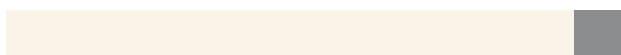


MASTER OF ARTS IN EDUCATION

Program Purpose

The purpose of the M.A.Ed. program is to provide relevant



B. Concentration:Elementary Education, Licensure (15 core + 25 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.

1. EDU 527, 544, 552, 556
2. EDU 602, 604, 629
3. PSY 624 and SE 630

C. Concentration:Library Information Specialist, Licensure (15 core + 41 concentration hours)
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.

1. SE 630 and PSY 610 (or EDU 614)
2. LSC 610, 621, 631, 640, 651
3. EDU 602 and EDU 616
4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.

D. Concentration:Secondary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a transitional license appropriate to the endorsement area, are required for licensure but not for the degree.

1. EDU 530, 535
2. EDU 602, 604, 626, 637, 638
3. SE 630
4. Option A: If hired on a Transitional License - EDU 622, EDU 6231 OR EDU 578
Option B: EDU 614 and either EDU 660 or EDU 595

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

3. EDU 616, 626; SE 545

F. Concentration:Special Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in SE-Modified K-12.

1. SE 505, 545, 605, 630, 631, 632, 641, 648

G. Concentration:Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)

1. EDU 604, 616, 625, 626
2. PSY 610 or EDU/PSY 614
3. Education Electives, advisor-approved, 9 hours

H. Concentration:Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)

1. SE 630, PSY 610, EDU/PSY 614, EDU 629
2. EDU 651 or EDU 657
3. Education Electives, advisor-approved, 8 hours

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

Admission to Candidacy for the Master of Arts in Education Degree

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

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
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

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

Calendar for M.A.Ed. 2015-2016

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

Fall Semester 2015

Session I*

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

Session II

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

Winter Semester 2016*

January 4.....M.A.Ed. Classes Begin

Spring Semester 2016

Session I*

February 1.....M.A.Ed. Classes Begin

Session II

March 28.....M.A.Ed. Classes Begin
 May 2.....
M.A.Ed. Registration Deadline for Summer 2016
 May 21.....Spring Commencement

Summer Semester 2016

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

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

Course Descriptions

Biology (BIO)

533. (1-4)

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

5 (1-4)

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

5 0. (1-4)

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

5 5. (1-4)

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

5 (1-3)

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

640. (3)

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

655. (1-4)

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

6 0. (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.

6 5. (3)

A continuation of Research in Biology Education A.

Business Administration (BAD)

533. (1-4)

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

5 (1-4)

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

5 0. (1-4)

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

5 5 (1-4)

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

5 (1-3)

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

615. (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. (3)

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

655. (1-4)

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

6 0. (3)

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

6 5. (3)

Chemistry (CHE) and Physics (PHY)

533. (1-4)

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

5 . (1-4)

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

5 0. (1-4)

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

5 5. (1-4)

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

5 . (1-3)

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

640. & (3)

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

655. (1-4)

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

6 0. (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.

6 5. (3)

A continuation of Research in Science Education A.

Communication Arts (COM)

533. (1-4)

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

5 . (1-4)

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

5 0. (1-4)

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

5 5. (1-4)

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

5 . (1-3)

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

640. (3)

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

655. (1-4)

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

6 0. (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.

6 5. (3)

A continuation of Research in Communication Education A.

Education (EDU)

502. (3)

This course focuses on the conception of what teaching is and can be, on meeting the challenge of engaging all students. Educational psychology, philosophy, and pedagogy as foundational concepts in the discipline of education are explored, including their interrelationship. The synergistic

roles of scholar, practitioner, and relater are studied in the context of school culture and transformational teaching; and, the synergism of academic, social, and spiritual goals in education are explored with emphasis on improved student learning.

504. _____ (2)

A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle,

52. *Leading the elementary learning environment* is a two hour course focusing on the precepts that build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts. (2)
543. *Designed to complement EDU 530*, this course will enhance teachers by combing best practices in teaching students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the student's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will also be explored. (2)
530. *A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field.* Available for graduate credit only. Practicum required. (3)
544. *Design and implementation of instruction in elementary* (4)
531. *The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.* (4+4)
532. *The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.* (4+4)
533. *Internship in a field situation for a specified time. Specific requirements will be arranged by the department.* (1-4)
535. *Post-baccalaureate teacher candidates seeking initial Tennessee licensure must submit the electronic teacher education portfolio at 3 stages throughout their program as outlined in the Portfolio Handbook. The portfolio's purpose is to verify the candidate has met the performance-based standards set by the TN Department of Education. The video of the portfolio workshop and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.* (0)
540. *A study of the principles and practices related to the effective use of games and activities in the elementary classroom.* (3)

5 5. ~~Group studies~~ (1-4)

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

5 5. ~~Graduate credit~~ (1-4)

Graduate credit offered in concentrated format for license

63. Leadership in the Secondary Learning Environment (2) Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts. Prerequisite: Completion of graduate coursework including EDU 665.
64. Leadership in the Secondary Learning Environment (2) This course is designed to support teachers as they prepare to teach within a middle grades environment. Time is given to explore the philosophy and structure of middle grades instruction. The challenges, issues, and current trends in middle grades design are discussed with emphasis of building a community of learner and collaboration among colleagues.
640. Group Studies (3) Group studies which do not appear in the department course offerings. Course content will be determined by need.
646. Graduate Sensitivity to Cognitive and Creative Development of Infants and Young Children (4) Pre-requisite: EDU 629 Graduate students will develop sensitivity to the cognitive and creative development of infants and young children, planning for diagnostic and assessment strategies which are supportive of young child.
650. Measurement of Learning, Attitudes and Feelings, Products and Performances, and Social Interaction (3) A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Dif culty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.
655. Individual Research and Study (1-4) Individual research and study under the guidance of a graduate faculty member.
660. Research 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 Designs (3) A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.
661. Standards-based Instruction (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.
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 nal product will be presented to faculty and peers. To be taken the semester before graduation.
666. 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.
667. 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.
668. Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.
669. 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.
665. A continuation of Research in Education A.
670. A course designed to help the student complete the master's

English (ENG)

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

5 . *Individual research and study under the guidance of a graduate faculty member.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 5. *Group studies which do not appear in the department course offerings. Course content will be determined by need.* (1-4)

5 . *A non-lecture research and discussion course. Course content will be determined by need.* (1-3)

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

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

6 0. *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.* (3)

6 0. *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.* (3)

6 5. *A continuation of Research in ENG. 680.* (3)

History (HIS), Political Science (PSC), and Geography (GEO)

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

5 . *Individual research and study under the guidance of a graduate faculty member.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 5. *Group studies which do not appear in the department course offerings. Course content will be determined by need.* (1-4)

5 . *A non-lecture research and discussion course. Course content will be determined by need.* (1-3)

5 . *A non-lecture research and discussion course. Course content will be determined by need.* (1-3)

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

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

6 0. *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.* (3)

6 0. *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.* (3)

6 5. *A continuation of Research in Social Science Education A.* (3)

Language (LANG)

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

5 . *Individual research and study under the guidance of a graduate faculty member.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 0. *All courses and their application must be defined and approved prior to travel.* (1-4)

5 5. *Group studies which do not appear in the department course offerings. Course content will be determined by need.* (1-4)

5 . *A non-lecture research and discussion course. Course content will be determined by need.* (1-3)

Library Information Specialist (LSC)

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

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

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

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

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

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

539. *Group studies which do not appear in the department course offerings. Course content will be determined by need.* (1-4)

540. *Group studies which do not appear in the department course offerings. Course content will be determined by need.* (1-4)

541. *Non lecture research and discussion course. Course content will be determined by need.* (1-3)

542. *Non lecture research and discussion course. Course content will be determined by need.* (1-3)

610. *A study which traces the development of library history from its earliest existence through the 20th century. It includes a* (3)

611. *A study which traces the development of library history from its earliest existence through the 20th century. It includes a* (3)

Music (MUS)

533. Internship (1-4)

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

540. Individual research (1-4)

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

550. Group studies (1-4)

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

555. Group studies (1-4)

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

560. Non-lecture research (1-3)

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

640. Group studies (3)

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

655. Individual research (1-4)

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

660. Individual research (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.

665. Continuation of Research (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.

540. Individual research (1-4)

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

550. Group studies (1-4)

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

555. Group studies (1-4)

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

560. Non-lecture research (1-3)

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

640. Group studies (3) 555. Individual research (1-4) 660. Individual research (3) 665. Continuation of Research (3)

610. • *Specialized Education* (3)

This course involves an in-depth study of the field of

55. (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. (3)
An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.
606. (4)
Students will explore the content, materials, and method of mathematics, science, and social studies teaching with special attention given to meeting the needs of students with disabilities. Reflection of best practices of teaching math, science and social studies are introduced while maintaining sensitivity to individual student differences.
630. (3)
Students will explore special education legislation regarding the rights of persons with disabilities and the effect of legislation on our educational system and society. The types of exceptionalities and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs.
631. (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. (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. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
64. (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. (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. (4)
Prerequisite: EDU 629.
Theoretical and applied aspects of cognitive development in young children. Language development, quantitative curriculum areas, as well as assessment principles and models are explored. Field Experience required.
655. (1-4)
Individual research and study under the guidance of a graduate faculty member.
65. (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. (3)
A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the field.
660. (3)
A course designed to help the student complete the individual

Teaching English as a Second Language (TESL)

510. *Second Language Acquisition* (3)

The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

515. *Composition Theory & Practice* (3)

The critical context of literacy and where students consider composition theory, critical theories of literacy, and practical literacy issues in a variety of learning contexts.

520. *Language Testing: Theory and Practice* (3)

Critical theory and practice of language testing and design. Students will have opportunity to explore the impact of testing and standards on learners and learning while critically reflecting their own test designs.

530. *Curriculum Development & Instructional Design* (3)

The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.

533. *Field Experience* (1-4)

Internship in a field situation for a specified time. Specific