The Graduate Curriculum Committee met in Victor 219, Wednesday, May 3, 2006 at 1pm. Those in attendance included: Mike Price (Chair), Greg Wimer, Ray Hashemi, Karen Hollinger, and Camille Stern. Pam Harwood and Trish Coberly were in attendance to discuss their action items.

I. The March 1, 2006 minutes were approved.

II. The following items were approved:

III. College of Education

C. Middle and Secondary Education

1. Delete the following course:
   MGED 8090 Advanced Classroom Management 3-0-3

   Rationale: This course is being replaced with a new course.

D. Special and Adult Education

1. Create the following course:
   EEXE 7001 Technologies for Special Education 3-2-3

   Prerequisite: None

   Description: Provides instruction in the various technologies that support classroom management and instruction, including assistive technologies. Includes training in evaluation of computer based instructional programs and development of multimedia and interactive instructional materials.

   Rationale: The Professional Standards Commission changed certification requirements for Special Education teachers June 2005. This course is aligned with the new requirements.
Effective Term: Fall 2006

CURCAT:
- Major Department: Special and Adult Education
- Can course be repeated for additional credit? No
- Maximum Number of Credit Hours: 3
- Grading Mode: normal
- Instruction Type: lecture

2. Create the following course:

EEXE 7034  Cognitive and Behavior Problems that Disrupt Learning  3-0-3
Prerequisite: None

Description: Emphasis on differentiating characteristics of students with various cognitive and behavioral problems that disrupt learning. Includes etiologies, cultural and social implications of disability, and the theories and systems that support assessment, interventions, and support services. Designed for special education majors.

Rationale: The Professional Standards Commission changed certification requirements for Special Education teachers June 2005. This course is aligned with the new requirements.

Effective Term: Fall 2006

CURCAT:
- Major Department: Special and Adult Education
- Can course be repeated for additional credit? No
- Maximum Number of Credit Hours: 3
- Grading Mode: Normal
- Instruction Type: Lecture

3. Create the following course:

EEXE 7405  Social and Behavioral Issues of Individuals with Disabilities  3-0-3
Prerequisite: None

Description: Covers strategies and techniques to develop appropriate social interactions and to foster an internal locus of control in children and adolescents with social skills deficits and/or behavior problems.

Rationale: The Professional Standards Commission changed certification requirements for Special Education teachers June 2005. This course is aligned with the new requirements.
4. Change the following course title and description:

EEXE 6790 Practices and Procedures in Exceptional Child Education 3-0-3
EEXE 6790 Legal and Procedural Issues in Special Education 3-0-3

Description: Legislative requirements and procedures associated with that determine assessment, placement, and special education services teaching of exceptional children for students with learning and behavioral problems. Includes IEPs, eligibility reports, transition and termination plans, lessons plans, and units are presented termination of services, and due process.

5. Change the following course title and description:

EEXE 7400 Collaboration, Inclusion, and Transition Strategies 3-0-3
EEXE 7400 Collaboration for Transition and Post Secondary Education 3-0-3

Prerequisites: EEXE 7130, EEXE 6790

Description: Covers the inclusion philosophy and federal and state and local mandates concerning transition planning and preparation practices for students with learning and behavioral problems as they move through the P-12 educational experience and on to post secondary education and/or training disabilities. Stresses the collaboration and cooperation consultation skills required to facilitate appropriate transitions, and requires site visits to observe inclusion settings and transition plans in action.

6. Change the following course description:

EEXE 7403 Brain Research and Educational Practice 3-0-3

Description: Course Explores current research and theory in of brain functioning and their impact on educational instructional practices. Emphasis is placed on Looks at dysfunctions and their resulting learning and/or behavioral problems learning problems attributed to brain dysfunction. Evaluates common instructional practices in light of new research findings.
7. Change the following course description:

**EEXE 7130 Assessment of the Exceptional Student 3-0-3**

**Description:** Introduction to and practice with standardized evaluatory tools and teacher-made criterion referenced tests for the evaluation of exceptional students. Provides instruction in the use and interpretation of standardized tests, criterion referenced tests, informal assessment techniques, and authentic assessments, including portfolios and rubrics.

8. Change the following course description:

**EEXE 6680 Classroom Behavior Management 3-0-3**

**Description:** Basic procedures for management of the exceptional student as an individual and within group settings are presented. Provides training in functional behavior assessment, intervention plans, and techniques for managing the behaviors of the exceptional student in various educational settings.

9. Change the following course description and hours:

**EEXE 7991 Practicum in Special Education 3-0-3 1-5-6**

**Description:** Designed to satisfy specialized practicum experience across various disabilities.

Description: A field based, capstone experience in which the student is required to demonstrate competency in classroom behavior management, instructional planning, assessment, consultation and collaboration, teaching, record keeping, as well as professional attitudes, dispositions and behaviors. Proof of liability insurance and permission of the Department of Special Education are required.

10. Change the following course title, description and hours:

**EEXE 7031—Methods and Strategies for Teaching the Learning Disabled:**

- **Reading and Written Expression 2-1-3**
- **Methods and Strategies for Teaching Reading, Spelling, and Written Expression 3-0-3**

**Prerequisite:** EEXE 6790, EEXE 7130, and **EEXE 7030**

**Description:** Course provides an in-depth study of research based remediation, accommodation, and instructional methods and strategies specific to improving
that are appropriate for students with cognitive and behavior problems that disrupt learning in reading, spelling, and written expression skills. Covers skills from pre-kindergarten readiness through secondary school levels. Includes setting goals and objectives that guide lesson planning and assessment.

Rationale: The Professional Standards Commission changed certification requirements for Special Education teachers June 2005. This course is aligned with the new requirements.

Effective Term: Fall 2006

11. Change the following course title, prerequisites, hours and description:

EEXE 7032  Methods and Strategies for Teaching the Learning Disabled: Mathematics and the Content Areas 2-1-3
Methods and Strategies for Teaching Mathematics and the Content Areas 3-0-3

Prerequisites: EEXE 6790, EEXE 7030, EEXE 7130, ECEG 7150, MGED 7050 or CEUG 3072, EEXE 7130

Course description: Course Provides an in-depth study of research based remediation methods and strategies, accommodation and instructional methods and strategies that are appropriate for students with cognitive and behavioral problems that disrupt learning in specific to improving mathematics skills as well as those study skills necessary to succeed in and the content areas. Covers skills from pre-kindergarten readiness through secondary school levels. Includes setting goals and objectives that guide lesson planning and assessment.
12. Activate existing program

Degree Program

<table>
<thead>
<tr>
<th>School/Division</th>
<th>College of Education</th>
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<tbody>
<tr>
<td>Department</td>
<td>Special and Adult Education</td>
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<tr>
<td>Program</td>
<td>M.Ed. in General Special Education</td>
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<td>Degree</td>
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Masters of Education: General Special Education

The M.Ed. in General Special Education is an initial certification preparation program. Graduates of this program are prepared to provide educational services for students with exceptional learning needs whose Individualized Educational Program (IEP) indicates instruction using the general education curriculum and participation in the general statewide assessment. This program is aligned with teacher preparation standards articulated by National Council for Accreditation Teacher Education, Council for Exceptional Children and Georgia Professional Standards Commission for Teacher Preparation. With appropriate credentials, each candidate will also be identified as meeting the Title II highly qualified mandate as defined by the Georgia Professional Standards Commission.

Graduates of the program will be prepared to demonstrate knowledge of and skills related to:

1. philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced the field of special education and the education and treatment of individuals with disabilities,

2. human development and the characteristics between and among individuals with or without exceptional learning needs,

3. the impact of a disability as related to beliefs, traditions, language, and values across cultures,

4. evidence-based instructional strategies to provide individual instruction in general and special curricula,

5. learning environments that foster cultural understanding, safety, and emotional well-being, positive social interactions and active engagement,

6. long-range individualized instructional plans anchored in both general and special curricula,
7. use of multiple types of assessment information for a variety of educational decisions,
8. routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways,
9. and proficiency in use, application, and integration of instructional technology.

I. Admission Standards

1. A baccalaureate degree from an accredited institution.
2. A 2.5 overall grade point average on all undergraduate work.
3. A score of no less than 350 on the Graduate Record Examination (GRE) on the Verbal and the Quantitative subtests and no less than a score of 3 on the Analytical Writing subtest.
4. Four disposition letters.
5. Letter of intent.
6. Signed COE permission for criminal background check (waived with proof of employment in a public school system)
7. Proof of instructional liability insurance (waived with proof of employment in a public school system)
8. Verification of employment form if employee is a full-time public school teacher.

The admission process uses a system of points weighed in favor of the Grade Point Average (GPA) of the applicant. Graduate candidates need to meet with an advisor regarding the admission process.

II. Standards of Progression and Graduation

A. A program of study must be maintained for each degree-provisional or degree-regular student. The program of study, signed by the student, advisor, and program coordinator, must be forwarded to the dean of the School of Graduate Studies accompanying the student's application for graduation. Fifty percent of the program of study must be completed at the 7000-8000 level. All requirements for the degree must be completed within seven years.

B. If any change in the approved program of study is required, an amended program of study, signed by the student and the advisor, must be submitted to the School of Graduate Studies.

C. A field based research project/portfolio/thesis will be required as the capstone experience.

D. The student must apply for graduation two semesters before the data of graduation.
III. Program of Study
*new courses highlighted and bold face

Masters of Education – General Special Education (Initial Certification)

Program pre-requisites

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<tr>
<th>Course Number</th>
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<td>Technologies for Special Education</td>
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<td>EEXE 6790</td>
<td>Legal and Procedural Issues in Special Education</td>
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<td>FOUN 7403</td>
<td>Brain Research and Educational Practice</td>
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<td>EEXE 6680</td>
<td>Classroom Behavior Management</td>
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<td>EEXE 7031</td>
<td>Methods and Strategies for Teaching Reading, Spelling, and Written Expression</td>
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<td>Collaboration for Transition and Post Secondary Education</td>
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<td><strong>EEXE 7405</strong></td>
<td>Social and Behavioral Issues of Individuals w/ Disabilities</td>
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<td>EEXE 7991</td>
<td>Practicum in Special Education</td>
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TOTAL 33 SEMESTER HOURS
Highly Qualified – Option #1 Transcript analysis

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Highly Qualified – Option #2 Exam Option (Praxis II)

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Rationale: August 2004, the Georgia Professional Standards Commission changed the initial certificate in Special Education from disability categories to one certificate in General Special Education. This existing degree program, which had never been activated, suits the new certification mandate. The re-authorized Elementary and Secondary Education Act (No Child Left Behind) mandates that any “teacher of record” must be highly qualified to teach the subject matter. Highly qualified is defined as passing a content test. Beginning July 1, 2006, all teacher preparation programs are responsible for guaranteeing that their candidates meet the federal definition of highly qualified. Since the Special Education teacher is certified in grades P-12 and they may be employed as co-teacher within a general education classroom or self-contained settings such as youth detention facilities, they must be highly qualified in one or multiple of the five curriculum areas listed. With the exception of the four new courses, the program uses existing courses.
13. Change title of Program:

Master of Education in Adult Education and Community Leadership

Rationale: Better reflects the community development and leadership aspects of the program.

Discussion: Dr. Coberly presented a document showing how the courses in the Adult Education program are aligned with program standards adopted by the Commission of Professors of Adult Education.

14. Change title of tracks in Adult Education program:

Human Resource Development Concentration

Rationale: Remove word redundancy on program of study.

Literacy Education Concentration

Rationale: Remove word redundancy on program of study.

Educational Technology Concentration Technology-Based Learning

Rationale: The focus of the track is creating opportunities for learning via technology.

15. Change the following courses &/or course descriptions:

ADED 7100: Introduction to Adult Education History & Theory of Adult Education

Description: Overview of the historical and philosophical forces affecting adult education in the United States to Introduction to the fundamental nature, function and scope of adult education, including an overview of the historical, sociological and political forces affecting the field. Program providers, relations with parent organizations, societal influences and awareness of resources will be examined. (Web-enhanced).

Rationale: Reflects content of course.
16. Change the following courses &/or course descriptions:
ADED 7110: Psychology of Adult Learning: How Adults Learn Psychology of the Adult Learner

Description: This course will enable the student of adult education to acquire and/or to develop a basic understanding of the research and theoretical formulations regarding Exploration of adults as learners. Emphasis will be placed on conditions that affect the adult learner: brain research, adult development, ability, potential, motivation, self-perception, role-identification, status, and learning styles. and cultural background (Web enhanced).

Rationale: Reduce redundancy is title of course. The course description better reflects the content of the course.

17. Change the following courses &/or course descriptions:
ADED 7120: Adult Education: Strategies and Resources Program Planning and Evaluation

Change course description from: Study and evaluation of methods and materials employed in teaching adults. Emphasis will be upon current teaching strategies for the educated and undereducated adult to: A technology enhanced, community based initiative logic model course that includes a systematic process of situation analysis, with needs assessment, priority setting, program action and evaluation, participants in this course plan and implement a high quality adult education program. (Web enhanced).

Rationale: Reflects content of course.

18. Change the following courses &/or course descriptions:
ADED 7130: Multicultural Issues in Adult Education Cultural Diversity in Adult Education

Description: Role of adult education in the workplace will be emphasized, with focus on multiculturalism and a survey of exceptional adults in the workplace to Knowledge of areas of diversity that affect the community. (Web enhanced)

Rationale: This course covers diversity throughout the community, not only the workplace.
19. **Change the following courses &/or course descriptions:**

**ADED 7300: Instructional Design & Development Instructional Technology Theory and Practice**

*Description:* Introduces the student to the systematic design of instruction. Topics include the situational assessment, instructional strategies, integration of instructional technologies, instructional media selection and the formative and summative evaluation of instructional materials for education and training purposes. Explores role of instructional technology in teaching and training with emphasis on related theory and practice. Hands-on exploration of emerging technologies and application to teaching and training. Topics include instructional design, history, instructional applications, current topics. (Web enhanced)

*Rationale:* Reflects what is taught in the course, technology as a tool in teaching and training.

20. **Change the following courses &/or course descriptions:**

**ADED 7310: Online Learning Environment**

*Description:* Exploration of the emergence of online learning environments as viable alternatives to traditional classroom instruction. Topics will include theoretical, conceptual, instructional and technical framework of implementing and using OLEs to support the learning paradigm. Basic technology and pedagogical implications of distance education will be explored to include the following issues: the Internet, asynchronous/synchronous communication tools, methods of instruction, online tools to support learning and instruction, design of OLE, facilitator faculty and learner evaluation and assessment of distance education technologies. (Web enhanced)

*Rationale:* More appropriate description.

21. **Change the following courses &/or course descriptions:**

**ADED 7320: Multimedia Design**

*Description:* Covers concepts that underlie the design and development of multimedia in education and training. Participants students will become immersed involved in two important issues: instructional design and team production of a courseware product. (Web enhanced)

*Rationale:* More appropriate description.
22. Change the following courses &/or course descriptions:
ADED 7330: Curriculum Topics in Instructional Technology

Description: Study of covers topics in current research interest in instructional technology – topics to include distance learning, learning theory, assistive technology, adult literacy, computer graphics, multimedia, artificial intelligence and instructional systems and applications. (Web enhanced)

Rationale: More appropriate description.

23. Modify the program of study in Adult Education as follows:

Delete Elective 3-0-3

Rationale: Replaced by course on leadership.

Delete FOUN 7060 Education Research 3-0-3

Rationale: This program is designed for practitioner without need for this type of research. Replaced by course on leadership.

Add ADED 7150 and ADED 7160 (see below)

24. Create the following course:

ADED 7150: Personal Leadership Development 3-0-3
Description: In-depth, self-examination of skills, personality, attitudes and behaviors to increase self-awareness of leadership competencies. Participants will examine theories of leadership and develop insights for their personal leadership development. (Web enhanced)

Rationale: Course enables participants to examine theories of leadership and develop insights for their personal leadership development.

Effective: Summer 2006

CURCAT:
Major Department: Special and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture
25. Create the following course 3-0-3
ADED 7160: Community Development and Leadership

Description: Participants will explore group dynamics, team building strategies and leadership techniques, strategies and skills, and how to recognize and develop these in group situations with others through a servant leadership framework. (Web enhanced)

Rationale: Course enables participants to explore group dynamics, team building strategies and leadership techniques, strategies and skills, and how to recognize and develop these in group situations with others through a servant leadership framework.

Effective: Summer 2006

CURCAT:
Major Department: Special and Adult Education
Can course be repeated for additional credit? No
Maximum Number of Credit Hours: 3
Grading Mode: Normal
Instruction Type: Lecture

26. Change course number of ADED7140 to ADED7500 for Workplace Application
Program of Study

Department of Middle and Secondary Special & Adult Education
Master of Education
Adult Education & Community Leadership

<table>
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<tr>
<th>Course Number</th>
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<th>Hrs.</th>
<th>Term/Year Completed</th>
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**Core Required Courses – 15 hours**

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<td>ADED 7100</td>
<td>Introduction to History &amp; Theory of Adult Education</td>
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<td>ADED 7110</td>
<td>Psychology of the Adult Learner: How Adults Learn</td>
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<td>ADED 7120</td>
<td>Program Planning &amp; Evaluation Adult Education: Strategies and Resources</td>
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<td>Cultural Diversity Multicultural Issues in Adult Education</td>
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<td>Personal Leadership Development</td>
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<td>ADED 7160</td>
<td>Community Development &amp; Leadership</td>
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<td>* ADED 7140</td>
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**Area of Specialization Courses – 9 hours**

(choose one from the following areas of concentration)

**Human Resource Development Concentration**

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<td>HRVD 7410</td>
<td>Organizational Theory &amp; Practice</td>
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<td>HRVD 7420</td>
<td>Management &amp; Leadership Behavior</td>
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**Literacy Education Concentration**

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<td>ADED 7210</td>
<td>Communication Skills in Low Literacy Adults</td>
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<td>ADED 7220</td>
<td>Literate Communities</td>
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**Educational Technology-Based Learning Concentration**

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<td>ADED 7310</td>
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<td>ADED 7320</td>
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**Capstone Course – 3 hours**

**Elective Course – 3 hours**

(One course from either ADED/HRVD track not chosen as concentration)

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