

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, Reading Education, and Professional School Counseling.

The M.A.Ed. program is designed to provide opportunities for continuing professional development and master’s level licensure for teachers and school support personnel. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Board of Education, and the Southern Association of Colleges and Schools.

Graduate Program Directors

Elementary Education—Irene Pittman Aiken
 Middle Grades Education—Nancy Cerezo
 Reading Education—Heather Kimberly Dial
 Professional School Counseling—G. David Pitner

The M.A.Ed. Program Structure

The M.A.Ed. programs leading to advanced teacher licensure (Elementary Education, Middle Grades Education, Reading Education) consist of two 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 M.A.Ed. program in Professional School Counseling consists of 24 semester hours of core courses, 12 semester hours of specialized courses in professional school counseling, 6 semester hours of practicum/internship experiences, and 6 semester hours of guided electives for a total of 48 semester hours.

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

M.A.Ed. PROGRAMS OF STUDY AND COURSES

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Other programs leading to advanced teacher licensure also are available. Master of Arts (M.A.) degree programs are offered in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, or Social Studies Education. The Master of Arts in Teaching (M.A.T.) program is offered in the following areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education (see following sections).

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

Director: Irene Pittman Aiken

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 a Standard Professional I license or be eligible to hold a Standard Professional I license at the time of application. Two years full-time teaching experience is recommended but not required.

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 his/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 his/her conceptual framework for teaching and learning (theory) and the effectiveness of his/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 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Specialty Area Requirements	
A. Theoretical Foundations of Practice	9
EDN 5190. Literacy and Diversity (K-6)	
EDN 5410. Curricular Contexts and Choices (K-6)	
EDN 5530. Development, Culture, and Learning (K-6)	

B. Integrated Practice	9
EDN 5170. Teaching and Learning Mathematics (K-6)	
EDN 5200. Teaching and Learning Science (K-6)	
EDN 5210. Teaching and Learning Social Studies (K-6)	
C. Electives (choose two)	6
5000 level courses in the academic disciplines: American Indian studies, art, biology, English, computer science, economics, geography, geology, history, mathematics, music, philosophy, physical education, physical science, political science, psychology, sociology; or, by arrangement, EDN 5900. Advanced Practicum in Teaching or EDN 5990. Independent Study.	
D. Capstone Course	3
EDN 5950. Professional Development and Leadership Seminar	
Total:	36

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

Director: Nancy Cerezo

Specialty Area Advisors:

Language Arts: Roger A. Ladd

Mathematics: Raymond Lee

Science: Velinda Worriax

Social Studies: Scott C. Billingsley

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold a Standard Professional I 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 5260—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 that 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 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. 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* 5510 and EED* 5520	
Five courses from the following: ENG* 5000, 5030, 5050, 5100, 5200, 5230, 5440, 5450, 5500, 5610, 5650, 5750, ENGS 5000-5099, 5100-5199, 5200-5299, 5300-5399, 5400-5499, 5700-5799, or ENG 5810, 5830, or 5850	
2. Science: (one required course + six electives)	
Required course: SCE** 5600	
Physical Sciences (select at least three): PHY** 5200 or 5480; CHM** 5480 or 5200; GLY** 5010 or 5020	
Life Sciences (select at least one): BIO** 5100, 5120, 5250, 5350	
At least two additional courses from those listed above.	
3. Social Studies: (one required course + six electives)	
Required course: SSE*** 5750	
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*** 5100, 5200, HSTS 5xxx	
4. Mathematics: (two required courses + five electives)	
Required courses: MAT**** 5000, 5030	
Five courses selected from MAT**** 5010, 5020, 5070, 5060, 5110, CSC**** 5050	
Required Middle Grades Capstone Course	6
EDN 5260. The Middle School Philosophy, Curriculum, and Instruction	
EDN 5760. 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: Heather Kimberly Dial

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), which may include prerequisite courses, based on the Program Director's evaluation of the applicant's transcript.

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 reflect state-approved standards for reading teachers and expectations set forth by NCATE. 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 5500. Applied Educational Psychology	
EDN 5650. Applied Philosophy of Education	
EDN 5660. Applied Educational Research	
Orientation, Theory, and Research	10
EDN 5150 Theory and Research in Literacy Development	
EDN 5220 Literacy and Literature	
EDN 5230 Professional Seminar in Reading I (1 hour)	
EDN 5350 Psychology of Reading	

Expanding Content and Pedagogical Knowledge	7
EDN 5300 Reading and Writing in the Content Areas	
EDN 5320 Culture, Communication, and Learning	
EDN 5430 Professional Seminar in Reading II (1 hour)	
Influencing Literacy Instruction and Leadership	10
EDN 5280 Developing and Guiding Reading Programs	
EDN 5330 Leadership for Classroom Reading Instruction	
EDN 5610 Diagnosis, Instruction, and Assessment in Reading	
EDN 5630 Professional Seminar in Reading III (1 hour)	
Total:	36

MASTER OF ARTS IN EDUCATION (M.A.Ed.) PROFESSIONAL SCHOOL COUNSELING

Director: G. David Pitner

Program Description

The Master of Arts in Education (M.A.Ed.) in Professional School Counseling is designed to assist graduate students in the development of competencies and credentials for functioning in the professional role of a school counselor in elementary, middle, and secondary schools. The M.A.Ed. in School Counseling meets the standards established by the North Carolina State Board of Education for licensure as a school counselor in grades P-12. The Program is housed in the School of Education. For information about admission and policies, see Graduate Programs, Procedures, and Policies.

The Master of Arts in Education in Professional School Counseling is organized into four curriculum components:

1. Professional counseling core courses
2. Professional counseling specialty area courses
3. Practicum and internship experiences allowing the student to apply theories and skills under supervision in a school setting
4. Guided electives chosen to permit the student to satisfy personal goals.

Program Objectives

Students will

- Develop and demonstrate an identity as a professional counselor;
- Demonstrate an understanding of the roles and functions of professional counselors as leaders, advocates, collaborators, and consultants;
- Demonstrate an understanding of and compliance with codes of ethics and standards of practice of the counseling profession;
- Demonstrate ability to use technology to enhance services delivered to students;
- Demonstrate an understanding of and skills to work with and advocate for diverse student populations;
- Demonstrate an understanding and practical application of theories of individual and group counseling and human development;
- Demonstrate ability to facilitate growth, development, success, and health with students in individual and group settings;
- Demonstrate an understanding of approaches to research, assessment, and evaluation and use of data to meet the needs of students, schools, and/or communities;
- Demonstrate an understanding of career development theories and an ability to facilitate student career decision making and/or opportunities.

Practicum and Internship Experiences

A supervised practicum and a supervised internship in an appropriate school-based setting are required of all students. Practicum and internship candidates are under the supervision of a licensed school counselor as well as the University supervisor. These courses are graded on a Pass/Fail basis. The prerequisite for enrollment in the practicum is permission of the program director and completion of 36 hours of coursework. The prerequisite for internship is the successful completion of practicum, SCN 6000.

Portfolio

All candidates will be required to establish, maintain, and present a portfolio that demonstrates competencies in school counseling. Candidates will receive guidelines for completing this requirement. Candidates will present and orally defend their portfolios to a panel during the internship class. The panel consists of a faculty member, a candidate, and a licensed school counselor.

Program-Specific Admissions Requirements (see also Graduate Admissions)

- All applicants for the M.A.Ed. degree are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies.
- The applicant must also demonstrate graduate-level writing skills in his/her essay (see item a, above) indicating program-career goal compatibility and evidence of the personal attributes expected of a professional counselor.
- A personal interview with the program director may be requested.

Requirements for a Master of Arts in Education: Professional School Counseling	Sem. Hrs.
Area 1: Human Growth and Development	3
SCN 5025 Issues in Life Span Development	
Area 2: Social and Cultural Diversity	3
SCN 5800 Multicultural Counseling and Education	
Area 3: Helping Relationships	6
SCN 5050 The Helping Relationship	
SCN 5400 Fundamentals of Counseling	
Area 4: Group Work	3
SCN 5100 Group Processes in Schools	
Area 5: Career and Lifestyle Development	3
SCN 5700 Career Development and Education	
Area 6: Assessment	3
SCN 5600 Assessment and the Effective Use of Data in Schools	
Area 7: Research	3
SCN 5500 Research and Program Education	
Area 8: Professional Orientation	12
SCN 5000 The Professional School Counselor	
SCN 5250 Counseling Children and Adolescents	
SCN 5350 School Counselor as Leader, Advocate, and Consultant	
SCN 5900 Seminar in Professional School Counseling	
Area 9: Clinical Instruction	6
SCN 6000 School Counseling Practicum	
SCN 6110 School Counseling Internship	
Electives*	6
Minimum total semester hours required for graduation	Total: 48

***Guided Elective Courses:** Elective courses for the school counseling program are selected from the areas of Education, Psychology, Computer Science, or Public Administration with the guidance and approval of the program director or appropriate advisor.

COURSES

EDUCATION (EDN)

EDN 5000. 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 5010. 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.

EDN 5030. 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 5050. 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 5120. 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. Field experience required.

EDN 5130. 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 5140. 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 5150. 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 5160. 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 5170. 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 5530, EDN 5190, EDN 5410.*

EDN 5190. 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 5500, 5650, 5660 or permission of the instructor.*

EDN 5200. 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 5530, EDN 5190, EDN 5410.*

EDN 5210. 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 5530, EDN 5190, EDN 5410*

EDN 5220. 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 5230. 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 5260. 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 5650 or EDN 5820, EDN 5660, EDN 5500.*

EDN 5270. 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 5280. 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 5290. 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 5300. 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 5310. 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 5320. 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 5330. 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 5280, EDN 5300, and 6 semester hours of additional graduate level course work in reading.*

EDN 5340. 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 5350. 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 5380. 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 5340 or the equivalent.*

EDN 5390. 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 5380, or may be taken concurrently with EDN 5380.*

EDN 5400. 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 5410. 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 5500, 5650, 5660 or permission of the instructor.*

EDN 5430. 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 5500. 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 intelli-

gence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required.

EDN 5520. 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 5530. 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 5500, 5650, 5660 or permission of the instructor.

EDN 5600. 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 5610. 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 5620. 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 5630. 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 5650. 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 5660. 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 re-

search in the classroom, school, and community. Field experience required.

EDN 5740. 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 5340 or consent of the Program Director.*

EDN 5750. 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 5740 or consent of the Program Director.*

EDN 5760. 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 5800. 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. Field experience required.

EDN 5810. 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 5820. 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. Field experience required.

EDN 5900. 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 5950. 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 5990. 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 6000. 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 5660; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

EDNS 5xxx. 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.*

SCHOOL COUNSELING (SCN)**SCN 5000. The Professional School Counselor**

This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills are introduced in six arenas: advocacy, consultation, collaboration, counseling, effective use of data, and leadership. Technology will be integrated throughout the course. Credit, 3 semester hours.

SCN 5025. Issues in Life-Span Development

This course takes a systems approach to studying development across the life-span in addition to addressing both the contexts of development as well as diversity in development. It will focus on basic developmental principles and concepts, theories of development, and research methodology. The biosocial, socioemotional, and cognitive aspects of each period of development will be discussed. The discussion of issues of development for each period is intended to facilitate the future school counselor in their expected professional experiences and duties. Credit, 3 semester hours.

SCN 5050. The Helping Relationship

The course provides an overview of basic helping/interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal, and professional issues. Credit, 3 semester hours.

SCN 5100. Group Processes in Schools

The study and practice of basic group counseling theories and dynamics with emphasis on techniques and application, ethical responsibility and current trends with experiential opportunities provided. This course stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating small group counseling and group classroom activities in the schools. Also included are methods for designing and making presentations to faculty, parents, and the community. Credit, 3 semester hours.

SCN 5200. School Consultation

The course introduces various concepts, models, and methods of school consultation. Emphasis will be placed on developing the skills needed to effectively work with parents, teachers, and other staff in a school setting. Students will use knowledge from the course to develop an applied project. Credit, 3 semester hours.

SCN 5250. Counseling Children and Adolescents, P-12

This course acquaints prospective counselors with descriptive, research-based knowledge that contributes to working with children and adolescents. It includes a practical application of developmental theory as well as the counseling process. Also covered are play media, working with parents, and working with special needs children. Credit, 3 semester hours.

SCN 5300. School Counselor as Leader and Advocate

This course focuses on improving the practice of school counselors in the following roles: program development, use of assessments, advocacy for system change, and use of data for system change. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within school and between schools and communities. Credit, 3 semester hours.

SCN 5350. School Counselor as Leader, Advocate, and Consultant

This course focuses on improving the practice of school counselors in the following roles: program development, use of assessments, advocacy for system change, and use of data for system change. The course also introduces the consultative process utilized in schools with parents and teachers and in conducting ethically appropriate interagency work. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within school and between schools and communities. Credit, 3 semester hours. PREREQ: SCN 5000 required for Professional School Counseling.

SCN 5400. Fundamentals of Counseling

The design of this course is to provide an orientation to counseling theories. Future school counselors will be introduced to prominent counseling theories with emphasis placed upon short-term counseling in the public schools. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor-student/client relationships, and the contributions and limitations of each theory. Credit, 3 semester hours.

SCN 5410. Career Development Through the Lifespan (PCN 5410)

A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Credit, 3 semester hours. PREREQ: PCN 5000 or SCN 5050, and PCN 5150.

SCN 5500. Research and Program Evaluation

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients. Students must have access to Internet and the most current versions of SPSS and Microsoft Excel. Computer labs on campus will provide access to these programs. Credit, 3 semester hours.

SCN 5600. Assessment and the Effective Use of Data in Schools

The course introduces measurement theory and the application of measurement, assessment, and evaluation principles for learning in educational environments. The purpose of this course is to help educational professionals to develop proficiency in the use of test scores as data to make decisions that relate to student achievement. Course participants will learn how to evaluate psychometric instruments and interpret various test scores. Additionally, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when

needed, and how to use test data to advocate and effect change within the school, school system, and community. Credit, 3 semester hours.

SCN 5700. Career Development and Education

This course includes overviews of the major theories and skill areas in educational planning, career and lifestyle development, work, and motivation. The course is designed to help future school counselors become competent in the use of educational and occupational information and career assessment. Information will be provided on planning, establishing, and managing careers from a life-span perspective, and students will acquire knowledge and skills that are necessary for developing, implementing, and evaluating career development programs in the public schools. Credit, 3 semester hours.

SCN 5800. Multicultural Counseling and Education

An examination of selected issues relevant to understanding multicultural lifespan differences, counseling process and practice. The course is designed to equip school counselors and other educators with knowledge, perspectives, and skills necessary for effective practice with students from diverse backgrounds in public schools. The course helps students develop insights into their own culturally-based beliefs and assumptions. In addition, the course helps students develop an understanding of major cultural factors that affect public school students' school behavior and achievement. Credit, 3 semester hours.

SCN 5900. Seminar in Professional School Counseling

A survey of counseling services available in a school setting including principles, procedures, and emerging trends in professional school counseling. A wide variety of topics which are currently addressed in the professional school counseling literature will be studied. This course is designed to examine the development, organization, administration, and evaluation of comprehensive developmental P-12 school counseling programs that promote access and equity for all students. Credit, 3 semester hours. PREREQ: 30 hours of coursework required for Professional School Counseling.

SCN 6000. School Counseling Practicum

This course emphasizes supervision of individual and group counseling and guidance conducted in school settings under the supervision of a licensed school counselor. Special attention is paid to the development of skills and interventions. A return to campus for weekly individual supervision is a requirement of the course. A minimum of 100 hours is required. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Permission of Program Director and 36 hours of coursework.

SCN 6110. School Counseling Internship

The internship is designed to provide advanced professional counseling experience for graduate students in school counseling. The professional school counseling intern participates in supervised counseling sessions and comprehensive program activities and services in an approved school setting under the supervision of a licensed school counselor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: SCN 6000.

SCNS 5xxx. Special Topics in Professional Counseling

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