

Master of Education Programs

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 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 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 teacher leaders who extend their understanding of the theoretical and methodological aspects of their disciplines and profession, who examine education and their teaching

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.

The Bagwell College of Education offers the Master of Education (M.Ed.) degree with programs of study in Adolescent Education (4-8), Educational Leadership, Elementary and Early Childhood Education (P-5), and in Special Education. Certified teachers may apply for admission to pursue non-degree course work leading to endorsements or add-ons in Behavior Disorders, Educational Leadership, English to Speakers of Other Languages (ESOL), Gifted Education, Inter-related Special Education, Learning Disabilities, Mental Retardation, Preschool Special Education, Reading, and Teacher Support Specialist (TSS). The Bagwell College of Education also offers tailor-made programs for certified teachers seeking certification renewal or the Georgia teaching certificate based on a teaching certificate from another state in accordance with an evaluation by the Georgia Professional Standards Commission. Contact the Office of Graduate Studies in Education for further information.

Collaborative Development of Expertise in Teaching and Learning

Teacher development is generally recognized as a process that includes a continuum of pre service, induction, in-service, and renewal. At KSU we believe collaboration among many partners is necessary to support teacher development. We also believe that throughout the continuum of development, the concept of expertise is an important part of preparing effective classroom teachers and teacher leaders. We believe that expertise is a process of continued development based on best practices, and that while advancing content knowledge and pedagogical competencies, teachers develop expertise both as professionals and as learners. By improving their own learning, teachers become more proficient in recognizing, facilitating, assessing and evaluating student learning.

Candidates in graduate programs develop as teacher leaders by refining expertise in content knowledge and effective instruction, defining new professional roles and responsibilities, and contributing towards more effective schools by providing professional support and direction for colleagues, parents, and community members.

M.Ed. in Adolescent Education

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. A bachelor’s degree with at least a 2.75 GPA
2. A minimum score of 800 (verbal plus quantitative) on the GRE
3. Professional résumé documenting education, teaching experience, volunteer and service accomplishments, and record of leadership
4. Two letters of recommendation that address applicant’s success in teaching and ability for success in master’s degree studies
5. Personal statement of goals for professional development (form available)
6. Valid Georgia teaching certificate (clear renewable).

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.

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 resource literature. Changes

in classroom practice as well as in oneself are documented. The candidate selects a Portfolio Committee early in the program of studies.

The Portfolio Committee is comprised of graduate faculty members, one of whom is the chair of the portfolio committee. A summary of the portfolio is presented formally during the candidate's final semester of study. See the M.Ed. Portfolio Handbook for further information.

Transfer Credit

Graduate courses taken at other accredited institutions must be evaluated and approved by the program director. 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 candidate must contact their department or the graduate studies in education office 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
PROFESSIONAL SEQUENCE		15
EDUC 7700	Reflective Inquiry	3
EDUC 7703	Advanced Studies of Middle Grades Learner	3
or		
EDSM 7704	Learning and Assessment	
EDUC 7741	Educational Research	3
EDUC 7752	Multiple Literacies in Schools and Communities	3
EDUC 7797	Portfolio	3
TEACHING FIELD		15-18
English/Language Arts (required courses):		
ENGL 7711	Multicultural Literature in English (3)	
ENGL 7731	Language Studies in English (3)	
ENGL 7735	Introduction to Composition Studies (3)	
ENGL 7750	English Studies in Schools (3)	
Other selections from the following:		
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)	
ENGL 7741	Technology and Media in English and Language Arts (3)	
Mathematics (select from):		
MATH 7701	History of Mathematics (3)	
MATH 7712	Discrete Mathematics (3)	
MATH 7713	Statistics and Data Analysis (3)	
MATH 7714	Geometry from Multiple Perspectives (3)	
MATH 7715	Mathematical Problem Solving (3)	
MATH 7716	Math Studies (3)	
MATH 7717	Number Theory (3)	
MATH 7718	Functions and Analytic Techniques (3)	
MATH 7719	Technology and Mathematics (3)	
MATH 7750	Mathematics Teaching and Learning (3)	

Science

- SCI 7726 Life Science (3)
- SCI 7727 Physical Science (3)
- SCI 7728 Earth Science (3)
- SCI 7729 Space Science (3)
- SCED 7750 Current Issues in Science Education (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)
- POLS 7705 Political Ideologies
- SSED 7750 Current Issues in Social Science Education (3)

COGNATE AREA

3-6

With advisor approval, candidates select one or two courses from any content area, professional education field, or courses leading to endorsements in Teacher Support Specialist, ESOL, Gifted Education, or Reading.

PROGRAM TOTAL: 36

M.Ed. in Early Childhood Education

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.

General Requirements for 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 resume 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 the 15-month period.

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 Childhood Education is designed specifically for Accomplished Classroom Instructional Leaders. The program allows experienced classroom teachers in elementary education (P-5) to earn an M.Ed. in 15 months while continuing their teaching career. Candidates complete six modules taught by full-time graduate faculty and experienced school personnel. The program will be delivered in cohorts offered at centers in public schools. Each center will have a cohort coordinator and 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.

The 15-month, highly individualized, self-directed program will begin with a six-week summer session, and continue through fall and spring semesters. Throughout this program, candidates will be involved with distance learning, the use of modules, direct instruction, cohort planning, and individual projects all tied to individual needs based on school improvement plans. The final eight week summer session will be the culmination of an enriching and rewarding year of learning. During this time, candidates will develop a personal, professional portfolio that may include many of the National Board Certification requirements. The accomplished classroom instructional leader will possess the knowledge, skills, and dispositions needed to facilitate and enhance student achievement in their classroom.

FIRST PHASE: INTEGRATED INSTRUCTIONAL INQUIRY

(Total 10 semester hours)

1st Summer Semester

DESCRIPTION

The exciting and challenging eight week, summer session is designed as a time of instructional inquiry. As candidates develop new insights, they will explore assessment strategies, curriculum programs, and environmental influences on student achievement. The purpose of the instructional inquiry phase is to prepare at the advanced level candidates for successful classroom instructional leadership. These candidates will have 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. This 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. Topics include:

Module I - Prerequisite: Admission to M.Ed. in Early Childhood Education.

Candidates will examine and explore assessment, curricula, and environmental influences on student achievement in the situational context of their individual school sites and school improvement plans. Technology will be integrated in all processes.

ECE 8811 Inquiry: Multiple Assessment Strategies (2 semester hours)

Through the exploration and interpretation of formal and authentic assessment measures, candidates will develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations. Action research will be a major focus in preparing candidates for planning and writing their prospectus in Module II of the M.Ed. program.

**ECE 8812 Inquiry: Best Instructional and Curricular Practices
(2 semester hours)**

Candidates will examine outcomes, standards, curriculum, programs, and instruction in their own schools and classrooms with a focus on becoming informed decision makers.

**ECE 8813 Inquiry: Diverse Environmental Influences on Achievement
(2 semester hours)**

Through examining cultural differences and societal and community influences on education, candidates will build a vision for teaching all children.

**ECE 8814 Inquiry: Essential Technology Strategies and Skills
(2 semester hours)**

Through the exploration of both traditional and advanced educational technologies, candidates will develop technological skills and strategies of implementation to build an integrated plan of utilizing technology for improving classroom teaching and student learning.

Module II - Prerequisite: Completion of Module I

Based on integrated inquiry learning in Module I, the situational context of their individual school sites, and the student records for their forthcoming classroom, candidates will develop a prospectus using situational context to guide further study as well as portfolio development.

**ECE 8820 Prospectus and Portfolio Development for Achievement
(2 semester hours)**

Candidate's prospectus will focus on selected issues, concerns, and interests that will improve their instruction in the classroom, represent best practice, and have a positive impact on student achievement. A portfolio development plan based on National Board Standards will be identified.

**SECOND PHASE: TEACHING EXCELLENCE
(Total 16 hours)****DESCRIPTION**

During this phase of the M.Ed. in Early Childhood Education, candidates will 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 at the advanced level candidates for successful instructional leadership who facilitate student learning by integrating the curriculum, and practice action research to validate instructional decisions for all students. The candidates will reflect on their teaching and practice to make informed adjustments that enhance and extend student achievement. Candidates will implement the prospectus and continue with portfolio development. This phase includes Teacher Support Strategist training for candidates to enhance leadership and mentoring skills for working with student teachers and candidate InTech training to hone technology skills.

(M.Ed. in Early Childhood Education - cont'd)

Fall Semester**Module III - Prerequisite: Completion of First Phase Modules I and II**

Candidates will focus on the implementation of their prospectus, and work as teacher researchers in the design, assessment, and efficacy of curricular strategies on the achievement of students. The foci of candidate interactions will include the integration of subject matter and the exploration, assessment and redesign of models of instruction.

**ECE 8830 Integrated Models of Instruction I
(4 semester hours)**

Candidates will implement a detailed curriculum design and assess its impact on student achievement. This includes the integration of content areas of mathematics, science, social studies, and language arts and detailed approaches to globalization.

**EDUC 7771 Teacher Support Specialist
(3 semester hours)****EDUC 7900 Special Topics (InTech Training or specifically designed topics)
(2 semester hours)****Spring Semester****Module IV - Prerequisite: Completion of Module III**

Candidates will continue their investigation, assessment and implementation of the redesigned prospectus to enhance student achievement. They will design, implement, assess, and redesign instruction based on innovative instructional models responsive to the diversity of their public elementary classroom. Crucial to this module is the inclusion of issues of diversity with respect to home culture, language, community expectations, and students' background of experiences.

**ECE 8840 Integrated Models of Instruction II
(4 semester hours)**

The candidate will develop and implement a detailed design of curriculum content demonstrating instructional modifications and accommodations for all students including those with disabilities and those at risk.

**EDUC 7772 Internship in Teacher Support Specialist
(3 semester hours)****THIRD PHASE: ACCOMPLISHED CLASSROOM INSTRUCTIONAL LEADER****(Total 6 semester hours)****2nd Summer Semester****DESCRIPTION**

During the third and final phase of this Master of Education in Early Childhood Education, candidates will demonstrate their instructional leadership skills through the completion of their personal portfolio. The National Board Professional Teaching Standards will be addressed in the portfolio where appropriate. The candidates will mentor new 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. The purpose of phase three is for the accomplished classroom instructional leader to show their newly acquired professional facilitator skills. Topics include:

Module V - Prerequisite: ECE 8830 - Second Phase: Teaching Excellence

The candidate will complete a final portfolio representing an in-depth understanding of instructional inquiry and teaching excellence in his or her own situational context. The portfolio will incorporate a plan for integrating technology into the classroom that is designed to meet the needs of an increasingly diverse student population. Through the application of reflective teaching, action research, and continuous assessment, candidates will present justification for instructional decisions to increase student achievement. A description of a plan developed collaboratively to enhance student achievement for the following school year will bring culmination to the portfolio and full cycle to their M.Ed. program. Selected cohort members will be utilized to provide mentoring for the new M. Ed. cohort group.

**ECE 8850 Prospectus and Portfolio Completion
(4 semester hours)**

Candidates will complete a prospectus based on action research achievement, complete a portfolio based on work throughout the program, and develop a plan for facilitating and mentoring a new cohort. In preparation for the following school year, they will develop a second prospectus to enhance student achievement for future success and leadership in the classroom.

Module VI

In this final module, candidates will demonstrate their classroom instructional leadership skills in two final capstone experiences: conference participation and portfolio presentation.

**ECE 8860 Accomplished Instructional Leader
(2 semester hours)*****Prerequisite Completion of Module V***

By collaborating with other cohort members, candidates plan a conference to be held on the Kennesaw State University campus. Each candidate will present a project from their portfolio highlighting their plan and focusing on reflection and changes made to improve student achievement in their classroom. Conference attendants will 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 will prepare a Power Point presentation to accent the key topics in their portfolio. Portfolios will be aligned as closely as possible with National Board for Professional Teaching Standards guidelines.

M.Ed. in Educational Leadership

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. The 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 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 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 resume 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 a district level administration

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. There is no provisional admission status.

Transfer Credit

Candidates enrolled in the M.Ed. for in Educational Leadership 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.

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 school university calendars and will be provided in advance so educational and personal commitments can be coordinated with program requirements.

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 In Interstate School Leaders Licensure Consortium standards. A practicum accompanies each 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-SEMESTER I: Leadership for School Improvement (7 semester hours)

In this module, candidates learn about the responsibilities of school leaders in dealing with all facets of the educational program while examining on 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.

EDL 6705 Current Issues in Educational Leadership (3 semester hours)

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 emphasis is given to organizational structure and administrative processes in Georgia public schools.

EDL 6735 Ethics of Educational Leadership (3 semester hours)

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 6980 Practicum (1 semester hour)

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.

MODULE 2-SEMESTER II: Improving Curriculum and Instruction (7 semester hours)

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.

EDL 6710 Instructional Leadership (3 semester hours)

Study of instructional leadership will focus on the role educational leaders play in improving the teaching and learning process and will include 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 6715 Curriculum Leadership (3 semester hours)

Study of curriculum leadership examines the practical realities of systemic curriculum and teaching reform for increased student achievement.

EDL 6980 Practicum (1 semester hour)

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.

MODULE 3-SEMESTER III: Data-Drive Improvement for All Students (7 semester hours)

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.

EDL 6740 Multicultural and International Education (3 semester hours)

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 6750 Educational Research (3 semester hours)

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 6980 Practicum (1 semester hour)

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.

MODULE 4-SEMESTER IV: Utilizing Resources for School Improvement (7 semester hours)

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.

EDL 6720 Personnel and Staff Development (3 semester hours)

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

EDL 6725 Organizational and Financial Resources (3 semester hours)

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 6980 Practicum (1 semester hour)

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.

MODULE 5-SEMESTER V: School Improvement Policies and Issues (4 semester hours)

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

EDL 6730 Educational Policy and Legal Perspectives (3 semester hours)

This course provides an overview of the larger political, legal, social, economic, and cultural contexts 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 6980 Practicum (1 semester hour)

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.

Candidates will present a professional, personal portfolio at program conclusion and will prepare an electronic presentation to accent the key topics. Portfolios will show mastery of Interstate School Leaders Licensure Consortium Standards for School Leaders.

M.Ed. in Special Education

The requirements for the M.Ed. in Special Education may be met by completing an approved program of 36 semester hours of graduate work. In addition, preparation and presentation of a portfolio during the final semester of study is required. The following describes the portfolio as it applies to this M.Ed. in Special Education.

Portfolio

A portfolio serves as a permanent record of the candidate's individual progress while working toward a Master of Education degree. The portfolio encourages the Kennesaw State University candidate as learning facilitator to implement a systematic, reflection-in action approach to problem solving and decision making. 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 resource literature. Changes in classroom practice as well as in oneself are documented. Impact on student achievement is documented. Portfolio assignments are integrated in each course syllabi. Candidates enroll in a capstone course to support portfolio development and a presentation during the candidate's final semester of study. See the M.Ed. Portfolio Handbook for further information.

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 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 under the following circumstances:

- Undergraduate cumulative grade point average between 2.5 and 2.75 (on a 4.0 scale) and score on the General Test of the

GRE (verbal plus quantitative) of 800 or above;

- Undergraduate cumulative grade point average 2.75 or above (on a 4.0 scale) and score on the General Test of the GRE (verbal plus quantitative) between 700 and 800;
- Undergraduate cumulative grade point average between 2.5 and 2.75 (on a 4.0 scale) and score on the General Test of the GRE (verbal plus quantitative) between 700 and 800).

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. 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), EDUC 7741 (3 semester hours), and one additional 3 semester hour course required in the candidate's 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. 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 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 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;
4. successful completion and presentation of a professional portfolio. (See SPE portfolio handbook).

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 U.S. degree or number of years toward completion, and grade point average equivalents are required.

NOTE: Candidates for the M.Ed. in Special Education are admitted in cohort groups in summer semesters only.

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

1. At least a bachelor's degree with at least a 2.75 GPA
2. A minimum score of 800 (verbal and quantitative combined) on the GRE
3. Professional résumé documenting education, teaching experience, volunteer and service accomplishments, and record of leadership
4. Two letters of recommendation that address applicant's success in teaching and ability for success in master's degree studies
5. Personal statement of goals for professional development (form available)
6. Valid Georgia certificate (clear renewable) in a teaching field)
7. Proof of completion of courses in Human Growth and Development, Teaching of Reading, and Education of Exceptional Students.
8. A score of at least 550 on the TOEFL is required for all students for whom English is

M.Ed. in Special Education - Interrelated

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

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

The program uses a unique cross-categorical model which 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 an interrelated 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 program. Applicants must demonstrate they have met competencies in human growth and development, teaching children with exceptionalities, teaching reading, and educational technology. **Candidates are admitted in cohort groups each summer 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: Interrelated 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

PROFESSIONAL SEQUENCE

15

EXC 7700	Teacher as Researcher: Data-Based Decision Making	3
EXC 7735	Current Trends and Legal Issues	3
EXC 7770	Psychoneurological and Medical Issues in Special Education	3
EXC 7780	Collaborative Practices	3
EXC 7790	Documenting Professional Growth	3

TEACHING FIELD

18

EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Classroom Behavior Strategies	3
EXC 7730	Assessment	3
EXC 7760	Teaching and Learning I	3
EXC 7765	Teaching and Learning II	3

CAPSTONE EXPERIENCE

3

EXC 7970 Internship (3)

or EXC 7980 Practicum (3)

Professional Portfolio Presentation

PROGRAM TOTAL: 36

M.Ed. in Special Education - Collaborative Practices

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

- Characteristics, procedures and instructional methods for students in inclusive settings
- Assessment, documentation, communication and modifications for all students in inclusive settings
- Ethical services for all students from preschool to adulthood
- Collaborative structures serving all students in inclusive settings

The program uses a collaborative model which reflects the needs of teachers serving all students in P-12 inclusive educational settings. The program prepares teachers to meet the educational needs of students representing diverse learning styles and needs within an inclusive general education classroom setting. Course work emphasizes the similarities and highlights the differences among students and includes a life-span perspective addressing issues from pre-school through transition to post-secondary or employment. The program sequence includes courses that link theory and practice through field experiences.

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 program. Candidates are admitted in cohort groups each summer and take core 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: Collaborative Practices may be met by completing an approved program of 36 semester hours of graduate course work, including preparing and presenting a portfolio.

Credit Hours

PROFESSIONAL SEQUENCE (required of all candidates)

18

EXC 7700	Teacher as Researcher: Data-Based Decision Making	3
EXC 7720	Classroom Behavior Strategies	3
EXC 7730	Assessment	3
EXC 7760	Teaching and Learning I	3
EXC 7780	Collaborative Practices	3
EXC 7790	Documenting Professional Growth	3

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

The following PSC approved add-on programs are available for candidates to choose from in collaboration with a graduate faculty advisor from within the Department of Special Education. Candidates will pursue endorsement in one area of study. In collaboration with their advisors, candidates will also choose electives that will best fit into their program of study based on individual learning goals and professional outcomes. Examples of possible electives a candidate may choose from are content area courses in mathematics, science, foreign language, English or the humanities and/or pedagogical studies such as technology and multicultural education.

Credit Hours

TEACHING FIELD (candidate selected courses)

6-9

Gifted Education

- EDUC 7761 Characteristics of Gifted Children
- EDUC 7762 Methods & Materials for Teaching Gifted Children
- EDUC 7763 Assessment of Gifted Children & Youth*
- EDUC 7764 Curriculum Development & Program Design in Gifted Education*

Preschool/Special Education

- EXC 7746 Models of Development and Procedures For Assessment
- EXC 7747 Developmentally Appropriate Practices for Curricular Design and Methods of Intervention
- EXC 7748 Language Learning & Emergent Literacy

Reading Endorsement

- EDUC 7715 Strand 1: Understanding Readers and the Reading Process
- EDUC 7717 Strand 2: Linking Assessment and Instruction
- EDUC 7718 Strand 3: Using Instructional Strategies in Specific Content Areas

English to Speakers of Other Languages (ESL)

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

*The courses EXC 7730 and EXC 7760 may be substituted for these courses.

**Candidate Selected Elective Courses
Teaching Field**

9-12

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 2.5 (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 a 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.

Kennesaw State University offers graduate level add-on programs in Special Education for the experienced teacher. In addition, endorsements are offered in the fields of Preschool/Special Education, Gifted Education, Teacher Support Specialist, English to Speakers of Other Languages (ESOL), Educational Leadership, and Reading for students holding a valid teaching license. Each of these programs *meets the Georgia Professional Standards Commission standards. All programs with the exception of Educational Leadership are fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The Educational Leadership program will undergo NCATE review during the accreditation visit in 2004.*

Special Education Add-On Programs

The special education add-on programs offered at KSU include Behavior Disorders, Intellectual Disabilities, Interrelated, and Learning Disabilities. Each program prepares professional teacher leaders to meet the needs of all students.

Each program uses a unique 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 interrelated 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.

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. Applicants for special education add-on programs must demonstrate they have met competencies in human growth and development, teaching children with exceptionalities, teaching reading, and educational technology. Candidates are admitted in cohort groups each summer and take courses with the cohort group to maximize acquisition of skills and interaction with each other.

Behavior Disorders Add-On Program

The Behavior Disorders Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, procedures, methods and techniques of assessment for students with behavioral disorders.

		<i>Credit Hours</i>
EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Behavioral Strategies	3
EXC 7730	Cross-Categorical Assessment of Exceptionality	3
EXC 7740	Behavior Analysis	3
EXC 7745	Social Skills Strategies	3
EXC 7760	Teaching and Learning I	3
EXC 7765	Teaching and Learning II	3
EXC 7970	Internship (3)	3
<u>or</u> EXC 7980	Practicum (3)	

PROGRAM TOTAL: 27

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.

The Add-On Certification Program is composed of seven courses and three practicums.

		<i>Credit Hours</i>
EDL 6705	Current Issues in Educational Leadership	3
EDL 6710	Instructional Leadership	3
EDL 6980	Practicum	1
EDL 6715	Curriculum Leadership	3
EDL 6720	Personnel & Staff Development	3
EDL 6980	Practicum	1
EDL 6725	Organizational & Financial Resources	3
EDL 6730	Educational & Legal Perspectives	3
EDL 6980	Practicum	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 a system-level administrator. Candidates are admitted in cohort groups each summer and take courses with the cohort group to maximize acquisition of skills and interaction with each other.

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.

		<i>Credit Hours</i>
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

Gifted Education

The gifted education add-on program prepares certified teachers to teach in gifted programs and classrooms and to work with gifted students in regular classrooms. The program includes course work in characteristics of gifted children, methods and materials for teaching gifted children, assessment of gifted children and curriculum development and program design in gifted education. The program consists of twelve semester hours.

Credit Hours

EDUC 7761	Characteristics of Gifted Children	3
EDUC 7762	Methods & Materials for Teaching Gifted Children	3
EDUC 7763	Assessment of Gifted Children & Youth *	3
EDUC 7764	Curriculum Development & Program Design in Gifted Education *	3

PROGRAM TOTAL: 12

* The courses EXC 7730 and EXC 7760 may be substituted for these courses.

Intellectual Disabilities Add-On Program

The Intellectual Disabilities Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, procedures, methods and techniques of assessment for students with intellectual disabilities.

Credit Hours

PROFESSIONAL SEQUENCE

EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Behavioral Strategies	3
EXC 7725	Education of Students with Severe Disabilities	3
EXC 7730	Cross-Categorical Assessment of Exceptionality	3
EXC 7740	Behavior Analysis	3
EXC 7750	Language Learning	3
EXC 7760	Teaching and Learning I	3
EXC 7765	Teaching and Learning I	3
EXC 7797	Internship (3)	3
<u>or</u> EXC 7798	Practicum (3)	3

PROGRAM TOTAL: 30

Interrelated Add-On Program

The Interrelated 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

PROFESSIONAL SEQUENCE

EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Behavioral Strategies	3
EXC 7730	Cross-Categorical Assessment of Exceptionality	3
EXC 7760	Teaching and Learning I	3
EXC 7765	Teaching and Learning II	3
EXC 7770	Psychoneurological and Medical Issues in Special Education	3
EXC 7780	Inclusion Facilitator	3
EXC 7970	Internship (3)	3
<u>or</u> EXC 7980	Practicum (3)	

PROGRAM TOTAL: 27

Learning Disabilities Add-On Program

The Learning Disabilities Add-On Program prepares professional teacher leaders with advanced knowledge of characteristics, procedures, methods and techniques of assessment for students with learning disabilities.

Credit Hours

EXC 7705	Special Education Procedures	3
EXC 7715	Nature/Needs: Students with Mild Disabilities	3
EXC 7720	Behavioral Strategies	3
EXC 7730	Cross-Categorical Assessment of Exceptionality	3
EXC 7750	Language Learning	3
EXC 7760	Teaching and Learning I	3
EXC 7765	Teaching and Learning II	3
EXC 7770	Psychoneurological and Medical Issues in Special Education	3
EXC 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.

Credit Hours

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

The Reading Institute in collaboration with the 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 qualifies a person for the bachelor's level add-on for the classroom reading teacher. The program presupposes certification at least at the bachelor's level.

Credit Hours

EDUC 7715	Reading Theory and Application	3
EDUC 7717	Reading Assessment and Instruction	3
EDUC 7718	Reading Strategies for the Content Fields (K-12)	3

PROGRAM TOTAL: 9

Teacher Support Specialist

The Teacher Support Specialist prepares certified teachers to supervise student teachers assigned to their classrooms and to serve in the role of mentor or peer coach. The program includes an on-campus course in supervision for student teaching and an 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 years of full time teaching experience and must be recommended by the building principal for the program. The program consists of six semester hours.

Credit Hours

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 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 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.

Education (EDUC)

EDUC 7700. Reflective Inquiry. 3-0-3. **Regular grades)**

Prerequisite: Admission to the M.Ed. program.

A seminar for masters level students in early childhood education, middle grades education and special 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 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 7704. Learning and Assessment. 3-0-3.

Prerequisite: Admission to graduate studies in education.

This course provides an overview of learning and assessment in secondary teaching. With a focus on the adolescent learner the course examines the best practices in exemplary secondary schools. Major topics include learning theories, standards and curriculum development, new directions for instruction, school organization, use of technology, and methods for student achievement assessment.

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 7715. Reading Theory and Application. 3-0-3.

Prerequisite: Admission to M.Ed. program or Reading Endorsement program.

A study of the research and theories underlying languages acquisition and the reading process and how these theories apply to developmental reading practice in the schools. Home-school influences and how to meet the needs of diverse learners in the classroom will also be emphasized. (Field Experience required).

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

Prerequisite: Admission to M.Ed. program or Reading Endorsement program.

An overview of the causes of the reading difficulty; study of formal and informal assessment procedures with an emphasis on classroom-based assessment techniques and the use of assessment in making instructional decisions. (Field Experience required).

EDUC 7718. Reading Strategies for the Content Fields (K-12). 3-0-3.

Prerequisite: Admission to M.Ed. program or Reading Endorsement program and EDUC 7715 and EDUC 7717.

A study of the concepts and specific processing strategies involved in reading and writing in the content areas. Emphasizes development and selection of materials appropriate for the specific content area and grade level. (Field Experience required).

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

Prerequisite: Admission to M.Ed. program or Gifted endorsement 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 or Gifted endorsement 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 or Gifted endorsement 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 or Gifted endorsement 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 or Teacher Support Specialist Endorsement 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 or Teacher Support Specialist Endorsement 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 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. *ESOL stands for English to Speakers of Other Languages.

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

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

In this course students will examine principles of linguistics systems (phonological, syntactic and semantic) and their acquisition as it occurs both in first and additional languages. Students will also explore the relationship of oral and written language and become familiar with assessment techniques and devices for evaluating the development of English as an additional language.

*ESOL stands for English to Speakers of Other Languages.

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. *ESOL stands for English to Speakers of Other Languages.

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.

Educational Leadership (EDL)**EDL 6705. 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 6710. 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 6715. 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 6720. 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 6725. School Finance and Business Administration. 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 6730. Legal Issues In Education. 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 6980. 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.

Exceptional Children (EXC)

EXC 7700. Teacher as Researcher: Data-Based Decision Making. 3-0-3.

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

Master level teachers engage in collaboration, action research and exhibit commitment to scholarly inquiry and professional development. This course is designed to facilitate graduate candidates' understanding of qualitative, quantitative, and single-subject research methods and designs, focusing on interpretation and application relating to classroom practice in the form of ongoing action research. In addition, this course will give students a clear understanding of how to interpret educational research, reflect on its application to their classrooms, use it to develop and evaluate research-based interventions in their classrooms, and reflect on their practice.

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 7730. Assessment. 3-0-3.

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

The course covers issues, relevant terminology and standardization procedures in assessment. Students develop competencies in the development, administration and interpretation of norm-referenced, criterion-referenced, curriculum-based, authentic and informal assessment instruments directly related to curriculum development and instructional practices. Screening, eligibility, instructional decision-making and documentation applications in special education are also addressed.

EXC 7735. Current Trends and Legal Issues. 3-0-3.

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

This course focuses on current legal and research issues affecting special education programs. The emphasis is on preparing teachers to participate in development and implementation of reform efforts in special education. Analysis of research data and litigative foundations are included.

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 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 7760. Teaching and Learning I. 3-0-3.

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

Teaching & Learning I prepares teachers to develop curriculum and instruction that is universal in design and based on best practices research in general education. Particular attention is given to research-based models of teaching and learning including cooperative learning, inductive reasoning, concept attainment, jurisprudential inquiry, information processing etc. Universally designed instruction is flexible such that the materials and activities allow different learning goals to be achieved by individuals with a wider range of abilities (and disabilities). This curriculum model provides build-in adaptations to the lesson that reduce the amount of time needed to create individual accommodations and modifications for students with disabilities. The "Big Ideas" addressed in

this course include Universal Design, Interdisciplinary Thematic Units, Multi-Level Instruction, and Multiple Intelligence Theory. Additional attention will be paid to the Georgia Learning Connections Website, as well as the alignment of IEP objectives with the Quality Core Curriculum (QCC).

EXC 7765. Teaching and Learning II. 2-3-3.

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

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 7780. Collaborative Practices. 3-0-3.

Prerequisite: Admission to M.Ed. program.

This course focuses on development of collaborative and consultation skills for working with parents, general education teachers, special

education teachers, support personnel, community resource personnel and others to facilitate delivery of appropriate services for all students in inclusive classroom communities.

EXC 7790. Documenting Professional Growth. 3-0-3.

Prerequisite: EDUC 7741 and permission of department chair.

This course provides support for Master of Education in Special Education candidates in completing and presenting their professional portfolio to document their professional growth. Candidates will work with a Portfolio Committee to organize reflections about their growth including: 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 a written portfolio and a multimedia presentation summarizing the portfolio and is to be completed at least three weeks prior to the date of graduation.

EXC 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.

A full-time supervised teaching experience for teachers seeking to add-on a special education area to a Georgia teaching certificate. May be repeated. Proof of professional liability insurance is required prior to field experience placement.

EXC 7980. Practicum. 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 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.

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 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 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.

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 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.

MATH 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.

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 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

MATH 7750. 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.

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 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 7750. Current Issues in Middle Grades Mathematics. 3-0-3.

Prerequisite: Admission to graduate study in education.

This course surveys recent research in 4-8 mathematics education.

MAED 7900. Special Topics (repeatable). 5-0-5.

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.

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.

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.

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.