

# ***Education Specialist in School Leadership: Building and District Level Emphases***

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The Education Specialist in School Leadership with Building and District Level Emphases (EDS) is a four-semester, 32-credit program designed for educators who are preparing for leadership positions in public schools. The program qualifies candidates for Georgia PL-6 certification as a School Building Leader and/or School District Leader. Candidates entering the program must have NL-5, L-5, or higher certification and a current leadership role or position at the building or district level. The goal of the program is to prepare creative, flexible, visionary and reflective leaders with the skills necessary to facilitate and improve the quality of learning for all students. Towards this end, students complete the required sequence of courses as a learning community and engage in class and field-based experiential learning projects designed to develop important leadership skills. In addition to course work, administrative candidates complete four semesters of supervised internships in multiple settings, tailored to individual career objectives.

As part of the NCATE accreditation process, the former EDS in Teacher Leadership program was one of the first in the state to complete an intensive professional review to assess compliance with approved national standards. In their final report in February 2005, the Educational Leaders Constituent Council (ELCC) reviewers commended the Teacher Education Department for providing a strong program that was in substantial compliance with each of the seven ELCC standards. These standards for Advanced Programs in Educational Leadership were developed and approved by the National Policy Board for Educational Administration and serve as the guiding framework for the revised EDS in School Leadership.

North Georgia College & State University accepts applications for the Education Specialist Degree (EDS) Program for fall terms only. A new cohort of approximately 20 students begins each fall and the site location alternates among the NGCSU Dahlonega Campus, the Gainesville State College University Center, and the Forsyth Professional Development Center.

For additional program information, please review the School of Education web site <http://www.ngcsu.edu/Enrollment/Graduate/programs/eds.shtml>

## **Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU web site, <http://www.ngcsu.edu>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below. When all application materials required to make an admission decision have been received by the Office of Graduate Admission, notification will be sent to the applicant via email and a copy of all materials will be forwarded to the program. Upon review, notification will be sent from the Education program to the applicant verifying acceptance or denial.

Students who are admitted, but do not enroll by the academic year following the year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three terms must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files and for three years for individuals who complete an application and are accepted, but do not enroll.

## **General Admissions Requirements for EDS Program**

The following documents must be received prior to admission

1. NGCSU Graduate Admissions application and application fee.
2. Official transcripts from a regionally-accredited institution where a master's degree in a teaching field was earned. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of

Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a master's degree.

3. Official scores on the Graduate Record Exam (GRE) or Miller Analogy Test (MAT). (Only those scores that are less than six years old will be considered.)
4. NGCSU Immunization Certification form, in accordance with Board of Regents policy Former returning NGCSU students are required to meet immunization requirements.

Students who have not submitted all of the above documentation prior to the first day of the term will have a hold placed on their accounts and will not be allowed to register for subsequent terms until all documentation has been received.

### **Regular Admission**

To qualify for regular admission, individuals must have

1. Master's degree in a teaching field from a regionally-accredited institution with a grade-point average of at least 3.25.
2. NL-5, L-5, or higher certification.
3. Official scores on the Graduate Record Exam (GRE) of at least 1,000 (verbal and quantitative combined) or the Miller Analogies Test (MAT) of at least 400.
4. Three years of teaching experience.
5. Employment in a leadership position that requires L-5 certification or that the system designates as a leadership position.
6. Letter of recommendation from school system superintendent, including verification of employment in a leadership position that requires NL-5 certification (or higher) or that the system designates as a leadership position.

### **Provisional Admission**

Students who do not meet regular admission requirements for item number(s) 1 or 3 above may be granted provisional admission pending a successful admission appeal (see Appeal of Graduate Admission).

### **Non-Degree Admission**

Students may not enroll in EDS courses as a non-degree seeking student.

### **Transient Student Admission**

Students may not enroll in EDS courses as a transient student.

### **Appeal of Graduate Admission**

A candidate whose application is denied has the right to appeal the decision. An appeal must be made in written form to the EDS Program, School of Education, 82 College Circle, North Georgia College & State University, Dahlonega, Georgia 30597. The letter should clearly state the grounds for appeal. A student whose appeal is accepted will be admitted as a provisional student and must complete at least six hours with a grade no less than B to be considered for regular admission. Provisional students are not eligible for financial aid.

### **Transfer Residency Requirement**

To be awarded an Education Specialist in School Leadership degree, students must earn a minimum of 26 hours of graduate degree requirements in residence. The program coordinator and the Dean of the School of Education must approve all transfer credit. A maximum of six hours of transfer credit may be approved. Transfer credit will not be given for any course in which a grade of less than a B was earned.

### **Academic Standing Policy**

An EDS student whose academic performance is unsatisfactory will be subject to the following

1. Probation - Student will be placed on probation for any of the following reasons
  - a. Student's cumulative grade point average falls below 3.00.
  - b. Student earns a U or any other grade below B.

No student may be a candidate for the degree while on probation due to a GPA below a 3.00. Probation will be removed when the student's GPA reaches 3.0 or higher. In cases where the student is placed on probation due to grade(s), probation will be removed when the course(s) is/are repeated and the grade is S or B or greater, and the overall GPA is 3.00 or greater. Students who are on probation may not register until advised.

2. Suspension – Student will be placed on suspension for any of the following reasons
  - a. Student earns two grades below B (including U's).
  - b. Student earns one grade below C.
  - c. Student has already served three consecutive terms on academic probation.

No student may enroll in graduate courses at NGCSU while on suspension. Courses taken at another institution during the period of suspension will not be recognized for transfer credit. If suspended, a student must apply to the NGCSU Office of Graduate Admissions for readmission. After serving a suspension period of one calendar year, a student seeking to reapply must submit a new application and a letter written to the Dean of the Education presenting a rationale for readmission. A student will be readmitted only upon approval of the Dean and the EDS program coordinator.

### Academic and Professional Conduct Policy

At the end of each semester, the program faculty and/or the EDS program coordinator may intervene to establish a plan of action for any student in the program whose competency is in question, for reasons including unprofessional, disruptive, and/or unethical behavior in the classroom or applied setting. The plan should be signed by the student and the program coordinator with copies forwarded to the Dean of the School of Education.

### Degree Requirements

#### Graduation requirements for the Education Specialist in School Leadership degree include

1. Completion of 32 designated semester hours of study with a cumulative GPA of 3.0 or higher, with no grade below B.
2. Completion of at least 26 hours of graduate degree requirements in residence, with no more than 6 hours of transfer credit.
3. Completion of all degree-related course requirements, including transfer credit, within a six-year period.

### Program of Study

Course Number	Course Title	Semester Hours	Term
EDL 7001	SCHOOL & COMMUNITY: COLLABORATING & NETWORKING FOR SCHOOL IMPROVEMENT	3	FALL
EDL 7002	MANAGING HUMAN RESOURCES: MONITORING TEACHER QUALITY & SCHOOL EFFECTIVENESS	3	FALL
EDL 7101	SCHOOL LEADERSHIP INTERNSHIP-: BUILDING or DISTRICT LEVEL –Developing and Designing the Internship	2	FALL
EDL 7003	MANAGING THE ORGANIZATION: BUSINESS & RESOURCE ADMINISTRATION	3	SPRING
EDL 7004	PROMOTING STUDENT ACHIEVEMENT: CURRICULUM PLANNING, DEVELOPMENT & ASSESSMENT	3	SPRING
EDL 7102	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL	2	SPRING
EDL 7005	SIZING UP EXTERNAL SCHOOL	3	SUMMER

	ENVIRONEMENTS: POLITICAL, SOCIAL & LEGAL CONTEXTS		
<b>EDL 7006</b>	LEADING & EVALUATING CHANGE: SCHOOL & DISTRICT LEVEL INITIATIVES	3	SUMMER
<b>EDL 7103</b>	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL	2	SUMMER
<b>EDL 7007</b>	BUILDING PROFESSIONAL LEARNING COMMUNITIES: LEARNERS AND LEADERS	3	FALL
<b>EDL 7008</b>	SPECIAL EDUCATION: ORGANIZATIONAL OVERSIGHT AND STAFF DEVELOPMENT	3	FALL
<b>EDL 7104</b>	SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL- Final Folio Due	2	FALL
	<b>TOTAL</b>	<b>32 HOURS</b>	

### ***Education Specialist Course Descriptions***

#### **EDL 7001 School & Community: Collaborating & Networking for School Improvement (3)**

This course is designed to assist candidates in promoting community involvement among all stakeholders and acquiring the skills to communicate effectively with these audiences. In addition, candidates will demonstrate the knowledge, skills and dispositions to collaborate with families and community members, respond to community interests and needs, and mobilize communicate resources to ensure student achievement and school improvement. In particular, candidates will apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.

#### **EDL 7002 Managing Human Resources: Monitoring Teacher Quality & School Effectiveness (3)**

This course is designed to assist candidates in increasing their knowledge and skills in organizational development and principles related to human resources management and current technologies that support management functions. In addition, candidates will demonstrate the knowledge, skills and dispositions to (1) develop plans of action that focus on effective organization and management of human resources, giving priority to student learning, curriculum, and instruction; (2) manage time effectively and deploy human resources in ways that promote student achievement; (3) demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective group process skills to build consensus, communicate and resolve conflicts.

#### **EDL 7003 Managing the Organization: Business & Resource Administration (3)**

This course is designed to assist candidates in increasing their knowledge and skills in organizational development and principles related to fiscal operations, school facilities, material resource management and current technologies that support management functions. In addition, candidates will demonstrate the knowledge, skills and dispositions to (1) use problem-solving skills and knowledge of strategic, long-range, and operational planning including application of technology in the effective and equitable use of fiscal and material resource allocation and alignment that focuses on teaching and learning; (2) manage time effectively and deploy financial and materials resources in ways that promote student achievement; (3) optimize the learning environment by applying data driven decision-making with attention to indicators of equity and efficiency; and (4) manage classified personnel.

#### **EDL 7004 Promoting Student Achievement: Curriculum Planning, Development & Assessment (3)**

This course is designed to assist candidates in increasing their knowledge and skills as educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. In addition, candidates will

demonstrate the knowledge, skills and dispositions to assess their schools using the Georgia Assessment of School Performance Standards in these areas.

### **EDL 7005 Sizing Up External School Environments: Political, Social & Legal contexts (3)**

This course is designed to assist candidates in increasing their knowledge and skills in legal and ethical frameworks within which school leaders must operate to provide both a lawful and a humane school environment. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) apply policies, laws, and regulations enacted by local, state and federal authorities that affect schools, especially those that might improve social and educational opportunities (ELCC 6.1); (2) analyze and describe economic, cultural and diversity factors that impact schools; communicate with members of the school community concerning trends and issues and potential changes in the environment; and (3) advocate for programs and policies that promote equitable learning opportunities and success for all students.

### **EDL 7006 Leading & Evaluating Change: School & District Level Initiatives (3)**

This course is designed to assist candidates in increasing their knowledge and skills in explaining various theories of change and conflict resolution and the appropriate application of those models to specific communities. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) develop a vision of learning for a school/district that promotes the success of all students; (2) lead others through the change process; (3) use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

### **EDL 7007 Building Professional Learning Communities: Learners & Leaders (3)**

This course is designed to assist candidates in increasing their knowledge and skills in developing *professional communities of learners and leaders*, in which the teachers and administrators in a school continuously seek and share learning and act on their learning. The goal of their actions is to enhance their effectiveness as professionals for the students' benefit; thus, this arrangement may also be termed *communities of continuous inquiry and improvement*. Candidates will explore such questions as: What do professional learning communities look like and how do they function? Why are such learning communities important for both staff and students? How are learning communities introduced and developed in schools as a new organizational arrangement?

### **EDL 7008 Special Education: Organizational Oversight & Staff Development (3)**

This course is designed to assist candidates in increasing their knowledge and skills in the administration of special education services. In addition, candidates will demonstrate the knowledge, skills and dispositions to: (1) consider the ethics of care and justice in dealing with special education programs; (2) become more informed about laws and policies that impact these programs; (3) apply best practices in educating and disciplining students with disabilities; and (4) model for staff the skills to be a Student Support Team Coordinator for staff and parents.

### **SCHOOL LEADERSHIP INTERNSHIP: BUILDING or DISTRICT LEVEL**

The EDS in School Leadership is a four-semester program that requires a 12-month internship. Each semester candidates meet with both university and site-base supervisors to plan, monitor, and make program adjustments as needed to the year-long internship. A minimum of four conferences is outlined on the Internship Supervisor Acceptance Form. The Leadership Portfolio requires a detailed induction/action plan that is aligned to the ELCC Six Standards. This plan is designed during the First Semester of the Internship and must be completed and approved by the Leader Support Team and University Supervisor before beginning any experiences.

Both the university and site supervisor are required to review the Leadership Performance Portfolio and provide feedback. Portfolio assessment occurs each semester and reported formally to the university. Each site supervisor is required to sign an agreement outlining the internship requirements and support needed to the candidate. Each candidate and site supervisor develops a schedule to project planned

meetings, coaching sessions, and conferences. Each semester the site supervisor completes a formal evaluation form and provides feedback on performance.

The exit portfolio is completed during the last semester of internship and submitted for final review to the Leader Support Team and University Supervisor. An Exit Conference is scheduled to review the final folio with each candidate and to discuss Career Planning and Recommendations.

**Education Specialist Year-Long Internship (8 Semester Hours)**

- **EDL 7101 Fall (2)**
- **EDL 7102 Spring (2)**
- **EDL 7103 Summer (2)**
- **EDL 7104 Fall (2)**

# ***Master of Education***

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The Master of Education degree is an advanced degree, 36-hour program, designed for certified teachers.

For additional program information, please visit the School of Education web site <http://www.ngcsu.edu/Academic/Educate/educ/masters/sitefiles/MEd.html>.

## **Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU web site, <http://www.ngcsu.edu>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below. When all application materials required to make an admission decision have been received by the Office of Graduate Admission, notification will be sent to the applicant via email and a copy of all materials will be forwarded to the program. Upon review, notification will be sent from the Education program to the applicant verifying acceptance or denial.

Students who are admitted, but do not enroll by the academic year following the year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three terms must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files and for three years for individuals who complete an application and are accepted, but do not enroll.

## **General Admissions Requirements for MED Program**

The following documents must be received prior to admission

1. NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all regionally-accredited institutions of higher education previously attended. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate and state a calculated cumulative grade point average.
3. Official scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). (Only those scores that are less than six years old will be considered.)
4. NGCSU Immunization Certification form in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.

Students who have not submitted all of the above documentation prior to the first day of the term will have a hold placed on their accounts and will not be allowed to register for subsequent terms until all documentation has been received.

## **Regular Admission**

To qualify for regular admission, individuals must have

1. Baccalaureate in a teaching field from a regionally-accredited institution with a grade-point average of at least 2.75 calculated in accordance with NGCSU Graduate Admissions procedures.
2. Official scores on the Graduate Record Exam (GRE) of at least 900 (verbal and quantitative combined) or the Miller Analogies Test (MAT) of at least 391.

## **Provisional Admission**

Students who do not meet the regular admission criteria may be granted provisional admission pending a successful admission appeal (see Appeal of Graduate Admission). Students admitted provisionally may register for no more than six hours total of graduate credit. Student status will be reviewed to determine eligibility for regular admission following completion of six hours. Provisionally admitted students who earn a grade less than a B in any graduate course taken during the provisional period will not be allowed to continue in the MED program. Students who have been removed because of a deficient grade may

reapply for admission by submitting a letter to the MED program coordinator after a period of one year from the date the student was removed. Provisionally admitted students may not pre-register for classes, and they are not eligible for financial aid through North Georgia College & State University.

### **Non-Degree Admission**

Individuals interested in taking graduate education courses but do not want to pursue a graduate degree may apply for admission as non-degree graduate students. Individuals must receive pre-approval from the education program coordinator before enrolling in courses and may earn no more than a total of 12 hours of graduate credit under this status. Requests will be considered on a space available basis.

The following documents must be received prior to admission

1. NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended documenting completion of a baccalaureate from a regionally-accredited four-year institution with a minimum grade point average of 2.50. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate with a minimum grade point average of 2.50.

The following document must be received prior to the first day of the term

1. Completed NGCSU Immunization Certification form, in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.

Any non-degree student who receives a grade of B or below will be subject to a program review to determine the student's eligibility to enroll in coursework for the subsequent term. If a non-degree student is suspended from the program, the student must wait at least one year before applying for readmission. A non-degree student wishing to apply for admission to the MED degree program must notify the program coordinator, submit a new application, and meet all program admission requirements. All credits to be applied toward a degree must be approved by the program coordinator.

### **Specialized Graduate Admissions**

Teacher Education, in collaboration with other schools or program, provides online courses for applicants seeking to receive graduate credit for recertification or endorsement courses. The application process is simplified. The following documents must be received prior to admission

1. Completed NGCSU Application for Specialized Graduate Admission and application fee.
2. Copy of a current teaching certificate or copies of college transcripts verifying an undergraduate or graduate degree in education.

Students are admitted as non-degree and may earn for no more than a total of 12 hours of graduate credit. Students must earn a C or higher in order to receive graduate credit. Students receiving two final grades of C will no longer be allowed to register for graduate credit through North Georgia College & State University.

A non-degree student wishing to apply for admission to the MED degree program must notify the program coordinator, submit a new application, and meet all program admission requirements. All credits to be applied toward a degree must be approved by the program coordinator. Currently, graduate education degrees require campus attendance.

### **Transient Student Admission**

An individual currently enrolled at a regionally accredited college or university as a graduate student in good standing may apply to NGCSU as a transient student. Individuals must receive pre-approval from the education program coordinator before enrolling in courses. Requests will be considered on a space available basis.

The following documents must be received prior to admission

1. Completed NGCSU Graduate Admissions application and application fee.



2. Completed NGCSU Immunization Certificate form in accordance with Board of Regents policy.
3. Letter of good standing or Transient Permission Form documenting that the student is not on academic probation or suspension or on disciplinary suspension at the student's home institution. The letter or form should state that the student is in good standing and should indicate the course(s) the student is being allowed to take at NGCSU.

Transient admission is for one semester term only. Individuals who wish to return to NGCSU as a transient student for a subsequent term must re-apply to NGCSU.

### **Appeal of Graduate Admission**

A candidate whose application is denied because the graduate admission cumulative grade point average is below the minimum requirement for the program or because an acceptable test score for an appropriate entrance exam was not earned has the right to appeal the decision. An appeal must be made in written form to the School of Education, North Georgia College & State University, Dahlonega, GA 30597. The letter should clearly state the grounds for appeal. A student whose appeal is accepted will be admitted provisionally. Students may not appeal for regular admission.

### **Transfer Residency Requirement**

To be awarded a Master of Education degree, students must earn a minimum of 24 hours of graduate degree requirements in residence. The program coordinator and the Dean of the School Education must approve all transfer education credit. Content area courses must be approved by the appropriate academic department and Dean. Transfer credit will not be given for any course in which a grade of less than a B was earned.

### **Program of Study**

A Program of Study must be completed and on file in the Registrar's Office before the completion of 20 semester hours. A Program of Study shall consist of those graduate courses for which graduate credit is granted toward a degree. No change may be made in the Program of Study without the advance approval of the program coordinator and an amendment attached to the Program of Study.

### **Academic Standing Policy**

MED students whose academic performance is unsatisfactory will be subject to the following

1. Probation - Student will be placed on probation for any of the following reasons
  - a. Student's cumulative grade point average falls below 3.00.
  - b. Student earns a U or any other grade below B.No student may be a candidate for the degree while on probation due to a GPA below a 3.00. Probation will be removed when the student's GPA reaches 3.0 or higher. Only grades of D must be repeated in order to receive degree credit. Students who are on probation may not register until advised.
2. Suspension – Student will be placed on suspension for any of the following reasons
  - a. Student earns two grades below B (including U's).
  - b. Student has already served three consecutive terms on academic probation.No student may enroll in graduate courses at NGCSU while on suspension. Courses taken at another institution during the period of suspension will not be recognized for transfer credit. If suspended, a student must apply to the NGCSU Office of Graduate Admissions for readmission. After serving a suspension period of one calendar year, a student seeking to reapply must submit a new application and a letter written to the Dean of the Education presenting a rationale for their readmission. The student will be readmitted only upon approval of the Dean and the MED program coordinator. If re-admitted, the student will have the same grade requirements for progress. Readmission will not be considered for students who have received four grades below B (including U's).

### **Academic and Professional Conduct Policy**

At the end of each semester, the program faculty and/or the MED program coordinator may intervene to establish a plan of action for any student in the program whose competency is in question, for reasons including unprofessional, disruptive, and/or unethical behavior in the classroom or applied setting. The plan should be signed by the student and the program coordinator with copies forwarded to the Dean of the School of Education.

**Degree Requirements**

**Graduation requirements for the Master of Education degree include**

1. Completion of 36 designated semester hours of study with a cumulative GPA of 3.0 or higher, with no more than three grades of C.
2. Completion of at least 24 hours of graduate degree requirements in residence, with no more than 12 hours of transfer credit.
3. Completion of all degree-related course requirements, including transfer credit, within a six-year period.

**Program of Study, Master of Education degree**

<b>EDUC 6001</b>	<b>Educational Research</b>	<b>3 hours</b>
<b>EDUC 6101</b>	<b>Advanced Educational Assessment</b>	<b>3 hours</b>
<b>EDUC 6102</b>	<b>Instructional Leadership</b>	<b>3 hours</b>
<b>EDUC 6103</b>	<b>Diversity and Differentiated Instruction</b>	<b>3 hours</b>
<b>Teaching Field Content Courses</b>		<b>12 hours</b>
<b>Endorsements (ESOL, Gifted, Reading) or Additional Advanced Content</b>		<b>9 hours</b>
<b>Content Field Capstone Course</b>		<b>3 hours</b>
<b>TOTAL HOURS</b>		<b>36 hours</b>

Candidates for the MED degree must meet certain undergraduate and graduate requirements in the teaching area. Since these requirements vary by program area, it will be necessary for the student to plan with an advisor in the program area. It is the student's responsibility to ensure that all requirements (both undergraduate and graduate) have been met. Each department will provide the candidates with a list of requirements upon request.

# ***Master of Arts in Teaching***

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The Master of Arts in Teaching (MAT) is a 39-hour program for individuals who possess a degree other than education, do not have a teaching certificate, and wish to become teachers. Individuals seeking admission to the MAT program must submit transcripts and GACE II test results for review to ensure they meet the content requirements for the content field. The MAT program is structured so that individuals will focus on pedagogy, curriculum courses, and complete a one-semester internship during the first year. Advanced content necessary for a master's degree will be the focus of the second year.

For additional program information, please visit the School of Education web site <http://www.ngcsu.edu/Academic/Educate/educ/masters/sitefiles/MAT.html>

## **Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU web site, <http://www.ngcsu.edu>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below. When all application materials required to make an admission decision have been received by the Office of Graduate Admission, notification will be sent to the applicant and a copy of all materials will be forwarded to the program. Upon review, notification will be sent from the Education program to the applicant verifying acceptance or denial.

Students who are admitted, but do not enroll by the academic year following the year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three terms must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files and for three years for individuals who complete an application, are accepted, but do not enroll.

## **General Admissions Requirements for MAT Program**

The following documents must be received prior to admission

1. Completed NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate and state a calculated cumulative grade-point average.
3. Official scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). Only those scores that are less than six years old will be considered.
4. Official scores for GACE I and GACE II. GACE I can be exempted with acceptable scores on the SAT, ACT, or General Record Exam (GRE) as listed below.
5. Completed NGCSU Immunization Certification form in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.

Students who have not submitted all of the above documentation prior to the first day of the term will have a hold placed on their accounts and will not be allowed to register for subsequent terms until all documentation has been received.

## **Regular Admission**

To qualify for regular admission, individuals must have

1. Baccalaureate in a teaching field from a regionally-accredited institution with a grade-point average of at least 2.75 calculated in accordance with NGCSU Graduate Admissions procedures.
2. Official scores on the Graduate Record Exam (GRE) of at least 900 (verbal and quantitative combined) or the Miller Analogies Test (MAT) of at least 391.

3. Passing scores on the GACE I or equivalent (SAT of at least 1000, English and mathematics scores combined, or ACT of at least 43, mathematics and verbal scores combined, or Graduate Record Exam (GRE) of 1030, verbal and quantitative scores combined)
4. Passing scores on the GACE II prior to enrolling for the second semester of the program.  
Note: Special Education MAT students must pass GACE II before applying for initial teaching certification at the end of the MAT/SPED program.

The following documents must be received prior to the first day of the term

1. Completed NGCSU Immunization Certification form in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.
2. Criminal background consent check form.

Students enrolled in field-based courses who have not submitted all of the above documentation prior to the first day of the term will not be allowed to attend until all documentation has been received. Students are responsible for all course material and for all announcements and assignments. The decision to permit students to make up work that is required in any missed class resides with the instructor.

### **Criteria for Evaluation of Transcripts**

The Master of Arts in Teaching degree requires that candidates have completed teaching content requirements prior to being admitted into the program. Below are two methods to determine whether a candidate meets the content requirement

- a. No additional content is required if the applicant has a degree in or directly related to the area in which the applicant is seeking initial certification. For example, an applicant with a History degree seeking initial certification to teach History, has completed GACE I (or the equivalent), and has completed pedagogy and content in GACE II.
- b. In consultation with an advisor, an applicant with a degree in a content field not related to the area in which certification is being sought may be required to take additional content courses **prior to admission into the MAT program**. For example, an applicant has a Psychology degree and is seeking initial certification to teach Biology.

### **Irregular Admission**

Students who have not completed any determined content courses as outlined above may be granted irregular status for their first term in order to complete additional content courses. Students admitted irregularly will be reviewed at the end of their first semester to determine eligibility for continuation in the program and eligibility for regular admission status. Irregularly admitted students who earn a grade less than a B in any graduate course taken during the irregular period will not be allowed to continue in the MAT program. A student who has been removed because of a deficient grade may reapply for admission by submitting a letter to the MAT program coordinator after a period of one year from the date the student was removed. Irregularly admitted students may not pre-register for classes, and they are not eligible for financial aid through North Georgia College & State University.

### **Provisional Admission**

Students who do not meet the regular admission criteria stated above may be granted provisional admission pending a successful admission appeal (see Appeal of Graduate Admission). Students admitted provisionally may register for no more than six hours total of graduate credit. Student status will be reviewed to determine eligibility for regular admission following completion of six hours. Provisionally admitted students who earn a grade less than a B in any graduate courses taken during the provisional period will not be allowed to continue in the MAT program. A student who has been removed because of a deficient grade may reapply for admission by submitting a letter to the MAT program coordinator after a period of one year from the date the student was removed. Provisionally admitted students may not pre-register for classes, and they are not eligible for financial aid through North Georgia College & State University.

### **Non-Degree Admission**

Individuals interested in taking graduate education program courses, but do not want to pursue a graduate degree, may apply for admission as non-degree graduate students. Individuals must receive pre-approval from the education program coordinator before enrolling in courses and may register for no more than a total of 12 hours of graduate credit. Requests will be considered on a space available basis.

The following documents must be received prior to admission

1. Completed NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended documenting completion of a baccalaureate from a regionally-accredited four-year institution with a minimum grade point average of 2.50 calculated in accordance with NGCSU Graduate Admissions procedures. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate with a minimum grade point average of 2.50.

The following document must be received prior to the first day of the term

1. Completed NGCSU Immunization Certification form in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.

Students who have not submitted all of the above documentation prior to the first day of the term will have a hold placed on their accounts and will not be allowed to register for subsequent terms until all documentation has been received.

Any non-degree student who receives a grade of B or below will be subject to a program review to determine the student's eligibility to enroll in coursework for the subsequent term. If a non-degree student is suspended from the program, the student must wait at least one year before applying for readmission. A non-degree student wishing to apply for admission to the MAT degree program must notify the program coordinator, submit a new application, and meet all program admission requirements. All credit to be applied toward a degree must be approved by the program coordinator.

### **Transient Student Admission**

Students may not enroll in 5000-level MAT courses in a transient status.

### **Appeal of Graduate Admission**

A candidate whose application is denied because the graduate admission cumulative grade point average is below the minimum requirement for the program or because an acceptable test score for an appropriate entrance exam was not earned has the right to appeal the decision. An appeal must be made in written form to the School of Education, North Georgia College & State University, Dahlonega, GA 30597. The letter should clearly state the grounds for appeal. A student whose appeal is accepted will be admitted provisionally. Students may not appeal for regular admission.

### **Transfer Residency Requirement**

To be awarded a Master of Arts in Teaching degree, students must earn a minimum of 27 hours of graduate degree requirements in residence. The program coordinator and the Dean of the School of Education must approve all transfer education credit. Content area courses must be approved by the appropriate academic department and Dean. Transfer credit will not be given for any course in which a grade of less than a B was earned.

### **Program of Study**

A program of study must be completed with an advisor before the beginning of the MAT program and submitted to the Registrar's Office prior to earning 20 hours.

### **Academic Standing Policy**

MAT students whose academic performance is unsatisfactory will be subject to the following

1. Probation – Student will be placed on probation for any of the following reasons
  - a. Student’s cumulative grade point average falls below 3.00.
  - b. Student earns a U or any other grade below B.
 No student may be a candidate for the degree or sit for the comprehensive examination while on probation due to a GPA below a 3.00. Probation will be removed when the student’s GPA reaches 3.0 or higher. Only grades of D must be repeated in order to receive degree credit. Students who are on probation may not register until advised.
  
2. Suspension – A student will be placed on suspension for any of the following reasons
  - a. Student earns two grades below B (including U’s).
  - b. Student has already served three consecutive terms on academic probation.
 No student may enroll in graduate courses at NGCSU while on suspension. Courses taken at another institution during the period of suspension will not be recognized for transfer credit. If suspended, a student must apply to the NGCSU Office of Graduate Admissions for readmission. After serving a suspension period of one calendar year, a student seeking to reapply must submit a new application and a letter written to the Dean of the Education presenting a rationale for readmission. If re-admitted, the student will have the same grade requirements for progress and will be readmitted only upon approval of the Dean and the MAT program coordinator. Readmission will not be considered for students who have received four grades below B (including U’s).

**Academic and Professional Conduct Policy**

At the end of each semester, the program faculty and/or the MAT program coordinator may intervene to establish a plan of action for any student in the program whose competency is in question for reasons including unprofessional, disruptive, and/or unethical behavior in the classroom or applied setting. The plan should be signed by the student and the program coordinator with copies forwarded to the Dean of the School of Education.

**Degree Requirements**

**Graduation requirements for the Master of Arts in Teaching degree include**

1. Completion of 39 designated semester hours of study with a cumulative GPA of 3.0 or higher, with no more than three grades of C.
2. Completion of at least 27 hours of graduate degree requirements in residence, with no more than 12 hours of transfer credit.
3. Completion of all degree-related course requirements, including transfer credit, within a six-year period.

**Program of Study, Master of Arts in Teaching**

<b>EDUC 5101</b>	<b>Strategies for Effective Teaching</b>	<b>3 hours</b>
<b>EDUC 5102</b>	<b>Curriculum and Assessment</b>	<b>3 hours</b>
<b>EDUC 5103</b>	<b>Instructional and Behavioral Management</b>	<b>3 hours</b>
<b>EDUC 5104</b>	<b>Teaching Diverse Learners</b>	<b>3 hours</b>
<b>EDUC 6001</b>	<b>Educational Research</b>	<b>3 hours</b>
<b>EDUC 6300</b>	<b>Teaching Reading in the Content Area</b>	<b>3 hours</b>
<b>Teaching Field Advanced Content Courses</b>		<b>12 hours</b>
<b>EDUC 5101</b>	<b>Practicum/Internship</b>	<b>6 hours</b>
<b>Teaching Field Capstone Course</b>		<b>3 hours</b>
<b>TOTAL HOURS</b>		<b>39 hours</b>

# ***Teacher Certificate Endorsement Programs***

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North Georgia College & State University offers three graduate level endorsement programs for teachers

- English for Speakers of Other Languages
- Gifted Education
- Reading Education

Note: The Teacher Support Specialist Endorsement Program is available on a contracted school-wide or district level basis.

The Georgia Professional Standards Commission has approved these endorsement programs. Upon acceptance in these programs and satisfactory completion of the required series of courses, students will be recommended for endorsements to their teaching certificates permitting them to perform special roles in these areas. In many cases, some or all of the endorsement course work may be used in graduate programs. In other cases, students may seek graduate-level endorsement course work outside of degree programs. Students seeking to enter endorsement programs for graduate credit must apply for non-degree admission through the Office of Graduate Admissions. Students who may not want/need college credit for the endorsement courses should apply to the specific endorsement program through Teacher Education for professional learning units. Details are available in both the Office of Graduate Admissions and the Department of Teacher Education.

**Endorsements are added to teaching certificates. They are not certificates in themselves.**

For additional program information, please visit the School of Education web site.

<http://www.ngcsu.edu/Academic/Educate/educ/endorse/endorse.shtml>

## **Graduate Admissions Procedures**

Application materials may be obtained from the Office of Graduate Admissions or from the NGCSU web site, <http://www.ngcsu.edu>. Applicants must pay a one-time, non-refundable application fee. Admission requirements are listed below

Students who are admitted, but do not enroll by the academic year following the year of acceptance must reapply through the Office of Graduate Admissions. Students who were previously enrolled but have not been in attendance within the last three terms must also reapply. All documents and materials submitted to fulfill the application requirements for entry to a program at NGCSU become the property of the university and will not be returned. These materials are kept for one year for incomplete application files and for three years for individuals who complete an application, and are accepted, but do not enroll.

## **General Admissions Requirements for Teacher Certificate Endorsement Program**

Individuals seeking certificate endorsements must apply to the specific endorsement program (see School of Education web site <http://www.ngcsu.edu/Academic/Educate/educ/endorse/endorse.shtml> for a program application). The endorsement courses may be completed for graduate credit or for professional learning units.

A non-degree seeking student wishing to receive graduate credit for endorsement courses must apply as a non-degree seeking student through NGCSU's Office of Graduate Admissions. The following documents must be received prior to admission

1. Completed NGCSU Graduate Admissions application and application fee.
2. Official transcripts from all institutions of higher education previously attended documenting completion of a baccalaureate from a regionally-accredited four-year institution with a minimum grade point average of 2.50 calculated in accordance with NGCSU Graduate Admissions procedures. Official international transcripts must have a foreign course-by-course credential

evaluation by an independent evaluation service that is a member of the National Association of Credential Evaluation Services, Inc. Evaluations must include certification that the applicant has received a baccalaureate with a minimum grade point average of 2.50.

The following document must be received prior to the first day of the term

1. Completed NGCSU Immunization Certification form in accordance with Board of Regents policy. Former returning NGCSU students are required to meet immunization requirements.

Students who have not submitted all of the above documentation prior to the first day of the term will have a hold placed on their accounts and will not be allowed to register for subsequent terms until all documentation has been received.

Students seeking professional learning units should apply to the specific endorsement program only through Teacher Education. Students seeking professional learning units (i.e. not graduate credit) will not be allowed to convert these units to graduate credit.

Any teacher certificate endorsement student who receives a grade of B or below will be subject to a program review to determine the student's eligibility to enroll in coursework for the subsequent term. If an endorsement student is suspended from an endorsement program, the student must wait at least one year before applying for readmission. An endorsement student wishing to apply for admission to the MAT or MED degree program must notify the program coordinator, submit a new application, and meet all program admission requirements. All credit to be applied toward a degree must be approved by the program coordinator.



# ***MED & MAT Course Descriptions***

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## ***Master of Education Core Courses***

### **EDUC 6001 Educational Research in Contemporary Schools (3)**

Prerequisite: Admission to the MED program. Research concepts and skills are taught through the interpretation and application of reported research. Emphasis will be placed on action research in schools and developing a proposal for a research project within a school setting.

### **EDUC 6101 Advanced Educational Assessment (3)**

Prerequisite: Admission to the MED program. The focus of this course will consider the use of assessment data to identify instructional adjustment related to teacher practice as well as student learning. In particular, the Masters level candidate will work collaboratively to plan, implement & evaluate data based assessment systems designed to accommodate the learning needs of diverse students. Evaluation measurement theory will consider the effective utilization of standardized testing data in the construction of learning outcomes and revisit various forms of formative & summative assessment that informs instructional practices.

### **EDUC 6102 Instructional Leadership (3)**

Prerequisite: Admission to the MED program. This course emphasizes knowledge & skills required for effective curriculum development. Teachers will be able to develop long term maps of curricular components that include identification of critical concepts, incorporation of standards, analysis of data, instructional routines that support literacy development, research based effective practices and monitoring of student progress.

**EDUC 6103 Diversity and Differentiated Instruction (3)**

Prerequisite: Admission to the MED program. This course will explore the learning characteristics and needs of diverse student populations; and examine the social, cultural, and educational factors influencing the provision of successful learning opportunities for those students. The course will specifically require that masters candidates demonstrate the ability to plan, implement, and evaluate effectively differentiated instruction, as well as provide support for a variety of instructional needs.

***Master of Arts in Teaching Core Courses*****EDUC 5101 Strategies for Effective Teaching (3)**

Prerequisite: Admission to the MAT program. This course is designed to address effective instructional and management methodologies for students from diverse backgrounds in public school classrooms. Research instructional practices, implications of disabilities and cultural background, the legal rights and responsibilities of teachers, students and their families, collaborative models of teaching and effective communication skills are addressed.

**EDUC 5102 Curriculum and Assessment (3)**

Prerequisite: Admission to the MAT program. This course is an introduction to the principles of classroom assessment. The design and utilization of formal & informal assessment methodologies that support effective instruction will be explored as will the connection between curriculum-assessment. Students will learn how to develop appropriate classroom assessments for individuals and groups, investigate standards in their thinking. Students will create classroom assessments that are appropriate for the age and type of learner. In addition, interpretation of standardized test results and communication of assessment outcomes to students, administrators and parents will be addressed.

**EDUC 5103 Instructional and Behavioral Management (3)**

Prerequisite: Admission to the MAT program. This course is designed to provide future teachers with the knowledge and skills required for designing and implementing systems that support student achievement, cognitive, social and emotional development in diverse settings. Emphasis will be placed on establishing effective habits of a professional teacher, teacher-student relationships, teacher-parent relationships, creating positive classroom communities, and prevention and intervention with misconduct.

**EDUC 5104 Teaching Reading in the Content Area (3)**

Prerequisite: Admission to the MAT program. This course will examine the social, cultural, economic, gender, legal, exceptionalities and other factors influencing the provision of successful learning opportunities for diverse students. Students will examine both current trends and historical foundations regarding these factors, especially as they impact the selection and implementation of curricula. Students will integrate curricular, assessment and management skills in this course as they support learning for diverse populations.

**EDUC 5105 Practicum/Internship (6)**

Prerequisite: Admission to the MAT program. Basic techniques in the effective guidance of learners in P-12 grades and in various instructional materials adapted for use at these levels are studied. Directed OBSERVATION AND INTERNSHIP in the schools is required.

***Graduate Education Courses (MED & MAT Programs)*****EDUC 6000 Special Problems in Education (3)**

Prerequisite: Admission to the MAT or MED program. This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

**EDUC 6005 Problems in Educational Psychology (1-3)**

Prerequisite: Admission to the MAT or MED program. This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

**EDUC 6012 Values in Education (3)**

Prerequisite: Admission to the MAT or MED program. This elective course is open to SOE and NGCSU graduate students interested in considering what values permeate a school curriculum and teaching in K-12 schools. This course explores the area of values in education, and considers how schools and teachers develop values in young people not as a separate activity but as an aspect of education. Graduate students will be introduced to philosophical, historical, and comparative perspectives of values and ethics in education as they relate to the education of the whole child.

**EDUC 6023 Social Studies for Teachers (3)**

Prerequisite: Admission to the MAT or MED program. This integrated social studies course is designed for teachers. Topics considered include responsibilities of family membership, occupations, business and industry, taxation, local government functions, ways of communications, and cultures other than that of the United States. This is the required pedagogy course for graduate programs in social science education.

**EDUC 6041 Educational Technology (3)**

Prerequisite: Admission to the MAT or MED program. This technology-based course explores the implications of learning theory upon the development and use of instructional materials. Extensive laboratory work will be included.

**EDUC 6046/SPED 6046 Effective Teaching Strategies (3)**

Prerequisite: Admission to the MAT or MED program. This course is designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences. This course is designed for non-certified, post-baccalaureate candidates.

**EDUC 6061 Leadership in Science Education, P-8 (3)**

Prerequisite: Admission to the MAT or MED program, undergraduate science methods course. This course focuses on content, methods, and materials for teaching P-8 science. The perspective in constructiveness and learning cycle based on the content is drawn from the early childhood and middle school curricula. May also be listed as SIED 6061.

**EDUC 6501 Differentiating Instruction: Grouping Students to Target Needs (1)**

This course provides an overview of differentiating instruction for all students in order to target individual needs.

**EDUC 6502 Reading and Writing in the Content Area, Grades 7-12 (1)**

This course assists teachers in their ability to guide middle and high-school students through content area reading material. Students consider ways to develop vocabulary and concept learning and ways to activate prior learning and engage students. Students also learn meaningful ways to integrate writing into content area instruction.

**EDUC 6503 Classroom Accommodations and Modifications (1)**

This course explores accommodations and modifications for special learners within the Least Restrictive Environment (LRE) and enhances regular and special educators' understand of how best to address the individual needs of special learners. Cases and readings focus on the creation of appropriate accommodations and the integration of accommodations into a general education classroom.

**EDUC 6504 Teaching Across the Content Areas (1)**

This course concentrates on interdisciplinary teaching and learning in elementary, middle and high schools. Witnessing and discussing a range of cross-curricular activities and classes, participants will develop an understanding of the benefits, challenges, and essential components of effective integrated instruction.

**EDUC 6505 Spanning the Spectrum: Differentiating Instruction in the Inclusive Classroom (1)**

Working in the inclusive classroom provides rich opportunities for both teachers and students to understand and embrace differences. Along with these opportunities comes the need to reach a broad range of students with different abilities and readiness. This module provides insight into related issues and strategies for reaching all students – including special education, general education, and gifted education students – in the inclusive classroom setting.

**EDUC 6506 Differentiating Instruction: Addressing Culture, Learning Styles, and Multiple Intelligences (1)**

Our cultures, learning styles, and various intelligences affect the ways we teach and learn. In this course, participants will first gain an understanding of the ways these factors influence their instructional decisions. Next, working from their own preferences, course participants will broaden their instructional approaches to provide opportunities for learning that match student's differing needs.

**EDUC 6507 Designing and Assessing Technology-Enhanced Lessons (1)**

Technology has the power to revolutionize how we teach and broaden what our students learn. This course explores how technology supports learning and enables teachers to develop, teach, and assess effective technology-enhanced lessons.

**EDUC 6508 Middle School Math Topics (1)**

Participants will identify key mathematical concepts in middle school mathematics curriculum content: number sense and operations, algebra, geometry, measurement, and data analysis and statistics. Participants will also explore the NCTM process standards to develop additional instructional skills necessary for teaching middle school mathematics.

**EDUC 6509 Secondary Math Methods (1)**

Course participants will focus on secondary math instructional methods and their application in mixed-ability classrooms. Using NCTM and Sunshine State standards as a guide, participants will develop additional instructional skills to design, implement, and assess elementary math lessons. Participants will examine ways to apply these methods in their own teaching practice.

**EDUC 6510 Classroom Management: Working with Children with Challenging Behaviors (1)**

This course examines behavior management practices within general and special education classrooms. Course participants will explore behavior management strategies for special learners with a range of disabilities and will develop instructional skills to promote student responsibility for appropriate behavior.

**EDUC 6511 Using Data to Drive Instruction (3 Sessions) (1-3)**

The standards movement, its challenges, and the ways data can be used to guide and evaluate educational programs are explored in this course. Case studies illustrate and engage educators in some of the most difficult aspects of teaching: accountability and the effective use of data. Course participants will learn simple strategies for making sense of their own data to enliven their teaching and empower their students.

**EDUC 6512 New Teachers: Classroom & Behavior Management (1)**

This course supports new teachers as they develop specific classroom and behavior management strategies. Course participants will collaborate to develop appropriate responses to challenges presented in the cases and then work to refine their own classroom practices to better understand and match student needs and to address chronic behavior challenges.

**EDUC 6513 Reading to Learn: Fluency & Comprehension (1)**

This course is based on the understanding that fluency enables comprehension and that good readers are purposeful and active. Course participants learn important foundational information and fluency and comprehension instruction. The course presents the components of effective comprehension lessons and various strategies for building fluency.

**EDUC 6514 Narrowing the Achievement Gap by Addressing Diversity (1)**

This class will prepare students to implement strategies that will support all learners.

**EDUC 6516 Elementary Math Methods (1)**

Course participants will focus on elementary math instructional methods and their application in mixed-ability classrooms. Using NCTM and GSTEP standards as a guide, participants will develop additional instructional skills to design, implement, and assess elementary math lessons. Participants will examine ways to apply these methods in their own teaching practice.

**EDUC 6517 Literacy Differentiation (1)**

The course provides teachers with an introduction to the professional knowledge and application skills critical for differentiating literacy instruction. Using case studies in a collaborative, online environment, participants will learn to differentiate instruction for diverse learners, including students who receive gifted and special education services, and students for whom English is a second language. Participants will design a unit that reflects the principles of differentiated instruction.

**EDUC 6518 From Sounds to print: Phonemic Awareness and Phonics (1)**

Phonemic awareness and phonics skills are critically linked to reading achievement. This course focuses on the developmental continuum of these skills, as well as recommended assessment procedures and instructional strategies associated with both. The characteristics of phonemic awareness and phonics instruction for second language learners are also explored. Last, course participants learn to evaluate phonemic awareness and phonics curricula for elements critical for student success.

**EDUC 7004 Fundamentals of Teacher Support Services (3)**

Prerequisite: Admission to the MAT or MED program, Professional Certificate. This first course of the two-course sequence is designed to provide teachers with an introduction to the theory, knowledge and practices utilized in effective supervision of student teaching and other field experiences. The course focuses upon specific supervising teacher competencies and the relationship of these competencies to effective supervision. This course is required for the Teacher Support Services Endorsement.

**EDUC 7005 Internship in Teacher Support Services (3)**

Prerequisite: EDUC 7004 and serving as student teaching supervisor. The purpose of the internship is to assist in the development and utilization of skills for the supervisor of a student teacher. This field-oriented course is designed to meet specific individual needs of the supervisor. Direct assistance is provided through on-site observations and feedback in addition to group seminars. This course is required for the Teacher Support Services Endorsement.

**EDUC 7009 Research Problems – Thesis (3)**

Prerequisite: Admission to the MAT or MED program.

**EDUC 7050 School Law (3)**

Prerequisite: Admission to the MAT or MED program. This course is designed to introduce the practicing educator to basic concepts, laws, and significant court decisions related to schooling in America. Laws based upon the United States Constitution will be addressed in addition to important laws and policies of the state of Georgia. Topics include teacher employment rights, student rights, special education law, religion and the public school, and teacher liability.

**EDUC 7790 Problems in Teaching (3)**

Prerequisite: Admission to the MAT or MED program. This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic. (This course may be repeated up to six hours.)

**EDUC 7791 Special Topics in Education I (3)**

Prerequisite: Admission to the MAT or MED program. This course can serve as an elective for graduate

students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic. (This course may be repeated up to six hours.)

### **EDUC 7792 Special Topics in Education II (3)**

Prerequisite: Admission to the MAT or MED program. This course can serve as an elective for graduate students in all majors. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic. (This course may be repeated up to six hours.)

## ***Early Childhood Education Courses***

### **ECED 6002 Authentic Assessment in ECE (3)**

This course is designed to provide students with an understanding of the role of assessment in early childhood education settings. A holistic, comprehensive review of authentic assessment tools and strategies and their applications to learning settings and diverse child populations will be included.

### **ECED 6003 Integrating Home, School, and Community (3)**

This course examines the role of the school, home, and community in the education of young children in order to get maximum home and community reinforcement of the knowledge and skills taught by schools.

### **ECED 6004 Critical Issues in Early Childhood Education (3)**

This course presents an overview of the critical contemporary issues in early childhood education. This is the required capstone course in early childhood education. Normally offered fall and spring.

### **ECED 6005 Comparative Models in ECE (3)**

This course is designed to provide the graduate student with an understanding of the various influential models of early childhood education currently being utilized in the United States. A theoretical basis is included for each model and models with an international influence, such as Reggio Emilia, will be included. This is the required pedagogy course in Early Childhood Education. Normally offered summer and fall.

### **ECED 6101 Historical, Philosophical, and Global Perspectives in ECE (3)**

This course will provide opportunities for students to enlarge their knowledge of early childhood (PK-5) programs, teaching methods, and current classroom-related issues in the U.S. and abroad in their historical, philosophical, and political context. Students will reflect upon issues and present a variety of perspectives on education and assess the potential of change in the realities of today's educational environment.

### **ECED 6102 Leadership, Advocacy, and Policy Making in Education (3)**

This course will provide opportunities for students to identify their leadership and decision-making styles as a foundation for exploring their role in the schools as instructional leaders and advocates. With student learning as a main focus, participants in this course will develop a deeper understanding of the interrelatedness of contexts such as culture, politics, law, and economics and the impact of these variables on public education. Another area of emphasis will be school cultures that contribute to student success, including the role of teaching effectiveness, parental involvement, professional development, diversity, and exceptionality issues. Students in this course will engage in policy research, case study analysis, and ethical decision-making based on case studies and/or moral dilemmas.

### **ECED 6103 Integrating Technology into Education (3)**

This course is designed to help students reflect on the role various forms of electronic and digital media have on the instructional and learning process. Design and planning for differentiated instruction as well as theoretical foundations of technology usage will be addressed. Students will experience a range of interactive and emerging technologies by producing artifacts which can be utilized in their classroom instruction.

### **ECED 6104 Advanced Literacy and Communication (3)**

The purpose of this course is to engage graduate students as adult readers, writers, and communicators while enhancing their knowledge of and applying methods for literacy instruction in the elementary grades. The course also involves the investigation of various purposes and modes of communicating with students, colleagues, administrators, parents, and the community in new and more interactive ways.

### ***English for Speakers of Other Languages Courses (ESOL)***

The three courses listed below comprise the ESOL endorsement. A separate application is required for the program (see School of Education website for the application).

#### **EDUC 5022 Materials and Methods for Teaching ESOL (3)**

Study of the basic techniques involved in effective language instruction for students learning English as an additional language. Directed practicum experiences are required.

#### **MLAN 6010 Applied Linguistics (3)**

Designed for teachers of language, this course discusses principles of linguistics and theories of first- and second-language acquisition.

#### **MLAN 6100 Language Assimilation and Culture (3)**

Designed for teachers of language, this course explores how language and culture affect values and perceptions.

### ***Fine Arts Courses***

All graduate art education courses emphasize a metacognitive model of learning.

Graduate Course Prefixes: ARED - Art Education Courses

ART - Visual Art Courses

#### **ARED 6310 Creative Art: The Young Child (3)**

Current art education philosophy and curriculum planning will be addressed using materials and methods appropriate for young children. Library and Internet research and art studio activities will provide first-hand experiences for art lesson planning. Field experiences with children will allow for practical training in art teaching.

#### **ARED 6320 Creative Art: The Adolescent (3)**

Current art education philosophy and art curriculum planning will be addressed using materials and methods appropriate for the adolescent. Library and Internet research, studio activities, and art unit planning will provide for experience necessary to develop teaching strategies in art. Field experiences will allow for observation of various art teaching situations in the middle and high school art classroom.

#### **ARED 7300 Teaching Crafts (3)**

An advanced-level art education course which will provide a variety of experiences with craft activities designed to encourage cultural awareness and personal creative expression. Skills and abilities of children at various development levels will be considered in developing resources for classroom use at all grade levels.

#### **ARED 7330 Techniques of Teaching Art (3)**

Required course to be completed in the last 15 hours of the degree program but must be taken prior to

#### **ARED 7340 Classroom Art Curriculum (3)**

Prerequisite: Completion of the graduate core requirements, including ARED 7330. This is a required course and must be completed in the last 15 hours of the degree program. The capstone course for art education, in which historical and contemporary trends in art education curriculum theory will be studied. Current standards and benchmarks will be used to plan curriculum models and application of these will be made in art teaching field experiences.

**ARED 7350 Criticism of Art for Teachers (3)**

A non-studio course designed to involve students in art criticism, art theory, and art history. The course will emphasize analysis through the comparisons and contrast of major cultural periods of art, major and significant monuments of various cultures and media, both historical as well as current trends in art education.

**ART 6100 Drawing (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in drawing, covering in-depth techniques used in contemporary drawing, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

**ART 6150 Painting (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in painting, covering in-depth techniques used in contemporary painting, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

**ART 6200 Sculpture (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in sculpture, covering in-depth techniques used in contemporary sculpture, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

**ART 6400 Printmaking (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in graphics, covering in-depth techniques used in contemporary printmaking, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

**ART 6500 Visual Literacy & Communications (3)**

A study of the theories and processes involved in making art, individual and societal responses to various art forms, and the ways in which visual forms are used as tools of communication and means of interaction within a social environment. Students will learn how to look at, analyze and formulate responses to art in an interactive classroom environment.

**ART 6511 History of Photography & Prints (3)**

This course examines the history and aesthetics of photography and prints from their beginnings to the present. Changes in subject matter and stylistic concerns, different roles and uses of photography and prints, and the development of photographic techniques and equipment will be discussed. Emphasis is placed on photography and printmaking as artistic expression and their relationship to others arts within the contexts of social and political influences upon them and their creators. Significant readings will be incorporated into class discussions.

**ART 6521 Appalachian Art & Artistic Expression (3)**

This course is an in-depth examination of the distinctive regional identity, themes, and means of expression in the arts of the Appalachian South. Themes will include ethnic aesthetic expression, sectarian culture, community identity, and the function of art in religious and everyday life. Significant outside readings will be incorporated into class discussions.

**ART 6530 World Art (3)**

A study of the art, artifacts, architecture and environments from cultures worldwide. Particular focus will



be given to artistic forms, concepts, and motivations that differ from those found in Western/European artistic traditions. Stylistic similarities and differences within the art of each culture will be explored, and comparative analyses of artistic expression in various cultures will be made.

### **ART 6560 Aesthetics & Criticism (3)**

A detailed examination of philosophical and critical interpretations of art and architecture, with particular focus upon the viewer's experience and interpretation of art and the roles art and artists have played in different cultures and civilizations. Emphasis is placed on philosophical, critical, and analytical writings on art in the West from the 18th century to the present.

### **ART 6600 Textile Design (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in the surface design of fabrics, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

### **ART 6650 Weaving (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in weaving, covering additional in-depth weaving techniques, weaving theory, spinning and dyeing yarns, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

### **ART 6700 Ceramics (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in ceramics, covering in-depth techniques such as potter's wheel or hand building, glaze preparation, and kiln firing, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

### **ART 6800 Photography (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in photography, covering in-depth techniques such as documentary photography, color and black-and-white photography, and commercial applications of photography, including the examination of current literature and historical examples. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

### **ART 6810 Digital Photography (3)**

Prerequisite: Portfolio review of undergraduate studio work. An advanced studio course in digital photography, covering in-depth techniques used in creating and manipulating digital photographs, including the examination of current literature. Students will be involved in individual problem-solving assignments reflecting personal creative solutions in visual form. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

### **ART 7200 Thesis (3)**

Prerequisite: Permission of graduate faculty. An advanced-level visual arts course sequence involving the planning, preparation, and execution of an applied project. The focus of the course may be directed toward research in the teaching of art, integrating art education with other subjects, or the presentations of a special graduate-caliber exhibition. A student may accumulate a maximum of 6 credit hours in this course.

### **ART 7510 Art & Architecture of Ancient Greece/Rome (3)**

The course examines the development of art and architecture in the Mediterranean from the prehistoric Aegean period through the late Roman Empire; Cycladic, Minoan, Mycenaean, Geometric through the Hellenistic Greek, Etruscan, and Roman from Republican through Late Empire will be covered. The

stylistic development of art and architecture within each culture will be explored, and comparative analyses of artistic expression in various cultures will be made.

### **ART 7530 Renaissance Art History (3)**

An in-depth study of major artists and art monuments of the early, high and late Renaissance. Examining significant literature, writing research essays, and using skills of oral expression of art concepts will be required. Additionally, unit and lesson plans for elementary, middle, or high school will be required.

### **ART 7550 Modern Art History (3)**

A focused examination of developments and changes in Western visual and material culture in the period defined as the modern era in art history, circa 1863 to 1945. Using a combined chronological, comparative, and thematic approach, the course situates traditional and non-traditional art objects, artifacts, and environments within the contexts of the individual artist's career, the broader stylistic period, and the historical and cultural milieu in which they were made.

### **ART 7560 Contemporary Art History (3)**

An in-depth study of current art literature and recent trends and directions of contemporary art. Examining significant literature, writing research essays and using skills of oral expressions of art concepts will be required. Additionally, unit and lesson plans for elementary, middle, or high school will be required.

### **ART 7800 Independent Study in Art (3)**

Prerequisite: Permission of the graduate art faculty. In-depth individualized studies in art, involving either studio research or academic research. A student may accumulate a maximum of 15 credit hours of directed studies in this course.

## ***Gifted Education Courses***

The three courses listed below comprise the gifted endorsement. A separate application is required for this program (see School of Education web site for application).

### **EDGE 5001 Characteristics of the Gifted Child (3)**

Advanced study of the research related to the cognitive, social, emotional, and achievement characteristics of gifted students from diverse backgrounds. Analysis of political, legal, and socio-cultural factors influencing conceptions of giftedness and educational programs for the gifted will also occur.

### **EDGE 5002 Curriculum and Program Development for the Gifted (3)**

Prerequisite: EDGE 5001 or 5003. Advanced study of the design of research-based curriculum models in gifted education. An emphasis is placed in highly differentiated, culturally responsive programs with strong theoretical foundations. A practicum is included in this course.

### **EDGE 5003 Methods & Assessment of Gifted Students (3)**

Advanced study of the assessment issues and practices in the identification of gifted individuals from diverse backgrounds.

## ***English Courses***

### **ENGL 6010 History of English Language (3)**

A detailed introduction to the background, origins, development, and structure of the English language and the fundamental tools and concepts used in the study of a language's history.

### **ENGL 6050 Applied English Grammar (3)**

Assumes a mastery of prescriptive English grammar. A study of the grammatical structure of English in relation to rhetorical and logical structures. The course introduces theories of structural linguistics, transformational-generative grammar, and rhetorical grammar.

**ENGL 6120 An Intro to Rhetorical Theory (3)**

An introductory survey of rhetorical theory, with an emphasis on theories of political and civic discourse. Intensive study of classical and contemporary rhetoric, with some attention to theory from other historical periods. Works from the traditional canon of Western rhetoric and works that represent alternative Western traditions will be studied.

**ENGL 6130 Advanced Composition (3)**

Intensive analysis of and practice in writing varieties of creative nonfiction with attention to different audiences, purposes, and contexts. Emphasis is placed on exploring new genres and writing with increased effectiveness and sophistication. The course considers the writing process in light of the history of rhetoric and rhetorical theory (including principles of visual rhetoric), current research in composition studies, and changing writing technologies.

**ENGL 6220 Poetry and Poetics (3)**

A study of poetry, approaches to poetry, and theories of poetry.

**ENGL 6230 The Novel (3)**

Studies in the development of prose fiction from the eighteenth century to the present.

**ENGL 6240 The Short Story (3)**

A study of short stories from various cultures. The course emphasizes recognition of recurrent formal and thematic patterns, and introduces methods of literary interpretation and analysis appropriate to understanding and teaching the short story.

**ENGL 6250 World Drama (3)**

A comprehensive study of the theatrical literature of the world, from ancient through modern.

**ENGL 6260 Creative Non-Fiction (3)**

A study of the "fourth genre," creative nonfiction, with emphasis on formal analysis, the history of the genre, and its variations across cultures.

**ENGL 6300 Mythology (3)**

An introduction to the mythologies of the world and the uses that writers make of them.

**ENGL 6340 Women Writers In World Literature (3)**

A study of the literary representation and self-representation of women and the question of the female identity in world literature in cultural, social, and psychological sense. The class will encompass works from the 8<sup>th</sup> century to the present. After a brief overview of gender theory, the course will offer students an understanding of how countries, cultures, and individuals approach the formation of an identity.

**ENGL 6350 Postcolonial World Literature (3)**

A study of identity, both personal and national, in postcolonial works around the globe. Postcolonial literature occurs at different times for different countries (and cultures), but the majority of the literature will be in the modern era. After a brief overview of the colonial mindset, including such concepts as *mimicry* and *the Other*, the course will offer students an understand of how countries, cultures, and individuals approach the formation of an identity that is both separate from and linked to the former colonizer.

**ENGL 6410 Medieval English Literature (3)**

A study of major works of Old and Middle English literature, excluding Chaucer.

**ENGL 6411 Chaucer (3)**

A study of the major works of Chaucer, with emphasis on the Canterbury Tales, all studied in the original Middle English.

**ENGL 6430 English Renaissance (3)**

An examination of English Renaissance prose, poetry, and/or drama, exclusive of Shakespeare.

**ENGL 6431 Shakespeare I (3)**

A study of the tragedies and romances with a focus on their historical contexts and on the major interpretive approaches.

**ENGL 6432 Shakespeare II (3)**

A study of the histories and comedies with a focus on their historical background and on the major interpretive approaches.

**ENGL 6435 Shakespeare (3)**

A study of both Elizabethan and Jacobean Shakespeare. This course will include selections from Shakespeare's comedies, histories, tragedies, romances, and poetry. The focus of the course will be upon historical backgrounds and the major interpretive approaches.

**ENGL 6441 Milton (3)**

A study of Milton in the context of his classical background and late Renaissance environment. Major emphasis on the poetry.

**ENGL 6450 English Literature of the Restoration and the Eighteenth Century (3)**

A study of major British writers from 1660 to 1789.

**ENGL 6460 English Literature of the Nineteenth Century: Romanticism (3)**

A study of Romanticism as a literary, social, and historical phenomenon.

**ENGL 6470 English Literature of the Victorian Era (3)**

A study of the major writers in both prose and poetry in the context of the social conditions in England from 1832 to 1900.

**ENGL 6480 Modern and Contemporary British Literature (3)**

A study of the major writers in both poetry and prose in the context of the social and political conditions in England beginning from the twentieth century.

**ENGL 6640 Literatures of the American West (3)**

An in-depth study of the diverse literary traditions of the American West.

**ENGL 6650 Early American Literature (3)**

Advanced study of American literature and literary culture during the Colonial and Early National Periods, with emphasis on the Enlightenment and on development of the gothic, picaresque, and sentimental novel in America.

**ENGL 6651 Seminar in Nineteenth-Century American Literature (3)**

Advanced study of a body of texts, literary movements, author(s), or themes in nineteenth-century American literature not otherwise covered in other course offerings.

**ENGL 6652 Seminar in Twentieth-Century American Literature (3)**

Advanced study of a body of texts, literary movements, author(s), or themes in twentieth-century American literature not otherwise covered in other course offerings.

**ENGL 6660 American Romanticism (3)**

A study of American prose and poetry between 1820 and 1860 with emphasis on Emerson, Hawthorne, Thoreau, Melville, and Whitman.

**ENGL 6670 American Realism and Naturalism (3)**

A study of major works of American literary realism and naturalism.

**ENGL 6675 American Modernism (3)**

An in-depth study of the cultural background and major figures of the Modernist movement, 1900-1950.

**ENGL 6680 Contemporary American Literature (3)**

Thematic exploration of American literature from 1950 to the present, including study of texts, authors, and literary trends of the contemporary period.

**ENGL 6685 Readings in American Cultures (3)**

A study of literatures from a variety of non-mainstream American cultures, including an examination of texts, authors, and themes from these literatures.

**ENGL 6690 Southern Literature (3)**

An examination of the literature of the South with a background study of the literary trends of the nineteenth century and a concentration on writers of the Southern Renaissance and beyond.

**ENGL 6810 Seminar in English: Selected Topics (1-3)**

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings. Repeatable up to 6 hours of credit.

**ENGL 6820 Seminar in English: Selected Topics (1-3)**

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings. Repeatable up to 6 hours of credit.

**ENGL 6830 Seminar in English: Selected Topics (1-3)**

A detailed study of a body of texts which encompass a literary movement, theme, or trend not covered in other catalog listings.

**ENGL 6901 Teaching English (3)**

Students preparing to be English teachers of students in grades 6-12 will learn about methods and materials for teaching reading, writing, and speaking, including the use of technology. Students will analyze and assess student writing, design an English course, and demonstrate effective teaching. Students will also observe English classes in the public schools, under direction of the professor.

**ENGL 6950 Composition Studies for Teachers (3)**

The course includes study of composition theory and its applications to the teaching of composition. Students will analyze and assess student essays and design a writing course and program.

**ENGL 7000 Literary Criticism (3)**

An examination of major schools of literary criticism and the critique of several poems and short stories using various forms of criticism.

**ENGL 7431 Shakespeare's Tragedies (3)**

An intensive study of Shakespeare's major tragedies.

**ENGL 7432 Shakespeare's Comedies (3)**

An intensive study of Shakespeare's major comedies.

**ENGL 7461/7462 Studies in Nineteenth Century British Romanticism (3)**

An intensive study of first- and/or second-generation British romantics.

**ENGL 7651/7652 Seminar in Nineteenth Century American Literature (3)**

Content will vary according to writers and movements studied.

**ENGL 7681/7682 Seminar in Modern and Contemporary American Literature (3)**

Content will vary according to writers and movements studied.

**ENGL 7800 Independent Studies for Teachers (1-3)****ENGL 7990 Directed Readings for English Teachers (3)**

This capstone course involves a study of fifteen works in the English discipline, which will culminate in a guest lecture, a portfolio, a written exam, and an oral exam. The student will work in conjunction with a committee chosen from the English graduate faculty; however, the course will be completed as an independent study for the most part. Through the process, the student will develop methods of independent inquiry and self-directed study.

***Language Arts Courses*****LART 6080 Integrating the Curriculum through Children's Literature (3)**

This course involves the reading and evaluation of books for children, either at the elementary or middle school levels. A primary emphasis of the course is the integration of children's literature with the content areas of science, social studies, mathematics, and language arts in the curriculum.

**LART 6190 Pre-Adolescent Literature (3)**

This course examines various types of literature written specifically for the middle school child or young adolescent. Topics in the course include the characteristics of pre-adolescent literature in general, characteristics of various genre, evaluative criteria for judging quality literature, and teaching methods and strategies appropriate for the pre-adolescent student.

**LART 6200 The Teaching of Reading (3)**

This course provides for an intensive study of reading skills. The role of readiness, vocabulary development, and word recognition as each is related to comprehension will be studied.

**LART 6300 Teaching Reading in the Content Areas (3)**

This course provides for a study of objectives and methods for teaching comprehension, vocabulary, study skills, and critical reading in the content areas. Attention is given to remedial and enrichment techniques for secondary students.

**LART 6501 Foundations of Reading Instruction (3)**

This survey course addresses reading using a developmental state approach. Participants learn about reading development (characteristics, assessment, and instruction) from the most emergent state through adulthood. In addition, course participants learn about literacy from a multitude of perspectives – historical perspectives, second language learners, and students with reading disabilities. Educators will gain practical knowledge to help them understand the literacy level of all students.

**LART 7210 Diagnosis of Reading Disabilities (3)**

Prerequisite: A course in the teaching of reading. An advanced course dealing with the causes of reading disability and methods for diagnosis both in the classroom and in the special reading program. Emphasis will be placed on preparing the classroom teacher for the role of a diagnostician of students with reading disabilities.

**LART 7220 Remediation of Reading Disabilities (3)**

Prerequisite: A course in the teaching of reading. An advanced course dealing with the correction and remediation of reading disabilities. Emphasis will be placed on the study of a variety of remedial strategies, materials needed for a program of remediation, and management of the remedial program.

**LART 7320 Practicum in Developmental and Remedial Reading (3)**

This course provides for supervised practice of diagnosis and remediation of disabled readers within a public school setting, or regular classroom teaching of reading using a variety of approaches or experience in working with a reading specialist under college supervision.

### **LART 7370 Organization & Supervision of the Reading Program (3)**

This course is a study of methods of organizing the reading program as part of the total curriculum. Role and responsibilities of the reading specialist are examined. Coordination of a school-wide reading program will be studied.

## ***Mathematics Courses***

### **MATH 6000 Differential Equations (3)**

An introductory course in ordinary differential equations with emphasis upon linear differential equations of the first and second orders. Topics include solution of second-order differential equations by the methods of undetermined coefficients, variation of parameters, and Laplace transforms.

### **MATH 6010 Partial Differential Equations (3)**

Topics include power series method for solving ordinary differential equations, Fourier series and integrals, orthogonal functions, and partial differential equations with boundary conditions.

### **MATH 6020 Nonlinear Dynamics and Chaos (3)**

Topics include one-dimensional flows and bifurcations, Phase portraits, linearization and classification of equilibrium points, limit cycles, chaos, one-dimensional maps, and fractals.

### **MATH 6100 Number Systems (3)**

Topics include patterns, problem-solving strategies, sets, counting, rational and irrational numbers, number theory, ratio, proportion, percent, exponents, and decimals. An individual, independent unit is also included. This course may not be used to fulfill the secondary mathematics teaching area requirement.

### **MATH 6110 Informal Geometry (3)**

Topics include plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, area and perimeter, volume, and surface area, congruence and similarity mappings, and topological mappings. This course may not be used to fulfill the secondary mathematics teaching area requirement.

### **MATH 6116 Modeling in Algebra (3)**

This course is designed for K-8 in-service teachers and focuses on variables, expressions, equations, systems of equations, and linear, non-linear, and inverse functions. Emphasis is on problem solving, active learning, appropriate communication, substantive connections, technology, and multiple representations of algebraic structures. This course may not be used to fulfill the secondary mathematics teaching area requirement.

### **MATH 6120 Geometry (3)**

Topics include classifications of geometries (Euclidean, Non-Euclidean, and other) and geometry-related concepts outside the perspective of other mathematics courses. A background in plane geometry is helpful.

### **MATH 6125 Elementary Differential Geometry (3)**

Topics include curves, surfaces, coordinate charts, differentiable manifolds, the tangent plane, the first fundamental form, the Gauss map, the second fundamental form, curvature, geodesics, the Gauss-Bonnet theorem, and projections with applications to cartography.

### **MATH 6130 Introduction to Topology (3)**

An introductory course in point set topology. Topics include topological spaces, basis, subspaces, closed sets and limit points, the product topology, connected spaces, compact spaces, countability axioms, separation axioms, Urysohn's lemma, the Tychonoff theorem, and complete metric spaces.

**MATH 6140 Probability and Statistics for Teachers (3)**

This course is designed for K-8 in-service teachers and focuses on making decisions and predictions in the context of solving real-world problems through the process of collecting, representing, processing, summarizing, analyzing, and transforming data. Also included are an individual special project and a teaching portfolio. This course may not be used to fulfill secondary mathematics teaching area requirement.

**MATH 6180 Functions of a Complex Variable (3)**

Topics include conditions for analyticity, elementary functions, the fundamental theorem of algebra, power series, residues, poles, and conformal mapping.

**MATH 6200 Introduction to Real Analysis I (3)**

An introductory course in functions of a real variable, limits, continuous functions, differentiation, and Riemann integration.

**MATH 6210 Introduction to Real Analysis II (3)**

Prerequisite: Grade of C or above in MATH 4200/6200. This course is a continuation of MATH 6200.

**MATH 6310 Theory of Numbers (3)**

Prerequisite: Grade of C or above in MATH 2460. A study of elementary problems in number theory with topics from divisibility, congruences, residues, special functions, Diophantine equations, and continued fractions.

**MATH 6350 Probability and Statistics I (3)**

An introductory calculus-based course in probability and statistics. Topics include descriptive statistics and linear regression, basic probability and probability distributions, point estimation, confidence intervals, and hypothesis testing.

**MATH 6450 Probability and Statistics II (3)**

Prerequisite: Grade C or above in MATH 6350. A continuation of the study of probability and statistics, emphasizing the theory of statistical inference. Topics include two-sample estimation and tests of hypothesis, analysis of variance and randomized block designs, regression analysis, correlation, transformations and multiple regression, quality control methods, and stochastic processes.

**MATH 6500 Introduction to Discrete Mathematics (3)**

An introductory course in discrete mathematics emphasizing the formulation and solution of problems which are discrete in nature. Topics include logic, sets, relations, combinatorial methods, recurrence relations, graphs and networks, directed graphs, Boolean algebras, basic design theory, and coding theory.

**MATH 6505 Computer Applications in Operations Research (3)**

Prerequisite: Grade of C or above in MATH 3650/6650 or BUSA 3110 or approval of department head. A study of various problems and models in the field of operations research. Topics will include linear programming, the transportation problem, the assignment problem, project scheduling, network models, and queuing theory. Computer software will be available to assist students in the computational aspects of their solutions.

**MATH 6520 Graph Theory (3)**

An introductory course in Graph Theory. Topics include fundamental concepts and definitions, trees, distance, matchings, factors, connectivity, paths, graph colorings, and planar graphs. Applications of these topics will be investigated and will include the development of appropriate algorithms.

**MATH 6540 Introduction to Cryptography (3)**

This course is an introduction to the mathematics used in both cryptology and cryptanalysis. Among the topics included in the course are the difficulty of an algorithm in terms of polynomial time; number theory topics such as divisibility, greatest common divisor, the Euclidian Algorithm, prime numbers, congruence,



Fermat's little theorem, factoring, and discrete logarithms; encryption schemes and the associated matrices or linear maps; perfect security; the DES algorithm; public-key encryption; and digital signatures. The ability to read mathematical proofs is expected.

### **MATH 6550 Numerical Analysis (3)**

A course in numerical solutions to problems in mathematics: roots of non-linear equations, zeros of polynomials, interpolation, systems of linear algebraic equations, quadrature, ordinary differential equations with analysis of methods and errors, and programming of methods on a computer.

### **MATH 6590 Game Theory (3)**

Game theory models will be discussed from a humanities-based, decision-sciences perspective. Topics will include strategic matrix and sequential games, optimization, Nash equilibria and strategies. Applications will include economic and strategic (military) models, the Prisoner's Dilemma, Cournot Duopoly, bargaining, and auctions. Students will develop game-theoretic structures for real-world phenomena and understand their applications and extensions.

### **MATH 6600 Introduction to Abstract Algebra I (3)**

A formal introduction to the algebra of groups, rings, and fields. It is recommended that students complete MATH 2800 or MATH 6500 before enrolling in MATH 6600.

### **MATH 6610 Introduction to Abstract Algebra II (3)**

Prerequisite: Grade of C or above in MATH 6600. A continuation of Introduction to Abstract Algebra I. Topics include advanced group theory, ring theory, field theory, Galois theory, and finite fields.

### **MATH 6650 Introduction to Linear Algebra (3)**

An introduction to the basic concepts of linear algebra. Topics include finite dimensional vector spaces, bases, linear transformations, and matrices.

### **MATH 6700 History of Mathematics (3)**

A survey of the historical development of mathematics with emphasis on topics for secondary teachers. Required for each graduate mathematics major who has not already completed a similar course.

### **MATH 6800 Technology in Mathematics Education (3)**

A course to develop skills in the use of technology in teaching and learning grades 6-12 mathematics.

### **MATH 7010/7020 Seminar in Applications of Mathematics (3)**

Topics will vary to reflect current mathematics curricular and assessment trends.

### **MATH 7900 Independent Study (1-3)**

Independent reading and study under the direction of departmental faculty covering selected topics not normally discussed in major course work. May be repeated for credit.

### **MAED 7050 Pedagogical Techniques for Mathematics Instruction (3)**

This course provides hands-on experiences designed to link mathematics content knowledge with instructional and assessment practices appropriate for grades 6-12. Emphasis is placed on developing familiarity and proficiency with blending mathematical theory and effective teaching practices. Required for graduate mathematics education majors.

### **MAED 7090 Advanced Pedagogy in Secondary Mathematics (3)**

This capstone course focuses on student/practitioner demonstration of proficiency with merging mathematics content knowledge, instructional practices, and assessment techniques in the grades 6-12 mathematics classroom setting. Required for graduate mathematics education majors.

## ***Middle Grades Education Courses***

**MGED 6001 Middle-Level Practices and Curricular Issues in Contemporary Schools (3)**

This course is designed to build on and advance student knowledge of middle level learners, curriculum, organization, and practices. In particular, this course will focus on the development of the young adolescent in a changing society and within multicultural, social, and political contexts. Students will conduct an action research project on a problem area in their classroom or school. This is the required capstone course in middle grades education. Offered spring only.

**MGED 6002 Integrating Learning and Teaching in the Middle-Level Curriculum (3)**

This course is designed to build on advance student knowledge of middle-level curriculum planning, lesson design, and instructional delivery. This course requires students to develop integrated approaches and implement interdisciplinary lesson designs in current school settings. This is one of two required pedagogy courses in middle grades education. Normally offered fall.

**MGED 6003 Assessment & Evaluation for Teachers and Learners (3)**

This course is designed to build on and advance student knowledge of assessment and evaluation strategies. Multiple approaches to assessment and evaluation will be emphasized as they relate to programmatic issues, learner outcomes, and teaching performance. Students will be required to advance their skills as reflective practitioners by observing themselves and peers, analyzing teaching behaviors, and designing professional development plans. This is one of two required pedagogy courses in middle grades education. Normally offered summer.

**MGED 6040 Nature & Needs of Middle Grades Learner (3)**

This course examines the unique nature and diverse needs of the middle school learner as lived in the student's school and the community. Educators of young adolescents should be aware of the physical, emotional, intellectual, social, and psychological characteristics of their students. They are responsive to the developmental needs of young adolescents by planning and implementing appropriate school instruction, climate, and organization. The purpose of this course is to examine the developmental characteristics of young adolescents within the context of where they live, the role of the middle school philosophy, the history and organization of middle schools and those current best practices that will provide all middle school learners with an academically challenging curriculum and fulfilling schooling experience.

***Modern Language Courses*****FREN 7920 Graduate Quebec Civilization and Culture (3)**

An examination of a particular period of Quebec history and culture. The specific topic will change annually. Offered as Study Abroad credit only.

**FREN 7930 Graduate French Language (3)**

Designed primarily for teachers of French, deals with particular problems encountered by Anglophones facing the French language. Offered as Study Abroad credit only.

**FREN 7940 Graduate French Phonetics and Conversation (3)**

Designed primarily for teachers of French, focuses on teaching the art of conversation to others while maintaining high standards of correct pronunciation. Offered as Study Abroad credit only.

**MLAN 5010 Applied Linguistics (3)**

Prerequisite: None. Designed for teachers of language, this course discusses principles of linguistics and theories of first and second language acquisition.

**MLAN 5100/Language and Culture (3)**

Prerequisite: None. Designed for teachers of language, this course explores how language and culture affect values and perceptions.

**MLAN 6010 Linguistics (3)**

Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Teachers will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

### **SPAN 5100 Spanish for Educators (3)**

Prerequisite: Bachelor's degree or departmental permission. An elementary Spanish course for educators that provides vocabulary and basic oral communication skills that facilitates the sharing of school-related information with non-English speaking Latino students and their parents in the K-12 classroom setting.

## ***Physical Education Courses***

### **PHED 6050 Materials and Methods in Physical Education (3)**

The study of the administrative processes and methodology needed to develop a thorough understanding of desirable standards and program implementation in physical education.

### **PHED 6100 21st-Century (3)**

A comprehensive analysis as to how current and past health issues/practices will affect society in the future.

### **PHED 6200 Elementary and Secondary School Physical Ed (3)**

A study and practicum in the objectives, needs, methods, and materials of elementary and secondary school children involved in a modern-day physical education program.

### **PHED 6500 Exercise Physiology (3)**

A study of the function of the human body as it relates to physical performance. Lecture and laboratory experiences.

### **PHED 6600 Kinesiology (3)**

A study of the basic mechanics of human motion, including action of the joints and muscles, and the application of kinesiology to physical education and sport activities.

### **PHED 6900 Health Education (3)**

A study of the current issues in the dynamics of health including but not limited to mental health, nutritional health, exercise and weight control, drugs and health, human sexuality, etc.

### **PHED 6950 Wellness (3)**

This is a lifestyle course covering the many facets of wellness and their relationships to improving both the quantity and quality of life. Topics include, but are not limited to, self-responsibility, nutritional awareness, environmental sensitivity, stress management, and personal fitness.

### **PHED 7000 Curriculum Planning in Physical Ed (3)**

A study of the process of curriculum development in a modern-day physical education program. Areas of concentration deal with the planning, construction, content, and administration of a responsible physical education curriculum.

### **PHED 7040 Scientific Aspects of Exercise (3)**

A consideration of the effect of exercise on the functions of the organic systems of the body with particular emphasis on the physiological changes occurring from sports and physical activities.

### **PHED 7050 Prevention & Treatment of Athletic Injuries (3)**

This course deals specifically with the immediate care and long-term prevention, treatment, and rehabilitation of injuries occurring from sports and physical activities.

**PHED 7060 Analysis of Motor Skills (3)**

Analysis of motor skills based on laws and principles of mechanics.

**PHED 7130 Administration of PE in the School Program (3)**

A study of the administrative and management processes of physical education, interscholastic, and intercollegiate athletic programs.

**PHED 7140 Current Problems in Health, PE & Recreation (3)**

A study of the problems encountered in a comprehensive health and physical education program, as well as school and community recreation. Special emphasis is given to problems in areas of student's interest.

**PHED 7150 History of Physical Education (3)**

A study of the historical background of physical education, including the Greek, Roman, Renaissance, and Reformation periods. While emphasizing current principles of European and American physical education, special emphasis will be given to the importance of physical education in all aspects of American life.

**PHED 7170 Case Studies in PE, Athletics and Wellness (3)**

A study of the problems associated with the administration and teaching of physical education, athletics, and wellness. Employing the case study method, this course emphasizes problem-solving in a practical, realistic mode.

**PHED 7200 Movement Education (3)**

A study of how the body moves and how one learns to move. Special emphasis is placed on movement exploration and discovery which provides a basic understanding of the evolution, nature, and purpose of movement. Various teaching methods are examined in order to enhance one's ability to provide positive movement experiences for children.

**PHED 7220 Aspects of Sports in American Culture (3)**

An analysis of the place of sport in American culture. A study of the historical influences of sport on economics, politics, nationalism, curriculum, and methods of instruction, professional preparation, dance, leisure, and amateur, and professional status.

**PHED 7230 Theories of Coaching (3)**

A focus on why athletes and spectators behave the way they do in various athletic and physical activity settings and how said scope encompasses the major psychological dimensions underlying such behavior.

**PHED 7250 Public Relations in HPED & Wellness (3)**

An advanced study of the importance of public relations and its relationship in successful program development in health, physical education, wellness, and athletics.

**PHED 7700 Contemporary Issues and Concerns in Health and Physical Education (3)**

Prerequisite: Completion of EDUC 6001. This course is designed to show practitioners that an action research approach to teaching can be used to improve teaching and learning practice within their classrooms, schools, or other physical education settings. The course is designed as a capstone experience in which practitioners will demonstrate advanced knowledge and skill in the following areas: (a) physical education curriculum development, (b) instructional pedagogy, on-site research and (c) reflective practice. The final product for this experience is an action research project that integrates these aspects of the master's program.

**Reading Courses**

Three of the courses listed below comprise the Reading Education Endorsement. A separate application is required for the program (see the School of Education web site for the application).

All students must take LART 7200 and LART 7300 to meet the endorsement requirements. The third course is dependent on the student's teaching certification. Middle School teachers take LART 7340 for their third class; Early Childhood teachers take LART 7380 for their third class.

### **LART 7200 Trends and Practices In Reading Education (3)**

This course is a survey and critical study of the theory, research, and innovative approaches in the field of reading. Current methods and practices in the teaching of reading will be examined with emphasis on the teaching of phonics, vocabulary, and comprehension. Classroom applications of strategies related to theory and approaches are required.

### **LART 7300 Assessment in Literacy Education (3)**

(This course is taught completely online.) This course is designed to provide the student with an understanding of how literacy instruction can be informed and supported by assessment data. It emphasizes the assessment and evaluation process and provides knowledge and problem-solving opportunities to assist classroom teachers in making sound decisions about what they can do to engage children from diverse backgrounds in learning to read. Classroom applications including planning and assessment are required.

### **LART 7340 Teaching Reading and Writing in the Middle/Secondary Schools (3)**

This course provides students with knowledge of the methods and materials for teaching reading and writing in the middle/secondary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

### **LART 7380 Materials and Reading (3)**

(This course is taught completely online.) This course provides students with knowledge of the methods and materials for teaching reading in the elementary content areas. Students in this course will have an opportunity to experience, research, and practice a variety of methods related to the development of vocabulary and comprehension within their content area classrooms. Strategies and activities that enable the classroom teacher to develop instruction that integrates reading, writing, technology, and literature into content knowledge will be stressed.

## **Science Courses**

### **BIOL 6800 - 6807 Independent Study/Graduate Research (1)**

Course credit is 1 to 8 semester hours in increments of 1 hour. An advanced study of special topics open to graduate students. Study topics are subject to approval by the supervising faculty member and the biology department head. Requires submission and approval of the Graduate Independent Study Research Plan prior to the end of Drop/Add.

### **CHEM 6226 Special Topics in Chemistry (1-4)**

Prerequisites: Consent of instructor. Repeatable for credit up to 16 hrs.. A two to four hour course covering one of a variety of advanced topics which will be offered on a rotating basis. These could include Nuclear Magnetic Resonance Spectroscopy, Polymer Chemistry, Statistical Mechanics, Group Theory, Coordination Chemistry, Separation Science, and Pharmaceutical Chemistry.

### **ISCI 6500 Chemistry for Teachers (4)**

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching chemistry and recent advances in the field. Corresponding activities are presented using "Kemtec" Micro-Scale labs and large-scale demonstrations. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of chemistry with emphasis on computational skills.

### **ISCI 6501 Physical Science for Teachers (4)**

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching physical science and recent advances in the field. Corresponding activities are presented using physics laboratory equipment and web simulations. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of the fundamental laws of physics with emphasis on computational skills.

#### **ISCI 6502 Astronomy & Earth Science for Teachers (4)**

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching geology, earth science and astronomy. Corresponding activities are presented using rocks, minerals, stream tables, weather instruments and astronomy tools. Activities are tied to the Georgia Performance Standards and the National Science Education Standards. Teachers will analyze the concepts and models of earth science with emphasis on concept development.

#### **ISCI 6503 Life Science & Natural History for Teachers (4)**

This inquiry-based content and laboratory course is designed specifically for high school and middle grades teachers. Lectures are given on the basics of teaching biology and recent advances in the field. Corresponding activities are presented using standard life science inquiry-based labs. Activities are tied to the Georgia Performance Standards and the National Science Education Standards.

#### **SIED 6062 Leadership in Science Education, 7-12 (3)**

Prerequisite: Secondary Science certificate or Middle Grades certificate with science concentration. This course focuses on curriculum materials and development for the upper-middle or secondary teacher. Attention is also directed toward interdisciplinary approaches, student extracurricular and research projects, and grant preparation. This is the required pedagogy course for graduate programs in science education. Normally offered fall.

#### **SIED 6063 Integrative Studies In Science Education (3)**

This course will provide students with experiences, through National Board for Professional Teaching Standards (NBPTS) prototype entries, to analyze their own professional practices and to develop a leadership role in their current practice. Current topics and their applications in science education will also be explored.

#### **SIED 6075 Environmental Education for Teachers (3)**

Prerequisite: One year of undergraduate science and social science. This course focuses on content and curriculum models in environmental education including basic ecology and the flow of matter and energy through the universe and the interaction of human and natural systems. The target audience is the P-12 teachers or youth leaders interested in infusing environmental education concepts into existing program.

#### **SIED 6085 Case Studies in Science (1)**

Case studies of selected science topics.

### ***History and Social Science Courses***

#### **ANTH 6500 Studies in Regional Archaeology (3)**

A seminar survey of the prehistoric and contact period of the Southeastern United States.

#### **CRJU 6003 Court Administration (3)**

This course examines the philosophical and structural bases of the court system in the United States and the administrative duties of the personnel involved.

#### **CRJU 6004 Correctional Administration (3)**

This course explores the managerial styles and problems associated with administering correctional institutions in the United States.

**CRJ 6020 Law Enforcement Management Systems (3)**

A study of the contemporary law enforcement agency and an analysis of its organization, staffing, budgeting, control, coordination, planning, and related processes.

**CRJU 6112/POLS 6112 The Judicial System and Judicial Process (3)**

This course presents a systematic study of the judiciary and its role in the administration of justice. The course will introduce students to a variety of theoretical and practical perspectives regarding the relationships among courts, the legal system, and the American political process. Considerable attention will be directed toward threshold considerations of judicial structure, power, function, dynamics, and operation.

**CRJU 6210 Advanced Studies in Corrections (3)**

Studies in institution-based treatment programs and community based treatment for pre-trial and post-trial programs are examined. Emphasis will be placed on the impact and operational aspects of these programs.

**CRJU/POLS 6601 Research Methods in the Social Sciences (3)**

A basic introduction into the area of research methods. The main areas of social research will be examined. Field survey evaluation, experimentation and content, and pragmatic and theoretical considerations will also be examined. A research project will be required of all students.

**CRJU/POLS 6602 Statistics for the Social Sciences (3)**

Prerequisite: CRJU/POLS 6601. A brief review of the basis for inferential and descriptive statistics, statistical inference, and the assumption of causality through specific techniques and procedures including correlation, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved.

**CRJU 6350 Family Violence (3)**

An interdisciplinary examination of the main areas of family violence, spousal abuse, child abuse, sibling violence, etc. Research in the field will be reviewed for factors related to causation and prevention.

**CRJU 6550 Law and Society (3)**

A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark cases and laws including *Brown v. Board of Education* (desegregation), *Roe v. Wade* (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.

**CRJU 6550 Law and Society (3)**

A general overview of how laws can affect society and how people's attitudes can affect the law. It will deal with several landmark cases and laws including *Brown v. Board of Education* (desegregation), *Roe v. Wade* (abortion), prohibition laws, drug abuse laws, and laws against homosexuality. The course will be taught in a seminar format.

**EDUC 6200 Integration of Economics into Social Science Curriculum (3)**

This course is designed to fulfill Georgia law regarding the teaching of economics in Georgia public schools. Specifically, this course explores how and why economics strengthens the social studies curriculum in multiple grade levels. While strengthening basic economics knowledge, the course demonstrates the useful integration of economics in teaching such subjects as history, geography, government, environmental issues, and personal decision making.

**GEOG 7000 Concepts & Materials in Geography for Teachers (3)**

This course investigates the relationship of the National Geographic Society themes for organizing geographic thought with the development and presentation of instruction materials. Students develop classroom materials which can be used to teach students facts about the world while incorporating the

skills of graphic analysis and use of resources from multiple commercial and governmental sources.

**HIST 6000 Historiography (3)**

A study of the writings of selected historians as they illustrate the problems and the methodology of historical scholarship.

**HIST 6100 U.S. History (3)**

This course examines selected topics in U.S. history.

**HIST 6110 Colonial America (3)**

This course examines selected topics in Colonial American history.

**HIST 6120 Early National U.S. (3)**

This course examines selected topics during the Early National (1783-1832) period in U.S. history.

**HIST 6140 History of Evolutionary Science (3)**

An inter-disciplinary capstone seminar course that examines the scientific underpinnings of evolution on the levels of micro and macro-biology and also examines the political, social, and cultural history of evolutionary science in the United States.

**HIST 6150 Social & Cultural History of U.S. from to 1860 (3)**

This course examines social and cultural forces which has shaped this nation's ideal up to the American Civil War.

**HIST 6151 Social & Cultural History of US from 1860 to Present (3)**

This course examines the social and cultural forces which have shaped this nation's ideals.

**HIST 6152 Social Movements (3)**

This course examines topics in social movements.

**HIST 6160 War and Society in America (3)**

This course examines selected topics in war and society in America.

**HIST 6161 Studies in American Revolution (3)**

This course examines topics in American Revolution.

**HIST 6170 Appalachian Studies (3)**

This course examines the history and culture of the people in the Appalachian region of the United States with an emphasis on North Georgia.

**HIST 6180 Civil War and Reconstruction (3)**

This course examines topics in the Civil War and Reconstruction.

**HIST 6182 American South (3)**

This course examines selected topics in the history of the American South.

**HIST 6185 Georgia History (3)**

This course examines topics in Georgia History.

**HIST 6200 History of European History (3)**

Selected topics in European history.

**HIST 6201 History of Western Civilization (3)**

This course is an advanced survey of political, economic, social, and cultural developments in Western Civilization.



**HIST 6220 Renaissance/Reformation (3)**

A study of Europe from 1350 to 1648, with emphasis on the political, economic, and social background of the Italian and Northern Renaissance, the decline of medieval Christendom, and the emergence of early-modern dynastic states from the Reformation and subsequent wars.

**HIST 6225 Early Modern Europe (3)**

A study of Europe from the age of absolutism through the development of political, social, scientific, intellectual, and economic revolutions, culminating in the Great French Revolution and the Napoleonic Empire which followed.

**HIST 6230 Nineteenth Century Europe (3)**

This course is a survey of the major political, social, and intellectual developments, with emphasis on nationalism, socialism, and liberalism between 1815 and 1914.

**HIST 6232 World War I (3)**

This course examines topics in World War I.

**HIST 6235 Twentieth Century Europe (3)**

This course is a study of Europe from the onset of the First World War through the development of the European Union and the end of the Soviet empire.

**HIST 6240 Modern France (3)**

This course is an advanced study of social, political, military, and imperial developments in Britain in the nineteenth and twentieth centuries.

**HIST 6250 Modern Britain (3)**

This course is an advanced study of social, political, military, and imperial developments in Britain in the nineteenth and twentieth centuries.

**HIST 6260 Modern Germany (3)**

This course is an advanced study of social, political, military, and imperial developments in Germany in the nineteenth and twentieth centuries.

**HIST 6300 Studies in European History (3)**

This course examines topics in European History.

**HIST 6310 Gender and Sexuality in Latin America (3)**

This course is an advanced study of gender and sexuality and their role in Latin American history.

**HIST 6320 Regional Studies in Latin America (3)**

This course examines selected topics in Latin America with an emphasis on specific countries or regions.

**HIST 6400 History of Middle East (3)**

This course examines selected topics in the history of the Middle East.

**HIST 6410 Islam in World History (3)**

This course traces the impact of Islam on world history and the response of the Muslim world to the spread of Western political power and cultural values.

**HIST 6450 The Crusades (3)**

This course is an advanced study of the social, political, and military aspects of the Crusading era.

**HIST 6500 History of India (3)**

This course introduces students to the political, social, and religious traditions of the Indian subcontinent. It will emphasize the subcontinent's place in world history, including its contributions to both European and Asian worlds.

**HIST 6510 History of Modern Southeast Asia (3)**

This course examines selected topics in the history of Modern Southeast Asia.

**HIST 6630 Modern China (3)**

This course is a survey of political, ideological, and social developments in China's evolution as a modernizing state from the Qing Dynasty to the present.

**HIST 6640 Modern Japan (3)**

This course is a survey of political, economic, and cultural developments in Japan from the accession of the Tokugawa Shogunate through the evolution of the modern industrial state.

**HIST 6650 The Mongol Conquests (3)**

This course examines the Mongolian Empire and the impact the Mongols had on Eurasia.

**HIST 6700 History of Africa (3)**

This course examines selected topics in the history of Africa.

**HIST 6800 History of Developing Nations (3)**

This course examines themes related to the problems of the world's less developed areas, from the legacy of decolonization to strategies for cultural survival.

**HIST 6810 History of the Atlantic World (3)**

This course examines themes in the study of the Atlantic world.

**HIST 6820 History of Indigenous Peoples (3)**

This course examines selected topics on the history of indigenous peoples before and after contact by expansive empires of states. Emphasis is placed on Native American societies.

**HIST 6850 Modern World Revolutions (3)**

This course examines in comparative terms both revolutionary theory and practice. Emphasis is placed on Asian and Latin American revolutionary traditions.

**HIST 6860 World War II (3)**

This course examines the causes and course of World War II.

**HIST 6870 History of Asian Civilization (3)**

This course introduces students to the political, social, and religious traditions in Asia. It will emphasize the influence of each of Asia's cultures upon the other and the region's place in world history.

**HIST 6875 Cultural Encounters and Exchange in World History (3)**

This course examines selected topics in world history with an emphasis on cross-cultural and comparative encounters and the ideas and material goods exchanged between them.

**HIST 6880 Vietnam and Its Wars (3)**

This course examines the Vietnam War in the context of Vietnamese and American history.

**HIST 7001 Colloquium in World History (3)**

This course focuses on the study of the historiography of selected topics in World History.

**HIST 7002 Colloquium in European History (3)**

This course focuses on the study of the historiography of selected topics in European History.

**HIST 7003 Colloquium in American History (3)**

This course focuses on the study of the historiography of selected topics in American History.

**HIST 7004 Colloquium in Military History (3)**

This course focuses on the study of the historiography of selected topics in Military History.

**HIST 7190 Independent Study in United State History (3)**

This course examines selected topics in U.S. history using primary documents.

**HIST 7500 Teaching History (3)**

This course examines different aspects to teaching history.

**HIST 7700 Capstone Seminar in History (3)**

This course is a capstone seminar in history, designed to bring together key events, trends, themes, and methods of looking at the past.

**HIST 7810 Readings & Research/Modern World Since 1900 (3)**

This course is designed to enable students to gain a better grasp of the goals and insights sought by historians of modern world history and pursue original research that may further prepare them as teachers as well as scholars in this field.

**POLS 6104 Public Administration (3)**

An analysis of the theory, basic principles, and practices of public administration in the United States through a study of organization, management, budgeting, personnel, administrative leadership, and characteristics of modern bureaucracies.

**POLS 6106 State and Local Government (3)**

Study of the laws and traditions that determine the structures and operations of state and local governments in the United States.

**POLS 6110 The United States Congress (3)**

This course covers the U. S. Congress as an institution and explores its place in the political process. The goal is to provide the student with both a historical perspective, asking, "What was Congress intended to be?" and "How has it evolved?", as well as a contemporary view, asking, "What is Congress today?"

**POLS 6111 The Presidency (3)**

This course provides students with both a historical and analytical perspective of the American presidency. The president's roles as chief executive, ceremonial head of the U. S. government, chief diplomat, titular head of his party, and others are examined. The president's relationship and interaction with the legislative and judicial branches, other governmental institutions, interest groups, and the electorate will be studied.

**POLS 6112/CRJU 6112 The Judicial System and Judicial Process (3)**

This course presents a systematic study of the judiciary and its role in the administration of justice. The course will introduce students to a variety of theoretical and practical perspectives regarding the relationships among courts, the legal system, and the American political process. Considerable attention will be directed toward threshold considerations of judicial structure, power, function, dynamics, and operation.

**POLS 6113 The Legislative Process (3)**

This course examines the formulation and implementation of legislation in the United States Congress and/or American state legislatures. The aim is to gain an insight into the legislative process and how the structure and dynamics of political institutions affect it.

**POLS 6122 Political Parties and Elections (3)**

A study of U. S. political parties, including their development, functions, and significance as democratic institutions and policy-making instruments. The election process and voter behavior are also examined.

**POLS 6160 Women and Politics (3)**

This course examines the role of women in politics, focusing on how and to what extent women participate in politics, barriers to women's involvement in politics, and how the political system treats women's issues. Specific topics include the history of the women's-suffrage movement, feminism, the impact of gender on elections and the dynamics of legislatures, and public-policy issues relevant to women.

**POLS 6302 Political Socialization and Public Opinion (3)**

A survey of political socialization, the process through which a citizen acquires knowledge, opinions, and behavior about politics and government. The course explains how public opinion develops and evaluates whether public opinion influences public policy.

**POLS 6310 Political Leadership (3)**

The course will focus on a variety of historical and contemporary figures to determine how their leadership styles and ideas on leadership have influenced and motivated both individuals and groups of people in the political sense. Assignments and discussion will center on what strategies, motivations, tactics, and actions constitute an effective political leader.

**POLS 6330 Public Policy Planning and Analysis (3)**

An analysis of major policy decisions and the impact of these decisions on the American political system.

**POLS 6485A Internship (3)**

Prerequisite: Permission of the department head. A part-time professional experience in a government agency, law office, or similar political environment. A research paper on a topic related to the theme of the internship is required.

**POLS 6485B Internship (6)**

Prerequisite: Permission of the department head. A part-time professional experience in a government agency, law office, or similar political environment. A research paper on a topic related to the theme of the internship is required.

**POLS 6485C Internship (9)**

Prerequisite: Permission of the department head. A full-time professional experience in a government agency, law office, or similar political environment, possibly for a period exceeding one academic semester. A research paper or thesis on a topic related to the theme of the internship is required.

**POLS 6550 Studies in the American Constitutional System (3)**

Prerequisites: Permission of the department head. This is a seminar about the institutions established by the U. S. Constitution, the interrelationships among those institutions, and the rules and processes under which they operate.

**POLS 6560 Studies in American Political Institutions (3)**

Prerequisite: Permission of the department head. This is a seminar about the processes by which U. S. governmental institutions--including executive departments, regulatory agencies, legislative agencies, and the court system--operate. Roles and behaviors of those who manage and staff these institutions will also be examined.

**POLS 6570 Studies in American Political Thought (3)**

Prerequisite: Permission of the department head. This is a seminar about the political philosophies and ideologies that have predominated in American society from the colonial period to the modern period. The European underpinnings of these ideologies will be examined, with focus on the development of those foundations into a unique American political thought.

**POLS 6590 Special Topics in Political Science (3)**

The topic of this course will vary depending on timeliness and on instructor and student interest.

**POLS 6600 Studies in International Relations (3)**

Prerequisite: Permission of the department head. This is a seminar about diplomatic and other processes in which sovereign governments interrelate to defend and promote their national interests.

**POLS/CRJU 6601 Research Methods in the Social Sciences (3)**

A basic introduction into the area of research methods. The main areas of social research will be examined. Field survey evaluation, experimentation and content, and pragmatic and theoretical considerations will also be examined. A research project will be required of all students.

**POLS/CRJU 6602 Statistics for the Social Sciences (3)**

Prerequisite: POLS/CRJU 6601. A brief review of the basis for inferential and descriptive statistics, statistical inference, and the assumption of causality through specific techniques and procedures including correlation, regression, etc. Emphasis will be placed on understanding the concepts behind the techniques as well as the mechanical skills involved.

**POLS 6610 Studies in Eastern European Governments (3)**

Prerequisite: Permission of the department head. This is a seminar about the governmental systems and philosophical perspectives in the nations of Eastern Europe.

**POLS 6620 Studies in Russian Foreign Policy (3)**

Prerequisite: Permission of the department head. This is a seminar about the development of the foreign policy of Russia from the czarist monarchical period, through the era of Soviet communism, to the post-Soviet period.

**POLS 6630 Studies in Comparative Government (3)**

Prerequisite: Permission of the department head. This is a seminar about the analytical approaches by which the governmental systems of nations can be compared in order to find common denominators and to distinguish their governmental formats.

**POLS 6660 Religion and Politics (3)**

The course is designed to analyze the ways religion and politics influence one another. The course presents a history of religion in America, outlines the major religious traditions, and investigates how religious beliefs motivate individual political behavior.

**POLS 7000 Readings and Research in the American Political System (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of American government and conduct related research.

**POLS 7010 Readings and Research in State and Local Government (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of state and local government and conduct related research.

**POLS 7020 Readings and Research in American Political Thought (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of American political thought and conduct related research.

**POLS 7030 Readings and Research in Constitutional Studies (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential treatises and cases concerning constitutional development and constitutional law and conduct related legal research.

**POLS 7040 Readings and Research in Latin American Studies (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of Latin American politics and conduct related research.

**POLS 7050 Readings and Research in Comparative Government (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of comparative government and conduct related research.

**POLS 7060 Readings and Research in International Relations (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs and original sources in the subfield of international relations and conduct related research.

**POLS 7070 Readings & Research in Political Thought (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs and original sources in the subfield of political philosophy and conduct related research.

**POLS 7080 Readings and Research in Eastern European Studies (3)**

Prerequisite: Permission of the department head. This is a seminar in which students study influential monographs in the subfield of Eastern European politics and conduct related research.

**POLS 7290 Ethics for Public Service (3)**

A study of ethical and unethical behavior in the public service. Topics will include legal standards, mores affecting ethical behavior, corruption, whistle-blowing, privacy, equity, and the countervailing demands for government activism and individualism.

**POLS 7320 Public Policy Analysis (3)**

A study of models explaining the development of public policies and of empirical methods of analyzing and evaluating public policy. The course includes discussions of principles of strategic planning and public economics, designs for conducting policy research, and ethics as a criterion of sound public policy.

**POLS 7730 Political Science Seminar (3)**

A seminar on a contemporary topic or a topic of specialized interest. The topic varies in light of current political events and literature.

**POLS 7800 Readings in Civil Liberties and Judicial Processes (3)**

Prerequisite: Permission of instructor. This course is designed to further a student's knowledge of constitutional law and judicial processes. It assumes a basic understanding of these areas. Most work is conducted on an independent basis with guidance from the instructor.

**POLS 7950 Independent Study (3)**

Prerequisite: Permission of the department head. The student will conduct original research in an area of inquiry in political science under the supervision of a faculty member. An analytical, comprehensive research paper is required.

**PSYC 5181 Psychology of Aging (3)**

Prerequisite: PSYC 1101. A distance-learning course taught collaboratively via the Georgia Statewide Academic and Medical System (GSAMS). The course is designed as part of a distance-learning curriculum for **upper-level undergraduates (?)** and graduate students.

**PSYC 6060 Health Psychology (3)**

Prerequisite: PSYC 1101. A survey of the role of psychological factors in the promotion and maintenance of health, the prevention and treatment of illness and dysfunction, and the operation of the health care system.

**PSYC 6070 Statistics for the Behavioral Sciences (4)**

Prerequisites: PSYC 1101, MATH 2400. A survey of the most frequently used statistics in the behavioral sciences. Particular emphasis will be placed on analysis-of-variance techniques; non-parametric techniques will also be covered. Primary concern will be with computation, interpretation, and application.

#### **PSYC 6080 Research Methods for the Behavioral Sciences (4)**

Prerequisites: PSYC 1101, MATH 2400. Psychology majors are required to take PSYC 6070 prior to PSYC 6080. A course designed to introduce students to experimental methods applied to the behavioral sciences. Basic statistics, analysis, and experimental design will be presented. Laboratory time will be spent designing, implementing, and analyzing research projects.

#### **PSYC 6090 History and Systems of Psychology (3)**

Prerequisite: PSYC 1101. An integrative course emphasizing the origins and background of the science of behavior. Important contributors and their schools of thought will be studied and related to the present systematic developments.

#### **PSYC 6150 Social Psychology (3)**

Prerequisite: PSYC 1101. A survey of the impact of the social environment on human behavior. The course includes the following topics: aggression, altruism, attitude change, audience effects, conformity, group dynamics, interpersonal attraction, leadership, sex roles, and social perception.

#### **PSYC 6200 Advanced Developmental Psychology (3)**

Prerequisite: PSYC 1101 and PSYC 2103. An in-depth study of the physical, social, behavioral, self-concept, language, cultural, and cognitive aspects of human development across the life span. Research, methodology, and applications will be emphasized.

#### **PSYC 6230 Physiological Psychology (3)**

Prerequisites: PSYC 1101 and 6 credit hours of biology. A comprehensive study of the neuro-anatomical basis of complex behavioral processes. Emphasis is given to providing an overview of how neurological and other bodily processes produce and control behavior and how behavior influences neurological processes. Personality is viewed from the perspective of the morphological, physiological, and psychological approaches. The relationship between the internal environment and behaviors, such as food intake control, mating behavior, neural action, emotion, etc., will be discussed.

#### **PSYC 6250 Sensation and Perception (3)**

Prerequisite: PSYC 1101. Appraisal of traditional and contemporary psychophysical models of sensation and perception. A study of sensory systems emphasizing behavioral significance of the brain. Emphasis is on the general characteristics of the senses, color perception, illusions, perceptual learning, and attention.

#### **PSYC 6280 Individual Differences (3)**

Prerequisite: PSYC 1101. A study of the development of behavior including personality differences, gender differences, neural and hormonal mechanisms, and physiological and functional differences.

#### **PSYC 6310 Learning and Cognition (3)**

Prerequisite: PSYC 1101. Empirical, theoretical, and applied topics in classical, operant, and observational learning are presented in conjunction with current cognitive research including perception, attention, memory, thinking, and language development.

#### **PSYC 6430 Theories of Personality (3)**

Prerequisite PSYC 1101. A survey and evaluation of the major theories of personality development and related research and applications.

#### **PSYC 6530 Abnormal Psychology (3)**

Prerequisite: PSYC 1101. Introduction to the study of the mental disorders as presented in the current version of the Diagnostic and Statistical Manual of Mental Disorders. Current and historical approaches to conceptualization and treatment will be included.

**PSYC 6600 Psychology of Women (3)**

Prerequisite: PSYC 1101. This course will cover a variety of psychological issues that specifically concern women. Topics will include sexual messages, suffrage, eating disorders, health issues, abortion, domestic violence, rape, motherhood, and social comparisons, among others.

**PSYC 6650 Group Dynamics (3)**

Prerequisite: PSYC 1101. The study of the psychology of small group behavior. The topics covered include situational, physical, and personality factors as they relate to group formation, interaction, and performance.

**PSYC 6690 Organizational Behavior (3)**

Prerequisite: PSYC 1101. The study of public- and private-sector organizations and the role of personality, group dynamics, internal political influences, interpersonal communications, and ethical behavior.

**PSYC 6790 Psychological Testing (3)**

Prerequisite: PSYC 110. An introduction to the theories and practices of psychological assessment. Student will be introduced to the various types of assessment instruments used in psychology (e.g. intelligence, aptitude, ability, vocational personality, etc.). An understanding of the history and development of assessment will lay the foundation for current psychological assessment in research and clinical and counseling settings.

**PSYC 6840 Counseling/Clinical Theories (3)**

Prerequisite: PSYC 1101. An introduction to contemporary counseling and clinical treatment models and theoretical approaches. Students will also explore current interventions in context. Current issues, developments, and reactions will be explored in relation to research and application.

**PSYC 6860 Interviewing and Counseling (3)**

Prerequisite: PSYC 1101. An introduction to the basis counseling/clinical interviewing techniques, helping skills, and approaches in the counseling process. Students learn to apply various counseling theories and research that have been developed in the context of clinical interviewing. Students also begin to learn the counseling/clinical techniques that build and sustain therapeutic relationships in applied setting.

**PSYC 6950 Independent Study in Psychology (3)**

Prerequisite: Permission of the instructor. Applied or practical experiences in the area of the student's interest under the supervision and approval of the Department of Psychology.

**PSYC 6960 Psychological Reading and Research (3)**

Prerequisite: Permission of the instructor. Consent of faculty member and agreement on a reading/research topic are required.

**SOCI 5481 Sociology of Aging (3)**

The Sociology of Aging is a distance learning course taught collaboratively via the Georgia Statewide Academic and Medical Systems (GSAMS). The course is designed for **upper level undergraduates (?)** and graduate students. Its central focus will be the examination of age as a social construct and aging as a social process. We will explore the effects of societal norms and social institutions on the aging experiences of individuals as well as the effects of qualities of generations and the age structure of a population on a society and its institutions. Students will become familiar with major sociological theories of aging. We will study the demographics of age by looking at the changing age structure of the United States and reviewing social indicators to document the composition and comparative status of the current older population. We will discuss issues of age-related inequality and its confluence with social class, race, and gender inequalities. We will investigate major contemporary issues in aging, using research literature to not only inform, but to enable us to analyze these issues and possible public policy responsible to them. A number of faculty members of participating institutions will lecture and facilitate discussions in their areas of expertise in aging.



**SOCI 6050 Race and Ethnicity (3)**

An examination of the development and persistence of racial and ethnic cleavages in societies, especially the United States. Close attention will be given to the historical and economic functions of racism and discrimination, as well as their implications for a pluralistic society.

**SOCI 6100 Sociological Theory (3)**

A survey of the major theoretical concepts of major writers in sociology from Comte to the present.

**SOCI 6150 Social Stratification (3)**

Explores the economic, political, and social basis of stratification and inequality in the United States today. Attention is given to the origins and nature of social classes, as well as other social divisions such as occupation, sex, race, ethnicity, wealth, and power.

**SOCI 6160 The Family (3)**

The American family as a social institution.

**SOCI 6180 Social Movements and Collective Behavior (3)**

An analysis of mass movements and collective protest from a historical and behavioral perspective. Emphasis is on understanding social movements as both agents and products of social change and their relationship to various other forms of collective phenomena.

**SOCI 6210 Juvenile Delinquency (3)**

This course emphasizes three areas of the problem of juvenile delinquency-causation, treatment, and prevention.

**SOCI 6230 Social Change (3)**

This course examines the theories, directions, mechanisms, patterns, spheres, and impacts of change at various levels of social organization in society.

**SOCI 6350 Political Sociology (3)**

A sociological analysis of political systems and power and their relationship to social and economic forces. Attention is given to exploring the question of "Who rules America?" and the processes involved in maintaining and legitimating political order.

**SOCI 6400 Population and Environment (3)**

An examination of the sociological relationships among population growth, economic policies, natural resources, and environmental degradation. Emphasis is viewing such problems from an ecological perspective and their consequences for future survival.

**SOCI 6500 Occupations and Organizations (3)**

An analysis of occupations, professions, and work roles from an organizational perspective. Attention is paid to such topics as occupational inequalities, mobility, and professional ethics, as well as the effect of technology on work and job satisfaction.

**SOCI 6600 Deviance (3)**

A study of the causes and consequences of behaviors labeled problematic and reactions to them on the part of American society.

**SOCI 7000 Readings and Research in Social Problems (3)**

Prerequisite: Permission of the Instructor.

**SOCI 7800 Independent Study (3)**

Prerequisite: Permission of the Instructor.

## ***Special Education Courses***

### **SPED 5002 Transition and Post-Secondary Planning for Students with Disabilities (3)**

This course emphasizes the educator's role in the preparation for the transition of the students with disabilities from secondary school to adult living. Functional academics, community-based instruction, work experiences, vocational assessment, preparation, life skills, and interagency collaboration are all addressed.

### **SPED 5047/ECED 5047/EDUC 5047 Effective Teaching Strategies Lab (2)**

This graduate level field lab is designed to provide pre-service teachers with a hands-on approach to the three roles and twelve competencies within the metacognitive model of the teacher education program. Students will be required to participate in classroom-based activities which are designed to focus on their roles as decision-maker, facilitator, and leader and which will serve to prepare them to assume the responsibilities inherent in the internship.

### **SPED 5404 Specific Strategies for Students with Mild Disabilities at Secondary Level (3)**

This course is an overview of theory and research in identifying effective methods for teaching adolescents with mild disabilities. Appropriate materials are identified for use in teaching youth with mild disabilities. Exhibition of content mastery through teaching demonstrations and production of action research is required.

### **SPED 6000 Advanced Educational Assessment of Exceptional Child/Adolescents (3)**

Prerequisite: EDUC 3002 or SPED 4000 or the equivalent, Educational Assessment or its equivalent. An in-depth study of psychoeducational evaluation of school-age individuals from diverse backgrounds. Students complete extensive diagnostic evaluations of students with differing social, behavioral, cultural, and academic characteristics. Demonstration of skills in review, analysis and production of research related to transdisciplinary assessment of school-age individuals is required.

### **SPED 6001 Managing Students with Problem Behaviors (3)**

Prerequisite: SPED 4001 or a course in Applied Behavioral Analysis. This course explores psychoeducational and environmental management theories. Special emphasis will include life-space interviewing and aggression management. Students will demonstrate content mastery through action research projects.

### **SPED 6002 Career Development for Students with Disabilities (3)**

A course investigating the infusion of career education in the general classroom and special education curriculum. Preparation for transition to adult life will also be covered. Demonstration of skills in review, analysis and production of research is required.

### **SPED 6003 Specific Language Disorders (3)**

This course addresses current information regarding the speech and language development of exceptional children, including non-English speaking and diverse cultural and racial groups.

### **SPED 6004 Advanced Technological Applications for Educating Individuals with Disabilities (3)**

A study of technology available to support educational and life needs of individuals with disabilities. Demonstration of skills through action research projects and field-based applications is required. This may be offered as a web-based course.

### **SPED 6005 Advanced Curriculum Development for Students with Disabilities (3)**

Advanced studies of class organization, curricular design and adaptation, interventions, and techniques of teaching children from diverse backgrounds with significant behavioral, intellectual, or learning disabilities in a variety of settings. Demonstration of content mastery through clinical teaching demonstrations and action research project is required.

### **SPED 6006 Working with Parents of Exceptional Children (3)**

This course is designed to teach the techniques which an educator uses in communicating with parents of exceptional children from various cultures. The means of interpreting the nature of capping conditions, test scores, and school programs to parents in order to get maximum home reinforcement of the attitudes, skills and knowledge taught in school are covered.

**SPED 6046/EDUC 6046 Effective Teaching Strategies (3)**

This course is designed to instruct students in methods of enhancing the public school curriculum. Students will study the forces at work in the community and learn how to use the community to benefit the school curriculum in such diverse areas as language arts, social studies, and the arts and sciences. This course is designed for non-certified, post-baccalaureate candidates.

**SPED 7300 Interventions for Students with Mild/Moderate Intellectual Disabilities (3)**

An advanced course providing in-depth study and applications of effective methods for teaching individuals with mild/moderate intellectual disabilities. Exhibition of content mastery through teaching demonstrations and action research projects is required. This is the required pedagogy course in special education/intellectual disabilities.

**SPED 7401 Practicum in Interrelated Special Education (3)**

This course provides a supervised practicum in teaching students with mild disabilities in interrelated settings. This is the required capstone course in special education/interrelated. Available on campus, summer only.

**SPED 7402 Trends & Issues in Special Education (3)**

This course explores the current issues in the special education field. Topics include collaborating with other professionals, supervising para-professionals, utilizing special education research results, the teacher as a researcher, and other topics as they arise. Extensive review, analysis, and production of research is required.

**SPED 7403 Specific Strategies for Students with Mild Disabilities at Elementary Level (3)**

Advanced study and applications of effective methods for teaching children in elementary schools from diverse backgrounds with mild/moderate disabilities in general classroom and resource settings. Exhibition of content mastery through teaching demonstrations and production of action research is required.

**SPED 7500 Issues and Trends in Special Education (3)**

Extensive review, analysis, and production of research related to topical issues and trends in special education.

**SPED 7901 Problems in Special Education I (3)**

This course can serve as an elective for graduate students in special education. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

**SPED 7902 Problems in Special Education II (3)**

This course can serve as an elective for graduate students in special education. The content will vary according to the needs of students, availability of qualified personnel, and the relevancy of the topic.

***Additional Courses Offered Through GeorgiaOnMyLine***

**MATH 5180 Mathematics for Middle School Teachers (3)**

An in-depth study of concepts and processes underlying the middle-grades mathematics curriculum (5-8). Includes study of the real number system with emphasis on the rational number system, set theory, number theory, and elementary probability and statistics. Problem-solving serves as a unifying strand.

**MATH 5190 Algebra and Geometry for Teachers (3)**

An in-depth study of concepts and processes underlying the middle and secondary school mathematics curriculum with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical contexts serve as unifying strands. This course will be constructed with a laboratory component that will be utilized to help model an interactive teaching/learning environment in which student participation will play a major role in the learning process.

### **MATH 6161 Mathematical Reasoning (3)**

An in-depth study of concepts and process underlying the P-8 mathematics curriculum, with special emphasis on informal and formal mathematical reasoning. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be address. This course includes a laboratory component that will develop problem-solving skills and provide hands-on experiences with instructional materials that are integral to mathematics instruction in grades P-8.

### **MGMS 7000 Professional Development Seminar (3)**

The self-assessment of individual candidate understanding and implementation of accomplished teaching practices provides the basis for candidates to develop a personal professional development plan.

### **MGMS 7100 Research Methodology in Education (3)**

As a student, teacher, or administrator, consider how many times you have heard, “evidence-based practice” or “according to the research.” It seems that every new idea in education is research-based, but what does that really mean? This class is designed to help you locate, interpret, and critically evaluate the research that supports such claims.

### **MGMS 7200 Concepts of Middle Level Learning & Diversity (3)**

This course examines the concepts, principles, theories and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. A primary focus of this course will be the unique nature and development of the middle level learner. Candidates in this course will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

### **MGMS 7240 Instructional Leadership, Curriculum, and Assessment (3)**

This course is designed to provide experienced teachers advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as they relate to programmatic/content issues, learner outcomes and teaching performance. A primary focus of this course will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

### **MGMS 7300 Building Professional Learning Communities (3)**

An integrated math and physics course with special emphasis on the laws of physics, theories and problem solving. A review of the basic math required to develop successful problem solvers in the middle grades will be included.

### **MGMS 7400 Physical Science for Middle Grades (3)**

An integrated math and physics course with special emphasis on conceptual physics. The assigned work will include the laws of physics, theories and problem solving. The textbook will provide a review of the basic math required to be a successful problem solver.

### **MGMS 7401 Chemistry, Earth Science & Astronomy for Middle School Teaches (3)**

An integrated math and chemistry course with special emphasis on an understanding of chemical processes related to earth science and astronomy. This course will include a study of physical chemistry, earth processes and the chemical evolution of the universe.

### **MGMS 7402 Life Science & Natural History in Middle School (3)**

A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, evolution and natural selection. This course will include a study of the biosphere, biochemistry, genetics, evolutionary biology and a basic biological processes.

**MGMS 7650 Teaching Practicum (3)****TSLE 7250/MLAN 5100 Language and Culture (3)**

This course provides an in-depth discussion of the concept of culture and helps teachers and school personnel recognize the influence of culture on learning, communication, belief systems and value orientations, and patterns of thinking and behaving. This course is one of three courses that constitute the Georgia add-on ESOL Endorsement. It is a reading-intensive course.

**TSLE 7260/MLAN 6010 Linguistics (3)**

Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Teachers will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.