

MASTER OF ARTS IN EDUCATION PROGRAM

Program Purpose

The purpose of the M.A.Ed. program is to provide relevant continuing programming for educators seeking a diversity of knowledge, skills and values for post-baccalaureate preparation and licensure.

Objectives of the Program

Students in the M.A.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners in education.
2. Apply research skills to current education problems.
3. Augment current licensure with new licensure programs.
4. Initially prepare, for some individuals with non-education degrees, to become licensed teachers.
5. Be encouraged in their Christian commitment and service to society.

Assessment of Outcomes

The M.A.Ed. utilizes these means of assessment for the five objectives above. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments. (1,2,3,4,5)
- Course evaluations (1,2,5)
- Alumni questionnaire (1,2,5)
- Thesis (for thesis-track students) (1,2,5)
- Capstone Research Seminar (1,2,5)
- Field experience (1,2,3,4,5)

Admission to Graduate Coursework

All students, whether degree-seeking or non-degree-seeking in the M.A.Ed. program, who desire to take graduate courses in education at Union University must meet prescribed admission criteria. After admission, the student may take courses for personal or professional growth, seek teacher licensure, or pursue the Master of Arts in Education Degree. Some students may choose to seek the M.A.Ed. as they complete their teacher licensure.

Applicants desiring to take graduate courses in education should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$25.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all un-

dergraduate and post-baccalaureate coursework combined.

5. Writing sample scheduled by the Office of Graduate Studies in Education.
6. Completed "Certificate of Immunization."

For short courses designed primarily for license renewal, only the following admission criteria will be required. Students should submit an Application for Admission to Graduate Studies in Education, a \$25 application fee, a copy of their teaching license or an official transcript showing completion of a baccalaureate degree. If the student decides to seek the M.A.Ed. or take coursework other than the short courses, all requirements for full admission to graduate studies must be submitted. Note: A maximum of six semester hours taken in this short-course format may be used to satisfy M.A.Ed. requirements.

Conditional Admission to Graduate Coursework

Applicants who do not meet the minimum GPA requirement of 3.0 will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on a conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to pursue graduate studies in education.

If a student fails to successfully complete the first nine hours with a minimum GPA of 3.0, the student will be suspended from the University for one full semester before re-application can be made to Graduate Studies in Education.

Undergraduate students in their last term of course work who, after registering for all courses required for graduation, need additional hours to be classed as full-time students, may be allowed to register for one graduate course for graduate credit.

Admission to the Master of Arts in Education Degree Program

In addition to the above admission criteria for applicants desiring to take graduate courses, those seeking admission to the M.A.Ed. Degree Program should submit the following to the Office of Graduate Studies in Education:

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or

supervisor who is familiar with the applicant's work as a teacher. Forms are available in the Office of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the office of the Assistant Dean for Teacher Education and Accreditation.

Conditional Admission to the Master of Arts in Education Degree Program

Students who do not meet the minimum GPA requirement or the minimum test score requirement for admission to the Master of Arts in Education Degree program will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to the Master of Arts in Education Degree Program.

Advisement

The Dean of the College of Education and Human Studies will assign the student to an advisor who will, with the student, develop a Program of Study which will be placed in the student's file in the Office of Graduate Studies in Education in the College of Education and Human Studies. The student will consult with the advisor prior to each registration to plan courses.

Requirements for the Master of Arts in Education Degree

Two options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit and a non-thesis option requiring a minimum of 39 semester hours of graduate credit. Students choosing the thesis option of the program are required to write a thesis or research report while students choosing the non-thesis option of the program are required to successfully complete the Capstone Research Seminar. All degree requirements must be completed within five years of the date of admission to the degree program.

All options of the M.A.Ed. are available on the Jackson Campus. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Teacher Education Program). The only M.A.Ed. option available on the Germantown campus is the M.A.Ed. with teacher licensure, and it is further restricted to applicants seeking secondary school licensure who have an undergraduate major in their anticipated area of endorsement.

Requirements for the Thesis Option of the M.A.Ed.

A minimum of 33 semester hours of approved graduate work is required for completion of the thesis option of the M.A.Ed. degree. This option consists of four components:

a required core, a concentration area, education electives and the thesis.

- I. Required Core: 12 hours
 - A. EDU 610
 - B. EDU 620
 - C. EDU 650
 - D. EDU 665
- II. Select one Concentration
 - A. Concentration: Designed Studies (12 core + 15 concentration hours)
 1. Education Electives, advisor-approved, 6-9 hours)
 2. Education Electives or other Electives, advisor-approved, 6-9 hours
 - B. Concentration: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
 1. EDU 604, EDU 625, EDU 626
 2. PSY 610 or PSY/EDU 614
 3. Education Electives, advisor-approved, 3 hours
 - C. Concentration: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
 1. SE 625, PSY 610, EDU/PSY 614, EDU 629
 2. Education Electives, advisor-approved, 3 hours
- III. Thesis, EDU 690 and EDU 695: 6 hours

Requirements for the Non-Thesis Option of the M.A.Ed.

A minimum of 39 semester hours of approved graduate work is required for completion of the non-thesis option of the M.A.Ed. degree. This option consists of three components: a required core, education electives and concentration area.

- I. Required Core (15 hours)
 - A. EDU 610
 - B. EDU 620
 - C. EDU 650
 - D. EDU 665
 - E. EDU 675
- II. Select one concentration
 - A. Concentration: Early Childhood Education, Licensure (15 core + 27 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Early Childhood PreK-4.
 1. Courses with Field Experience component: EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629, EDU 651, EDU 657
 - B. Concentration: Elementary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
 1. Courses with Field Experience component: EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629 and 658

- C. Concentration: Library Information Specialist, Licensure (15 core + 41 concentration hours)
With appropriate prerequisites, this program leads to an initial license in Library Information Specialist PreK-12. Praxis II Tests and student teaching semester are required for licensure but not for the degree.

1. SE 625 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 510 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

If the student is fully licensed in TN, an additional endorsement can be secured by completing the M.A.Ed. Required Core (15 hours), C.2., C.3., and LSC 646. If the student has already completed a masters that is recognized by the TN Department of Education for advancement of the licensure, the additional endorsement in Library Information Specialist PreK-12 includes only C.2., C.3., and LSC 646.

- D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on an Alternative A license appropriate to the endorsement area, are required for licensure but not for the degree.

1. EDU 510
2. EDU 530, 604, 625, 626
3. PSY 610 and SE 625
4. Education Electives, advisor-approved, 3 hours

- E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)

1. EDU 552, 553, 633
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
3. EDU 616, 626; SE 645

- F. Concentration: Special Education, Licensure (15 core + 24 concentration hours)

With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in SE-Modified K-12.

1. SE 605, 610, 631, 632, 641, 645
2. Education Electives, advisor-approved, 6 hours

An endorsement in SE-Comprehensive may be added by taking 6 hours of designated coursework. An endorsement in SE-Early Childhood is available by taking 8 hours of designated coursework.

- G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)

1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

- H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)

1. SE 625, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Education Electives, advisor-approved, 8 hours

* Praxis II Specialty Area Tests appropriate to the endorsement are required for licensure but not for the degree.

Admission to Candidacy for the Master of Arts in Education Degree

An important step in the student's progress toward the Master of Arts in Education Degree is admission to Candidacy. Students will be admitted to degree candidacy status only when the following conditions have been met.

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
4. Completion of EDU 665, Research Design.
5. A minimum grade point average of 3.0.

Additional Candidacy Requirement for Thesis-Option Students: Students completing the thesis option of the program must have degree candidacy before beginning the master's research. In addition to the candidacy requirements above, thesis option students will be required to submit a research proposal which has been approved by the student's research committee. It is the responsibility of the student to consult with the M.A.Ed. Program Director regarding the formation of the research committee. The approved research proposal must be filed in the Office of the College of Education and Human Studies before candidacy is granted.

The student will receive written notification when degree candidacy status has been achieved.

Full-Time Students

A graduate student enrolled for 9 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 6 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

Transfer of Credit into the M.A.Ed. Degree Program

Up to nine semester hours of graduate credit from a regionally accredited college or university may be trans-

ferred into the degree program at the time the student is admitted to the program, provided the grades received in those courses were B or higher. Work being transferred into the program must have been completed within five years prior to admission to the program.

Transfer of credit after the student has been admitted to the degree program (transient credit) will be acceptable provided (1) the total semester hours of transfer credit does not exceed nine hours, (2) the grade received in the course is B or higher, and (3) written approval of the course being taken has been obtained from the Dean of the College of Education and Human Studies prior to taking the course. A maximum of six hours of workshop/short course/video course credit may be transferred.

Courses Taken by Non-Degree Students

A maximum of twelve hours of graduate work taken at Union before a student is admitted to the degree program may be used to satisfy the M.A.Ed. requirements.

Financial Information

The registration of a student signifies an agreement by the student to fulfill the related financial obligations.

There are two methods for the payment of expenses.

1. All expenses may be paid in full prior to or on the day of registration.
2. Payment may be made in two equal payments, with one-half due at the time of registration and the balance due halfway through the term. A 1.5% service charge will be added to the unpaid balance following the initial payment.

For students who have a definite commitment of financial aid from the Financial Aid Office of the University, the difference between the total cost for the term and the financial aid allocation is the amount payable by the student to the University.

Tuition and Fees

M.A.Ed	\$285/semester hour
Non-degree-seeking post-baccalaureate students	\$285/semester hour

Tuition for Student Teaching will be charged at the undergraduate rate.

Other fees when applicable:

Application Fee (non-refundable, one-time only)	\$25
Late Registration Fee	\$25
Audit Fee	\$125 semester hour
Course Drop Fee	\$10
Materials Fee per Course: EDU 510, 552, 553, 554, 555, 651, 657, 658; SE 651, 657	\$15
Lab Materials Fee per Workshop	Varies with workshop
Thesis Binding Fee	\$50
Graduation Fee	\$25

Financial Assistance

Students enrolled in Graduate Studies in Education for a minimum of six hours per semester, Fall or Spring, may apply for the Federal Stafford Loan. All students applying for this loan must complete an institutional Application for Financial Assistance and file the Free Application for

Federal Student Aid (FAFSA). Forms are available in the Financial Aid Office. A Master Promissory Note must also be filed in the Financial Aid office.

Some students may qualify for a Tennessee Student Assistance Corporation (TSAC) loan. The Tennessee Teaching Scholars Program provides a forgivable loan of \$3,000 for post-baccalaureate students admitted to state-approved teacher education programs at a Tennessee institution of higher education who pledge to teach at the public preschool, elementary, or secondary level in Tennessee one year for each year the award is received. Contact the Financial Aid Office for information on requirements for qualifying, how to apply, and the application deadline.

Veterans: Union University is approved to offer educational benefits to veterans, reservists, and dependents who qualify for Veterans Benefits. Any person who qualifies for the above should check with the Academic Center as soon as possible upon registration.

Calendar for M.A.Ed. 2005—2006

Dates may vary slightly. Separate course schedules for each program are available.

Fall Semester 2005

Session I*	
August 5	M.A.Ed. Registration Deadline for Fall 2004
August 29	M.A.Ed. Classes Begin
October 1	Deadline for Returning Applications for Graduation (December)

Session II

October 24	M.A.Ed. Classes Begin
December 2	M.A.Ed. Registration Deadline for Winter 2006
December 17	Fall Commencement

Winter Semester 2006*

January 2	M.A.Ed. Classes Begin
-----------	-----------------------

Spring Semester 2006

Session I*	
January 30	M.A.Ed. Classes Begin
March 1	Deadline for Returning Application for Graduation (May)

Session II

March 27	M.A.Ed. Classes Begin
May 5	M.A.Ed. Registration Deadline for Summer 2006
May 20	Spring Commencement

Summer Semester 2006

May 5	Deadline for Returning Application for Graduation (August)
August 5	August Commencement

*An additional meeting will be scheduled within the session to meet required minimum classes.

MASTER OF ARTS IN EDUCATION REQUIREMENTS FOR THE MA.Ed. DEGREE OPTIONS

	THESIS OPTION	NON-THESIS OPTION
REQUIRED CORE	12 HOURS: EDU 610 His & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design	15 HOURS: EDU 610 Hist & Phil Educ EDU 620 Curr Dev & Implem EDU 650 Educ Meas & Eval EDU 665 Research Design EDU 675 Capstone Research Seminar
CONCENTRATION AREA With the assistance of a faculty advisor, the student will select an area that will provide growth in the knowledge and methodology of that area	6 HOURS	12-20 HOURS
EDUCATION ELECTIVES With the assistance of a faculty advisor, the student will select education courses that will increase the student's professional knowledge and skills.	6 HOURS	2-11 HOURS
ADDITIONAL ELECTIVES With the assistance of a faculty advisor the student will select additional courses in either education or the specialty area.	3 HOURS	NOT REQUIRED
THESIS–A THESIS–B	MINIMUM OF 6 HOURS	NOT REQUIRED IN THE NON-THESIS OPTION
MINIMUM HOURS REQUIRED	33 HOURS	39 HOURS

Course Descriptions

Art (ART)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Art (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

610 Theories and Processes in Drawing and Painting (3)

Exploration of concepts in drawing and painting with consideration of subject matter, media processes and developmental learning activities for art programs.

620 Theories and Processes in Sculpture (3)

Exploration of concepts and techniques in sculpture with consideration to developmental learning activities for art programs.

640 Special Studies in Art (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Art Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Art Education B (3)

A continuation of Research in Art Education A.

Biology (BIO)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Biology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Biology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Biology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Biology Education B (3)

A continuation of Research in Biology Education A.

Business Administration (BAD)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Business (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

615 Seminar and Workshop in Economic Education (3)

The seminars will focus on basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

640 Special Studies in Business Administration (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Business Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Business Education B (3)

A continuation of Research in Business Education A.

Chemistry (CHE) and Physics (PHY)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Science (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Chemistry & Physics (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680 Research in Science Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Science Education B (3)
A continuation of Research in Science Education A.

Communication Arts (COM)

533 Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Communication (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Communication Arts (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680 Research in Communication Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Communication Education B (3)
A continuation of Research in Communication Education A.

Education (EDU)

504 Technology in the Classroom (2)
A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

510 Computer Applications in the Classroom (3)
A study of existing computer software for elementary and secondary educational use. Criteria for the evaluation and selection of software are emphasized. Grading and management applications and word processing are included.

517 Instructional Methodology for Secondary School Art (3)

A study of principles, practices, methods, and materials for teaching art in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

518 Instructional Methodology for Secondary School Science (3)

A study of principles, practices, methods, and materials for teaching science in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

519 Instructional Methodology for Secondary Business (3)

A study of principles, practices, methods, and materials for teaching business in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

520 Instructional Methodology for Secondary School English (3)

A study of principles, practices, methods, and materials for teaching English in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

521 Instructional Methodology for Secondary School Physical Education and Health (3)

A study of principles, practices, methods, and materials for teaching physical education and health in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

522 Instructional Methodology for Secondary School Mathematics (3)

A study of principles, practices, methods, and materials for teaching mathematics in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

523 Instructional Methodology for Modern Languages in Secondary School (3)

A study of principles, practices, methods, and materials for teaching modern languages in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

524 Instructional Methodology for Secondary School Music (3)

A study of principles, practices, methods, and materials for teaching music in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

525 Instructional Methodology for Secondary School Social Studies (3)

A study of principles, practices, methods, and materials for teaching social studies in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

526 Instructional Methodology for Secondary School Speech and Theatre Arts (3)

A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

530 Secondary School Methods (3)

A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field. Available for graduate credit only. Practicum required.

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

540 Using Games and Activities in the Elementary Classroom (3)

A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

552 Instructional Design of Language Arts (4)

A practical study of the design and implementation of instruction of language arts and children's literature in the elementary (K-8) classroom with emphasis on current research in the field. Includes field experience.

553 Instructional Design of Reading (4)

A study of the design and implementation of instruction of reading with emphasis on current research and practice, including investigation of common reading problems, assessment methods, and remediation techniques. Field experience included.

554 Instructional Design of Mathematics and Classroom Management (4)

A study of the design and implementation of instruction of mathematics in the elementary (K-8) classroom with emphasis on current research in the field, including examination of effective strategies of comprehensive classroom management.

555 Instructional Design of Science and Social Studies (4)

A study of the design and implementation of instruction of science and social studies in the elementary (K-8) classroom with emphasis on current research in the field.

585 Special Studies in Education (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

595 Special Workshops (1-4)

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

604. Teaching in a Pluralistic Society (3)

A study of pluralistic society and the expression of diversity in families and schools with emphasis on current research and best teaching practices.

610 History and Philosophy of Education (3)

History and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

614. Learning Theories and Styles (3)

See PSY 614 for course description.

615 Seminar and Workshop in Economic Education (3)

Basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

616 Children and Literature (3)

A critical analysis of each genre of literature for children as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. This course is intended for the student who did not take a course in children's literature as an undergraduate.

620 Curriculum Development and Implementation (3)

Investigation of the factors that have influenced and will shape the school curriculum. Organizational patterns, trends, and issues are studied.

625 Classroom Management (3)

Comprehensive classroom management strategies which will center on interpersonal relationships, classroom organization and management, instruction, problem solving, behaviorism, and schoolwide discipline.

626 Reading in the Content Area (3)

Content area reading builds on skills to teach strategies related to specific areas of the curriculum and is designed to teach students the specific skills necessary to learn more effectively in science, social studies, literature, math, music, and physical education. Students in this course will create materials related to their specific content area. Field Experience required.

629 Current Research in Early Childhood Education (3)

Study and analysis of current research related to children and educational programs for children, birth through grade three. Field Experience required.

630 The School and Community Relations (3)

A study of designing programs around needs and problems of the school and its special publics, dealing constructively and effectively with these needs, and promoting a positive school environment for the steady improvement of public education.

632 School Law (3)

A study of sources of school law, student rights, and legal issues affecting education.

633 Evaluation of Reading Programs & Instruction (3)

A critical study of research-based design, implementation and evaluation of instruction for students experiencing difficulty in reading. Development, maintenance and evaluation of reading programs using current research and various formal and informal assessment procedures are examined.

634 School Facilities (3)

Consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; factors in site selection; procedures in planning of school buildings; principles of design and construction; architectural and contractual services; and maintenance.

640 Special Studies in Education (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

650 Educational Measurement and Evaluation (3)

A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

651 Cognitive Development of the Young Child (4)

Prerequisites: EDU 629.

Students examine the theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking and number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

657 Creative Development of the Young Child (4)

Prerequisites: EDU 629.

Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Practicum required.

658 Middle School Design (3)

Design and implementation of instruction in the middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices in building a community of learners and collaboration with colleagues and support personnel based on current research in the field. Includes Field Experience.

660 Issues and Trends in Education (3)

A course designed to research the literature related to recent developments in education, including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

665 Research Design (3)

A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

675 Capstone Research Seminar (3)

Prerequisite: Completion of graduate coursework including EDU 665.

An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The final product will be presented to faculty and peers. To be taken the semester before graduation.

680 Research in Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Education B (3)

A continuation of Research in Education A.

690 Thesis A (3)

Prerequisite: EDU 665.

A course designed to help the student complete the master's research and thesis. Students will complete a research proposal for a significant research problem in education, including a review of literature related to the research problem. Graded: Pass/Fail.

695 Thesis B (3)

Prerequisite: EDU 690.

A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense. Students are required to maintain continuous enrollment until the thesis is successfully defended for a maximum of 9 hours of credit. Graded: Pass/Fail.

English (ENG)**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in English (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in English (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in English Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific

course content will be designed to meet the program needs of the individual student.

685 Research in English Education B (3)
A continuation of Research in ENG. 680.

History (HIS), Political Science (PSC), and Geography (GEO)

533 Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Social Sciences (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Social Sciences (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680 Research in Social Science Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Social Science Education B (3)
A continuation of Research in Social Science Education A.

Language (LANG)

533 Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Language (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Language (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

680 Research in Language Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Language Education B (3)
A continuation of Research in LANG 680.

Library Information Specialist (LSC)

610 Principles of Librarianship (3)
A study which traces the development of library history from its earliest existence through the 20th century. It includes a study of the types of libraries, services, trends, issues, problems and challenges in libraries. Emphasis is placed on developing a personal philosophy of librarianship.

621 School Library Administration (3)
An exploration of the unique leadership role the school librarian plays in the administration of a contemporary school library media center. This includes examination of issues related to the planning, implementing, and evaluation of the center and includes practice in collaborating with others in the development of curriculum and programs. Field experience required.

631 Collection Management and Organization (3)
Routine operations of collection management and organization of a school library with emphasis on acquisition of materials, bibliographic control, cataloging, preservation and weeding of materials. It is designed to provide background information and current rules regarding the Dewey Decimal System Classification and the Anglo-American Cataloging Rules. Hands on practice is required in creating and editing cataloging records based on Machine Readable Format. Field experience required.

640 Young Adult Literature (3)
Focus on the variety of literature available for middle and high school students, including multicultural, classical, and contemporary literature. Also covers selecting, promoting, and evaluating young adult literature, media for youth, and identifying the worldview of each work read.

646 Practicum (2-6)
Prerequisite: 6 hours from LSC 610, 621, 631, 651.
Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.

651 General Reference and Instruction (3)
An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

Mathematics (MAT) and Computer Science (CSC)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Mathematics & Computer Science (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Mathematics and Computer Science (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Mathematics Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Mathematics Education B (3)

A continuation of Research in Mathematics and Computer Science Education A.

Music (MUS)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Music (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Music (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Music Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Music Education B (3)

A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Physical Education and Health (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Physical Education and Health (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

660 Issues and Trends in Physical Education Education (3)

A course designed to research the literature related to recent developments in Physical Education including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

680 Research in Physical Education and Health Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Physical Education and Health Education B (3)

A continuation of Research in Physical Education and Health Education A.

Psychology (PSY)

533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Psychology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

610 Advanced Educational Psychology (3)

This course involves an in-depth study of the field of educational psychology. Emphasis will be upon applying current research and issues such as human development, learning, and motivation to the educational setting.

614 Learning Theories and Styles (3)

Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

624 Comparative Study of Child Development Theories (3)

For the student who did not take a course in child development as an undergraduate, it is a critical study of the prominent theories relating to physical, social, emotional, and cognitive growth of children, as well as factors which impact development. The roles of the teacher and other professionals who work with young children are explored.

625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

640 Special Studies in Psychology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Psychology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Psychology Education B (3)

A continuation of Research in Psychology Education A.

Sociology (SOC)**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Sociology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

640 Special Studies in Sociology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

680 Research in Sociology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Sociology Education B (3)

A continuation of Research in Sociology Education A.

Special Education (SE)**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

585 Special Studies in Special Education (1-4)

Groups studies which do not appear in the department course offerings. Course content will be determined by need.

595 Special Workshops (1-4)

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

605 Current Research in Educational Assessment of Persons with Exceptionalities (3)

An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.

610 Current Research in Behavior Management of Persons with Exceptionalities (3)

Various theories and techniques for managing behavior of students with exceptionalities. Attention is given to experimental results and related practical, moral, and legal issues.

625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

631 Educational Needs of Persons with Mild/Moderate Disabilities (3)

A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation field experience.

632 Characteristics and Needs of Students with Emotional Disabilities (3)

A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for in-

dividuals with these disabilities in light of current trends and legislation. Includes observation field experience.

640 Special Studies in Special Education (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

641 Teaching Mathematics and Science to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of mathematics and science in grades K-8. Field Experience included.

645 Teaching Language Arts and Social Studies to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of language arts and social studies in grades K-8. Field Experience included.

650 Current Research in Assessment of Learning Problems in the Young Child (3)

An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

651 Cognitive Development of the Young Child (4)

Prerequisite: EDU 629.

Theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking, number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Field Experience required.

655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

657 Creative Development of the Young Child (4)

Prerequisite: EDU 629.

Development of creativity in young children with attention to use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Field Experience required.

660 Issues and Trends in Special Education (3)

A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the field.

680 Research in Special Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

685 Research in Special Education B (3)

A continuation of Research in SE 680.

Teaching English as a Second Language (TESL)

510 Language and Acquisition (3)

The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

515 Language & Literacy (3)

The critical context of literacy and where students consider composition theory, critical theories of literacy, and practical literacy issues in a variety of learning contexts.

520 Critical Contexts of Language Assessment (3)

Critical theory and practice of language testing and design. Students will have opportunity to explore the impact of testing and standards on learners and learning while critically reflecting their own test designs.

530 Theory & Practice: Language Curriculum Development (3)

The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.