Available on the Jackson and Germantown Campuses

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 (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:
2. Application processing fee of $25.
3. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
4. Director interview.
5. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. 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. 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 be fully admitted 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 classified 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 Educator Preparation Program.

3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework.

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. 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 be fully admitted to the Master of Arts in Education Degree Program.

Advisement

The Director of the M.A.Ed. program serves as the advisor for students admitted to the program. The director/advisor will develop a Program of Study, which will be placed in the student’s file in the Office of Graduate Studies in Education in the School of Education. The student will consult with the advisor or coordinator 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, Germantown, and Hendersonville campuses. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Educator Preparation Program). The M.A.Ed. with teacher licensure on the Germantown and Hendersonville campuses is restricted to applicants seeking secondary school licensure.

Option One: M.A.Ed. Thesis Program

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 671
   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 637, EDU 626
      2. 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 630, PSY 610, EDU/PSY 614, EDU 629
      2. Education Electives, advisor-approved, 3 hours
   III. Thesis, EDU 690 and EDU 695: 6 hours

Option Two: M.A.Ed. Non-Thesis Program

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 671
   C. EDU 650
   D. EDU 665
   E. EDU 675

II. Select one concentration
   A. Concentration: Early Childhood 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 Early Childhood PreK-4.
      1. EDU 544, 552, 556
      2. EDU 602, 629, 646
      3. PSY 624 and SE 630
   B. Concentration: Elementary Education, Licensure (15 core + 25 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
1. EDU 527, 544, 552, 556
2. EDU 602, 604, 629
3. PSY 624 and SE 630
C. 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 6-12) field. Praxis II Tests and 2 years of successful teaching experience on a job-embedded Practitioner license appropriate to the endorsement area are required for licensure but not for the degree.
1. EDU 530
2. EDU 602, 604, 626, 637, 638
3. SE 630
4. Option A: If hired on a Practitioner License -
   EDU 623, EDU 627 and EDU 628
   Option B: EDU 614 and either EDU 660 or
director-approved 3-hour elective.
D. 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 Interventionist K-8 and 6-12.
1. SE 505, 605, 606, 630, 631, 632, 648
2. If seeking initial licensure, candidate will take
   EDU 623, 627, and 629.
E. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
1. EDU 604, 616, 626, 637
2. EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours
F. Concentration: Human Growth and Development,
Non-Licensure (15 core + 24 concentration hours)
1. SE 630, EDU/PSY 614, EDU 629
2. EDU 646
3. Education Electives, advisor-approved, 8 hours
G. Concentration: Designed Studies (15 core + 24 concentration hours)
1. EDU/SE Electives, advisor-approved, 6 hours
2. EDU/SE/PEWS Electives, advisor-approved, 18 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 (thesis and non-thesis options only) 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.
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 that 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 School of Education 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 6 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 3 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

Transfer of Credit into the M.A.Ed. Degree Program (Thesis and Non-Thesis Options)

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred 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 School of Education 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.

Courses taken by non-degree students prior to admission to degree-seeking status may be used to satisfy the Master of Arts in Education Degree requirements provided the student has met all degree-seeking admission criteria at the time the M.A.Ed. Program of Study is filed in the graduate program office. The Program of Study is planned and filed by meeting with the M.A.Ed. program director. Students should make this
appointment with the M.A.Ed. director as soon as possible after degree-seeking admission criteria are met.

Financial Information

The registration of a student signifies an agreement by the student to fulfill the related financial obligations. There are three methods for the payment of expenses:

1. All expenses may be paid in full prior to or on the day of registration.
2. The University accepts payment via Self Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
3. FACTS payment plan.

For students who have a definite commitment of financial aid from the Student Financial Planning 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. All financial information is subject to change without notice.

Tuition and Fees

M.A.Ed.................................$585/semester hour
Non-degree-seeking post-baccalaureate students .............
..................................$585/semester hour

Other fees when applicable:
Application Fee (non-refundable, one-time only) .....$25

General Student Fee ........................................ $24/hour
Late Registration Fee ..................................$100
Audit Fee...........................................$145/semester hour
Course Drop Fee .....................................$10
Materials Fee per Course: 544, 552, 556, 646;
SE 505, 606 .............................................$20
Lab Materials Fee per Workshop.... Varies with workshop
Thesis Binding Fee ........................................$50
Professional Liability Insurance for field experiences
(approximate cost) ....................................$25
Background Check / Fingerprint...............Actual Cost
EdTPA Fee ..............................................$300
(An EdTPA fee is charged through enrollment in EDU 627 and EDU 628. Prior to the student submitting EdTPA, he/she will be given a voucher to submit when registering for EdTPA to cover the cost of the first submission. The cost of resubmission of EdTPA is the responsibility of the student.)

Financial Assistance

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions

Biology (BIO)

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

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

579. **External Domestic Study Programs (1-4)**  
All courses and their application must be defined and approved prior to travel.

579PF. **External Domestic Study Programs (Pass/Fail) As Needed**  
All courses and their applications must be defined and approved prior to registering.

580. **Study Abroad Programs (1-4)**  
All courses and their application must be defined and approved prior to travel.

580PF. **Study Abroad Programs (Pass/Fail) As Needed**  
All courses and their applications must be defined and approved prior to travel.

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.

604. **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.

605. **Classroom Leadership (3) F**  
This course focuses on teachers as classroom leaders with research-based applications for structuring classroom environments where high levels of engagement and learning occur. Topics include interpersonal relationships and management, classroom organization, effective instruction, leadership principles and practice, and problem-solving techniques.

606. **Teaching Mathematics (3) F**  
This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences found in a classroom environment.

607. **Teaching Language Arts (2) S**  
This course includes the design and implementation of the language arts (listening, speaking, reading, writing) for effective instruction in K-8 classroom settings with emphasis on research-based practice.

608. **Teaching Reading (3) F**  
A study of the design and implementation of instruction of reading with clinically-based emphasis. Current research and practice are used to investigate common reading problems, assessment methods, and remediation techniques.

615. **Comprehending Text (1) S**  
A literacy course designed to assist teachers in using textbooks effectively in the learning process. Topics include free reading, reading, and post-reading strategies.

617. **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.

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**Education (EDU)**

502. **Transformational Teaching (3) Su**  
This course focuses on the conception of what teaching is and can be, on meeting the challenge of engaging all students. Educational psychology, philosophy, and pedagogy as foundational concepts in the discipline of education are explored, including their interrelationship. The synergistic roles of scholar, practitioner, and relater are studied in the context of school culture and transformational teaching; and, the synergism of academic, social, and spiritual goals in education are explored with emphasis on improved student learning.

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.

505. **Classroom Leadership (3) F**  
This course focuses on teachers as classroom leaders with research-based applications for structuring classroom environments where high levels of engagement and learning occur. Topics include interpersonal relationships and management, classroom organization, effective instruction, leadership principles and practice, and problem-solving techniques.

506. **Teaching Mathematics (3) F**  
This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences found in a classroom environment.

507. **Teaching Language Arts (2) S**  
This course includes the design and implementation of the language arts (listening, speaking, reading, writing) for effective instruction in K-8 classroom settings with emphasis on research-based practice.

508. **Teaching Reading (3) F**  
A study of the design and implementation of instruction of reading with clinically-based emphasis. Current research and practice are used to investigate common reading problems, assessment methods, and remediation techniques.

515. **Comprehending Text (1) S**  
A literacy course designed to assist teachers in using textbooks effectively in the learning process. Topics include free reading, reading, and post-reading strategies.
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.

527. Leading the Elementary Learning Environment (2)
Leading the elementary learning environment is a two hour course focusing on the precepts that build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

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.

544. Math, Science and Social Studies in Diverse Classrooms (4)
Design and implementation of instruction in elementary school mathematics, science, and social studies. Current issues, problems, and practices in the field are addressed.

552. Language Arts and Children’s Literature (2)
This course is concerned with contemporary issues and trends in the teaching of language arts using children’s literature, including the areas of reading, writing, speaking, listening, and thinking, and the relationships of the language arts skills to the whole school curriculum.

556. Literacy in Diverse Classrooms (4)
Current principles and trends on the teaching of reading and reading assessment are addressed. The areas of reading, writing, listening, speaking and thinking coupled with the relationship of reading to the whole development of the child will be emphasized.

560. Teaching in Brain Compatible Classrooms (3)
Insight into optimal learning environments, enhancing cognition, and a brain-compatible curriculum in order to engage students in current topics in brain research and its application to the field of education.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.
580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

602. Technology-Rich Learning (2)
Focus for the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

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.

618. Advanced Literacy Strategies I (3)
The components of this course include becoming aware of the diversity of teaching styles, learning expectations, and reading styles and needs of students in the P-12 setting, as well as the critical need for quality literacy instruction in our local, state, and national context. Emphasis in this course is focused on the science of teaching reading. Phonemic awareness, phonics and vocabulary and the emphasis of instruction, as well as the course practicum. In addition, students will be asked to articulate and defend the components of structured literacy, justifying research based instructional best practices for each component of literacy.

619. Teaching and Worldview Thinking (3)
The teacher’s role in the dynamics of curricular planning and the ethical treatment of diverse learners will be examined, through the lens of the Christian worldview of thinking. Worldview thinking is vital for emphasizing reflection on personal faith, as a foundation for making all decisions and maintaining sensitivity for learners of diverse worldviews.

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.

623. Mentoring Seminar A (2)
627. Mentoring Seminar B (2)
628. Mentoring Seminar C (2)
The conceptual framework that supports the Educator Preparation Program at Union University is “A Teacher-Student Dynamic of Sensitivity, Reflection, and Faith.” Within this framework is the ability of candidates to consider the diversity of students and learning styles that they will encounter in their classrooms as well as the instructional/curricular needs that will appear. This course will help the teacher candidate meet those differences and needs in a sensitive and reflective manner by discussing issues related to diverse classrooms with the university mentor and colleagues within the cohort. Through this course, the student will be encouraged to demonstrate faith through exercising the fruit of the spirit in teaching and other teaching-related activities.

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 specific areas of the curriculum and is designed to teach teachers 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.

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.

637. Leading the Secondary Environment (2)
Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

638. Middle Grades Education (2)
This course is designed to support teachers as they prepare to teach within a middle grades environment. Time is given to explore the philosophy and structure of middle grades instruction. The challenges, issues, and current trends in middle grades design are discussed with emphasis of building a community of learner and collaboration among colleagues.

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

645. Advanced Literacy Strategies II (3)
The components of this course focus on the skills of fluency, vocabulary-building, and comprehending text. Strategies to teach students reading below grade level are emphasized. Discussion is targeted to facilitate competence in selecting complex texts, awareness of teaching styles and reading styles to meet needs of students in the P-12 setting, as well as the critical need for quality literacy instruction in our local, state, and national context. Students will be asked to reflect and describe the role of reading in helping to foster a path for lifelong learning through a variety of texts and experiences.

646. Planning for the Early Childhood Environment (4)
Prerequisite: EDU 629
Graduate students will develop sensitivity to the cognitive and creative development of infants and young children, planning for diagnostic and assessment strategies which are supportive of young child.

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. Reading Assessment, Diagnosis, and Intervention (3)
As a result of this course, candidates will become assessment literate educators who value the integrated nature of the planning, instruction, and assessment cycle and leverage assessment results to support the varying needs of individual learners. Course topics include the validity and reliability of assessment, diagnostic, formative and summative assessment, and how to interpret assessment to inform classroom teaching.

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

657. Inclusionary Practices (3)
This course is designed to develop the teacher candidate’s ability to use a variety of instructional approaches as needed to support multiple ways for P-12 students to access knowledge, represent knowledge, and demonstrate the attainment of academic goals and competencies. Candidates will demonstrate an understanding of “the learner and the learning.” This course will help the teacher candidate meet student differences and needs in a sensitive and reflective manner by discussing issues related to diverse classrooms.

658. Writing Across the Curriculum (3)
Studying theories and specific examples on the teaching of writing, teacher candidates will build a skill set for empowering, supporting, and providing feedback to developing writers. Students will focus on the interdependence of a child’s language, reading, and writing development and the implications that these have for academic achievement and for personal development across time.

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.

669. Literacy Practicum (3)
Advanced Literacy Strategies I and II initiate field experience as candidates work under the direction of a site-based clinical mentor for a minimum of 15 hours (I - K-5 setting and II - 6-12 setting) with students experiencing reading difficulty. The Literacy Practicum constitutes 60 hours in either an elementary or secondary setting as the candidates build their professional diagnostic portfolio.

671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students’ learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.

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.
676. **Capstone Seminar: Curriculum Issues in Urban Settings (2)**
Prerequisite: EDU 665.
Extensive review of literature and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role of anxiety in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative class culture.

677. **Resident Student Teaching in the Elementary School (6)**
Full-time resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites. Graded Pass/Fail.

678. **Resident Student Teaching in the Secondary School (6)**
Full-time resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

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.

697PF. **External Domestic Study Programs (Pass/Fail) As Needed**
All courses and their applications must be defined and approved prior to registering.

580. **Study Abroad Programs (1-4)**
All courses and their application must be defined and approved prior to travel.

580PF. **Study Abroad Programs (Pass/Fail) As Needed**
All courses and their applications must be defined and approved prior to travel.

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.

579. **External Domestic Study Programs (1-4)**
All courses and their application must be defined and approved prior to travel.

579PF. **External Domestic Study Programs (Pass/Fail) As Needed**
All courses and their applications must be defined and approved prior to registering.

580. **Study Abroad Programs (1-4)**
All courses and their application must be defined and approved prior to travel.

580PF. **Study Abroad Programs (Pass/Fail) As Needed**
All courses and their applications must be defined and approved prior to travel.
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.

579. External Domestic Study Programs (1-4)  
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed  
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)  
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed  
All courses and their applications must be defined and approved prior to registering.

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)

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

579. External Domestic Study Programs (1-4)  
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed  
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)  
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed  
All courses and their applications must be defined and approved prior to registering.

585. Special Studies in Library 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.

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.
622. Issues and Trends in School Libraries (3)
The course focuses on providing tools for future library media specialists to identify and learn from issues and trends in school libraries by examining topics such as the 21st Century learning environment and learner, examining the changing role of the school librarian, building collaborative partnerships, addressing multiple literacies, and examining characteristics of good leadership. Field experience required.

631. Collection Management and Organization (3)
Fundamentals of collection management and organization of a school library with emphasis on analyzing community needs, creating collection development policies, managing budgets, acquiring materials, technical processing, and weeding of materials. 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)
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.

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

660. Research in Library Science 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 Library Science B (3)
A continuation of Research in LSC 680.

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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

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.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.
510. Advanced Sport Biomechanics (3)
This course is designed for the advanced physical educator and coach who desires greater depth into the application of biomechanics to sport and physical education settings. The student will develop a working vocabulary of terminology related to movement and structure, perform an analysis of specific movements, learn to apply basic mathematics to human movement and correlate the role of skeletal and muscular systems in movement. In addition, the student will learn to apply movement principles to teaching and coaching situations.

511. Sports Injury Management (3)
This course will provide students with a basic understanding of the role of athletic trainers and other medical professionals in the management of athletic injuries, as well as, the role of athletic department administrators in the appropriate response to and management of such injuries. Topics of discussion will include: Policy and Procedure development, Emergency Action Planning, HIPAA, OSHA, Facility Design, Medical and Accident Insurance, and appropriate oversight, decision making, and reporting structure.

512. Seminar in Sport Law & Ethics (3)
Provide the student with a basic understanding of the law as it pertains to: Negligence Law, Property and Environmental Law, Intentional Torts and Criminal Acts, Risk Management, Sport and Legislation, Constitutional Law, and Contract Law. Upon completion of the course, the student will know his/her legal responsibilities as an: Administrator, coach, or teacher, and have a foundational knowledge of topics important to a sport agent, owner, broadcast manager, and facility manager.

513. Organizational Leadership in Sports (3)
Provide the student with a basic understanding of sport as it pertains to: The History of Sport, Sport Management, Financial, Legal, and Ethical Principles, High School/Youth Sports, College Sports, Professional Sports, Facility and Event Management, The Health and Fitness Industry, Recreational Sports, and Strategies for Career Success.

514. Sport Communication (3)
A study which focuses on the vast and exciting field of sport communication, communication theory, and sport literature. The course delves into the process of sport communication and its impact in the world of sport. Students will examine the growth and segments of the field of sport communication and explore career options within the field of sport communication. The history and growth of sport communication from the 19th century to the present is researched as well as discussion of sports coverage in all forms of media platforms. Graduate students will investigate the trends associated with sport communication and sport media to consider the academic aspects of sport management and sport communication.

515. Sport Finance (3)
Sport finance is a course for sport administration students that emphasizes how sport organizations manage matters related to finance. Students will engage in activities that develop understanding and appreciation for financial management practices, sponsorship acquisition, sales processes, facility planning, and revenue generation in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

516. Advanced Sport Behavior Sciences (3)
A study which focuses on active research that recognizes the merging of individual and socio-environmental factors in making sense of sport performance and behavior. Students will gain experience to demonstrate an ability to incorporate sport and exercise psychology theory.

517. Event Management (3)
Event management is a course for sport management majors which emphasizes how sport organizations manage matters related to an event. Students will engage in activities that develop understanding and appreciation for event management practices such as event conceptualization, bidding, staffing, promotion, facility planning, and logistics in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

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

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.
580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

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.

614. 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.

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.

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

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.
580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

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.

600. 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)**

505. Literacy for Special Populations (4)
Graduate students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, listening, speaking and thinking. Emphasis on the sensitive and reflective manner of meeting needs of diverse pupils through the use of a variety of learning strategies, techniques and adaptations.

512. Seminar in Literacy for Special Education
The conceptual framework that supports the Teacher Education Program at Union University is a “Teacher-Student Dynamic of Sensitivity, Reflection, and Faith.” The central focus of this literacy seminar is on cultivating a reflective disposition in teacher candidates that is sensitive to the needs of students with mild to moderate disabilities in the areas of reading, listening, and viewing. It will also prepare teacher candidates to match identified literacy goals with the strategies, materials, and support that will enable all students to construct meaning from print and nonprint texts. This course complements EDU 331/630 - Literacy in Diverse Classrooms.

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

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

585. Special Studies in Special 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.

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.

606. Math, Science and Social Studies for Special Populations (4)
Students will explore the content, materials, and method of mathematics, science, and social studies teaching with special attention given to meeting the needs of students with disabilities. Reflection of best practices of teaching math, science and social studies are introduced while maintaining sensitivity to individual student differences.

630. Learning in Diverse Classrooms (3) W, Su
Students will explore special education legislation regarding the rights of persons with disabilities and the effect of legislation on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs.

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.
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.

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

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.

585. Special Studies in Teaching English as a Second 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 Teaching English as a Second 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.

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.