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:
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. Director interview.

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 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.

3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework. A Praxis Tutorial will be offered to those students who have not already passed the test.

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.

Conditional admission is not available for applicants to the M.A.Ed. Intensive Option.

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

Three options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit, a non-thesis option requiring a minimum of 39 semester hours of graduate credit, and an intensive one-year option for secondary teacher licensure requiring 33 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 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 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: Library Information Specialist, Licensure (15 core + 41 concentration hours)
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
1. SE 630 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 602 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours
For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.

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 a transitional license appropriate to the endorsement area, are required for licensure but not for the degree.
1. EDU 530, 535
2. EDU 602, 604, 626, 637, 638
3. SE 630
4. Option A: If hired on a Transitional License - EDU 622, EDU 6231 OR EDU 578
Option B: EDU 614 and either EDU 660 or EDU 595

E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)
1. EDU 552, 556, 633
2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
3. EDU 616, 626; SE 545

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 505, 545, 605, 630, 631, 632, 641, 648

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 630, 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 (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 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.
This option is designed along two possible tracks: completion of the Intensive option of the M.A.Ed. degree. A minimum of 33 semester hours of approved graduate work is required for those who want an intensive one-year program for licensure. A minimum of 33 semester hours of approved graduate work is required for those who want an intensive one-year program for licensure. 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. 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.

Option Three: M.A.Ed. Intensive Licensure Program

Program Purpose

The contemporary design of this program is future-directed as it reflects new ideas in teacher preparation, which include the Mentorship model, Student Teaching, and other clinical experiences, an emphasis on diversity, and balanced pedagogical responses to standards-based schooling. It encourages academic excellence in teaching and learning at the graduate initial licensure level as well as an emphasis and integration in Christ-centered values in all courses.

Program Goals

- To provide a quality, effective one-year track for initial teacher licensure at the master's level
- To develop effective teachers who synergize the roles of scholar, practitioner, and relater
- To connect pedagogical theory and practice
- To prepare teachers as leaders of learning and change
- To facilitate and model teaching guided and informed by Union University's core values

Program Description

This new track allows a third option for candidates who want an intensive one-year program for licensure. A minimum of 33 semester hours of approved graduate work is required for completion of the Intensive option of the M.A.Ed. degree. This option is designed along two possible tracks:

1. Serve as a licensure practitioner or student teaching degree for 4+1 candidates at Union: Candidates complete an academic content major and a Human Studies minor consisting of psychology and pedagogy courses. If admitted, students are eligible to complete the M.A.Ed. after they graduate with the baccalaureate degree.
2. Serve as a licensure practitioner or student teaching degree for post-baccalaureate candidates from other regionally accredited institutions: Candidates who come to Union with a bachelor's degree in an academic content major from another regionally accredited institution may apply for admission to the Intensive M.A.Ed. The Practitioner Candidate is a person employed by a school district as a teacher of record and who is serving on a Tennessee practitioner's license. No transfer hours are accepted in this 33-semester hour program.

Schedule and Admission

The M.A.Ed. Intensive Licensure Program is offered as another track in the Master of Arts in Education degree, serving as a one-year, intensive practitioner or student teaching program of teacher preparation beginning in August and ending the following July. The option will be available in January for new candidates to begin a similar sequence of the courses in this program, in order to accommodate the needs of fledgling teachers and school systems. These candidates that begin in January can graduate the following December.

All candidates to be admitted to this M.A.Ed. program must pass a content knowledge Praxis exam and successfully complete a writing sample. All candidates are interviewed by the program director, who brings her/his recommendation to the Graduate Admissions Committee. Given the intensive nature of the program, “conditional admission” status is not available; students must have a cumulative undergraduate GPA of 3.0.

Students will be placed either on the practitioner track or student teaching path. Evenings and Saturdays are used for courses concurrent with the teaching role or student teaching. Practitioner candidates are paired with selected mentors for the school year beginning in August (or in January). Each practitioner candidate will be assigned, in cooperation with a local school system, a mentor teacher in August (or in January). Each student teacher candidate will be assigned a cooperating teacher in the spring semester (or in the fall semester). Additionally, the university will assign a coach or university supervisor for each candidate.
Curriculum for M.A.Ed. Intensive Program (33 semester hours)

Courses are offered in a combination of weeknights and Saturdays during each semester, with no more than two courses overlapping. Note: The latest in instructional technology is integrated into the curriculum. Also, students are required to attend and participate in a series of school technology special seminars as scheduled during the year.

Secondary Education: Grades 6-12
Fall Semester
EDU 505  Classroom Leadership  (3)
EDU 626  Teaching Reading in the Content Areas  (3)
EDU 543  Intensive Studies in Secondary Content Areas  (2)
EDU 535  Portfolio Submission  (0)
EDU 531  Practitioner's Mentorship I  (4)

Winter Term
EDU 671  Standards, Strategies, and Students  (3)

Spring Semester
EDU 614  Learning Theories and Styles  (3)
EDU 530  Secondary School Methods  (3)
EDU 532  Practitioner's Mentorship II  (4)
or EDU 578  Student Teaching Secondary  (8)

Summer Term
EDU 676  Capstone Seminar  (2)
EDU 502  Transformational Teaching  (3)
EDU 503  Learning in Diverse Classrooms  (3)

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. 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.
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................................. $485/semester hour
Non-degree-seeking post-baccalaureate students.................. $485/semester hour

Other fees when applicable:
Application Fee (non-refundable, one-time only).... $25
General Student Fee..............................................$20/hour
Late Registration Fee............................................. $100
Audit Fee ..................................................$140/semester hour
Course Drop Fee ................................................ $10
Materials Fee per Course: EDU 510, 544, 552, 556, 646; 577 and 578 (Jackson campus only); SE 505, 606, 651, 657 ........................................ $20
Lab Materials Fee per Workshop...Varies with workshop
Portfolio Fee (when applicable) ............................... $150
Thesis Binding Fee ................................................ $50

Professional Liability Insurance for field experiences (approximate cost) .................................................. $25
Background Check / Fingerprint ............Actual Cost
Student Teaching Fees................................. $140

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 Student Financial Planning Office. A Master Promissory Note must also be filed in the Student Financial Planning Office.

Some students may qualify for a Tennessee Student Assistance Corporation (TSAC) loan. The Tennessee Teaching Scholars Program provides a forgivable loan for post-baccalaureate students admitted to state-approved Educator Preparation 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 Student Financial Planning Office for information on requirements for qualifying, how to apply, and the application deadline.

Candidates for the M.A.Ed. Urban Education Track are eligible to compete for a Yarbrough Scholarship which fully funds the course of study, housing, and pays an additional stipend during the first year of enrollment. In return the graduate commits to teach in Memphis City Schools for a period of three years and become part of the corps of teachers who share a calling dedicated to significantly improving the lives of most—at-risk students in their classrooms and schools. Contact the Program Director for additional information.
Calendar for M.A.Ed. 2015-2016

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2015-2016 Academic Calendar for non-cohort Programs. See http://www.uu.edu/academics/graduate/maed/ for additional information.

Fall Semester 2015

Session I*
August 3 ..........................M.A.Ed. Registration Deadline for Fall 2015
August 17 ..........................M.A.Ed. Classes Begin

Session II
October 12 ..................................M.A.Ed. Classes Begin
December 7 ..................................M.A.Ed. Registration Deadline for Winter/Spring 2016
December 12 ..................................Fall Commencement

Winter Semester 2016*
January 4 ..........................M.A.Ed. Classes Begin

Summer Semester 2016
April 22 ..........................Deadline for Returning Application for
..................................................Summer Graduation
July 30 ..........................Summer Commencement

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

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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

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 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.
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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

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)**

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.

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.

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.

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.
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.

531. Practitioner's Mentorship I (4+4) F
The Practitioner teacher hired by the school system fills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

532. Practitioner's Mentorship II (4+4) S
The Practitioner teacher hired by the school system fills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

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

535. Portfolio Submission (0)
Post-baccalaureate teacher candidates seeking initial Tennessee licensure must submit the electronic teacher education portfolio at 3 stages throughout their program as outlined in the Portfolio Handbook. The portfolio’s purpose is to verify the candidate has met the performance-based standards set by the TN Department of Education. The video of the portfolio workshop and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.

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.

543. Intensive Studies in Secondary Content Areas (2)
Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combing best practices in teaching in teaching students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the student's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will also be explored.

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.

577. Student Teaching Elementary (8) F, S
Prerequisite: Admission to student teaching. Pass/Fail. A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades K-8. Students will teach full-days and participate in regular, clinically-based seminars.

578. Student Teaching Secondary (8) F, S
Prerequisite: Admission to Student Teaching. Pass/Fail. A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades 7-8 and 9-12. Students will teach full-days and participate in regular, clinically-based seminars.

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

580. Study Abroad Programs (1-4)
All courses and their application 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. Cultural Foundations of Education (3)
An introduction to sociological, psychological and historical foundations of schooling with emphasis on the context of multicultural settings and exploration of topics of diversity, equity, social justice, and worldview reflection.

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 a 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.

622. Mentoring Seminar I (2 + 2)
Teacher candidates in their 1st year of employment on an Alternative Type II license and enrolled in the Alternative Type II licensure program will meet with the university mentor on a regular basis to discuss classroom issues and the relevance of essential competencies to diverse classrooms. The university mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

6231. Mentoring Seminar II (2)
As a continuation from Seminar I university mentors meet with transitional licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

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.
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.

646. Planning for the Early Childhood Environment (4)
Pre-requisite: 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.

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

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.

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)
Fulltime 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)
Fulltime 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.
**English (ENG)**

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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

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**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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

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**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.

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

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.

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

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.

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.

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

680. 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.

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

580. Study Abroad Programs (1-4)
All courses and their application 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)
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.

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

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

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.

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

580. Study Abroad Programs (1-4)
All courses and their application 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.

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 (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.

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

580. Study Abroad Programs (1-4)
All courses and their application 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.
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.

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

580. Study Abroad Programs (1-4)
All courses and their application 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.

605. Literacy for Special Populations (5)
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.

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.

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

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 interpretation and transformation of test data into programmatic guidelines for instructional objectives.

606. Math, Science and Social Studies for Diverse 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 an awareness of 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.

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 individuals 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.

648. Teaching Individuals with Sever and Profound Handicaps (3)
Prerequisite: Red Cross First Aid with CPR
A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

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.

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.

580. Study Abroad Programs (1-4)
All courses and their application 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.

680. Research in Teaching English as a Second Language 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 Teaching English as a Second Language B (3)
A continuation of Research in TESL 680.