

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

The University of North Carolina at Pembroke offers a program of graduate studies leading to the advanced Master of Arts in Education degree and a graduate-level “M” license in Elementary Education, Middle Grades Education, and Reading Education.

The M.A.Ed. program is designed to enable career teachers to achieve advanced professional goals in content pedagogy, specialty area knowledge, leadership, and family/community partnerships. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Department of Public Instruction, and the Southern Association of College and Schools. All of the M.A.Ed. programs at UNCP are revised to meet the Master’s Advanced Competencies of the NC Department of Public Instruction and the UNC Board of Governors.

Graduate Program Directors

Elementary Education—Sharon Sharp
 Middle Grades Education—Olivia Oxendine
 Reading Education—Betty Wells Brown

The M.A.Ed. Program Structure

The M.A.Ed. consists of two program components—a common professional studies core (9 hours) and specialty area requirements specific to the licensure area (27 hours) for a total of 36 semester hours.

The nine-hour professional studies core is designed to provide teachers with the foundations needed for study, research, and leadership development at the graduate level. The goals of the professional studies core, in keeping with the UNCP Teacher Education Graduate Mission Statement, are as follows: 1) to engage the teacher in collaboration, critical reflection, and critical thinking; and 2) to facilitate teacher leadership dispositions and opportunities.

By the end of the professional studies sequence, teachers will have a clear understanding of what they need to do to achieve a higher stage of professional development, the proficiencies required to make it happen, and a sense of self-directed purpose in approach to the substantive course work in the specialty area that lies ahead. At the end of EDN 565, the last course in the professional studies sequence, teachers meet with their respective program directors to review and/or select a possible product of learning focus for the M.A.Ed.

Each M.A.Ed. Licensure area uses a unique configuration of required courses, guided electives, practica, and thesis options to meet the master’s advanced competencies. Full program descriptions are presented in the next section.

M.A.Ed. PROGRAMS OF STUDY AND COURSES

Programs:

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Also available are the M.A. in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, or Social Studies Education and the M.A.T. with specializations in Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, or Social Studies Education (see following sections).

MASTER OF ARTS IN EDUCATION (M.A.Ed.) ELEMENTARY EDUCATION

Director: Sharon Sharp

Program Description

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. Teachers must hold an "A" license or be eligible to hold an "A" license at the time of application. Two years full-time teaching experience is recommended but not required. Teachers employed in private schools or community colleges may apply for special admission status.

Program Mission

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

Program Goals

The Elementary Education Program is designed to help the career teacher

1. strengthen her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
2. develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
3. become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
4. develop the disposition to strengthen both subject-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
5. construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
6. develop the disposition to reflect critically on the connection between her conceptual framework for teaching and learning (theory) and the effectiveness of her practice on diverse learners.

Requirements for a Master of Arts in Education: Elementary Education	Sem. Hrs.
Orientation to the M.A.Ed. in Elementary Education	0
Required Professional Studies Core	9
EDN 550. Applied Educational Psychology	
EDN 565. Applied Philosophy of Education	
EDN 566. Applied Educational Research	
Specialty Area Requirements	
A. Theoretical Foundations of Practice	9
EDN 519. Literacy and Diversity (K-6)	
EDN 541. Curricular Contexts and Choices (K-6)	
EDN 553. Development, Culture, and Learning (K-6)	

B. Integrated Practice	9
EDN 517. Teaching and Learning Mathematics (K-6)	
EDN 520. Teaching and Learning Science (K-6)	
EDN 521. Teaching and Learning Social Studies (K-6)	
C. Electives (choose two)	6
500 level courses in the academic disciplines: American Indian studies, art, biology, English, computer science, economics, geography, geology, history, mathematics, music, philosophy, physical education, political science, psychology, sociology; or, by arrangement, EDN 590. Advanced Practicum in Teaching or EDN 599. Independent Study.	
D. Capstone Course	3
EDN 595. Professional Development and Leadership Seminar	
Total:	36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) MIDDLE GRADES EDUCATION (6-9)

Director: Olivia Oxendine

Area Coordinators:

Language Arts: Roger Ladd
Mathematics: William Truman
Science: Peter Wish
Social Studies: Scott Billingsley

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold an “A” license in middle school education. Building on the background knowledge and experience of the classroom teacher, the program seeks to strengthen advanced academic competence through two teaching concentrations in the disciplines, and to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique needs and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. are encouraged to complete the program’s professional studies core within their initial 12 hours of graduate study. The specialty area course, EDN 526. The Middle School Philosophy, Curriculum, and Instruction, is a capstone experience taken toward the completion of the student’s program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios which are aligned with the advanced Master’s degree competencies.

Program Goals

The Program will prepare the teacher to

1. Develop an understanding of the history and philosophy of middle grades education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting.
2. Develop an understanding of middle school curriculum and practices appropriate for the emerging adolescent learner.
3. Develop a greater understanding of the theoretical base, research, and exemplary practices of middle grades education.

4. Demonstrate advanced knowledge of the content and pedagogy of the middle school curriculum.
5. Improve educational practice through self-reflection, self-evaluation, and action research.

Requirements for a Master of Arts in Education: Middle Grades Education	Sem. Hrs.
Required Professional Studies Core	9
EDN 550. Applied Educational Psychology	
EDN 565. Applied Philosophy of Education	
EDN 566. Applied Educational Research	
Specialty Area Requirements: Required and Guided Electives in One Subject Area	21
Students must complete one 21-semester-hour content area concentration in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate-level work.	
1. Language Arts: (two required courses + five electives)	
Required courses: EED* 551 and EED* 552	
Five courses from the following: ENG* 500, 503, 505, 510, 520, 523, 544, 545, 548, 550, 561, 565, 575, ENGS 5xx, or ENG 581 or 583 or 585	
2. Science: (one required course + six electives)	
Required course: SCE** 560	
Physical Sciences (select at least three): PHY** 520 or 548; CHM** 548 or 520; GLY** 501 or 502	
Life Sciences (select at least one): BIO** 510, 512, 525, 535	
At least two additional courses from those listed above.	
3. Social Studies: (one required course + six electives)	
Required course: SSE*** 575	
Social Sciences (select at least three): Geology/Geography (GGY/GLY***), Political Science (PSPA***), Economics (ECN****), American Indian Studies (AIS***)	
History (select at least three): HST*** 510, 520, HSTS 5xx	
4. Mathematics: (two required courses + five electives)	
Required courses: MAT**** 500, 503	
Five courses selected from MAT**** 501, 502, 507, 506, 511, CSC**** 505	
Required Middle Grades Capstone Course	6
EDN 526. The Middle School Philosophy, Curriculum, and Instruction	
EDN 576. Advanced Methods for Middle Grades Instruction	
Thesis	0-6
Independent Study	0-3
	Total
	(minimum):
	36

Note: For course descriptions, see M.A. in *English Education, **Science Education, ***Social Studies Education, ****Mathematics Education, *****MBA

MASTER OF ARTS IN EDUCATION (M.A.Ed.) READING EDUCATION

Director: Betty Wells Brown

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:

Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), based on the program Director's evaluation of the applicant's transcript.

EDN 488 Foundations of Reading Instruction I

EDN 489 Foundations of Reading Instruction II

Program Goals

The revised M.A.Ed. in Reading Education is organized around five major standards established by the International Reading Association (IRA) for Master's level literacy specialist. These standards reflect the Master's advanced competencies (MAC) of the 1997 NC Excellent Schools Act, as well as NCDPI guidelines for reading teachers, expectations set forth by NCATE, and the principles of the National Board of Professional Teacher Standards (NBPTS). All Reading courses reflect the five program standards in content, learning opportunities, and requirements.

The five standards are:

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

Please contact the Program Director for the Reading Education Program Progression Worksheet

Requirements for a Master of Arts in Education: Reading Education	Sem. Hrs.
Professional Studies Core	9
EDN 550. Applied Educational Psychology	
EDN 565. Applied Philosophy of Education	
EDN 566. Applied Educational Research	
Orientation, Theory, and Research	10
EDN 515 Theory and Research in Literacy Development	
EDN 522 Literacy and Literature	
EDN 523 Professional Seminar in Reading I	
EDN 535 Psychology of Reading	
Expanding Content and Pedagogical Knowledge	7
EDN 530 Reading and Writing in the Content Areas	
EDN 532 Culture, Communication, and Learning	
EDN 543 Professional Seminar in Reading II	
Influencing Literacy Instruction and Leadership	10
EDN 528 Developing and Guiding Reading Programs	
EDN 533 Leadership for Classroom Reading Instruction	
EDN 561 Diagnosis, Instruction, and Assessment in Reading	
EDN 563 Professional Seminar in Reading III	
	Total: 36

COURSES

DEPARTMENT OF EDUCATION (EDN)

EDN 500. Educational Leadership (3 hours)

Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 501. Principles of Supervision (3 hours)

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EEDN 503. School Finance (3 hours)

Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state, and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 505. School Facilities (3 hours)

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 512. Advanced Study of Exceptionality in Children (3 hours)

An introduction to and an analysis of the principles, problems, characteristics, and psychological

aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored.

EDN 513. Individualized Program Development for Exceptional Students (3 hours)

The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 514. Management of Exceptional Students in the General Classroom (3 hours)

This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 515. Theory and Research in Literacy Development (3 hours)

This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom based-research to improve literacy learning.

EDN 516. Curriculum Development (K-12) (3 hours)

Principles, techniques, trends, and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, cultural epochs, correlation of subject matter, and unit construction.

EDN 517. Teaching and Learning Mathematics (K-6) (3 hours)

This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem-solving. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 519. Literacy and Diversity (K-6) (3 hours)

The purposes of this course are to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, cultural bases of language and to learn how to use that framework to individualize curriculum, instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content-areas through children's literature, expressive/transactional/poetic written discourse, and the creative arts. Teachers will explore ways to actively involve families in their children's literacy development. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 520. Teaching and Learning Science (K-6) (3 hours)

This course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of scientific methods and ways of knowing. Teachers will design theme-based units

integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 521. Teaching and Learning Social Studies (K-6) (3 hours)

This course helps teachers improve student learning in social studies through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of developing global understandings. Teachers will design theme-based units integrating social studies and the creative arts, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541*

EDN 522. Literacy and Literature (3 hours)

A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

EDN 523. Professional Seminar in Reading I (1 hour)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio.

EDN 526. The Middle School Philosophy, Curriculum, and Instruction (3 hours)

Addresses the unique psychological, social, and intellectual needs of middle school students, and the school organizational structures, curriculum, and teaching styles which meet these needs. These include, but are not limited to effective models for teaming, interdisciplinary teaching, advisor-advisee, flexible programming, community-based approach to academics, the inclusion of the unified arts, cooperative learning, multiple learning styles, and strategies for effective parental involvement. *Prerequisite: EDN 565 or EDN 582, EDN 566, EDN 550.*

EDN 527. Practicum in Reading Instruction (3 hours)

Designed for the graduate student with previous teaching experience who is interested in pursuing research in the area of reading.

EDN 528. Developing and Guiding Reading Programs (3 hours)

A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Teachers visit and evaluate exemplary school reading programs. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of coaching classroom teachers and administrators in the improvement of reading instruction and involving students' families in literacy development. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 529. Capstone: Culture and Politics in Literacy Leadership (3 hours)

The course focuses on how ideas about various aspects of literacy become policy and legislation, how to understand the positions of special interest groups in the community, and how to influence policy, legislation, and local district/school decisions. Teachers learn how to utilize professional resources, technology resources, and advocacy strategies to ensure that all students learn to read. Program portfolios and leadership projects are finalized and presented for review. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 530. Reading and Writing in the Content-Areas (3 hours)

This course is designed to provide teachers with knowledge of established and innovative practices of integrating reading and writing in a variety of content-areas, such as mathematics, social studies, and health. Field experience is required.

EDN 531. Principles of Testing and Measurement in Reading (3 hours)

This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.. *Prerequisite: 9 semester hours of previous course work in reading.*

EDN 532. Culture, Communication, and Learning (3 hours)

This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, socioeconomic, and regional variances in communication structure and style. Focus is on how cultural variance affects student achievement and teacher expectations. The need for culturally responsive teaching is emphasized; related strategies are explored.

EDN 533. Leadership for Classroom Reading Instruction (3 hours)

This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: EDN 528, EDN 530, and 6 semester hours of additional graduate level course work in reading.*

EDN 534. Diagnosis and Correction of Reading Difficulties (3 hours)

This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods. *Prerequisite: a minimum of 3 semester hours of graduate level course work in reading or consent of the Program Director.*

EDN 535. Psychology of Reading (3 hours)

A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading. Topics will range from perception and learning theory to the implications of cultural differences and language factors as they affect both the child's learning to read and the teacher's effective facilitation of this learning. Field Experience required.

EDN 538. Advanced Diagnosis of Reading Difficulties (3 hours)

This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties. *Prerequisite: EDN 534 or the equivalent.*

EDN 539. Reading Clinic (3 hours)

This course is designed to provide the reading teacher with practical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting. *Prerequisite: EDN 538, or may be taken concurrently with EDN 538.*

EDN 540. Preparation and Selection of Materials for Teaching Reading (3 hours)

This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs. *Prerequisite: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.*

EDN 541. Curricular Contexts and Choices (K-6) (3 hours)

This course helps the teacher use conceptual frameworks for teaching and learning to prepare an environment for learning. Teacher decisions during the preparation phase include 1) the establishment of long-range goals for groups of learners and individual learners, 2) the selection of measures to assess those goals, 3) the organization, structure, and sequence of the curriculum, 4) approaches to learner motivation and engagement, 5) the organization of children for learning, 6) establishing routines for managing learners and teaching tasks in the learning environment, 7) selection, development, and acquisition of instructional resources, 8) communication and involvement of families, 9) accommodating the environment for special needs children, and 10) establishing team and collaborative efforts with colleagues and other resource persons in the school and community. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 543. Professional Seminar in Reading II (1 hour)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisite: Completion of Strand I.*

EDN 550. Applied Educational Psychology (3 hours)

Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline.

EDN 552. Psychology of the Emerging Adolescent (6-9) (3 hours)

An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 553. Development, Culture, and Learning (K-6) (3 hours)

The purpose of this course is to help teachers develop contextualized perceptions of diverse learners and their educational needs based on information about children's family life, culture, and stage of development (typical or atypical). Teachers will learn how to establish a baseline for children's development and learning, accommodate developmental and cultural diversity in groups of learners, and align curriculum. Teachers will explore ways to actively involve families in their children's education. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 560. Sociological Foundations of Education (3 hours)

Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 561. Diagnosis, Assessment, and Instruction in Reading (3 hours)

This course will assist the literacy specialist in locating causes of reading difficulties, diagnosing, and prescribing corrective procedures. It is designed to give the literacy specialist practical application of methods in solving reading problems. Published case studies are analyzed and original case studies developed which include observations, use of evaluation methods proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Review and critique sessions with colleagues are conducted at spaced intervals during the course. Teachers work one-on-one or in small groups of children in a practicum setting. *Prerequisite: Completion of Strand II.*

EDN 562. Advanced Educational Assessment (3 hours)

This course is designed to address principles, theories, and techniques of educational measurement and classroom assessment. Topics addressed in this course are assessment techniques; interpreting test results; political, philosophical, and ethical issues in testing and assessment; and applications to classroom, district, and state testing programs.

EDN 563. Professional Seminar in Reading III (1 hour)

The seminar is focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the literacy specialist; design, develop, and present their basic program portfolio and their Master's Research Project or Comprehensive Portfolio. *Prerequisites: Completion of Strands I and II and 18 hours of reading courses.*

EDN 565. Applied Philosophy of Education (3 hours)

Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and learning. The process of constructing a professional portfolio based on NBPT'S guidelines frames course activities.

EDN 566. Applied Educational Research (3 hours)

Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community.

EDN 574. Reading Practicum (3 hours)

In this course, students have practical experience remediating diverse students' reading difficulties in classroom settings, using a variety of instructional, management, and assessment strategies. Review and critique sessions with colleagues are conducted at spaced intervals during the course. *Prerequisite: EDN 534 or consent of the Program Director.*

EDN 575. Advanced Diagnosis of Reading Difficulties (3 hours)

In this course, teachers work one-on-one or in small groups of children in a supervised laboratory setting. Published case studies are analyzed and original case-studies developed which include observations, use of evaluation methods, proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Case studies are presented to colleagues for review and refinement. *Prerequisite: EDN 574 or consent of the Program Director.*

EDN 576. Advanced Methods for Middle Grades Instruction

Course is designed to identify appropriate student learning goals; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students' diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency.

EDN 580. Effective Instructional Practices (3 hours)

This course explores the development of effective instructional practices designed to significantly improve the academic success of all students. Topics covered in the class include (but are not limited to) responsiveness to students' needs, reading and writing in the content areas, lesson planning, instructional expectations, technology integration, classroom management, higher-order thinking skills, and diversity.

EDN 581. Internship (3 hours)

Ten week, full-time internship experiences in an off-campus public school setting appropriate for the licensure area. *Prerequisite: Approval of Graduate Program Director.*

EDN 582. Instructional Development (3 hours)

This course provides students with the knowledge and skills required for designing and evaluating instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects.

EDN 590. Advanced Practicum in Teaching (K-6) (3 hours)

A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faculty advisor, and or an NBC evaluator will be part of the support group. *By arrangement. Fall. Prerequisite: Completion of M.A.Ed. course requirements*

EDN 595. Professional Development and Leadership Seminar (3 hours)

This is the capstone experience for teachers completing the M.A.Ed. in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published and submitted for review by the elementary education graduate faculty. *(Teachers choosing National Board Certification as a program product will apply for candidacy at this time.)*

EDN 599. Independent Study (3 hours)

An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 600. Thesis in Education (3 - 6 hours)

The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. *Prerequisite: Completion of 21 semester hours of graduate work; EDN 566; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

EDNS 5xx. Special Topics (1-3 hours)

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. *Prerequisite: Permission of instructor.*