disciplinary studio class will expect students to work in multiple disciplines in order to achieve a concept driven body of work which is not inhibited by the arbitrary boundaries of traditional painting, sculpture, drawing, photography or printmaking. The course encourages a contemporary approach to art making in which any media or combination of media or process may be combined to achieve the artistic goal established by each individual student. Prerequisites: 9-12 hours in a single studio area (painting, drawing, sculpture, printmaking, photography, graphic design, illustration, etc.).

**ART 511. DRAWING STUDIO (3)**

The course will focus on developing rendering skills associated with drawing from life. Students will also be expected to generate a body of work outside of class worthy of contemporary art markets. These drawings may not necessarily adhere to the traditional modes and means of drawing and will anticipate a contemporary approach to subject, materials, and execution. Prerequisites: 9 hours in drawing

**ART 512. CURATORS AND EXHIBIT PROPOSALS (3)**

During a one-week field trip to New York City, students will learn about different art venues, their purposes, and curatorial responsibilities. Upon their return, students will act as independent curators and respond with their own proposals for both group and one-person exhibits for the Shepherd College Gallery in response to a mock call for entries. Prerequisites: 9 hours art history, 3 hours aesthetics, criticism or related course.

**ART 513. COMPUTER APPLICATIONS: GRAPHIC DESIGN PHOTOGRAPHY (3)**

The continuation of developing a working relationship between graphic design and photography. Emphasis is upon developing professional projects and the integration of theory and practice.

**ART 514. PROFESSIONAL PRACTICES IN ART (3)**

Supervised project work experience in illustration, graphic design, photography and computer imagery. Intended to provide a bridge between the classroom and the professional world. Topic and work required to be approved by the area coordinator.

**ELEMENTARY EDUCATION (Select 15 credits)****EDUC 520. CONCEPTUAL DEVELOPMENT FOR INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES (3)**

Students will explore concepts, techniques, and strategies for the effective teaching and integration of language arts and social studies. They will also investigate current issues, practices, materials, and curriculum development appropriate for teaching/learning in the elementary grades. The use of children's literature with language arts and social studies curricula will be emphasized. Course includes in-school field assignments.

**EDUC 521. CONCEPTUAL DEVELOPMENT OF INTEGRATING MATHEMATICS AND SCIENCE (3)**

This course will investigate and explore the conceptual basis for integrating mathematics and science in the elementary classroom. Students will explore instructional activities that integrate science and math across curricular areas, are applicable to daily life, are developmentally appropriate, and apply appropriate and varied assessment strategies. Studies will understand and apply the National Council of Teachers of Mathematics Standards and National Science Education Standards in planning and delivering an integrated mathematics and science curriculum.

**EDUC 522. CONTEMPORARY ISSUES IN EDUCATION (3)**

This course examines current issues affecting schools today and the impact these issues will have in the 21st century. Education has a long history of conflicting ideas. An effort will be made to explore critical issues from divergent points of view. Educators will question, analyze, and discuss these critical issues. In addition, teachers will become familiar with several models of school reform in order to more effectively deal with the crucial issues they must face as educators.

**EDUC 523. DIVERSITY AWARENESS AND THE CONTEMPORARY EDUCATOR (3)**

This course is designed to better prepare teachers to meet the needs of an increasingly diverse classroom and educational practice. By 2020 it is expected that children of color will comprise 46 percent of the national student population. Using case studies, role playing, technology, and current literature, teachers will be exposed to the dynamics of diversity and how that diversity affects their practice. Participants are expected to develop a Human Rights Action Plan incorporating principles of human and social justice into their area of practice.

**EDUC 524. INVESTIGATIONS OF LEARNING IN CONTEXT (3)**

This required course is designed to focus on the social and psychological factors that affect the learning process. It explores the learning process as well as the learner. By gaining a better understanding of key social paradigms and critical psychological stages of developmental learning educators are better able to determine the most effective teaching strategies.

**EDUC 525. THE SPECIAL LEARNER IN THE REGULAR CLASSROOM (3)**

This course is designed to help educators develop strategies and techniques for working with the exceptional child. Educators will develop an understanding of a wide range of exceptionalities,

ranging from students with severe educational challenges to gifted and talented students. Research, attitudes, and current practices as they relate to exceptional children will be discussed and analyzed.

**EDUC 526. TEACHER AS A CREATIVE CATALYST (3)**

This course introduces educators to nontraditional modes of thinking and problem solving through the exploration of new and creative modes of planning and assessment. Educators will become familiar with the research on creativity and learn creative techniques to employ in their own classrooms. This course will focus on creativity as universal in children of all cultures.

**ENGLISH (Select 15 credits)**

**ENGL 530. THEORIES OF RHETORIC AND COMPOSITION (3)**

A graduate-level class that traces the connections between the contemporary discipline of rhetoric and composition to its roots in classical rhetorical theory. The course studies important statements on rhetoric by Plato, Aristotle, and Quintilian as a background for discussing how the five canons of ancient rhetoric (invention, arrangement, style, memory, delivery) have become key elements of contemporary composition theory and pedagogy.

**ENGL 531. CHAUCER (3)**

A study of Chaucer's language and art as they are revealed in his works, primarily in *Troilus and Criseyde* and *The Canterbury Tales*.

**ENGL 532. SHAKESPEARE (3)**

A course built around the life and times of William Shakespeare, concentrating on close readings of representative texts covering all the major genres of his works, including lyric and narrative poems, comedies, histories, tragedies, problem plays, and romances. The goal is to achieve a basic understanding and appreciation of Shakespeare's contribution to our literature.

**ENGL 533. STUDIES IN MILTON (3)**

An in-depth study and textual analysis of the lyric and epic poems of John Milton, including a detailed critical reading of *Paradise Lost*, with emphasis on the ideas and sources of Milton's Christian humanism and artistic achievement, viewed within the literary and historical contexts of Stuart and Commonwealth England.

**ENGL 534. LITERATURE AND THE SEXES (3)**

A study of American, British, and Continental literature exploring the image of woman, also with emphasis on the relationship between the sexes. The course includes works by Aemilia Lanyer, Aphra Behn, Jane Austen, George Bernard Shaw, Henrik Ibsen, Virginia Woolf, and others. Gynocritical, deconstructive, and traditional critical approaches to the works are investigated, along with the social and psychological dimensions of a variety of contemporary gender issues.

**ENGL 535. AMERICAN ETHNIC LITERATURE (3)**

American Ethnic Literature will provide students with graduate-level exploration and examination of the range of "ethnic" literatures throughout the United States. Students will explore ethnic literatures commonly associated with racial identity—African American, Native American, and Hispanic American—but will also consider the nonracial dimensions of ethnicity. The course will begin with a consideration of the oral backgrounds of ethnic literature and will move on to a consideration of emerging written literature in the 19th and 20th centuries, with an emphasis on autobiographical writings. Finally, the course will provide a longer and more concentrated study of the ways 20th-century ethnic writers bring their experience of cultural difference to fully developed fiction, poetry, and autobiography. Course assignments will include weekly reading analyses, online discussion, and research with a variety of sources, examinations, and an out-of-class research/analysis paper.

## GENERAL SCIENCE

### GSCI 540. PRINCIPLES OF SCIENTIFIC INVESTIGATION (3)

This course addresses several themes related to the process of science. The main areas covered are the philosophical and historical background of science, the processes and abilities required to conduct scientific inquiry, the written and oral presentation of data, the use and evaluation of scientific literature, the safe and appropriate use of chemicals and organisms in research, scientific ethics, and the role that science and scientists play in society. While the universality of the scientific approach to problem solving will be stressed rather than specific disciplines, most examples will come from the biological and chemical sciences. Readings will be assigned from several textbooks and journal articles and students will prepare and present a research paper. The prerequisite is a bachelor's degree with preparation in the sciences.

### GSCI 541. HISTORICAL GEOLOGY (3)

This course emphasizes all major components included in historical geology focusing on the study of earth's evolution, which includes changes in the planet's crust, surface, atmosphere, and life through time. Topics covered include the evolution and characterization of life throughout geologic time, plate tectonic theory and changing continental position through geologic time, origin of life, major extinctions and their causes, taxonomy and paleobiology of fossils, classification of sedimentary rocks, and lithologic facies analysis.

### GSCI 542. GENERAL ASTRONOMY (3)

Fundamental principles and findings of the major branches of modern astronomy. Topics include comparative planetology, stellar formation and evolution, structure and evolution of galaxies, and physical and observational cosmology.

### GSCI 543. ENVIRONMENTAL CHEMISTRY (3)

Lecture topics in this course include stratospheric and tropospheric air chemistry and air pollution, the greenhouse effect and global warming, energy use and carbon dioxide emission, toxic organic and inorganic compounds, the chemistry of natural waters and water pollution, green chemistry, and waste management. In the laboratory volumetric and instrumental methods are used to measure environmentally important chemicals. The instrumental techniques include UV-VIS and IR spectroscopy, GC-MS and HPLC.

### GSCI 544. GENERAL ECOLOGY (4)

The course is an overview of ecological concepts with an evolutionary approach. The major topics begin with autoecology, population ecology, and ecosystems. The ecology concepts will address multiple topics including ecosystem definition, primary/secondary productivity, ecosystem energetics, trophic structure, population structure and dynamics, stability/resilience, nutrient cycling, ecosystem management, and the importance of ecological models. Laboratory exercises will involve field projects, laboratory simulations, and presentations.

## MATHEMATICS

### MATH 550. TEACHING PROBABILITY AND STATISTICS (3)

Investigation of fundamental concepts and principles of probability and statistics. Instructional materials and technology appropriate for probability and statistics. Emphasis on activities and applications appropriate for junior and senior high school classes. Pedagogical experiences to prepare teachers to integrate quantitative literacy accurately and effectively in classrooms. All students will be expected to do a special project. Prerequisite: Permission of department head.

### MATH 551. ABSTRACT STRUCTURES IN SCHOOL MATHEMATICS (3)

Sets, functions and relations, natural numbers, whole numbers, integers, rational and irrational numbers. Prerequisite: Permission of department chair.

**MATH 552. REAL ANALYSIS FOR TEACHERS (3)**

This course examines topics that include integration, series of points and functions, and topology of the real line.

**MATH 553. GEOMETRIC STRUCTURES IN SCHOOL MATHEMATICS (3)**

Geometric concepts of proof, congruence, similarity, and geometric equalities and inequalities. Pedagogy, content, and instructional strategies for teaching school geometry. Content and issues relevant to the geometry curriculum. Instructional materials and technology appropriate for geometry. All students will be expected to do a special project. Prerequisite: MATH 200 or permission of department chair.

**MATH 554. FUNCTIONS AND MODELING (3)**

This course is an introduction to mathematical modeling of deterministic systems that can be represented by ordinary differential equations. The main thrust of the course is the study of the stability of models about equilibrium using Maple, which is introduced early in the course and seems to make phase-plane analysis very accessible. The student becomes familiar with the necessary background literature in ordinary differential equations to understand the different types and aspects of stability, Lyapunov functions, and a sufficient understanding of phase plane analysis to make a complete analysis on nonlinear systems. Some of the models include predator/prey models and competition and combat models. In addition, students are required to make a presentation in class of a particular model with a detailed analysis furnished to the class. Prerequisite: MATH 310.

**PHYSICAL EDUCATION**

**PHED 560. ADVANCED MEASUREMENT AND ASSESSMENT FOR THE PHYSICAL EDUCATOR (3)**

This course is intended to develop an accountable and dependable means of grade assignment in physical education rooted in a sound philosophy of skill/knowledge development. The course will further develop a sound assessment of program strategy that will incorporate both state and national intended goals and objectives. The course will be taught using PowerPoint presentation software and assignments will be made requiring presentation and statistical analysis with the computer. This course is intended to alleviate one of the most serious professional physical educator problems—that of grading accountability in our discipline—while also providing a perspective of total program accountability through assessment.

**PHED 561. PSYCHO-SOCIAL ASPECTS OF PHYSICAL ACTIVITY (3)**

This course examines the interrelationships between physical activity, physical education, sport and exercise, and psychosocial variables relating to these activities. Topics that may be included are socialization into sport, exercise, and physical activity, cultural values, aggression, motivation, psychological benefits of physical activity, exercise adherence, and participation in physical education.

**PHED 562. TEACHING BEHAVIOR IN HEALTH AND PHYSICAL EDUCATION (3)**

This course is a study of research on teaching effectiveness in health and physical education. The teaching and learning process is examined in order to identify critical elements of age-appropriate behavior specific to health and physical education.

**PHED 563. ADMINISTRATION OF ATHLETES AND PHYSICAL EDUCATION (3)**

This course will focus on policies and problems of organization and administration of physical education and athletic programs in schools and colleges with emphasis on the case study approach.

**PHED 564 CURRICULAR MODELS IN TEACHING PHYSICAL EDUCATION (3)**

An interactive, hands-on class that will examine previous, present, and future curricular models and issues, including situational areas related to legal, professional, administrative, and teaching. Discussion and design of programs related to health and physical education in K-12 schools will be included.

**SOCIAL STUDIES (Select 15 credits)****SOCI 570. SOCIAL FORCES, EDUCATION, AND KNOWLEDGE (3)**

This course will survey classical history of sociology emphasizing the evolution of social theory and empirical research. After this foundation is covered the course will center on contemporary social forces related to educational problems and the accumulation and advancement of knowledge by focusing on the relationship between the school as an institution, the culture, and the society.

**ECON 571. THE TEACHING OF ECONOMICS IN A GLOBAL ECONOMY: PRINCIPLES AND STRATEGIES (3)**

The purpose of this course is to furnish the K-12 teacher with sufficient knowledge of the basic economic principles to teach economic concepts, recognize economic issues, and effectively integrate economics into the social studies curriculum. In addition to reinforcing basic economic principles, teaching strategies (including experiments and games) and curriculum materials will be examined for use in classroom presentation.

**HIST 572. AMERICAN SOCIETY IN AN ERA OF CRISES, 1917-1945 (3)**

This course focuses on the United States during one of its most critical periods, from World War I to World War II. Focuses on the social, economic, and political aspects of America's participation in World War I; the decade of the Roaring Twenties with its attendant prosperity and social stresses; the Great Depression; and the impact of the New Deal and World War II.

**HIST 573. HISTORY OF WOMEN IN EUROPE (3)**

This course examines selected issues in the political, intellectual, social, and economic history of women in Europe from the Middle Ages through the Second World War. It devotes special attention to the study of historiography and the social construction of gender.

**HIST 574. THE HISTORY OF MODERN EAST ASIA (3)**

This course examines how the countries of East Asia responded to the twin challenges of modernization and Western encroachment during the 19th and 20th centuries. While concentrating on political developments, it also addresses issues in cultural and social history.

**PSCI 575. THE POLICY AND POLITICS IN EDUCATION (3)**

A study of: (1) the ways in which American society makes choices about matters of importance that affect the whole society, (2) the linkage between politics, policies, and American values, and (3) how policy is implemented and evaluated. Models of policy-formation are examined and applied to current issues, especially in the field of education. In addition, all students will be required to complete a three-credit action research thesis course. This course will require students to utilize their content knowledge in an educational context, giving them additional pedagogical and content discipline knowledge while working to hone their specific expertise within an educational setting.

**EDUC 580. ACTION RESEARCH THESIS EXPERIENCE**

This required course is designed to allow educators to put into action the research thesis proposal they have developed. This study may take either a historical or action based form of research. Through application and analysis of the knowledge they have gained as a result of this study, teachers will become better prepared to be more effective educators both in and outside of the classroom.



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