

# Education

*Graduate programs in education offered by Kennesaw State University are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and meet the Georgia Professional Standards Commission Program Standards.*

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and

learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

The Bagwell College of Education offers the Master of Education (M.Ed.) degree with programs of study in Adolescent Education (4 -12), Educational Leadership, Elementary and Early Childhood Education (P-5), and in Special Education (P-12). In collaboration with the College of Humanities and Social Sciences and the College of Science and Mathematics, the Bagwell College of Education offers the Masters of Arts in Teaching (M.A.T.) degree with programs of study in Secondary (6-12) English and Mathematics Education. Certified teachers may apply for admission to pursue non-degree course work leading to endorsements or add-ons in Educational Leadership, English to Speakers of Other Languages (ESOL), Special Education, Preschool Special Education, Reading and Teacher Support Specialist.

The Kennesaw State University Professional Teacher Education Faculty are committed to quality undergraduate and graduate teacher preparation programs grounded in the liberal arts tradition. Programs, developed and implemented through multiple collaborations, integrate strong academic preparation, pedagogical study, and school-based professional experiences. The programs foster development of knowledge, skills, and dispositions required of the effective teacher leader. The faculty will develop educators who exhibit strong commitment to professional growth and excellence through scholarship, service, and research, and who serve the needs of diverse learners in a dynamic, pluralistic, and technological society.

In graduate programs, the Professional Teacher Education Unit prepares effective teachers and leaders who extend their understanding of the theoretical and methodological aspects of their disciplines and profession, who examine education and their teaching and leadership in the broader context of theory and research, and who employ this knowledge in making decisions as instructional leaders that will enhance the education program for all students and advance knowledge in their field.

### **Collaborative Development of Expertise in Teaching and Learning**

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the

implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

## Master of Arts in Teaching (MAT)

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The Master of Arts in Teaching degree program leads to initial certification of well-qualified teacher candidates and prepares them to be teacher-leaders. It is a content-focused, standards-based program, which meets the Georgia Professional Standards Commission standards for the degree. The program addresses the Board of Regents Principle #5: Teacher preparation programs will be the shared responsibility of education faculty, arts and sciences faculty, and classroom teachers in the schools. and Principle # 8: The University System will encourage the institutions to develop new and innovative teacher preparation programs to respond to state need and to contribute to increased student learning and achievement in Georgia's public schools.

Course work emphasizes scholarly rigor through research and engagement in a variety of field-based action research projects. Technology and multicultural considerations are infused throughout the program. This Masters' program leads to initial certification and so is not appropriate for teachers who are already certified.

### General Requirements for Admission to Master of Arts in Teaching

1. A bachelor's degree in a field closely related to the secondary area in which they seek certification from an accredited institution.
2. An adjusted undergraduate GPA of 2.75.
3. Passing scores on PRAXIS I and PRAXIS II exams required in Georgia for teaching in the desired secondary field. You may be exempt from Praxis I by SAT scores of at least 1000 (verbal and math), ACT scores of at least 43 (English and math), or GRE scores of at least 1030 (verbal and quantitative). Check with the certification officer at 770-423-6043 for exemption scores if you

took the SAT prior to 1995 or ACT prior to 1989. Please see the Professional Standards Commission ([www.gapsc.com](http://www.gapsc.com)) website for alternative exemption tests.

4. Official scores on the Graduate Record Examination (General Test) or Miller Analogies Test.
5. Letters of recommendation from three sources capable of assessing interpersonal skills applicable to teaching and readiness for graduate work.

International applicants have additional requirements; see Graduate Admissions section of this catalog.

### Full Standing

All application materials will be reviewed by the program admission committee in assessing the applicant's potential for success in the program. Admissions will be competitive.

### Provisional Standing

Some applicants who fulfill the above requirements may be admitted provisionally as they complete undergraduate prerequisites for the Masters of Arts in Teaching if recommended by the program admission committee.

### Degree Requirements

The requirements for completion of the Masters of Arts in Teaching include

1. completion of a minimum of 48 hours of approved graduate course work with no grades below "C" (See Academic Policies of Graduate Catalog for more information about grades of "C" and below.);
2. completion of a minimum of 36 semester hours of the minimum 48 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate coursework at Kennesaw State University;
4. successful completion of all field experiences; and
5. successful completion of a professional portfolio.

### Portfolio

The portfolio is designed to document the candidate's development of expertise as a

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teacher-leader and the candidate's impact on student achievement. The portfolio provides a detailed picture of the candidate's growth as a professional and reflective analysis of the integration of courses taken supported by theory and research literature.

### Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. A maximum of nine semester hours of transfer credit (with grades of B or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more

than five years old at the time of evaluation. Transfer credit includes all course work accepted into the M.A.T. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

### Petition to Graduate

Each M.A.T. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidates must contact their department or the Office of the Registrar and request a petition.

## Master of Arts in Teaching

The Master of Arts in Teaching meets the Georgia Professional Standards Commission Standards for the degree.

Candidates for the Master of Arts in Teaching take a combination of courses in the professional sequence and teaching field. Candidates are required to meet with their advisors during the first semester of study to plan their programs.

### Credit Hours

#### Professional Sequence

24

EDUC 6100	Development, Psychology, and Diversity of the Learner	5
EDUC 6100L	Practicum I	1
EDUC 6200	Curriculum, Assessment, and Management	3
EDUC 6200L	Practicum II	3
EDUC 6300	Reflective Inquiry and Action Research	3
EDUC 6300L	Practicum III/Internship	6
EDUC 6400	Professional Portfolio	3

#### Teaching Field

24

##### Mathematics

MAED 6252	Methods of Teaching I in Mathematics	3
MAED 6352	Methods of Teaching II in Mathematics	3
MATH 7700	Elementary Set Theory	3
MATH 7712	Discrete Mathematics	3
MATH 7713	Statistics and Data Analysis	3
MATH 7714	Geometry from Multiple Perspectives	3
MATH 7717	Elementary Number Theory	3
MATH 7718	Functions and Analytic Techniques	3

**English**

ENED 6251	Methods of Teaching I in English	3
ENED 6351	Methods of Teaching II in English	3
ENGL 7701	Topics in Literature	3
ENGL 7721	Author Studies	3
ENGL 7731	Language Studies in English	3
ENGL 7735	Introduction to Composition Studies	3
ENGL 7741	Technology and Media in English and Language Arts	3
ENGL 7750	English Studies in the Schools	3

Other courses may count in the Teaching Field areas with the approval of the advisor.

**PROGRAM TOTAL: 48**

**M.Ed. in Adolescent Education**

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The Master of Education degree program in Adolescent Education prepares secondary and middle grades teachers to be expert teacher-leaders. It is a content focused, standards based program which meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The program of study is also aligned with the National Board for Professional Teaching Standards and meets the Board of Regents Principles which state that “graduate programs for teachers who are already certified will focus on both strengthening their content knowledge and ... deepen(ing) their understanding of teaching and learning so as to be prepared to seek National Board Certification, should they choose to do so. (BOR Principle #4)

Course work emphasizes scholarly rigor through research and engagement in a variety of field-based action research projects. Technology and multicultural considerations are infused throughout the program. This Masters program does not lead to Middle Grades or Secondary Education Certification. Persons interested in adding Middle Grades or Secondary certification areas should contact the Professional Standards Commission for guidance in meeting specific certification requirements.

**General Requirements for Admission to M.Ed. in Adolescent Education**

1. Valid teaching certificate (clear renewable) in Middle Grades or Secondary Education in the concentration for which one is applying.
2. Official MAT or GRE scores. Although no minimum score is required, the applicant's GRE or MAT scores will be considered in the competitive review process.
3. A 1-2 page personal statement describing one's beliefs about education at the middle grades or secondary level and one's professional goals relative to the Master of Education in Adolescent Education degree.
4. Professional résumé documenting education, teaching experience, volunteer, and service accomplishments, and record of leadership.
5. Two letters of recommendation that address applicant's success in teaching and ability for success in graduate studies, and commitment to adolescent learners.
6. Official transcripts from all colleges/universities the applicant has attended showing evidence of a bachelor's degree with a minimum GPA of 2.75 from an accredited institution.
7. Completed graduate application with application fee.

International applicants have additional requirements; see Graduate Admissions section of this catalog.

**Full Standing**

Applicants who meet all admission requirements including all of the above criteria will be reviewed for admission to full standing in the degree program. The review will be made by the program admission committee and will consider all application materials in assessing the applicant's potential for success in the program.

**Provisional Standing**

Applicants to the degree program may be reviewed for provisional admission under the following circumstances:

- Undergraduate cumulative grade point average between 2.5 and 2.75 (on a 4.0 scale) and/or score on the General Test of the GRE (verbal plus quantitative) between 700 and 800). Candidates admitted to the M.Ed. program in provisional standing may take a maximum of nine semester hours of graduate coursework in education and must earn grades of A or B in all coursework attempted. These nine semester hours must include EDUC 7700 (3 semester hours) and two additional courses (3 semester hours each) in the candidates'

M.Ed. program. Upon completing the initial nine hours of course work, with grades of B or better, and meeting any additional requirements established by the admission committee, a provisionally admitted candidate will be reviewed for admission to full standing in the degree program.

**Degree Requirements**

The requirements for completion of an M.Ed. degree in Adolescent Education include

1. completion of a minimum of 36 hours of approved graduate course work;
2. completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University;
3. an earned cumulative grade-point average of 3.0 in all graduate course work at Kennesaw State University;
4. successful completion of a professional portfolio; and
5. no grades below "C".

**Portfolio**

The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement a systematic, reflection-in-action approach to problem solving and decision making. This process is designed to document the candidate's

development of expertise as a teacher-leader. A primary goal of the portfolio is to document the candidate's impact on student achievement. The portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory and research literature. Changes in classroom practice as well as in oneself are documented.

**Transfer Credit**

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator. A maximum of nine semester hours of transfer credit (with grades of B or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

**Petition to Graduate**

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidates must contact their department or the Office of the Registrar and request a petition.

**M.Ed in Adolescent Education**

*The Master of Education in Adolescent Education meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The program of study is also aligned with the National Board for Professional Teaching Standards.*

Candidates for the M. Ed. in Adolescent Education take a combination of courses in the professional sequence, content, and cognate areas. Candidates are strongly urged to meet with their advisors during the first semester of study to plan their programs.

		Credit Hours
<b>PROFESSIONAL SEQUENCE</b>		<b>18</b>
EDUC 7700	Reflective Inquiry	3
EDUC 7703	Advanced Studies of Middle Grades Learner	
<u>or</u>		3
EDUC 7702	Best Practices in Secondary Schools	

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(M.Ed. in Adolescent Education - Professional Sequence - cont'd)

### Credit Hours

EDUC 7705	Assessment and Evaluation	3
EDUC 7741	Educational Research	3
EDUC 7752	Multiple Literacies in Schools and Communities	3
EDUC 7797	Portfolio	3

### TEACHING FIELDS

15-18

#### English/Language Arts (required courses):

ENGL 7750	English Studies in Schools (3)
ENGL 7741	Technology & Media in English and Language Arts (3)
ENGL 7731	Language Studies in English (3)
ENGL 7735	Introduction to Composition Studies (3)

#### Other selections from the following:

ENGL 7711	Multicultural Literature in English (3)
ENGL 7701	Topics in Literature (3)
ENGL 7709	Workshop for Teachers of Writing (3)
ENGL 7710	Writing on Teaching (3)
ENGL 7721	Author Studies (3)

#### Mathematics

MATH 7700	Elementary Set Theory (3)
MAED 7701	History of Mathematics (3)
MATH 7712	Discrete Mathematics (3)
MATH 7713	Statistics and Data Analysis (3)
MATH 7714	Geometry from Multiple Perspectives (3)
MAED 7715	Mathematical Problem Solving (3)
MAED 7716	Math Studies (3)
MATH 7717	Number Theory (3)
MATH 7718	Functions and Analytic Techniques (3)
MAED 7719	Technology and Mathematics (3)
MAED 7751	Mathematics Teaching and Learning (3)

#### Science

SCED 7750	Current Issues in Science Education (3)
SCI 7726	Life Science (3)
SCI 7727	Physical Science (3)
SCI 7728	Earth Science (3)
SCI 7729	Space Science (3)

#### Social Studies

GEOG 7701	Peoples of the World (3)
HIST 7710	Local History Research and Resources (3)
HIST 7720	Continuity and Change in Selected Nation/State (3)
HIST 7730	Minorities in America (3)
HIST 7740	Economy and Society (3)
POLS 7705	Political Ideologies
SSED 7750	Current Issues in Social Science Education (3)

**PROGRAM TOTAL: 36**

**M.Ed. in Early Childhood Education**

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*The Master of Education in Early Childhood Education meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council of Accreditation of Teacher Education (NCATE).*

Through a cohort model, the Master of Education program in Early Childhood Education prepares early childhood (P-5) teachers to become accomplished classroom instructional leaders. Examples of leadership for the classroom teacher may include the development of exemplary skills in classroom management, exploration and development of unique and effective strategies for teaching content areas for diverse populations, and development of effective ways to facilitate parental involvement in the classroom. Outside the classroom, accomplished classroom instructional leaders may share their knowledge and skills through conference presentations, collegial exchanges, published articles, and mentoring. Coursework will address content and pedagogical strategies that represent best practices to enhance student learning including diverse populations, ESOL, and students with disabilities. Topics and collaborative projects will be presented through instructional inquiry that includes exploration of excellence in teaching, and demonstration of instructional leadership. Candidates will be engaged in a variety of classroom projects focused on curriculum decision making to improve student achievement. Many of the processes and explorations in which candidates are involved will provide the groundwork for future development for National Board Certification.

**M.Ed. in Early Childhood Education (concentration in Montessori Early Childhood Education)**

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The M.Ed. in Early Childhood Education also offers a concentration in Montessori Early Childhood Education 2.5–6 grade level. This concentration prepares candidates to offer children many more opportunities for self-development, within an enriched, scientifically designed prepared learning environment.

**General Requirements for Admission to M.Ed. in Early Childhood Education**

The M.Ed. in Early Childhood Education is designed for accomplished classroom instructional leaders and is limited to current elementary level (P-5) public school teachers who have successfully completed at least one year of full-time teaching. The Department of Elementary and Early Childhood Education Graduate Admission Committee in the Bagwell College of Education determines the eligibility of each person who applies for admission. To be considered for admission to the Master of Education Program of Study in Early Childhood Education (Grades P-5) a candidate must possess the following:

1. a baccalaureate degree from an accredited institution
2. an undergraduate cumulative grade point average of 2.75 (on a 4.0 scale)
3. a professional résumé documenting education, teaching experience, volunteer and service accomplishments, and record of leadership activities
4. a completed Kennesaw State University Endorsement form from current principal
5. a written personal statement on appropriate Kennesaw State University form

6. a Georgia Teaching Certificate in Early Childhood or Elementary Teaching (P-5). Possession of a provisional teaching certificate is not appropriate for admission consideration.
7. one year full-time successful current contractual teaching experience
8. must be employed as a classroom teacher for the duration of the program
9. a signed letter of commitment to enter and complete the program within four semesters.

International applicants have additional requirements and each case is reviewed by the Graduate Admissions Committee. See Graduate Admissions section of this catalog.

Admission to a cohort group is competitive and is open to a limited number of candidates. An applicant will not be considered for admission until all application requirements are met by the specified deadline. Admission decisions are competitive and are made by the Department of Elementary and Early Childhood Education Graduate Admissions Committee. If admission is denied on the first review, an applicant's file automatically remains in the pool for one year, and will be considered during the next admission review. The decision from the Graduate Admissions Committee is communicated in writing to the applicants. There is no provisional admission status.

### Transfer Credit

Candidates enrolled in the M.Ed. for in Early Childhood Education will not be given credit for graduate courses taken at other institutions.

### Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

### Licensure Requirements

A Georgia Teaching Certificate in Early Childhood or Elementary Teaching is required. Provisional Certificates are not accepted.

### Non-Degree Candidates

Students classified as non-degree students are not permitted to enroll in the M.Ed. in Early Childhood Education. This program will not provide graduate level course work for certification renewal purposes.

### Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidate must contact their department or the graduate studies in education office and request a petition.

## M.Ed. in Early Childhood Education

The M.Ed. in Early Education is designed specifically for Accomplished Classroom Instructional Leaders. The program allows experienced classroom teachers in Elementary education (P-5) to earn a M.Ed. in four semesters while continuing their teaching career. Candidates complete three phases taught by full time graduate faculty and experienced school personnel. The program will be delivered in cohorts offered at centers in public schools, on campus, as well as online. Each center will have a cohort coordinator and graduate faculty who will mentor candidates and facilitate program delivery. The program of study schedule is designed to coincide with the public school calendar and will be provided in advance so teachers can coordinate educational and personal commitments with program requirements.

Throughout this program, candidates are involved with distance learning, the use of modules, direct instruction, cohort planning, and individual projects, all of which are tied to national standards and school improvement plans. The final phase of the program involves the candidates in a culminating, enriching, and rewarding learning experience. During this time, candidates complete the development of a personal, professional portfolio that includes evidence relevant to many of the National Board Certification requirements. At the end of the program, the accomplished classroom instructional leader possesses the knowledge, skills, and dispositions needed to facilitate and enhance student achievement in their classrooms.

## **First Phase: Integrated Instructional Inquiry**

**(Total 9 semester hours)**

**1st Semester**

### **DESCRIPTION**

The first semester is designed as a time of instructional inquiry. As candidates develop new insights, they explore the knowledge and skills of education, research, and multiple assessment strategies, curriculum programs, and technology implementation for student achievement. The purpose of the instructional inquiry phase is to prepare candidates for successful classroom

instructional leadership at the advanced level. These candidates gain an in-depth understanding of pedagogy that represents best practices; content knowledge based on local, state, and national standards; instructional technology; globalization; and applied educational research methodology. The acquired advanced understanding will allow candidates to use inquiry, investigation, exploration, and reflection to prepare educational environments that support all children's learning as they implement multiple methods and strategies to meet the needs of an increasingly diverse student population.

## **Second Phase: Teaching Excellence**

**(Total 18 semester hours)**

**2nd and 3rd Semesters**

### **DESCRIPTION**

During this phase of the M.Ed. in Early Childhood Education, candidates explore models of teaching excellence based on curriculum content integration (including mathematics, social studies, language arts, and science) and local, state, and national standards, as well as assessment modifications, and environmental modifications that enhance student achievement. The purpose of the second phase is to prepare candidates for successful instructional leadership at the advanced level as well as the facilitation of student learning through integration of the curriculum, and the practice of action research to validate instructional decisions for all students. The candidates reflect on their teaching and practice to make informed adjustments that enhance and extend student achievement. Focusing on the implementation of their prospectus, the candidates work as teacher researchers in the design, assessment, and efficacy of curriculum on the achievement of students. The foci of candidate interactions include the integration of subject matter (Language Arts, Social Studies, Mathematics and Science) and the exploration, assessment, and redesign of models of instruction.

## **Third Phase: Accomplished Classroom Instructional Leader**

**(Total 9 semester hours)**

**4th Semester**

### **DESCRIPTION**

During the third and final phase of this Master of Education in Early Childhood Education program, candidates demonstrate their instructional leadership skills through the completion of their personal portfolio. The National Board Professional Teaching Standards is addressed in the portfolio where appropriate through the inclusion of empirical evidence. The candidates collectively mentor the newest entering cohort members and collaborate with colleagues in the dissemination of knowledge, skills, and dispositions acquired and enhanced through action research and teacher as researcher activities. Phase three reflects the newly acquired professional facilitator skills of the accomplished classroom instructional leader.

The professional sequences and required courses include:

<b>First Phase: Integrated Instructional Inquiry</b>		<b>9</b>
ECE 7511	Inquiry: Educational Research and Prospectus	3
ECE 7512	Inquiry: Best Instructional and Curricular Practices and Multiple Assessment Strategies	3
ECE 7514	Inquiry: Essentials of Technology and Introduction to E-Portfolio	3
<b>Second Phase: Teaching Excellence</b>		<b>18</b>
ECE 7530	Integrated Models of Instruction I—Language Arts and Social Studies	3
ECE 7531	Research and Implementation in Classroom I (Language Arts and Social Studies)	3
ECE 7513	Diverse Environmental Influence and Achievement	3
ECE 7540	Integrated Models of Instruction II—Mathematics and Science	3
ECE 7541	Research and Implementation in Classroom II (Math and Science)	3
ECE 7542	Multimedia and E-Portfolio Development Skills	3
<b>Third Phase: Accomplished Classroom Instructional Leader</b>		<b>9</b>
ECE 7550	Prospectus Completion	3
ECE 7551	Portfolio Completion	3
ECE 7560	Accomplished Instructional Leader	3

**PROGRAM TOTAL: 36**

## M.Ed. in Early Childhood Education (concentration in Montessori Early Childhood Education 2.5-6 year level)

*The Montessori Early Childhood Education 2.5-6 year level concentration provides candidates with instruction, modeling and mentoring experiences through which they will acquire the knowledge, skills, and dispositions required to work successfully with young children. This concentration prepares candidates to offer children many more opportunities for self-development, within an enriched, scientifically designed prepared learning environment. Upon completion of the extensive and engaging field work experiences, graduates will be competent to expertly provide young children with developmentally appropriate educational experiences which will significantly increase all levels of student achievement.*

		Credit Hours
<b>First Phase: Integrated Instructional Inquiry</b>		<b>9</b>
ECE 7511	Inquiry: Educational Research and Prospectus	3
ECE 7512	Inquiry: Best Instructional and Curricular Practices and Multiple Assessment Strategies	3
ECE 7514	Inquiry: Essentials of Technology and Introduction to E-Portfolio	3
<b>Second Phase: Teaching Excellence</b>		<b>18</b>
ECE 7700	Scientific Foundations of Early Childhood Education	3
ECE 7710	Physical Development and Enhanced Control of Movement	3
ECE 7720	Sensorial Foundations of Intellectual Life	3
ECE 7730	Development of Language and Literacy Skills	3
ECE 7731	Competence in the Preparation and Presentation of Language Materials	3
ECE 7740	Early Preparation of the Mathematical Mind	3
<b>Third Phase: Accomplished Classroom Instructional Leader</b>		<b>9</b>
ECE 7550	Prospectus Completion	3
ECE 7551	Portfolio Completion	3
ECE 7560	Accomplished Instructional Leader	3

**PROGRAM TOTAL: 36**

**M.Ed. in Educational Leadership**

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*The Master of Education in Educational Leadership meets the Georgia Professional standards Commission standards for the degree and is fully accredited by the National Council of Accreditation of Teacher Education (NCATE).*

Through a cohort model, the Master of Education program in Educational Leadership prepares dynamic, high-performing leaders for our diverse, technologically complex society who have the knowledge and skills to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning.

**M.Ed. in Educational Leadership (concentration in Technology Leadership)**

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The M.Ed. in Educational Leadership also offers a concentration in Technology Leadership to prepare leaders to model the routine, intentional, and effective use of technology and to lead effective technology programs in schools.

The M.Ed. in Educational Leadership program will prepare educational leaders to:

- facilitate the development of programs which are responsive to the strengths and needs of Georgia's increasingly diverse population and ever-changing society;
- set high expectations for all students in the school or system and then organize curriculum,

- instruction, and assessment around them;
- use data on student learning and achievement to set benchmarks and to monitor progress toward continuous improvement;
- lead schools using standards-based objectives, results-based performance management, and continuous improvement, and;
- work collaboratively with school communities, including students, parents, and staff members, service agencies and non-profit organizations.

**General Requirements for Admission to M.Ed. in Educational Leadership**

The M. Ed. in Educational Leadership is designed for experienced educational professionals and is limited to current practitioners who have successfully completed at least three years of full-time work in the field.. The Department of Educational Leadership Graduate Admission Committee in the Bagwell College of Education determines the eligibility of each person who applies for admission. To be considered for admission to the Master of Education Program of Study in Educational Leadership a candidate must possess the following:

1. a baccalaureate degree from an accredited institution
2. an undergraduate cumulative grade point average of 2.75 (on a 4.0 scale)
3. a professional résumé documenting education, experience, and a record of leadership activities
4. a completed evaluation and verification of provision of practicum experiences and mentoring from current administrator
5. a current Georgia Teaching Certificate
6. three years successful contractual experience as an educational professional in the public schools
7. a completed evaluation and statement of support from two administrators

International applicants have additional requirements; see Graduate Admission section of this catalog.

Admission to a cohort group is competitive and is open to a limited number of candidates. An applicant will not be considered for

admission until all application requirements are met by the specified deadline. Admission decisions are competitive and are made by the Department of Educational Leadership Graduate Admissions Committee. If admission is denied on the first review, an applicant's file automatically remains in the pool for one year, and will be considered during the next admission review. The decision from the Graduate Admissions Committee is communicated in writing to the applicants.

### Provisional Standing

Applicants to the degree program may be reviewed for provisional admission under the following circumstances:

1. cumulative grade point average between 2.5 and 2.75 (on a 4.0 scale) on all undergraduate and any graduate work completed
2. exceptional professional experience and a documented record of leadership activities
3. outstanding evaluations and statements of support from an administrator at the applicant's school

Candidates admitted to the M. Ed. program on a provisional basis may take a maximum of seven semester hours of graduate coursework in seven semesters and must earn grades of A or B in all coursework attempted. Upon completing the initial seven hours of coursework, with grades of B or better, and meeting any additional requirements previously established by the admission committee, a provisionally admitted candidate will be reviewed for admission to full standing in the degree program.

### Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of nine semester hours of transfer credit (with grades of B or better) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation or have been used in completing another degree. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

### Grades in Graduate Courses

Expectations for satisfactory graduate level student performance are detailed in Academic Policies section of this catalog.

### Non-Degree Candidates

Students classified as non-degree students are not permitted to enroll in the M.Ed. in Educational Leadership. This program will not provide graduate level course work for certification renewal purposes.

### Petition to Graduate

Each M.Ed. candidate must petition to graduate at least one semester prior to completion of program requirements. The candidate must contact their department or the graduate studies in education office and request a petition.

## M.Ed. in Educational Leadership

The M. Ed. in Educational Leadership is designed to prepare and develop educational leaders to direct school improvement toward higher levels of student learning and achievement. The program allows experienced educational professionals to earn an M. Ed. in five semesters while continuing their careers. Candidates complete five modules taught by full-time graduate faculty and experienced school personnel. The program will be delivered in cohorts offered at public schools and on campus. The program of study schedule is designed to coincide with public schools and university calendars and will be provided in advance so educational and personal commitments can be coordinated with program requirements.

(M.Ed. in Educational Leadership - cont'd)

## Credit Hours

The five-semester, highly individualized program will be offered through the use of modules, direct instruction, cohort planning, and individual projects based on personal development plans formulated by each student through the learning team composed of student, KSU faculty member, and on-site mentor. During the course of study, candidates will develop a personal, professional portfolio which will include all National Professional Leadership Standards. A practicum accompanies the semester's work to provide synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

(NOTE FOR ALL MODULES: While courses are shown as separate entities, work is fully integrated and presented in extended learning periods.)

**MODULE 1—Leadership for School Improvement** 7

In this module, candidates learn about the responsibilities of school leaders in dealing with all facets of the educational program while examining the ethics of educational leadership. The module consists of seven semester hours of integrated course work and field experiences designed to provide the foundation for leadership of schools in which efforts are focused on school improvement as shown by high levels of student achievement.

**Semester I:**

EDL 7705	Current Issues in Educational Leadership	3
EDL 7735	Ethics of Educational Leadership	3
EDL 7780	Practicum I	1

**MODULE 2—Improving Curriculum and Instruction** 7

This module focuses on student achievement and leadership roles and responsibilities in curriculum and instruction. Today's educational leader is far more than a manager, and the role of educational leader is foremost in fostering success for all students. Emphasis will be on organizing all activities within the school to foster successful teaching and learning.

**Semester II**

EDL 7710	Instructional Leadership	3
EDL 7715	Curriculum Leadership	3
EDL 7781	Practicum II	1

**MODULE 3— Data-Drive Improvement for All Students** 6

In this module candidates learn to make decisions for school improvement based on utilization of data. Included in this data is knowledge of the learning community. This module prepares candidates to obtain and utilize data so that school improvement efforts, as shown by increased achievement of all students, will be effective in their particular learning communities.

**Semester III**

EDL 7740	Multicultural and International Education	3
EDL 7750	Educational Research	3

## Credit Hours

**MODULE 4— Utilizing Resources for School Improvement 7**

Module 4 builds upon the candidates' knowledge by providing learning in utilizing and improving resources for school improvement. The program is built on a model of continuous improvement, and candidates learn to continually improve their performance and the schools they lead. This module focuses on use of resources in today's economy and planning for resources for future needs.

**Semester IV**

EDL 7720	Personnel and Staff Development	3
EDL 7725	Organizational and Financial Resources	3
EDL 7797	Portfolio I	1

**MODULE 5—School Improvement Policies and Issues 5**

This module provides candidates with learning about public policies, laws, and regulations and how they impact schools, school leadership, and school improvement.

**Semester V**

EDL 7730	Educational Policy and Legal Perspectives	3
EDL 7798	Portfolio II	2

**PROGRAM TOTAL: 32**

## M.Ed. in Educational Leadership (concentration in Educational Technology Leadership)

The Master of Education Program in Educational Leadership with a concentration in Educational Technology Leadership prepares and develops administrators with an advanced level of expertise in educational technology to direct school improvement toward higher levels of student learning and achievement. It is designed for participants who have a T-4 Teaching Certificate. This program enables experienced educators to complete the Master's program in five semesters. Candidates will complete 32 hours of specialized course work taught by full-time graduate faculty and experienced technology specialists. The program will be delivered in cohorts offered in a blended format, both on campus and on-line.

This program will be delivered in five semesters through the use of direct instruction, on-line collaboration, cohort planning, and individual projects based on personal development plans formulated jointly by the participants and the Educational Leadership faculty. Practicum experiences can be arranged through Kennesaw State University's partnership with the Georgia Department of Education, Department of Education Educational Technology Centers, schools districts and universities. During the course of study, candidates will develop a personal, professional portfolio which will include all Educational Leadership Constituent Council (ELCC) Standards as well as National Educational Technology Standards for Administrators (NETS-A). At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of technology implementation to support student learning.

			Credit Hours
<b>Semester I</b>			<b>6</b>
EDL 7705	Current Issues in Educational Leadership	3	
EDL 7755	Technology Leadership in Education	3	
<b>Semester II</b>			<b>7</b>
EDL 7716	Curriculum & Instructional Leadership	3	
EDL 7765	Productivity & Professional Practice for Leaders	3	
EDL 7980	Practicum	1	
<b>Semester III</b>			<b>6</b>
EDL 7750	Educational Research	3	
EDL 7760	21 <sup>st</sup> Century Teaching & Learning	3	
<b>Semester IV</b>			<b>6</b>
EDL 7720	Personnel and Staff Development	3	
EDL 7770	Educational Technology Support, Management & Operations	3	
<b>Semester V</b>			<b>7</b>
EDL 7725	Organizational and Financial Resources	3	
EDL 7730	Educational Policy and Legal Perspectives	3	
EDL 7799	Portfolio Development	1	

**PROGRAM TOTAL: 32**

## M.Ed. in Special Education

Contact: Dr. Toni Strieker  
 Office: KH 3203  
 Phone: (770) 423-6577  
 Fax: (770) 423-6263  
 Email: [tstrieke@kennesaw.edu](mailto:tstrieke@kennesaw.edu)  
<http://www.kennesaw.edu/education/special/index.html>

Candidates for the M.Ed. in Special Education are admitted in cohort groups beginning each summer. The cohort serves to maximize acquisition of skills and collaborative interaction. The requirements for the M.Ed. in Special Education may be met by completing an approved program of 36 semester hours of graduate work, including preparation and presentation of a portfolio during the final semester of study.

## General Requirements for Admission to M.Ed. in Special Education

The M. Ed. in Special Education program admissions committee will consider the items below when making its recommendation to the graduate school regarding an applicant's admission to the program. Therefore, applicants are encouraged to take the opportunity through the items below to document their strengths, writing skills, and goals in furthering their education. All materials must be submitted to be considered for the program.

1. Valid Georgia certificate (clear renewable) in a teaching field
2. Official transcripts from all colleges/universities an applicant has attended showing evidence of a bachelor's degree with minimum GPA of 2.75 from an accredited institution
3. Proof of completion of courses in Human Growth & Development, Teaching of Reading, and Education of Exceptional Students
4. Official GRE scores. No minimum score is required, but the applicant's GRE scores will be considered in the review process.
5. Professional résumé documenting education, teaching experience, volunteer, and service accomplishments, and record of leadership
6. Two letters of recommendation that address applicant's success in teaching and ability for success in master's degree studies
7. Personal statement of goals for professional development (form available)
8. A 1-2 page Teaching Experience Essay outlining and reflecting on a significant teaching event that has personal meaning for you (form available in application packet)
9. Completed graduate application with application fee
10. A score of at least 550 on the TOEFL is required for all students for whom English is not the native language. International applicants must have their foreign credentials evaluated by an independent evaluation service. Course by course evaluations, equivalence to an accredited US degree or number of years toward completion, and grade point average equivalents are required (see Graduate Admission Section, International Applicants).

## Full Standing

Applicants who meet all admission requirements including all of the above criteria will be reviewed for admission to full standing in a degree program. The review will be made by the program admission committee in March for admission to cohort beginning in the summer and will consider all application materials in assessing the applicant's potential for success in the program.

## Provisional Standing

Applicants to a degree program may be reviewed for provisional admission. The review will be made by the program admission committee and will consider all application materials in assessing the applicant's potential for success in the program. Candidates admitted to the M.Ed. in provisional standing may take at least six, but no more than twelve, semester hours of graduate coursework in education and must earn grades of A or B in all coursework attempted in the candidate's M.Ed. program recommended by the program admission committee. Upon completing the initial hours of course work, with grades of B or higher, and meeting any additional requirements established by the program admission

committee, a provisionally admitted candidate will be reviewed for admission to full standing in the degree program. This review will consider work completed at KSU in addition to the admission documents and other materials submitted by the candidate.

### **Transfer Credit**

Graduate courses taken at other accredited institutions must be evaluated and approved by the program coordinator or department chair. A maximum of nine semester hours of transfer credit (with grades of B or higher) may be applied toward a degree program. No courses will be accepted for transfer credit if they are more than five years old at the time of evaluation. Transfer credit includes all course work accepted into the M.Ed. program prior to admission in full standing (maximum nine semester hours), whether earned at another institution or at Kennesaw State University.

### **Petition to Graduate**

Each M.Ed. candidate must submit a Petition to Graduate at least one semester prior to completion of program requirements. The candidate must contact their department or the Graduate Studies in Education office and request a petition.

### **Degree Requirements**

The minimum requirements for completion of an M.Ed. degree in Special Education include:

1. completion of a minimum of 36 hours of approved graduate course work;
2. completion of a minimum of 27 semester hours of the minimum 36 hours in full standing at Kennesaw State University;

3. an earned cumulative grade-point average of 3.0 in all graduate course work at Kennesaw State University with no more than two C's in coursework toward this degree;
4. successful completion of EXC 7790 and presentation of a professional portfolio. (See SPE portfolio handbook).

### **E-portfolio**

An e-portfolio serves as a permanent record of the candidate's professional growth while working toward a Master of Education in Special Education degree. The e-portfolio encourages the Kennesaw State University candidate as learning facilitator to implement a systematic, reflection-in action approach to problem solving and decision making. E-portfolio assignments are integrated in each course syllabus. The e-portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory and research literature. Changes in classroom practice as well as in oneself are documented. Impact on student achievement is documented. Candidates enroll in a capstone course (EXC 7790) to support development of an e-portfolio and presentation during the candidate's final semester of study.

## M.Ed. in Special Education

*The Master of Education in Special Education meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC).*

The Master of Education in Special Education prepares professional teacher leaders with advanced knowledge, skills and understanding of:

- Characteristics, procedures, curriculum and instructional methods for students with disabilities
- Assessment, documentation, communication and accommodations for students with disabilities
- Ethical services for students with disabilities from preschool to adulthood
- Collaborative structures serving students with disabilities

The program uses a cross-categorical model that reflects the needs of teachers serving students with disabilities in P-12 educational settings. The program prepares teachers to meet the educational needs of students representing different categorical labels within a special education classroom and/or inclusive general education classroom settings. Course work emphasizes the similarities and highlights the differences among students with disabilities and includes a life-span perspective addressing issues from preschool through transition to post-secondary or employment. The course sequence includes courses that link theory and practice through field experience and culminates with a supervised internship.

Applicants for the degree program must be fully certified teachers (ECE, MGE, SED, P-12) in the State of Georgia and meet the general admission requirements for the Master of Education in Special Education program. Applicants must demonstrate they have met competencies in human growth and development, teaching students with exceptionalities, and teaching group reading. **Candidates are admitted in cohort groups and take courses with the cohort group to maximize acquisition of skills and interaction with each other.**

The requirements for the degree of Master of Education in Special Education may be met by completing an approved program of 36 semester hours of graduate course work, including preparing and presenting a portfolio documenting professional growth.

**Admission to the M.Ed. in Special Education program, an add-on program, or permission of department chair is required for enrollment in any EXC graduate course.**

		Credit Hours
<b>PROFESSIONAL SEQUENCE</b>		<b>15</b>
EDUC 7700	Educational Research I	3
EDUC 7735	The Law and It's Impact on Programs for Diverse Learners	3
EXC 7770	Psycho-neurological and Medical Issues in Special Education	3
EDUC 7780	Collaborative Practices	3
EDUC 7790	Documenting Professional Growth	3
<b>TEACHING FIELD</b>		<b>18</b>
EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Classroom Behavior Strategies	3
EDUC 7730	Assessment of Diverse Learners	3
EDUC 7760	Curriculum Development for Diverse Learners	3
EDRD 7765	Teaching Reading in the Content Area to Diverse Learners	3

(M.Ed. in Special Education -cont'd)

**CAPSTONE EXPERIENCE**

**3**

EDUC 7970 Internship (3)  
 or EXC 7980 Practicum (3)

Professional Portfolio Presentation

**PROGRAM TOTAL: 36**

**M.Ed. in Special Education - TESOL**

*The Master of Education in Special Education—Teachers of English to Speakers of Other Languages (TESOL) meets the Georgia Professional Standards Commission standards for the degree and is fully accredited by the National Council for Accreditation of Teacher Education (NCATE).*

The Master of Education in Special Education: TESOL prepares professional teacher leaders with advanced knowledge, skills and dispositions of:

- Characteristics, procedures, curriculum, and methods of instructing students who are culturally and linguistically diverse in the general education curriculum and classroom;
- Assessment, documentation, communication and accommodations for all students in inclusive classrooms and settings;
- Ethical services for all students;
- Collaborative structures for all students in inclusive settings;
- Federal law and corresponding rights of students who are English Language Learners.

The program uses a collaborative model that reflects the needs of teachers to serve all students in P-12 inclusive educational settings. The program prepares teachers to meet the needs of students who are culturally and linguistically diverse. Course work emphasizes the commonalities of the instructional needs of diverse students and highlights specific practices to foster language acquisition while simultaneously teaching content.

Class assignments are predominantly performance-based and require KSU graduate students to document the impact of their instruction on the achievement of their P-12 students in content aligned with the Georgia Performance Standards (GPS).

The requirements for the M.Ed. in Special Education: TESOL may be met by completing an approved program of 36 semester hours of graduate course work, including preparing and presenting a portfolio. Note: While applicants who hold ESOL endorsement will not be given graduate credit for courses taken in a Professional Learning Unit (PLU) program, special arrangements can be made to substitute other approved courses to avoid duplication of content.

<b>PROFESSIONAL SEQUENCE (required of all candidates)</b>		<b>Credit Hours</b>
		<b>27</b>
EDUC 7700	Educational Research I	3
EXC 7720	Classroom Behavior Strategies	3
EDUC 7730	Assessment of Diverse Learners	3
EDUC 7735	The Law and It's Impact on Programs for Diverse Learners	3

		<b>Credit Hours</b>
EDUC 7760	Curriculum Development for Diverse Learners	3
EDUC 7780	Collaborative Practices	3
EXC 7790	Documenting Professional Growth	3
EDRD 7765	Teaching Reading in the Content Area to Diverse Learners	3
EDUC 7970	Internship	3

**TEACHING FIELD (candidate selected courses) 9**

EDUC 7781	Cultural Issues for ESOL/Bilingual Teacher
EDUC 7782	Applied Linguistics for ESOL/Bilingual Teacher
EDUC 7783	Methods & Materials for Teaching ESOL

**PROGRAM TOTAL: 36**

## Non-Degree Graduate Study in Education

Applicants who wish to take graduate courses but do not want to pursue a degree program may be admitted to non-degree graduate study. This graduate level admission category is designed to allow certified teachers to:

- Renew a teaching certificate,
- Obtain a Georgia teaching certificate based on a teaching certificate from another state in accordance with the evaluation by the Georgia Professional Standards Commission,
- Add a teaching field to an existing certificate,
- Add an endorsement or an add-on to an existing certificate.

The non-degree level category is not designed to satisfy requirements for either initial teacher certification or the M.Ed. degree. Qualified non-degree applicants may take renewal, endorsement, or add-on course work to satisfy the certification requirements of the Georgia Professional Standards Commission. Students admitted to non-degree programs in education must consult with the Office of Graduate Studies in Education to plan their programs. Kennesaw State University does not guarantee the transferability of these courses to other colleges or programs of study.

Kennesaw State University does not guarantee admission for non-degree students to all courses. Contact the department to check for specific admission requirements.

Classification as a non-degree student CANNOT be used to:

1. Earn initial teacher certification. (Note that a recommendation for initial Georgia teacher certification from Kennesaw State University requires the completion of a teacher preparation program at the undergraduate level. Students interested in obtaining initial Georgia teaching certification should contact the Teacher Education Advisement Center for program information at 770 423-6105).
2. Satisfy more than 9 semester hours of credit toward meeting the requirements of a master's degree in the Bagwell College of Education.

### Admission Criteria

1. Baccalaureate degree from an acceptably recognized accredited college or university.
2. A minimum undergraduate cumulative grade-point average of 2.75 (on a 4.0 scale).
3. Teaching Certification

### Non-degree to Degree Status

A student who wishes to change from non-degree to degree status must follow all the procedures and meet all the requirements specified for the degree program. A maximum of nine semester hours of graduate credit (6000/7000 level) with grades of B or better earned as a non-degree student may be applied toward the requirements of an M.Ed. degree.

### Academic Requirements

Non-degree graduate students are expected to maintain an overall GPA of at least 3.0 in their course work. Although graduate students may occasionally earn a grade below a B, the university expects those instances to be few in number. Failure to maintain an overall GPA of 3.0 in any course work will result in the following changes in the student's academic standing at Kennesaw State University.

### Academic Warning

The first time a graduate student earns a grade lower than B in any graduate or undergraduate course, that student will be placed on academic warning and advised of the consequences that will result if additional grades lower than a B are earned.

The second time a non-degree graduate student earns a grade lower than B, that student will be given a second letter of warning indicating that the next grade below a B will result in permanent academic exclusion from graduate course work at Kennesaw State University.

### Academic Probation

If the cumulative graduate grade-point average drops below 3.0 or the undergraduate GPA falls below 2.0, that student will be placed on academic probation and advised of the significance and potential consequences of this action. For students on probation, semester and summer term GPAs of 3.0 for graduate course work and 2.0 for undergraduate

course work are required. Students can have their probationary status removed by raising their cumulative GPA to at least 3.0 graduate and 2.0 undergraduate by the end of the next 12 hours of required course work.

### **Academic Exclusion**

Non-degree graduate students in education will be dismissed from further graduate study at Kennesaw State University and will not be eligible for readmission as a graduate student under the following conditions.

- 1) failing to raise the cumulative GPA to at least 3.0 graduate and 2.0 undergraduate by the end of the next 12 hours of course work following academic probation; or
- 2) failing to achieve a semester or summer term GPA of 3.0 graduate and 2.0 undergraduate while on academic probation; or
- 3) earning any combination of three grades less than B in graduate course work or C in undergraduate course work.

### **Add-On or Renewal Certification**

Students seeking add-on certification or renewing an expired or out-of-state certificate must contact the Georgia Professional Standards Commission in order to obtain a written evaluation of required course work prior to advisement and registration at Kennesaw State University.

Students renewing a current Georgia certificate should contact their employing school system to identify appropriate course work prior to advisement and registration at Kennesaw State University.

## Education Add-On Programs

Kennesaw State University offers graduate level add-on programs in Special Education for the experienced teacher. Programs are offered in the fields of Special Education, Preschool Special Education, English to Speakers of Other Languages (ESOL), Educational Leadership, Reading, and Teacher Support Specialist for candidates holding a valid teaching license. Each of these programs meets the Georgia Professional Standards Commission standards. All programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

Applicants for the add-on programs must be fully certified teachers in the State of Georgia (ECE, MGE, SED or P-12) and meet the general admission requirements for non-degree graduate studies. Candidates for the Preschool/Special Education add-on program must be fully certified in special education (P-12) or Early Childhood Education. Applicants for special education add-on programs must demonstrate they have met competencies in human growth and development, teaching children with exceptionalities, and teaching reading. Candidates are admitted in cohort groups and take courses with the cohort group to maximize acquisition of skills and interaction with each other.

### Educational Leadership Add-On Program

The Department of Educational Leadership prepares dynamic, high-performing leaders for our diverse, technologically complex society who have the knowledge and skills to build learning communities focused on student achievement. The goal is to produce graduates who are able to create learning environments that support teacher success in bringing students from diverse groups to high levels of learning.

Applicants must provide verification of field experience availability within their school system, verification of a mentor with whom they will work, and recommendation by two building administrators.

The Add-On Certification Program is composed of six three credit hour courses; two one-hour practicum courses; and one portfolio course.

<b>Semester I</b>		<b>Credit Hours</b>
EDL 7705	Current Issues in Educational Leadership	3
EDL 7710	Instructional Leadership	3
EDL 7780	Practicum I	1
<b>Semester II</b>		
EDL 7715	Curriculum Leadership	3
EDL 7720	Personnel & Staff Development	3
EDL 7781	Practicum II	1
<b>Semester III</b>		
EDL 7725	Organizational & Financial Resources	3
EDL 7730	Educational Policy and Legal Perspectives	3
EDL 7799	Portfolio Development	1

**PROGRAM TOTAL: 21**

Applicants for the add-on programs must be fully certified teachers in the State of Georgia and meet the general admission requirements for non-degree graduate studies. Applicants must provide verification of field experience availability within their school system, verification of a mentor with whom they will work, and recommendation by two building administrators.

### English to Speakers of Other Languages (ESOL)

The English to Speakers of Other Languages add-on program prepares certified teachers to teach in ESOL classrooms and to work with students in regular classrooms who are native speakers of other languages. The program includes course work in cultural issues, applied linguistics and methods and materials for teaching ESOL. The program consists of nine semester hours.

		Credit Hours
EDUC 7781	Cultural Issues for ESOL/Bilingual Teacher	3
EDUC 7782	Applied Linguistics for ESOL/Bilingual Teacher	3
EDUC 7783	Methods & Materials for Teaching ESOL	3

**PROGRAM TOTAL: 9**

### Add-On Program

The program uses a cross-categorical model which reflects the needs of teachers serving diverse learning needs in P-12 educational setting. The program prepares teachers to meet the educational needs of students within a single special education classroom and/or inclusive general education classroom setting. Course work emphasizes the similarities and highlights the differences among students with diverse learning needs and includes a life-span perspective addressing issues from preschool through transition to post-secondary or employment. The course sequence includes courses that link theory and field experience and culminates with a supervised internship. The Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, procedures, methods and techniques of assessment for students with mild disabilities.

		Credit Hours
<b>PROFESSIONAL SEQUENCE</b>		
EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Behavioral Strategies	3
EDUC 7730	Assessment of Diverse Learners	3
EDUC 7760	Curriculum Development for Diverse Learners	3
EDRD 7765	Teaching Reading in the Content Area to Diverse Learners	3
EXC 7770	Psychoneurological and Medical Issues in Special Education	3
EDUC 7780	Inclusion Facilitator	3
EDUC 7970	Internship (3)	3
<u>or</u> EXC 7980	Practicum (3)	

**PROGRAM TOTAL: 27**

**Preschool/Special Education**

The Preschool/Special Education Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, language development, procedures, methods and techniques of assessment for preschool students with special education needs.

		<b>Credit Hours</b>
EXC 7746	Models of Development and Procedures For Assessment	3
EXC 7747	Developmentally Appropriate Practices for Curricular Design and Methods of Intervention	3
EXC 7748	Language Learning & Emergent Literacy	3

**PROGRAM TOTAL: 9**

**Reading**

Departments within the Bagwell College of Education offer graduate courses in literacy to give classroom teachers additional training to meet the literacy needs of students at the early childhood, middle childhood, and secondary school levels. Courses which apply to Georgia’s Reading Add-on for classroom teachers focus on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content courses.

Successful completion of the following three courses certifies teachers in reading at the grade-level(s) of their current teaching certificates. The program presupposes certification at least at the bachelor’s level.

		<b>Credit Hours</b>
EDRD 7715	Theory and Pedagogy in the Study of Reading	3
EDRD 7717	Reading Assessment and Instruction	3
EDRD 7718	Content Area Reading	3

**PROGRAM TOTAL: 9**

**Teacher Support Specialist**

The Teacher Support Specialist endorsement prepares certified teachers to supervise student teachers assigned to their classrooms and to serve in the role of mentor peer coach. The program includes an on-campus course in supervision for student teaching and internship under the direction of Kennesaw State University faculty completed in the teacher’s classroom. To qualify for admission, applicants must have at least three full years of full time teaching experience and must be recommended by the building principal for the program. The program consists of six semester hours.

		<b>Credit Hours</b>
EDUC 7771	Teacher Support Specialist	3
EDUC 7772	Internship for Teacher Support Specialist	3

**PROGRAM TOTAL: 6**

## Graduate Education Course Descriptions

(Note: Students desiring to enroll in courses for which they do not possess the prerequisites must receive approval from the appropriate program director).

### Early Childhood Education (ECE)

#### **ECE 7511. Inquiry: Educational Research and Prospectus. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*  
Through the exploration of quantitative and qualitative educational research, candidates develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations. Action research is a major focus in preparing candidates for planning and writing their prospectus that is carried out through the M.Ed. program.

#### **ECE 7512. Inquiry: Best Instructional and Curricular Practices & Multiple Assessment Strategies. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*  
Candidates critically examine the educational outcomes, curriculum standards, programs, and instructional and assessment practices in their own schools and explore research on education reform and teacher change. Additionally, they explore innovative and research-based instructional and curriculum models and assessment strategies with the emphasis on improving student learning and making informed decisions as teacher-leaders.

#### **ECE 7513. Diverse Environmental Influences on Achievement. 3-0-3.**

*Prerequisite: Completion of first phase.*  
This course focuses on all the elements of diversity (age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status), strengthening candidates' content knowledge and professional dispositions, and culminating candidates' vision for teaching all children.

#### **ECE 7514. Inquiry: Essentials of Technology Strategies and Skills & Introduction to E-portfolio. 3-0-3.**

*Prerequisite: Completion of the first phase.*  
Through the exploration of both traditional and advanced educational technologies, candidates develop technological skills and strategies of implementation to build an integrated plan of

utilizing technology for improving classroom teaching and student learning.

#### **ECE 7530. Integrated Models of Instruction II. 3-0-3.**

*Prerequisite: Completion of the first phase.*  
Candidates explore and investigate a detailed curriculum design and assess its impact on student achievement. This course includes the integration of content areas of language arts, social studies and detailed approaches to globalization.

#### **ECE 7531. Research and Implementation in Classroom I. 3-0-3.**

*Prerequisite: Completion of the first phase.*  
Candidate will implement integrated models of instruction into action research, classroom teaching, and portfolio development for students' success in the areas of language arts and social studies.

#### **ECE 7540. Integrated Models of Instruction II. 3-0-3.**

*Prerequisite: Completion of the first phase.*  
Candidates develop and implement a detailed design of curriculum in the areas of mathematics and science and assess its impact on student achievement. The focus is on the integration of content areas of mathematics and science, the implementation of technology, and instructional modifications and accommodations for all students including those with disabilities and those at risk.

#### **ECE 7541. Research and Implementation in Classroom II. 3-0-3.**

*Prerequisite: Completion of first phase.*  
Candidates implement Integrated Models of instruction focused on mathematics and science into action research, classroom teaching and portfolio development for the student's success in the areas of mathematics and science.

#### **ECE 7542. Multimedia Presentation and E-portfolio Development Skills. 3-0-3.**

*Prerequisite: Completion of first phase.*  
This course focuses on multimedia presentations and e-portfolio development for diverse learners. The course is designed to prepare classroom leaders to develop the knowledge and skills of implementing multimedia and Internet technology in presentation, classroom teaching and e-portfolio development.

#### **ECE 7550. Prospectus Completion. 3-0-3.**

*Prerequisite: Completion of the second phase.*  
Candidates complete a prospectus based on action research achievement. In preparation for

the following school year, candidates develop a second prospectus describing how they plan to enhance student achievement for future success and leadership in the classroom.

**ECE 7551. Portfolio Completion. 3-0-3.**

*Prerequisite: Completion of the second phase.*  
Candidates complete a portfolio based on work throughout the program. This portfolio will include evidence that supports a subject matter expert, a facilitator of learners, and a collaborative professional.

**ECE 7560. Accomplished Instructional Leader. 3-0-3.**

*Prerequisite: Completion of the second phase.*  
By collaborating with other cohort members, candidates plan a conference to be held on the Kennesaw State University campus. Each candidate presents a project from their portfolio highlighting their plan and focusing on reflection and changes made to improve student achievement in their classroom. Conference attendees include candidates from other cohorts finishing the M.Ed., new M.Ed. cohort candidates, and teacher colleagues. In addition to providing candidates with an opportunity to demonstrate leadership skills, this conference sets expectations for the new M.Ed. cohorts.

Candidates prepare a Power Point presentation to accent the key topics in their portfolio. Portfolios are aligned as closely as possible with National Board for Professional Teaching Standards guidelines.

**ECE 7700. Scientific Foundations of Early Childhood Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*  
Students develop an understanding of the research based Conceptual Framework of a proven, Scientific System of Education designed to serve children from 2.5 to 6 years of age. Students also learn the importance of the Montessori Prepared Environment which serves as the essential third element for effective learning. Students also discover that the Sensitive Periods provide the most powerful times for learning. In addition, they develop new insights into the nature of child development and learn that respect for the child's inner teacher serves as the integrating principle for the effective education of young children.

**ECE 7702. Historical and Contemporary Influences in Early Childhood Education. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

This course emphasizes the analysis and critical review of historical and contemporary early childhood program models, their impact and current relevance and influence on schools and teaching practices. Attention is given to the purpose (and the function) of prominent early childhood programs.

**ECE 7703. Families and Schools in a Pluralistic Society. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

This course focuses on the need to understand and engage the family in children's education. To do so requires a knowledge of the multiple effects of economics, race, ethnicity, religion, and disability in today's society both within the family and the social structure of the community, and the skills and attitudes necessary to address those effects.

**ECE 7704. Trends and Issues in Language Arts for Early Childhood. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.*  
An examination of contemporary trends and issues in language arts education in the P-5 setting. Focus will include the historical antecedents of contemporary trends and issues, pedagogical innovations, and research theory based instructional practices. Topics are inclusive of but not limited to "whole language," technology, politics and literacy, case studies approaches to language arts education and multiculturalism.

**ECE 7705. Trends and Issues in Mathematics for Early Childhood Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.*  
An examination of the contemporary trends and issues in mathematics education in the P-5 setting. Focus will be on research-based investigation of the content in mathematics. Topics include, but are not limited to: research on constructivism, cooperative learning, technology, problem solving, literature in mathematics and multicultural issues in the teaching of mathematics.

**ECE 7706. Trends and Issues in Science for Early Childhood Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.*  
An examination of contemporary trends and issues in science education in the P-5 setting. Focus includes historical, pedagogical and research-based information as well as age/grade

appropriate content. Topics are inclusive of but not limited to professional growth activities, including action research, content appropriate for early childhood science education, scientific process, inquiry, curriculum and interdisciplinary issues and technology.

**ECE 7707. Trends and Issues in Social Studies for Early Childhood Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education and EDUC 7741.*

The purpose of the course is to understand the curriculum goals and content for social studies in early childhood education. Students will study the research on social studies learning and teaching and how that research can be applied to classroom instruction.

**ECE 7709. Theory of Play. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.*

An examination of the role of play in the early childhood curriculum. The focus includes theoretical frameworks used to study play, how play contributes to children's development, and the types, functions and purposes of play.

**ECE 7710. Physical Development and Enhanced Control of Movement. 3-0-3.**

*Prerequisite: Admission to M.Ed. Program.*

Students learn how essential movement is to the physical, emotional and cognitive development of children. They also learn to present children with motives of activity in which action and interest combine to provide irresistible activities which children love to repeat spontaneously. Students discover that work with the Montessori Practical Life materials provides children with many opportunities to develop independence and to achieve concentration, which is the essential prerequisite in the process of normalization. Finally, students learn to implement teaching strategies which enhance the child's physical, cognitive, emotional and social development.

**ECE 7716. Diagnosis and Correction of Reading Problems. 3-0-3.**

*Prerequisite: Admission to M.Ed. in Elementary and Early Childhood Education.*

A study of the causes of reading difficulties, the instruments used in diagnosing specific reading problems and the application of various remedial techniques. Individual projects will focus on methods and materials appropriate for particular age groups.

**ECE 7720. Sensorial Foundations of Intellectual Life. 3-0-3.**

*Prerequisite: Admission to M.Ed. Program.*

Sensorial experiences provide the foundations for all cognitive growth. Sensorial development can be richly enhanced through the use of scientifically designed, developmentally appropriate materials which address a child's need to refine skills related to each of the senses. Work with these materials promotes the sensorial development required for the successful mastery of writing, reading and mathematics skills. In addition, students learn to help children develop listening, sight singing, and musical notation skills with the Kodaly music education strategies and the Montessori bells and boards. Students learn to present materials related to Geometry, Botany, Geography and the Peace Curriculum.

**ECE 7730. Development of Language and Literacy Skills. 3-0-3.**

*Prerequisite: Admission to M.Ed. Program.*

The structured sequence of language activities offered in this Montessori Teacher Education course prepares students to help children achieve maximum development of language and literacy skills. Students learn to provide children with vocabulary building opportunities by introducing classified vocabulary related to the child's life experiences at home, in school, and in the community. The classified nomenclature of Geography, Zoology, History, Science, and the Arts also expands the child's vocabulary and world view. Students use a research based list of key words and related materials to help children develop phonemic awareness and to achieve sound-symbol association. Students learn to present writing activities which facilitate the development of skills in reading.

**ECE 7731. Competence in the Preparation and Presentation of Language Materials. 3-0-3.**

*Prerequisite: Admission to M.Ed. Program.*

Students prepare and practice presenting the many materials designed by language specialists for use in offering developmentally appropriate language arts presentations and activities to young children. These materials are not available from Montessori suppliers, so each teacher prepares them for his/her own classroom. Students practice with the materials to develop and refine the skills they need to give language presentations to young children effectively. Students create a portfolio of selected examples of more than 70 language materials that can be duplicated for use in the classrooms where they will be employed.

**ECE 7740. The Early Preparation of the Mathematical Mind. 3-0-3.**

*Prerequisite: Admission to M.Ed. Program.*

Students study the conceptual framework for the presentation of numeration and mathematical activities to young children. The use of Montessori materials that provide children with multiple opportunities to develop numeration skills, to understand the decimal system, and to practice the four operations with up to four digits is presented and practiced. In addition, students learn how to present commutative and squaring operations in ways that allow children to discover their unique characteristics. Finally, students learn to present numerous math activities and exercises with a wide variety of different, scientifically designed manipulable materials as well as present special memorization materials with which children can review and enhance their ability to recall all of the number facts they have assimilated from the previous activities. This course is aligned with the standards of the National Council of Teachers of Mathematics (NCTM).

**Education (EDUC)****EDUC 6100. Development, Psychology, and Diversity of the Learner. 5-0-5.**

*Prerequisite: Admission to Master of Arts in Teaching.*

An examination of the unique aspects of and relationships between the development, psychology, and diversity of learners. A study of life span development (with an emphasis on adolescents and young adults) addresses social, moral, emotional, physical, cognitive and psychological development. Theories, models, and principles of learning and motivation are examined and related to development and diversity as it is influenced by culture, language, cognitive ability, gender, and special needs. The use of technology in this course will include word processing, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

**EDUC 6100L. Practicum I. 0-3-1.**

*Prerequisite: Admission to Master of Arts in Teaching. Corequisite: EDUC 6100.*

An experiential, service learning project in which candidates work (mentoring, tutoring, interviewing, etc.) with adolescents or young adults, one-on-one, focusing on development, needs, exceptionalities, diversity, and learning styles. Requires proof of liability insurance. Candidates

must have a satisfactory practicum to continue in the MAT without remediation.

**EDUC 6200. Curriculum, Assessment, and Classroom Management. 3-0-3.**

*Prerequisite: EDUC 6100 and EDUC 6100L.*

An examination of the learning environment including theories and principles of curriculum, assessment, and classroom management. Focus is placed on the development of learning outcomes and the development and selection of culturally responsive lessons. Attention is also given to teacher-constructed and standardized assessment tools and the use of these tools for instructional decision-making. Models of classroom management will be examined including consideration of time, materials, environment, and behavior management. Technological applications include the use of word processing, spreadsheets, databases, presentation applications, Internet research, online courseware, electronic portfolio development, and the review of software.

**EDUC 6200L. Practicum II. 0-9-3.**

*Prerequisite: EDUC 6100 and EDUC 6100L.*

*Corequisite: EDUC 6200.*

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the co-requisite course, EDUC 6200 Curriculum, Assessment, and Classroom Management and in the content area methods course. Candidates will be placed in appropriate school settings where they will carry out directed activities. Candidates will spend approximately nine hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. Verification of Liability Insurance is required.

**EDUC 6300. Reflective Inquiry and Action Research. 3-0-3.**

*Pre-requisites: EDUC 6200.*

Deals with the development of field-based action research projects and understanding qualitative and quantitative research methods and designs, focusing on interpretation and application relative to classroom practices. Attention is given to the development of the reflective practitioner. Topics include interactive discussion about literature critiques, professional organizations, legal issues.

**EDUC 6300L. Practicum III. 0-18-6.**

*Prerequisites: EDUC 6200 and 6200L.*

*Corequisite: EDUC 6300.*

This field experience is designed to provide the candidate with the opportunity to apply and reflect on concepts addressed in the co-requisite course, EDUC 6300 Reflective Inquiry and Action Research and in the content area methods course. Candidates are placed in appropriate school settings where they carry out directed activities. Candidates spend approximately eighteen hours per week in the field. Candidates must have a satisfactory practicum to continue in the MAT program without remediation. Verification of Liability Insurance is required.

**EDUC 6400. Portfolio Presentation. 3-0-3.**

*Prerequisites: EDUC 6300 and EDUC 6300L permission of portfolio committee chair.*

Building upon knowledge and skills developed in EDUC 6252, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school mathematics in diverse classrooms. Includes a secondary school field experience in mathematics teaching. Candidates should plan to spend three hours per week in the field. Proof of professional liability insurance is required prior to school placement.

**EDUC 7700. Reflective Inquiry. 3-0-3.**

*Prerequisite: Admission to the M.Ed. program.*

A seminar for masters level students in Adolescent Education degree programs. The course is designed to assist students in portfolio or thesis construction. Deals with proposed field-based projects, research and critiques of literature. Initiates documentation of professional growth while providing a basis for understanding the mission of the National Board for Professional Teaching Standards (NBPTS). Topics include interactive discussion about professionalism in education, grant writing, developing presentations for professional organizations, legal issues, political influences, and other contemporary issues influencing education.

**EDUC 7702. Best Practices in Secondary Schools. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

With a focus on the adolescent/young adult learner, this course focuses on preparing expert teacher-leaders to implement research-based best practices of exemplary secondary schools. Course provides extensive examination of learning theories and their application to diverse secondary classrooms. Current renewal and reform initiatives in American high schools are

examined in depth with the aim of preparing expert teacher-leaders for collaborative roles in their school and district.

**EDUC 7703. Advanced Studies of Middle Grades Learner. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

This course focuses on diverse middle grades learners. Critical issues such as theories of learning, intelligence, and motivation will be examined in diverse contexts. Special attention will be focused on developing approaches for integrating global perspectives into various disciplines and examining issues and problems related to the application of these approaches in the field setting.

**EDUC 7705. Assessment and Evaluation. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

This course focuses on planning, constructing, analyzing, and applying educational assessment to document student performance for instructional and accountability purposes. Specific topics include guidelines for the development of traditional assessment questions, including the use of multiple-choice questions to measure critical thinking and problem-solving skills; guidelines and rubrics for the development and scoring of performance, writing and portfolio assessments; assessing affective outcomes; describing, analyzing and refining data to improve assessment; and the application and interpretation of standardized norm and criterion-referenced measures. Additionally, attention will be paid to multicultural assessment procedures and concerns relevant to external assessment programs.

**EDUC 7706. Motivation. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

This course examines current theoretical and motivational research findings that stress the role of dispositional values in motivation. Six main theories (expectancy-values, attribution, social cognitive, goal, intrinsic, and achievement) will provide a foundation of specialized knowledge of this topic. Additionally, teacher candidates will apply specific motivational principles and research to educational settings to support all students' development of a positive disposition for learning. Teacher candidates will also examine how motivation is contextually facilitated or constrained by various classroom characteristics and socio-cultural factors. Finally, teacher

candidates will examine school-level factors and external school reform efforts and their potential for influencing teacher and student motivation.

**EDUC 7700. Educational Research I. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education.*

Candidates will develop a basic understanding of educational research paradigms including qualitative, quantitative and action research designs. Candidates will gain expertise in reading, analyzing, critiquing and synthesizing research in each of the three research paradigms. Candidates will design and prepare to conduct an action research project focused on improving student learning in their own P-12 classrooms or schools. Major topics include but are not limited to validity, reliability, generalizability, data collection and analysis, ethical guidelines and IRB processes and procedures.

**EDUC 7711. Integrating Technology in Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*

This course is designed to prepare educators to generate technology-based instruction and analyze the technological environment in P-12 settings. Topics include authoring systems, networks, multimedia, computer-based management and technological environments.

**EDUC 7716. Reading in the Elementary School. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

A study of the principles and practices of developmental reading. Emphasis is placed on the study of the reading process and the organizational and management aspect of reading instruction.

**EDUC 7730. Assessment of Diverse Learners. 3-0-3.**

*Prerequisite: Admission to M.Ed. program or graduate add-on program.*

This course covers standardization, issues, and vocabulary in assessment. Candidates develop competencies in administration and interpretation of norm-referenced tests and development, administration and interpretation of criterion-referenced, curriculum-based, observation, checklist/rating scale, authentic and informal assessments. Special emphasis is placed upon development of case studies to address language proficiency levels of students who are culturally and linguistically diverse and/ or those students who are classified as displaying mild or moderate disabilities.

**EDUC 7735. the Law and It's Impact on Programs for Diverse Learners. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education. EXC 7705 and EDUC 7700.*

This course focuses on the laws protecting the students with disabilities and English language learners as well as their families. Particular emphasis will be placed upon how the law translates to daily practices for teachers and school leaders. As part of the study, candidates will analysis of research data, federal and state law, rules of the Georgia State School Board, summaries of legal decisions, etc.

**EDUC 7741. Educational Research. 3-0-3.**

*Prerequisite: EDUC 7700.*

This course is designed to develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practices.

**EDUC 7752. Multiple Literacies in Schools and Communities. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

Candidates will develop a foundational understanding of the multiple, often competing, conceptions of literacy that can foster or impede learning in adolescent classrooms at the middle grades and secondary levels. Literacy practices in homes, schools and the larger communities will be observed and interpreted with an emphasis on their implications for effective teaching. The ways that an individual student's literacy practices may be shaped by gender, social class and ethnicity will be considered, including, in particular, issues associated with ESL learners.

**EDUC 7755. The Knowledgeable Teacher: Reflective Practice. 3-0-3.**

*Prerequisite: Professional teaching certificate.*

This on-line course is appropriate for educators who are interested in pursuing their National Board Certification or for those educators who are interested in becoming more reflective practitioners. Emphasis will be placed on the National Board for Professional Teaching Standard's for each teacher's particular certificate area. The course meets the requirements for National Board pre-candidates as established by the Professional Standards Commissions.

**EDUC 7760. Curriculum Development for Diverse Learners. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*

Curriculum Development for Diverse Learners prepares teachers to develop curriculum and

instruction that is universal in design and based on best practices research in general education, Teaching Speakers of Other Languages, and special education. The proposed curriculum model follows the precepts of universal design and provides build-in adaptations to the lesson that reduce the amount of time needed to create individual accommodations and modifications for students with disabilities and those who are linguistically and culturally diverse. The “Big Ideas” addressed in this course include Curriculum Mapping, Backwards Design, SIOP, Universal Design and Interdisciplinary Unit Development. Additional attention will be paid to the Georgia Performance Standards as they continue to unfold from the Georgia Department of Education.

**EDUC 7761. Characteristics of Gifted Children. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*

This course provides an introduction to the psychological and personality characteristics of gifted and talented children with implications for their education. It includes: philosophy of gifted education; definition (according to federal, state and local guidelines); identification procedures; characteristics; types of gifted children; learning styles; learning environments, description of teaching-learning models; implications for program development, administration and evaluation; and characteristics of teachers and other personnel concerned with the education of gifted students. Proof of professional liability insurance is required prior to field experience placement.

**EDUC 7762. Methods and Materials for Teaching Gifted Children. 3-0-3.**

*Prerequisite: Admission to M.Ed. program and EDUC 7761.*

This course is designed to explore and apply knowledge about curriculum theory, measurement, learning theories and evaluation procedures to plan qualitatively different educational experiences for the gifted and talented. The course will orient prospective gifted educators to the attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

**EDUC 7763. Assessment of Gifted Children and Youth. 3-0-3.**

*Prerequisite: Admission to M.Ed. program and EDUC 7761.*

This course explores theories of mental abilities and provides knowledge and skills in the measurement of intelligence, achievement, creativity and other dimensions of giftedness. Various plans for identification are examined including the case study and State of Georgia regulations.

**EDUC 7764. Curriculum Development and Program Design in Gifted Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. program and EDUC 7761.*

This course is designed to explore and apply knowledge about curriculum theory for the development of effective programs in gifted education. A number of exemplary models recommended by national authorities are examined for their use in creating and evaluating programs for gifted students. The course will orient prospective educators of the gifted to the attitudes, skills and knowledge deemed appropriate and necessary for assuming instructional leadership roles.

**EDUC 7771. Teacher Support Specialist. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*

This course is designed to provide the theoretical and practical basis for serving in the role of teacher support specialist to an intern, beginning teacher or peer teacher. Three years teaching experience and principal’s recommendation are required.

**EDUC 7772. Internship in Teacher Support Specialist. 3-0-3.**

*Prerequisite: Admission to M.Ed. program and EDUC 7771.*

This course is an extension of EDUC 7771 and will provide opportunities for teacher supervision/support through a structured internship. Requires employment in educational settings grades K-12. Proof of professional liability insurance is required prior to field experience placement.

**EDUC 7780. Collaborative Practices. 3-0-3.**

*Prerequisite: Admission to M.Ed. program.*

This course is designed for to assist teachers in orchestrating culturally responsive classrooms, particularly for students with disabilities and those who are culturally and linguistically diverse. The course focuses on development of collaborative, communication and consultative skills necessary for working with families, classroom teachers, related services practitioners, community resource personnel and others to facilitate delivery of appropriate services for diverse learners.

**EDUC 7781. Cultural Issues for ESOL/Bilingual Teacher.\* 3-0-3.**

*Prerequisite: Admission to M.Ed. program or ESOL endorsement program.*

This course is designed to develop a knowledge base about culture, its influence on learning and teaching, and its role in intercultural classroom

settings. In this course, prospective ESOL teachers will examine major theories related to educating a culturally diverse student body, and teachers will develop strategies for ensuring that ESOL students develop knowledge of mainstream culture as they become proficient in English.

**EDUC 7782. Applied Linguistics for ESOL/Bilingual Teacher.\* 3-0-3.**

*Prerequisite: Admission to M.Ed. program or ESOL endorsement program and EDUC 7781.*

Principles of linguistic systems and their acquisition as they occur in first and second languages. Candidates will explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluation of the development of English as an additional language.

**EDUC 7783. Methods and Materials for Teaching ESOL.\* 3-0-3.**

*Prerequisite: Admission to M.Ed. program or ESOL endorsement program and EDUC 7781, and EDUC 7782.*

In this course, prospective ESOL teachers will develop skills in writing and adapting curricula, critiquing and selecting materials, and applying strategies for teaching reading, writing, speaking and listening to speakers of other languages. The course will also include assessment of linguistic proficiency and development.

**EDUC 7790. Documenting Professional Growth. 3-0-3.**

*Prerequisite: Permission of department chair.*

This course provides support for Master of Education in Special Education/ TESOL candidates in completing and presenting their professional portfolio to document their professional growth. Candidates will work with their instructors to organize reflections about their growth in meeting the graduate proficiencies on the Candidate Performance Instrument (CPI) and the Portfolio Narrative Rubric by highlighting pivotal KSU learning experiences, reflecting on changes in practice, integrating research and practice, and relating these to the growth of their students. Outcomes will include an electronic portfolio and a multi-media presentation summarizing their portfolio. Candidates must be prepared to present their portfolios at least three weeks before their graduate date.

**EDUC 7797. The Portfolio. 3-0-3.**

*Prerequisite: Permission of the committee chair.*

This is the capstone experience for the Master of Education in Adolescent Education. Candidates work independently under the supervision of the

portfolio committee. The portfolio requirements resemble, in part, those required by the National Board of Professional Teaching Standards (NBPTS). The purpose of the portfolio is to implement a systematic, reflection-in-action approach to problem solving and decision-making. This process is designed to document the candidate's development of expertise as a teacher-leader. A primary goal of the portfolio is to document the candidate's impact on student achievement. The portfolio provides a detailed authentic picture of the candidate's professional practice and reflective analysis of the integration of courses taken supported by theory. Changes in classroom practice as well as in ones' self are documented.

**EDUC 7950. Directed Study (repeatable). 1-9/ (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

**EDUC 7980. Practicum (repeatable). 0-3-3. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of director, Office of Educational Field Experiences and director, Graduate Studies in Education.*

A supervised field placement for the purpose of implementing integrated and problem-solving instruction. Includes seminar or conference discussion of problems encountered and presentation of an approved study conducted during the experience. Proof of professional liability insurance is required prior to field experience placement. Proof of professional liability insurance is required prior to field experience placement.

**EDUC 7900. Special Topics (repeatable). 1-9. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic or theme in education for experienced classroom teachers.

**EDUC 7970. Internship. 0-3-3. (S/U grades)**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. Completion of all other requirements in the Special Education Program. Approval of department chair. Contracted*

*employment teaching individuals with mild disabilities under a clear renewable or provisional Georgia teaching credential.*

This course constitutes a full-time supervised teaching experience for teachers seeking to add-on IRR special education area or endorsement in ESOL to a current and renewable Georgia teaching certificate. This course may be repeated, if competencies are not met. Proof of professional liability insurance is required prior to beginning this course.

## Educational Leadership (EDL)

### **EDL 7705. Current Issues in Educational Leadership. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course provides a reflective overview of issues relating to school leadership and educational administrative leadership policy and practice and encompasses the wide range of responsibilities engaged in by the school leader as a collaborative member of a leadership team. Special attention is given to organizational structure and administrative processes in Georgia public schools.

### **EDL 7710. Instructional Leadership. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course focuses on the role educational leaders play in improving the teaching and learning process. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

### **EDL 7715. Curriculum Leadership. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course examines the design, development, and implementation of curriculum and instructional strategies to create classroom environments which support the learning of all students.

### **EDL 7716 Curriculum & Instructional Leadership 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course focuses on the role educational leaders play in improving the teaching and

learning process by the examination of systemic curriculum and teaching reform. It includes the application and practice of instructional supervisory/leadership philosophy, theory, and principles as they guide instructional leadership behavior and assessment of the results of instructional leadership behaviors.

### **EDL 7720. Personnel and Staff Development. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course focuses on the personnel functions and responsibilities of school leaders. Processes and procedures of effective school personnel administration is emphasized.

### **EDL 7725. Organizational and Financial Resources. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course provides a comprehensive overview of the financing of public schools in Georgia and effective management of school fiscal resources. Proper business procedures and facility management (maintenance, operations, planning, compliance issues) are discussed in a perspective of resource management for school improvement.

### **EDL 7730. Educational Policy and Legal Perspectives. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course provides an overview of specific legal provisions affecting the operations and leadership of public schools in Georgia, with consideration of federal and state laws, and local regulations affecting the rights, privileges, and duties of educational leaders, teachers, learners, and citizens. Current legal issues are examined and students are introduced to legal reasoning and analysis.

### **EDL 7735. Ethics of Educational Leadership. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.*

This course is designed to provide leaders with an in-depth examination of the current and anticipated ethical issues and dilemmas facing leaders and the role of character education in our society.

### **EDL 7740. Multicultural and International Education. 3-0-3.**

*Prerequisite: : Admission to M. Ed. program in*

***Educational Leadership or graduate Educational Leadership Add-On Certification program.***

This class focuses on various aspects of culture and its link to educational leadership. Included are concepts related to cultural values and diversity, as well as analysis of programs and procedures for meeting the needs of diverse student populations.

**EDL 7750. Educational Research. 3-0-3.**

*Prerequisite:* Admission to M. Ed. program in Educational Leadership or graduate Educational Leadership Add-On Certification program.

This course is designed to develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to school improvement.

**EDL 7755 Technology Leadership in Education 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course is designed to develop educational technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

**EDL 7760 21<sup>st</sup> Century Teaching & Learning 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of educational leaders to identify, use, evaluate, and promote appropriate technology to enhance and support curriculum, instruction and assessment that lead to high levels of student achievement. It is designed to immerse school leaders in a technology-rich environment and prepare them to facilitate an instructional program that integrates 21<sup>st</sup> century skills and promotes relevant, authentic, and meaningful tasks for students. Candidates will apply current research and instructional design principles to the design, management,

and evaluation of a 21st century learning environment. This course also prepares candidates to facilitate high quality professional learning at their school.

**EDL 7765 Productivity & Professional Practice for Leaders 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course prepares educational leaders to apply technology to enhance their professional practice and to increase their productivity. Candidates will become competent users of information and technology tools common to information-age professionals. Emphasis is placed on computer operations, presentation and communication tools, manipulation, interpretation, and analysis of data as well as the management of Internet resources. Concept mapping, web editing, and project planning are also included.

**EDL 7770. Educational Technology Support, Management & Operations 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Educational Leadership or graduate Educational Leadership certification program.

This course examines the role of leadership to support and manage technology in order to maximize student learning and increase the efficiency of school operations. It is designed to examine the technical aspects of building-related technologies including, but not limited to, desktop/laptop computers, wired and wireless networks, various instructional, administrative and technical software, and Internet technologies. This course will explore different models of technology support and present ideas on how to support technology effectively through teams of teachers, students, parents, and school system personnel. In addition, the course will address emerging technologies and their potential uses in education.

**EDL 7780. Practicum. 1 semester hour.**

*Prerequisite:* Permission of advisor.

This course provides an opportunity for students to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator.

**EDL 7781. Practicum II. 1 semester hour.**

*Prerequisite:* Admission to the add-on certification program in educational leadership.

Provides candidates an opportunity to engage in field-based experiential learning activities related to educational leadership under the guidance of a practicing administrator. The practicum

takes place in a real setting and is accompanied by a seminar.

**EDL 7797. Portfolio I. 1 semester hour.**

*Prerequisite:* : Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

Portfolio development is the capstone experience for the Master of Education in Educational Leadership and the Educational Leadership Add-on Programs. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Interstate School Leaders Licensure Consortium (ISLLC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

**EDL 7798. Portfolio II. 2 semester hour.**

*Prerequisite:* : Completion of EDL 6797.

Portfolio development is the capstone experience for the Master of Education Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The portfolio is outlined along the standards as required by the Interstate School Leaders Licensure Consortium (ISLLC). The purpose of the portfolio is to implement a systematic approach to problem solving and decision-making by requiring participants to reflect upon leadership knowledge, skills, theories and experiences acquired during their participation in the program.

**EDL 7799. Portfolio Development for Technology Concentration and Add-On Certification. 1 semester hour.**

*Prerequisite:* : Admission to the Add-On Certification Program in Educational Leadership.

Portfolio development is the capstone experience for the Add-On Certification Program in Educational Leadership. Participants work independently under the supervision of the program advisor. The foci of the course are on understanding the nature of portfolio, the Educational Leadership Constituent Council (ELCC) standards, and the procedures to be followed in the development and completion of a professional portfolio.

**EDL 7900 Special Topics (varies, 1-9)**

*Prerequisite:* : Admission to the M.Ed. program in Educational Leadership or Add-on program of Educational Leadership.

This individually designed course will examine advanced topics in educational leadership and/or educational technology emphasizing the students' area of specialty.

**Exceptional Children (EXC)**

**EXC 7705. Special Education Procedures. 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Special Education or graduate special education add-on program.

This course focuses on understanding national and state laws, policies and procedures in special education programs. Emphasis is placed on tracing the way students with exceptionalities are served from the first risk factors (pre-referral) through post-secondary and community-based options including screening, transition and record maintenance. Communication skills required to engage other professionals and parents in the implementation of special education programs are included. Clinical issues and professional ethics are addressed.

**EXC 7715. Nature/Needs: Students with Mild Disabilities. 2-3-3.**

*Prerequisite:* Admission to M.Ed. program in Special Education or graduate special education add-on program.

This course focuses on systematic analysis of the physical, affective, behavioral and educational development of individuals with mild disabilities (intellectual, behavioral and learning disabilities). There is an emphasis on etiological, perceptual motor, language and academic aspects of the problems with consideration for parental involvement in the educational process. Clinical applications in a field site are included. Proof of professional liability insurance is required for clinical placement.

**EXC 7720. Classroom Behavioral Strategies. 3-0-3.**

*Prerequisite:* Admission to M.Ed. program in Special Education or graduate special education add-on program.

The primary focus of this course is for candidates to develop skills in implementing proactive strategies for positive classroom management. The basic application of the principles of applied behavior analysis, functional analysis, positive classroom ecology, and positive behavior support for classroom management will provide the framework in developing these skills. Candidates will learn and apply these principles through the development of an application project with a student with problem behaviors. This course also discusses family and cultural influences on behavior as well as a variety of different perspectives on improving student's behavior

in classroom and school settings and how they relate to applied behavior analysis.

**EXC 7725. Education of Students with Severe Disabilities. 2-3-3.**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. EXC 7715 and EXC 7740.*

This course focuses on a systematic analysis of the physical, affective, behavioral and educational problems of individuals with severe disabilities (intellectual and behavioral). There is an emphasis on etiological, perceptual motor, language and functional academic aspects of the problems with consideration for parental involvement in the educational process. It addresses age-appropriate curriculum, community-based instruction and adaptive and assistive technology. Proof of professional liability insurance is required prior to field experience placement.

**EXC 7740. Advanced Behavior Strategies. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. EXC 7720.*

This course focuses on the advanced application of the principles of applied behavior analysis, functional analysis, classroom ecology, and positive behavior support for the challenging behaviors of students with more significant disabilities and/or severe emotional or psychiatric disorders. This course will also focus on the use of single subject research methodology in designing and evaluating behavior interventions. Students will apply these principles through the development of an action research project using a single subject design.

**EXC 7745. Social Skills Strategies. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. EXC 7720 and EXC 7740.*

This course focuses on means of reducing inappropriate behaviors through a multifaceted pro-social skills curricula.

**EXC 7746. Models of Development and Procedures for Assessment. 3-0-3.**

*Prerequisite: Admission to Preschool/Special Education Add-on Program.*

This course focuses on the physical, sensory, affective, behavioral, language and cognitive development of infants and children. There is an emphasis on the etiological, sociological, medical and intervention effects on both typical and atypical development. Issues concerning procedures for formal and informal assessment are stressed.

The importance of collaborating with families as partners through a family-centered approach is also emphasized. Clinical applications in a field site are included. Proof of professional liability insurance is required for placement.

**EXC 7747. Developmentally Appropriate Practices for Curricular Design and Methods of Intervention. 3-0-3.**

*Prerequisite: Admission to Preschool/Special Education Add-on Program.*

This course focuses on developmentally appropriate and developmentally different practices for infants and preschool children with disabilities. Accommodations for appropriate settings, parental and/or family involvement and collaboration with other professionals are emphasized. Proof of professional liability insurance is required prior to field experience placement.

**EXC 7748. Language Learning & Emergent Literacy. 3-0-3.**

*Prerequisite: Admission to Preschool/Special Education Add-on Program.*

The development and interaction of oral, written and social language are presented. Students will learn ways to access and enhance oral and social language development in infants and preschool children with disabilities. The effect of cultural context and different language backgrounds will be addressed.

**EXC 7750. Language Learning. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. EXC 7715.*

The development and interaction of oral, written and social language are presented. Students will learn ways to access and enhance oral, written and social language development in students with mild disabilities. The effect of cultural context and different language backgrounds will be addressed.

**EXC 7770. Psychoneurological and Medical Issues in Special Education. 3-0-3.**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. EXC 7715 and EXC 7730.*

This course focuses on the psychological, neurological, and medical bases of learning and behavioral differences exhibited by exceptional students. The link between psychological, neurological, and medical differences and performance in school will be explored to identify differential programming needs for these students. Multi-disciplinary collaboration, service coordination and preparation for addressing medical needs within the classroom setting will be emphasized.

**EXC 7950. Directed Study. 1-9.**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, and department chair.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

**EXC 7980. Practicum. 0-3-3. (Regular grades).**

*Prerequisite: Admission to M.Ed. program in Special Education or graduate special education add-on program. Completion of all other requirements in a special education program and approval of department chair.*

A full-time supervised teaching experience for teachers seeking to add-on a special education area to a Georgia teaching certificate. Daily observations will be made by the cooperating teacher in whose classroom the candidate is placed.

Evaluation for a grade and recommendation for licensure will be made by the university supervisor. Candidates will be evaluated on professional conduct including provision of an appropriate role model for students; appropriate curriculum development, instructional technique, assessment and implementation; ability to fulfill every aspect of the full teaching role. May be repeated. Proof of professional liability insurance is required prior to field experience placement.

**Teaching Field Courses****Anthropology (ANTH)****ANTH 7900. Special Topics (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Special topics of interest to faculty and students.

**ANTH 7950. Directed Study (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Special topics of interest to faculty and students.

**Chemistry (CHEM)****CHEM 7900. Special Topics (repeatable). 1-9. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic.

**CHEM 7950. Directed Study (repeatable). 1-9. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

**English (ENGL)****ENGL 7701. Topics in Literature. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

A treatment of themes and issues in English and/or American and/or World literature. Students will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a wide variety of literary texts.

**ENGL 7709. Workshop for Teachers of Writing. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

An experiential examination of principles and issues in the teaching of writing, K-20. Along with reflective exploration of current theories of composition and extensive writing, this course includes the following topics: literacy acquisition and language development, especially through writing; building writing communities; the teacher as a writer; the place of publication in the writing process; and assessment of writing.

**ENGL 7710. Writing on Teaching. 3-0-3.**

*Prerequisite: Admission to graduate studies in education, and teaching experience and graduate coursework in educational research or writing.*

A collaborative workshop for educators preparing to write about teaching. Students in the course will develop individual writing projects for submission to venues publishing such genres as teacher research, curriculum development stories, experienced-based writing about classrooms, and scholarship on teaching.

**ENGL 7711. Multicultural Literature in English. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

An examination of multicultural literature written in English. Genres studied include fiction, nonfiction, poetry, drama, and nontraditional literary texts (e.g., film, oral performance). Students will explore primary and secondary sources to use for teaching literature from

a global perspective, including studying how emerging traditions of literary criticism and theory can shape interpretations and teaching.

**ENGL 7721. Author Studies. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

A study of the work of one or more significant authors. Attention will be given to strategies for engaging students in critical thinking and writing about literature.

**ENGL 7731. Language Studies in English. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

A study of language as a key component of English/Language Arts. Topics include understanding English's historical and ongoing development, learning English as a second language, using discourse appropriately in a variety of contexts, dialect variations, relationships between oral and written language use, and issues involved in teaching language (e.g., teaching grammar in context).

**ENGL 7735. Introduction to Composition Studies. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

A survey of issues and themes in composition studies, especially those which have influenced writing instruction in the schools. Topics examined include writing as a process and writing for a variety of purposes, audiences, and genres, as well as approaches for evaluating writing and for planning writing instruction that invites students to use the art of writing for exploring authentic issues that matter in their lives.

**ENGL 7741. Technology and Media in English and Language Arts. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

Focus on the current effects and potential of technology and multimedia in writing, reading and literature instruction. Students explore ways technology is changing reading and writing processes—in school, the workplace and in daily life—and develop effective ways of integrating technology into instructional programs.

**ENGL 7750. English Studies in the Schools. 3-0-3. Prerequisite: Admission to graduate studies in education.**

Review of the field of English Studies today, including relationships among concepts that guide the field, especially in schools. Students will explore strategies for integrating various

elements of English Studies (including writing, reading/literature, language, and literacy studies) in scholarship and in teaching. Topics will include standards and assessment in English/Language Arts, especially those associated with National Board Certification and the National Council of Teachers of English standards for instruction.

**ENGL 7900. Special Topics (repeatable). 3-0-3. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, graduate studies in education.*

Exploration of a specifically designed topic in an advanced-level seminar with extensive reading, writing and presenting assignments.

**ENGL 7950. Directed Study (repeatable). 3-0-3. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Detailed, advanced-level examination of a topic selected and shaped collaboratively by the instructor and the student submitting a proposal for the special course. This course is not an individually scheduled offering of a regular course, but a unique study designed by the student to address individual needs and interests.

## English Education (ENED)

**ENED 6251. Teaching Secondary English I. 2-3-3.**

*Pre-requisites: EDUC 6100 and EDUC 6100L.*

*Recommended Co-Requisites: EDUC 6200 and EDUC 6200L.*

An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school English/Language Arts in the multicultural and diverse classroom of today. Includes a secondary school field experience in English teaching. Candidates should plan to spend three hours per week in the field. Proof of professional liability insurance is required prior to school placement.

**ENED 6351. Teaching Secondary English II. 2-3-3.**

*Prerequisites: EDUC 6251. Corequisite: EDUC 6300 and 6300L.*

Building upon knowledge and skills developed in EDUC 6251, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and

assessment procedures for teaching secondary school English/Language Arts in diverse classrooms. Includes a secondary school field experience in English teaching. Candidates should plan to spend three hours per week in the field. Proof of professional liability insurance is required prior to school placement.

## Geography (GEOG)

### **GEOG 7701. Peoples of the World. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

Understanding diversity is the cornerstone of this course which presents comparisons of human groups throughout the world in a geographic case study format, focusing on cultural, political, economic, and social themes. Students will develop culturally-focused and geographically-based lesson plan strategies and present their research in a seminar format. The use of international resources from academic and local communities adds to the advancement of disciplinary knowledge and cultural awareness.

**GEOG 7900. Special Topics (repeatable). 1-9. (Regular grades)** *Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.* Special topics of interest to faculty and students.

**GEOG 7950. Directed Study. (repeatable). 1-9. (Regular grades)** *Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.* This course covers special topics external to regular course offerings.

## History (HIST)

**HIST 7710. Local History Research and Resources. 3-0-3.** *Prerequisite: Admission to graduate study in education.*

Candidates will gain a working knowledge of local historical resources and will examine what history is and the processes used by historians in interpreting and uncovering the past. They will build individual skills in these processes through the researching and writing of a term paper on a local topic using primary materials. Candidates will also explore strategies to incorporate local history into their classrooms; to increase their own and their students' civic awareness and involvement; to teach critical thinking skills; to facilitate the learning of history by use of local

examples; and, to use local history to illustrate or challenge major viewpoints about both Georgia and national history.

**HIST 7720. Continuity and Change in Selected Nation/State. 3-0-3.** *Prerequisite: Admission to graduate studies in education.*

An examination of the development of a particular nation/state including its relative place in the world. Themes will include economic and political systems, social structures, belief systems, population and migration, and environmental and geographic influences. Candidates will read selected works and consider teaching applications for engaging adolescents and young adults in responding to and interpreting a variety of sources.

**HIST 7730. Minorities in America. 3-0-3.** *Prerequisite: Admission to graduate studies in education.*

An examination of the roles minorities have played in the development of America. Special attention will be given to racial, ethnic, and political minorities. Included will be the ways family, economic, and political issues have affected peoples of different ethnic and racial groups and how to make ethnic diversity a source of unity rather than divisiveness in our civic culture. Emphasis is placed on the use of a variety of resources that speak from diverse perspectives. Candidates will develop strategies for incorporating issues of diversity and social understanding in their classrooms.

**HIST 7740. Economy and Society. 3-0-3.** *Prerequisite: Admission to graduate studies in education.*

This course will examine major themes in the history of economic thought. Students will read selected works by and about the major theorists and their times and consider teaching applications for engaging adolescents and young adults in understanding and responding to economic theory and content.

**HIST 7900. Special Topics (repeatable). 1-9. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic.

**HIST 7950. Directed Study (repeatable). 1-9. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of

an advanced nature. The content will be determined jointly by the instructor and the student.

## Mathematics (MATH)

### **MATH 7700. Elementary Set Theory. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

A course in the theory of sets with application to the development of the real number system. Proofs, applications and history will be included.

### **MATH 7712. Discrete Mathematics. 3-0-3.**

*Prerequisite: MATH 3390 or permission of instructor. Admission to graduate study in education.*

This is an application-oriented course that introduces a variety of discrete mathematical topics such as finite graphs, matrices, recursion, counting, probability, and modular arithmetic. It is designed to reflect current recommendations of the Mathematical Association of America and the National Council for Teachers of Mathematics for the preparation and development of mathematics teachers.

### **MATH 7713. Statistics and Data Analysis. 3-0-3.**

*Prerequisite: Undergraduate statistics course. Admission to graduate study in education.*

This course focuses on applications of statistics and data analysis to various fields such as education, science, and business. Through the use of various technologies as data analysis tools, the students will solve problems using descriptive and inferential statistics, as well as apply algebraic techniques for analyzing data.

### **MATH 7714. Geometry from Multiple Perspectives. 3-0-3.**

*Prerequisite: MATH 3395 or equivalent. Admission to graduate study in education.*

This course focuses on Euclidean, non-Euclidean, and transformational geometry. Topics include incidence, order, parallelism, formal and informal proof, proportional reasoning, spatial visualization, and axiomatic systems. An investigative approach encourages students to conjecture, test, and verify geometric principles.

### **MATH 7717. Elementary Number Theory. 3-0-3.**

*Prerequisite: MATH 3390 or equivalent. Admission to graduate study in education or permission of instructor.*

Introduction to the basic principles of number

theory. Topics include properties of integers, congruences, divisibility, greatest common divisors, the Euclidean algorithm, Pythagorean theorem, prime number theorems, Diophantine equations, Fermat's Last Theorem, Goldbach's conjecture, Euler's theorem and applications in cryptology.

### **MATH 7718. Functions and Analytic Techniques. 3-0-3.**

*Prerequisite: MATH 1190 or higher. Admission to graduate study in education.*

Study of families of functions from the perspective of multiple representations. Extends knowledge of basic algebraic and trigonometric functions and the modeling process through applications using various technologies.

### **MATH 7900. Special Topics (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic.

### **MATH 7950. Directed Study (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

## Mathematics Education (MAED)

### **MAED 6252. Teaching Secondary Mathematics I. 2-3-3.**

*Pre-requisites: EDUC 6100 and EDUC 6100L. Recommended Corequisites: EDUC 6200 and EDUC 6200L.*

An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching middle and secondary school mathematics in the multicultural and diverse classroom of today. Includes a secondary school field experience in mathematics teaching and seminars. Candidates should plan to spend three hours per week in the field. Proof of professional liability insurance is required prior to school placement.

### **MAED 6352. Teaching Secondary Mathematics II. 2-3-3.**

*Prerequisites: EDUC 6252. Corequisite: EDUC 6300 and 6300L.*

Building upon knowledge and skills developed

in EDUC 6252, candidates continue to examine and apply curriculum issues, learning theories, teaching strategies, instructional materials and assessment procedures for teaching secondary school mathematics in diverse classrooms. Includes a secondary school field experience in mathematics teaching. Candidates should plan to spend three hours per week in the field. Proof of professional liability insurance is required prior to school placement.

**MAED 7701. History of Mathematics. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

A historical and cultural development of mathematics from ancient times to the present as a natural development of human endeavors. Selected topics include numeration, mathematical notation, arithmetic, algebra, geometry, analysis, and prominent mathematicians. Individual projects allow students to research topics which would be appropriate to their areas of mathematical interests and to applications in their school classrooms.

**MAED 7715. Mathematical Problem Solving. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

Investigations in this course center around formulating, solving, and extending problems from various areas of mathematics and other disciplines. The course includes issues related to problem solving such as historical perspectives, Polya's contributions, and research-based ideas for teaching and assessing problem solving.

**MAED 7716. Math Studies. 3-0-3.**

*Prerequisite: MATH 3390 or equivalent. Admission to graduate study in education.*

Students' understanding of the mathematics they teach will be deepened and broadened through the study of problems in Algebra, Calculus, Discrete Mathematics, and Mathematical Modeling. This course is designed so that students can explore key ideas in mathematics, bringing with them the skills and understandings of advanced course work, enhancing their understanding, and connecting more advanced ideas to the topics they teach.

**MAED 7719. Technology and Mathematics. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

Focus is on the current effects and potential of technology for doing, teaching, and learning

mathematics. Students explore mathematics as they develop skill in innovative mathematics technologies. Technologies include graphing calculators, data collection technologies (such as CBL, CBR), dynamic geometry software, statistics software, web simulations, web courseware, and other technology tools for mathematics. This course is designed to count towards the Georgia Professional Standards Commission requirement for technology endorsement

**MAED 7723. Patterns & Relations. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

Using patterns will provide the P-5 teacher an opportunity to explore a variety of mathematical topics such as exponents, number theory, rational numbers, measurement, geometry, etc. These explorations will allow the student to construct understandings, to provide reasons for their actions, to communicate their understanding and to make connections to other mathematical topics.

**MAED 7724. Shapes and Measures. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

Students will model, map, and engage in activities to discover, visualize and represent concepts and properties of geometric figures in the physical world. These geometrical explorations and investigations will provide P-5 teachers opportunities to strengthen their spatial intuitions and gain greater understanding of geometric concepts necessary to function effectively in a three-dimensional world.

**MAED 7725. Mathematical Exploration, Discovery and Problem Solving for Teachers (P-5). 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course will provide opportunities for teachers to investigate, discuss, question, conjecture and verify their conclusions from situations generated within the context of everyday experiences. Critical thinking skills and assessment techniques will be included.

**MAED 7751. Mathematics Teaching and Learning. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

Emphasizes general mathematical concepts and reasoning methods and how they undergird the development of analytic thinking. Emphasizes the link between mathematics and mathematics

pedagogy. Topics include multiple representations, thinking and reasoning mathematically, communication, modeling, connections, and applications. The impact of these mathematical processes on school mathematics instruction is addressed in such topics as standards-based education, alternative curricula, testing and assessment, differentiation of instruction, and the use of innovative teaching tools.

**MAED 7900. Special Topics (repeatable). 1-9.**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic or theme in mathematics education for experienced classroom teachers.

**MAED 7950. Directed Study (repeatable). 1-9.**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

**Applied Music (MUAP)**

Applied music encompasses the areas of instrumental and vocal performance as well as composition, orchestration and conducting. It is offered for two hours of credit in the form of private lessons. Graduate level instruction in applied music is open to students with a baccalaureate degree in music such as the Bachelor of Arts in Music, the Bachelor of Music in Performance and the Bachelor of Music in Music Education. A special fee will be charged for registration in all applied music courses. The registration fee for one 50 minute private lesson a week is \$150 per semester. Each course may be repeated for credit, if necessary, until the faculty jury recommends advancement to the succeeding level. In performance studies, the particular instrument will be listed on the student's transcript as part of the course title.

**Performance Courses**

**MUAP 6631, 6632, 6633, 6634. Performance. (Regular grades)**

*Prerequisite: Admission to graduate study in education.*

( 1 hour instruction - 2 hours credit)

**MUAP 7731, 7732, 7733, 7734. Performance. (Regular grades)**

*Prerequisite: Admission to graduate study in education.*

( 1 hour instruction - 2 hours credit)

**Music (MUSI)**

**MUSI 7900. Special Topics in Music. 1-3 credit hours. (Regular grades)**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Selected special topics of interest to students and faculty.

**MUSI 7950. Directed Study. 1 - 9 credit hours. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Covers special topics and seminars external to regular course offerings. May include original research projects.

**Music Education (MUED)**

**MUED 6660. (MUED 6660/01 through 6660/15). Instrument Techniques. 1-0-1. (Regular grades)**

*Prerequisite: Admission to graduate study in education.*

Instrument techniques are a requirement for all certification programs in music education. They are taken by advisement according to the Instrument Techniques Requirement Display. This display provides for the necessary competencies in each of the music education specializations.

**Political Science (POLS)**

**POLS 7705. Political Ideologies. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

A description and assessment of the most common ideologies facing the world and their economic, social and political consequences. Emphasis will be placed on capitalism, socialism, fascism, democracy and totalitarianism.

**POLS 7900. Special Topics (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

Exploration of a specifically designed topic.

**POLS 7950. Directed Study (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content of the directed study will be determined jointly by the instructor and the student.

**Reading (EDRD)****EDRD 7715. Theory and Pedagogy in the Study of Reading. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

An advanced study of the socio-psycholinguistic foundations of reading and writing. This course examines theories of language development and reading acquisition. Candidates will study scientifically-based research in the areas of phonemic awareness, word identification, phonics, vocabulary, fluency, comprehension and motivation. This course also explores historical perspectives of reading and reading research and a wide range of instructional practices and curriculum materials that meet the needs of diverse learners at all grade levels.

**EDRD 7717. Reading Assessment and Instruction. 3-0-3.**

*Prerequisite: Admission to graduate studies in education.*

An advanced study of reading assessment instruments used for understanding the individual and diverse needs of all grade-level readers including reading inventories, miscue analysis, and pausing indices. Candidates will use assessment data to plan, evaluate, and revise effective reading instruction that meets the diverse needs of students. Current trends and issues in testing and assessment in U.S. schools will be studied. A field component is required.

**EDRD 7718. Content Area Reading. 3-0-3.**

*Prerequisite: Admission to graduate studies in education and EDRD 7715 and EDRD 7717.*

An advanced study of the processes and problems of reading instruction in content area classrooms. This course explores components of the reading process related to content area reading instruction including technical reading, prior knowledge, reading strategies, supplemental texts, and methods of grouping. Candidates will plan instruction based on content area requirements that supports readers before, during, and

after they read. Emphasis will be placed on supporting the unique reading needs of a diverse classroom of learners at all grade levels. A field component is required.

**EDRD 7765. Teaching Reading in the Content Area to Diverse Learners. 2-3-3.**

*Prerequisite: Admission to M.Ed. program in Special Education EDUC 7760.*

Teaching & Learning II focuses on the various forms of research-based, special instruction for students with disabilities. Specific focus will be on direct instruction, strategy instruction (metacognitive and cognitive behavior management), cooperative learning, social or functional skills development and systematic instruction using task analysis, prompts & cues, particularly as these practices apply to education of students with disabilities. Course content will build on information presented in Teaching and Learning I (e.g., the development of curriculum and instruction that follows the precepts of best practices and universal design in all academic areas.) Special attention will be given to embedded forms of student assessment and ongoing data collection procedures to evaluate the overall impact of instruction on student learning will be discussed. Proof of professional liability insurance is required prior to field experience placement.

**Science (SCI)****SCI 7726. Life Science. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course will explore concepts and processes in the biological sciences appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the diversity and unity that characterize life, the genetic basis for the transfer of biological characteristics from one generation to the next, the structure and function of cells, the life cycle, the dependence of all organisms on one another and on their environment, the cycling of matter and flow of energy through the living environment, and the basic concepts of evolution of species. Individual projects will focus on materials appropriate for particular age groups.

**SCI 7727. Physical Science. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course will explore concepts and process in chemistry and physics appropriate to the teachers of adolescent and young adult learners. Emphasis will be placed on the laws of

motion, thermodynamics, and laws of conservation. Individual projects will focus on materials appropriate for particular age groups.

**SCI 7728. Earth Science. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course will explore concepts and process in the earth sciences appropriate to the teaching of adolescent and young adult learners. Areas of exploration will include the motions of the earth and the materials and systems that compose it, the processes that shape the earth's surface and the relation of these cycling processes to the living environment. Individual projects will focus on materials appropriate for particular age groups.

**SCI 7729. Astronomy. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course will explore concepts and process in space science appropriate to the teachers of adolescent and young adult learners. Areas of exploration will include: gravity and the laws of motion applied to the planets, the origin of the solar system and the Earth, light, planetary atmospheres, comparative planetology and cosmology. Individual projects will focus on materials appropriate for particular age groups.

**SCI 7900. Special Topics (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education. Additional prerequisites vary with topic; see schedule of credit courses.*

Exploration of a specifically designed topic.

**SCI 7950. Directed Study (repeatable). 1-9. (Regular grades).**

*Prerequisite: Admission to graduate studies in education and permission of advisor, instructor, department chair, and director, Graduate Studies in Education.*

A concentrated investigation of selected topics of an advanced nature. The content will be determined jointly by the instructor and the student.

**Social Science Education (SSED)**

**SSED 7750. Current Issues in Social Science Education. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

This course examines issues, concepts, and subject matter of the social studies curriculum in middle grades and secondary classrooms including the disciplines of history, geography, political science, economics, anthropology, and sociology. Materials available for the middle grades and secondary teachers are examined including textbooks, technology, and community resources. Assists students completing the program of study to assemble and defend the professional portfolio.

**Science Education (SCED)**

**SCED 7750. Contemporary Issues in Science Education. 3-0-3.**

*Prerequisite: Admission to graduate study in education.*

A study of the current research based models of science instruction and curricula. Includes the designing of science curricula based upon this research.