

Program Purpose

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

Objectives of the Program

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

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

5. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. Completed "Certificate of Immunization."

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

Assessment of Outcomes

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

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

Conditional Admission to Graduate Coursework

Admission to Graduate Coursework

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

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

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$25.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Director interview.

II. Select one concentration

- A. Concentration:Early Childhood Education, Licensure (15 core + 27 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Early Childhood PreK-4.
1. Courses with Field Experience component: EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629, EDU 651, EDU 657
- B. Concentration:Elementary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
1. Courses with Field Experience component: EDU 552, 553, 554, 555
 2. EDU 510
 3. EDU 629 and 658
- C. Concentration:Library Information Specialist, Licensure (15 core + 41 concentration hours)
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
1. SE 625 and PSY 610 (or EDU 614)
 2. LSC 610, 621, 631, 640, 651
 3. EDU 510 and EDU 616
 4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours
- For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.
- D. Concentration:Secondary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a transitional license appropriate to the endorsement area, are required for licensure but not for the degree.
1. EDU 510
 2. EDU 530, 604, 625, 626
 3. PSY 610 and SE 625
 4. Education Electives, advisor-approved, 3 hours
- E. Concentration:Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)
1. EDU 552, 553, 633
 2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
 3. EDU 616, 626; SE 645
- F. Concentration:Special Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in SE-Modified K-12.
1. SE 605, 610, 631, 632, 641, 645
 2. Education Electives, advisor-approved, 6 hours

- G. Concentration:Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
1. EDU 604, 616, 625, 626
 2. PSY 610 or EDU/PSY 614
 3. Education Electives, advisor-approved, 9 hours
- H. Concentration:Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)
1. SE 625, PSY 610, EDU/PSY 614, EDU 629
 2. EDU 651 or EDU 657
 3. Education Electives, advisor-approved, 8 hours

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

Admission to Candidacy for the Master of Arts in Education Degree

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

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

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

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

Full-Time Students

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

Maximum Load

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

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

(Thesis and Non-Thesis Options Only)

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted to the program, provided the grades received in those courses were B or higher. Work being transferred into the program must have been completed within five years prior to admission to the program.

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

Courses Taken f 1yon-Thgree PrTJ ET EMC /Span



be assigned, in cooperation with a local school system, a mentor teacher in August (or in January). Each student teacher candidate will be assigned a cooperating teacher in the spring semester (or in the fall semester). Additionally, the university will assign a coach or university supervisor for each candidate.

Curriculum for M.A.Ed. Intensive Program (33 semester hours)

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

Calendar for M.A.Ed. 2014-2015

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2014-2015 Academic Calendar for non-cohort Programs. See <http://www.uu.edu/academics/graduate/foa> for additional information.

Fall Semester 2014

Session I*

August 1...M.A.Ed. Registration Deadline for Fall 2014
August 18.....M.A.Ed. Classes Begin

Session II

October 14.....M.A.Ed. Classes Begin
December 5.....

M.A.Ed. Registration Deadline for Winter/Spring 2015
December 13.....Fall Commencement

Winter Semester 2015*

January 5.....M.A.Ed. Classes Begin

Spring Semester 2015

Session I*

February 2.....M.A.Ed. Classes Begin

Session II

March 23.....M.A.Ed. Classes Begin
May 1.....

.....M.A.Ed. Registration Deadline for Summer 2015
May 16.....Spring Commencement

Summer Semester 2015

April 23.....Deadline for Returning Application for
.....Summer Graduation
July 25.....Summer Commencement

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

Course Descriptions

Biology (BIO)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be denied and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be denied and approved prior to travel.

585. Special Studies in Biology (1-4)

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

598. Seminar (1-3)

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

640. Special Studies in Biology (3)

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

655. Independent Study (1-4)

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

680. Research in Biology Education A (3)

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

685. Research in Biology Education B (3)

A continuation of Research in Biology Education A.

Business Administration (BAD)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be denied and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be denied and approved prior to travel.

585 Special Studies in Business (1-4)

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

598. Seminar (1-3)

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

615. Seminar and Workshop in Economic Education (3)

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

640. Special Studies in Business Administration (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.
680. Research in Business Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.
685. Research in Business Education B (3)
A continuation of Research in Business Education A.

Chemistry (CHE) and Physics (PHY)

533. Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.
579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.
580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.
585. Special Studies in Science (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.
640. Special Studies in Chemistry & Physics (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.
680. Research in Science Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.
685. Research in Science Education B (3)
A continuation of Research in Science Education A.

Communication Arts (COM)

533. Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.
579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.
580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.
585. Special Studies in Communication (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
598. Seminar (1-3)
A non-lecture research and discussion course. Course content will be determined by need.
640. Special Studies in Communication Arts (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.
680. Research in Communication Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.
685. Research in Communication Education B (3)
A continuation of Research in Communication Education A.

Education (EDU)

502. Transformational Teaching (3) Su

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

503. Learning in Diverse Classrooms (3) Su

A study of how learning occurs in classrooms with diverse differences and exceptionalities. Theoretical models and experimental results will be examined in applied contexts.

504. Technology in the Classroom (2)

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

505. Classroom Leadership (3) F

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

506. Teaching Mathematics (3) F

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

525. Instructional Methodology for Secondary School
Social Studies (3)
A study of principles, practices, methods, and materials

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Education (1-4)

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

595. Special Workshops (1-4)

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

598. Seminar (1-3)

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

604. Teaching in a Pluralistic Society (3)

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

610. History and Philosophy of Education (3)

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

614. Learning Theories and Styles (3)

See PSY 614 for course description.

615. Seminar and Workshop in Economic Education (3)

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

616. Children and Literature (3)

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

618. Cultural Foundations of Education (3)

An introduction to sociological, psychological and historical foundations of schooling with emphasis on the context of multicultural settings and exploration of topics of diversity, equity, social justice, and worldview reflection.

619. Teaching and Worldview Thinking (3)

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

620. Curriculum Development and Implementation (3)

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

622. Mentoring Seminar I (2 + 2)

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

6231. Mentoring Seminar II (2)

As a continuation from Seminar I university mentors meet with transitional licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate

640. Special Studies in Education (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
650. Educational Measurement and Evaluation (3)
A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.
651. Cognitive Development of the Young Child (4)
Prerequisites: EDU 629.
Students examine the theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking and number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required.
655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.
657. Creative Development of the Young Child (4)
Prerequisites: EDU 629.
Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Practicum required.
658. Middle School Design (3)
Design and implementation of instruction in the middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices in building a community of learners and collaboration with colleagues and support personnel based on current research in the field. Includes Field Experience.
660. Issues and Trends in Education (3)
A course designed to research the literature related to recent developments in education, including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.
665. Research Design (3)
A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.
671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students' learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.
675. Capstone Research Seminar (3)
Prerequisite: Completion of graduate coursework including EDU 665.
An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The final product will be presented to faculty and peers. To be taken the semester before graduation.
676. Capstone Seminar: Curriculum Issues in Urban Settings (2)
Prerequisite: EDU 665.
Extensive review of literature and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role of anxiety in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative class culture.
677. Resident Student Teaching in the Elementary School (6)
Fulltime resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites. Graded Pass/Fail.
678. Resident Student Teaching in the Secondary School (6)
Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.
680. Research in Education A (3)
A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.
685. Research in Education B (3)
A continuation of Research in Education A.
690. Thesis A (3)
Prerequisite: EDU 665.
A course designed to help the student complete the master's research and thesis. Students will complete a research proposal for a significant research problem in education, including a review of literature related to the research problem. Graded: Pass/Fail.
695. Thesis B (3)
Prerequisite: EDU 690.
A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense. Students are required to maintain continuous enrollment until the thesis is successfully defended for a maximum of 9 hours of credit. Graded: Pass/Fail.

English (ENG)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in English (1-4)

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

598. Seminar (1-3)

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

640. Special Studies in English (3)

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

655. Independent Study (1-4)

Individual research and study u 3cf/Span93my(idance of a)3.

Library Information Specialist (LSC)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Library Science (1-4)

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

598. Seminar (1-3)

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

610. Principles of Librarianship (3)

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

621. School Library Administration (3)

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

631. Collection Management and Organization (3)

Routine operations of collection management and organization of a school library with emphasis on acquisition of materials, bibliographic control, cataloging, preservation and weeding of materials. It is designed to provide background information and current rules regarding the Dewey Decimal System Classification and

the Anglo-American Cataloging Rules. Hands on practice is required in creating and editing cataloging records based on Machine Readable Format. Field experience required.

640. Young Adult Literature (3)

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

646. Practicum (2-6)

Prerequisite: 6 hours from LSC 610, 621, 631, 651.

Library experience and training in elementary, middle and

655. Independent Study (1-4)

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

680. Research in Mathematics Education A (3)

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

685. Research in Mathematics Education B (3)

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

Music (MUS)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Music (1-4)

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

598. Seminar (1-3)

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

640. Special Studies in Music (3)

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

655. Independent Study (1-4)

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

680. Research in Music Education A (3)

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

685. Research in Music Education B (3)

A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

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

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

598. Seminar (1-3)

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

655. Independent Study (1-4)

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

660. Issues and Trends in Physical Education (3)

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

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

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

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

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

640. Special Studies in Physical Education and Health (3)

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

Psychology (PSY)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Psychology (1-4)

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

598. Seminar (1-3)

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

610. Advanced Educational Psychology (3)

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

614. Learning Theories and Styles (3)

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

624. Comparative Study of Child Development Theories (3)

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

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

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

640. Special Studies in Psychology (3)

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

655. Independent Study (1-4)

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

680. Research in Psychology Education A (3)

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

685. Research in Psychology Education B (3)

A continuation of Research in Psychology Education A.

Sociology (SOC)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Sociology (1-4)

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

598. Seminar (1-3)

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

640. Special Studies in Sociology (3)

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

655. Independent Study (1-4)

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

680. Research in Sociology Education A (3)

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

685. Research in Sociology Education B (3)

A continuation of Research in Sociology Education A.

Special Education (SE)

533. Internship (1-4)

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

579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

585. Special Studies in Special Education (1-4)

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

595. Special Workshops (1-4)

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

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

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

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

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

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

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

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

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

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

A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

640. Special Studies in Special Education (3)

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

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

Prerequisite: SE 631 or 632.

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

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

Prerequisite: SE 631 or 632.

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

648. Teaching Individuals with Severe and Profound Handicaps (3)

Prerequisite: Red Cross First Aid with CPR

A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

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

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

651. Cognitive Development of the Young Child (4)

Prerequisite: EDU 629.

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

655. Independent Study (1-4)

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

657. Creative Development of the Young Child (4)

Prerequisite: EDU 629.

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

660. Issues and Trends in Special Education (3)

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

680. Research in Special Education A (3)

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

685. Research in Special Education B (3)

A continuation of Research in SE 680.

