

WATSON SCHOOL OF EDUCATION

The Donald R. Watson School of Education offers graduate programs in professional education in the following areas: (1) Master of Education (M.Ed.) program with specializations in curriculum/instruction supervision, elementary education, middle grades education, language and literacy education, secondary education, and special education; (2) Master of School Administration (M.S.A.); (3) Master of Science (M.S.) in Instructional Technology; (4) Master of Arts in Teaching (M.A.T.) program with specializations in secondary education with options in English, history, mathematics, science and Spanish; and middle grades education with options in language arts, social studies, mathematics and science; and (5) Doctorate in Education (Ed.D.) in Educational Leadership and Administration. The M.A.T., M.Ed., and M.S. programs meet the requirements for North Carolina Masters/Advanced Competencies, and the Ed.D. program leads to superintendent licensure for qualified program completers. Add-on licensure areas are available through graduate coursework in: Academically and Intellectually Gifted (AIG), Curriculum and Instruction Supervision, English as a Second Language (ESL), Reading, and School Administration.

Coursework in Reading Recovery™ is available to students meeting specific admissions criteria, including holding a master's degree in reading or closely related area, at least five years of teaching experience, and having the nomination of a school district or consortium that has filed application to become a Reading Recovery™ site. Persons successfully earning certification are qualified and approved by the National Diffusion Network to serve as teacher leaders for the Reading Recovery™ program within public school systems. For additional information and requirements, contact the Department of Elementary, Middle Level, and Literacy Education in the Watson School of Education.

MASTER OF EDUCATION

Admission Requirements

Applicants seeking admission to the (M.Ed.) graduate program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of all college work (undergraduate and graduate)
3. Official scores on the Miller Analogies Test or the Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields (employers, professors, supervisors)
5. A 2-3 page typed letter of application which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

The criteria for graduate admissions decisions include:

1. A grade average of "B" in the undergraduate major
2. Satisfactory scores on the Miller Analogies Test or the Graduate Record Exam
3. Satisfactory letters of recommendation from appropriate references
4. Satisfactory writing skills indicated by the letter of application

Admissions decisions are based upon several factors and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

In addition to the general requirements, applicants to the program in elementary education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in early childhood education, intermediate education, or elementary education. Applicants to the program in middle grades education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in middle grades education. Applicants to the program in special education are required to hold, or be qualified to hold, North Carolina Class "A" special education teacher licensure in at least one area of exceptionality and are required to have taken at least one course in mental retardation, one course in learning disabilities, and one course in emotional disturbance. Applicants to the language and literacy program are required to hold, or be qualified to hold, North Carolina Class "A" elementary, middle grades, special education or secondary teacher licensure. Applicants to the curriculum /instruction supervision program must hold, or be qualified to hold North Carolina class "A" teacher licensure in the area of curricular emphasis. Applicants to the secondary education program are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in English, history, mathematics, Spanish, or science at the secondary level.

Under exceptional circumstances, individuals who do not hold the specified teaching credential may be admitted. Such exceptions may be made in cases of otherwise qualified applicants who are engaged in relevant professional roles not requiring teacher certification and who may profit professionally from the type of advanced study offered at this institution. Examples of applicants for whom exceptions are appropriate include community college administrators and teachers. In such instances, the programs may be modified appropriately. However, upon completion of the graduate program individuals admitted under such exceptions are not qualified for the institution's recommendation for North Carolina Board of Education instructional or administrative licensure.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students. Those procedures are described in an earlier section of this catalogue. (NOTE: Licensure requirements change, and requirements must be adjusted to accommodate new mandated competencies and guidelines. Students should check with their advisors or the dean's office to keep informed of changes.)

Degree Requirements for Master of Education (M.Ed.) Programs

Curriculum/Instruction Supervision

The program leading to the Master of Education degree (M.Ed.) in curriculum/instruction supervision provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in an academic area. The program is designed to provide advanced study to prepare graduates to be effective school and district level curriculum and instructional leaders, and is appropriate for classroom teachers, building administrators, teacher educators, and other personnel who play a supervisory role in the professional development of others.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The 36-semester hour program consists of a set of core courses that are common with the school administration program, courses specific to a curriculum specialization area, and courses within the supervision program track. The PRAXIS Examination, specialty area, is required for licensure.

I. Curriculum/Supervision Core (12 hours)

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|--|-----|
| EDN 523 Research in Education | (3) |
| EDN 564 Policy Formulation as a Systemic Process | (3) |
| EDN 566 Supervision and Teacher Evaluation | (3) |
| EDN 568 Program Design and Evaluation | (3) |

II. Curriculum Supervision Program Track (9 hours)

| | |
|--|-----|
| EDN 520 Instructional Development | (3) |
| EDN 567 Learning-Centered Supervision | (3) |
| EDN 578 Practicum in Learning-Centered Supervision | (3) |

III. Program Specialization (6 hours)

| | |
|--|-----|
| EDN 530 Curriculum | (3) |
| Select an additional course, in consultation with the advisor, from one of the following focus areas: Birth/Kindergarten, Elementary, Middle, Secondary, or Special Education. | (3) |

IV. Electives (3 hours)

| | |
|---|-----|
| EDN 509 Education in a Multicultural Context | (3) |
| SED 556 Seminar on Families, Diversity, and Collaboration | (3) |
| EDN 562 Introduction to Administrative Applications of Technology | (2) |
| EDN 595 Special Topics in Education | (3) |

V. Thesis (6 hours)

(6)

A preliminary examination and portfolio will be required.

Elementary Education

The program leading to the Master of Education degree (M.Ed.) in elementary education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in early childhood education (K-4), intermediate education (4-6), or elementary education (K-6). The 39-semester hour program is comprised of 18 semester hours of conceptual and technical studies, 12 semester hours in the area of specialization, a 3-semester hour practicum, and 6 semester hours of electives.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. Accordingly, the program is comprised of a "professional core" of conceptual foundations, elementary specialty courses, and a practicum.

I. Elementary Core (18 hours)

Choose one course from each area:

| | |
|---|-----|
| A. EDN 500 Human Development and Learning | (3) |
| B. EDN 523 Research in Education | (3) |
| C. EDN 509 Education in a Multicultural Context | (3) |
| EDN 545 Black Literature and Resources for Teachers | (3) |
| EDN 563 Educational Environments | (3) |
| D. EDN 520 Instructional Development | (3) |

- EDN 530 Curriculum (3)
- E. SED 558 Issues and Trends in Special Education (2)
- EDN 550 Nature and Needs of Children with Exceptionalities (3)
- F. SED 556 Seminar on Families, Diversity, and Collaboration (3)
- EDN 567 Learning-Centered Supervision (3)
- G. EDN 593 Contemporary Issues in Education (1)

II. Elementary Specialty Courses (12 hours)

Choose one course from each group:

Mathematics

- EDN 542 The Teaching of Mathematics (3)
- EDN 546 Assessment in School Mathematics Language Arts (3)

Language Arts

- EDN 541 Role of Literature in Learning and the Curriculum (3)
- EDN 551 Exploring Your Own Literacy and Literacy Education (3)
- EDN 558 Language and Literacy Foundations* (3)
- EDN 584 Development of Language and Literacy* (3)
- EDN 586 Program Practices and Procedures in Language and Literacy* (3)
- EDN 588 Assessment in Language and Literacy (3)

Social Studies

- EDN 543 The Teaching of Social Studies (3)

Science

- EDN 544 The Teaching of Science (3)
- EDN 548 Inquiry – The Method of Science (3)

*Although the one semester hour co-requisite seminars (EDN 569, 585, and 587) are not required for Elementary Education majors, they will enrich the learning experiences for students electing to take them.

III. Practicum (3 hours)

- EDN 590 Practicum in Elementary Education (3)

IV. Electives (6 hours)

Six semester hours of graduate courses appropriate to elementary education as approved by the advisor.

- EDN 599 Thesis in Education may be selected (1-6)

Competence in appropriate inquiry procedures will be developed through the required course, EDN 523: Research in Education, and other projects required in various courses. A written comprehensive examination will be required.

Language and Literacy Education

The program leading to the Master of Education degree (M.Ed.) in language and literacy education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure. The 39-semester hour program is comprised of 6 semester hours of core requirements, 27 semester hours in the specialization, and 6 semester hours of electives.

Based upon the view of the professional as decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making, for specific practices, and for structured reflection.

I. Core Requirements (6 hours)

- EDN 523 Research in Education (3)
- Choice of one of the following:
- SED 558 Issues and Trends in Special Education (2)
- EDN 509 Education in a Multicultural Context (3)
- SED 556 Seminar on Families, Diversity, and Collaboration (3)
- EDN 566 Supervision and Teacher Education (3)

II. Language and Literacy Specialty (27 hours)

- EDN 538 The Teaching of Writing and Other Forms of Representation (3)
- EDN 541 Role of Literature in Learning and the Curriculum (3)
- EDN 551 Exploring Your Own Literacy and Literacy Education (3)
- EDN 558 Language and Literacy Foundations (3)
- EDN 569 Seminar in Language and Literacy Foundations (1)
- (co-requisite EDN 558)

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|---|-----|
| EDN 584 Development of Language and Literacy | (3) |
| EDN 585 Seminar in Development of Language and Literacy (co-requisite EDN 584) | (1) |
| EDN 586 Program Practices and Procedures In Language and Literacy | (3) |
| EDN 587 Seminar in Program Practices and Procedures in Language and Literacy (co-requisite EDN 586) | (1) |
| EDN 588 Assessment in Language and Literacy | (3) |
| EDN 589 Tutoring for Literacy Development | (3) |

III. Electives (6 hours)

Six hours of electives appropriate to language and literacy education as approved by advisor.

Competence in appropriate inquiry procedures will be developed in the required course, EDN 523: Research in Education. Students are required to complete an action research project and an educational change project, and to prepare and present a portfolio representative of their learning prior to the completion of the program. A written comprehensive examination will be required.

Students qualify for a recommendation for graduate level licensure in reading by completing the Master of Education Program in Language and Literacy. Individuals who hold a master's degree in education in a related area may qualify to be recommended for graduate level licensure in reading by completing 18 additional hours of approved course work. The individual must complete a minimum of twelve hours of work at UNCW and must pass the appropriate specialty area PRAXIS examination.

Middle Grades Education

The program leading to the Master of Education degree (M.Ed.) in middle grades education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in one or more areas of middle school education. The 37 semester hour program is divided into five areas: 9 semester hours of core courses, 3 semester hours of leadership skills, 9 semester hours of content specialty, 10 semester hours of program emphasis courses, and 6 hours of electives.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice.

I. Middle Grades Core (9 hours)

| | |
|--------------------------------------|-----|
| EDN 500 Human Growth and Development | (3) |
| EDN 523 Research in Education | (3) |
| EDN 530 Curriculum | (3) |

II. Leadership Skills (3 hours)

Choose one of the following courses:

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|--|-----|
| EDN 509 Education in a Multicultural Context | (3) |
| SED 556 Seminar on Families, Diversity and Collaboration | (3) |
| EDN 567 Learning-Centered Supervision | (3) |

III. Content Specialty (9 hours)

Nine or more hours from one content area usually taught in middle schools (Language Arts, Mathematics, Science, or Social Studies). Courses may be selected from graduate offerings in the departments of Biology, Chemistry, Earth Sciences, English, History, and Mathematics and Statistics for which the student has met the prerequisites.

IV. Program Emphasis (10 hours)

| | |
|--|-----|
| EDN 549 Middle School Education | (3) |
| EDN 577 Practicum in Middle Grades Education | (3) |
| EDN 593 Contemporary Perspectives in Education | (1) |

A minimum of one additional education graduate course appropriate to the discipline in which the student has licensure.

V. Electives (6 hours)

Six semester hours appropriate to middle grades education as approved by the advisor.

EDN 599: Thesis in Education may be selected (1-6)

Competence in appropriate inquiry procedures will be developed through the required course, EDN 523: Research in Education, and other projects required in various courses. A written comprehensive examination will be required.

Graduate licensure in an additional content area may be obtained by completing Part III and the appropriate graduate methods course in the academic discipline. The appropriate PRAXIS II Specialty Area Test also will be required.

Secondary Education

The program leading to the Master of Education degree (M.Ed.) in secondary education provides advanced academic and professional study for individuals holding, or qualified to hold, North Carolina Class "A" secondary teacher licensure in one of the academic specialty fields included in the program. The 39-semester hour program is comprised of a core of professional studies designed to enhance the instructional decision-making skills of secondary teachers and a specialization track designed to enhance knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry. The M.Ed. in Secondary Education is offered in the following specialties: English, history, mathematics, science, and Spanish.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program requires 18 semester hours of professional education courses, and 21 semester hours in the academic specialization.

I. Professional Core (18 hours)

| | |
|---|-----|
| EDN 506 Advanced Methods of Secondary Instruction | (3) |
| EDN 520 Instructional Development | (3) |
| EDN 523 Research in Education | (3) |
| EDN 528 Secondary School Organization | (3) |
| EDN 565 Applied Research Practicum in Secondary Schools | (3) |
| EDN 579 Instructional Leadership in Secondary Schools | (3) |

II. Academic Specialization (21 hours) Courses must be approved by advisor.**A. English**

21 semester hours are required including:

| | |
|--|-----|
| ENG 501 Introduction to Research Methods | (3) |
| ENG 502 Introduction to Literary Theory | (3) |

In addition, students selecting a literature focus must select at least two courses in the study of literature which may include EDN 545: Black Literature and Resources for Teachers and other appropriate courses which develop multicultural awareness. Students may utilize the remaining semester hours to extend one or more of the following areas of interest: linguistics, writing, or literature, and courses which enhance pedagogical development and disciplinary content knowledge.

B. History

21 semester hours are required including:

| | |
|------------------------|-----|
| HST 500 Historiography | (3) |
|------------------------|-----|

In addition, one course each in United States, European, and Global history, and nine hours of graduate electives in liberal studies, history or other social studies disciplines required.

C. Mathematics

21 semester hours are required. In consultation with advisors, students select 21 hours including:

| | |
|----------------------------------|-------|
| MAT 511-512 Real Analysis I, II | (3-3) |
| MAT 541-542 Modern Algebra I, II | (3-3) |

D. Science

21 semester hours are required. In consultation with advisors, students will select 21 hours of graduate science coursework based upon previous academic preparation.

E. Spanish

| | |
|--|-----|
| SPN 500 Advanced Writing Techniques | (3) |
| SPN 511 Topics in Spanish Civilization | (3) |

or

| | |
|---|-----|
| SPN 512 Topics in Spanish American Civilization | (3) |
| SPN 521 Studies in Spanish Literature | (3) |

or

| | |
|--|-----|
| SPN 522 Studies in Spanish American Literature | (3) |
|--|-----|

Additional Spanish courses to be chosen from the following: (12 credit hours total)

| | |
|---|-----|
| SPN 501 Translation Techniques & Practices | (3) |
| SPN 505 Conversation & Composition | (3) |
| SPN 507 Topics in Spanish Phonetics and Phonology | (3) |
| SPN 508 Topics in Hispanic Linguistics | (3) |
| SPN 511 Topics in Spanish Civilization | (3) |
| SPN 512 Topics in Spanish American Civilization | (3) |
| SPN 521 Studies in Spanish Literature | (3) |
| SPN 522 Studies in Spanish American Literature | (3) |

| | |
|--|-------|
| SPN 591 Directed Individual Studies (limited to 3 credit hrs. and offered on a limited basis) | (1-3) |
| SPN 595 Seminar in Hispanic Studies (May be repeated for up to 6 credit hrs.) | (1-6) |

Students must choose at least one Spanish-related and one Spanish American-related course from SPN 511, 512, 521, and 522. A total of 3 credit hours may be accepted from SPN 591.

Competence in appropriate inquiry procedures will be developed through the required course, EDN 523: Research in Education, and other projects required in various courses. Culminating requirements include submission of a performance portfolio and an oral defense.

Special Education

The program leading to the Master of Education (M.Ed.) in special education provides advanced professional training for individuals holding, or qualified to hold, a North Carolina Class "A" teacher licensure in exceptional children (Adapted Curriculum or General Curriculum for the Cognitive Disorders Track; General Curriculum for the Behavior or Learning Disorders Tracks). The 39-hour program is comprised of core and advanced methods courses, selection of one of three licensure tracks in Behavior, Cognitive, or Learning Disorders, and a selection of a specialization in autism or reading.

I. Special Education Core (12 hours)

| | |
|--|-----|
| EDN 523 Research in Education | (3) |
| PSY 515 Small n Research Design | (3) |
| SED 557 Technology Applications in Special Education | (3) |
| SED 502 Literature Review in Special Education: Behavior, Cognitive or Learning Disorders | (3) |

II. Special Education Methods (12 hours)

| | |
|--|-----|
| SED 503 Instructional Design in Special Education | (3) |
| SED 553 Advanced Classroom Management and Behavioral Development <u>or</u> | (3) |
| PSY 518 Applied Behavior Analysis | (3) |
| SED 551 Methods for Teaching Academic Skills | (3) |
| SED 556 Seminar on Families, Diversity, and Collaboration | (3) |

Licensure Track: Select one from Behavior, Cognitive, or Learning Disorders.

III. Behavior Disorders (9 hours)

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|---|-----|
| SED 555 Behavior Disorders Seminar | (3) |
| SED 559 Special Education Practicum: Behavior Disorders | (3) |
| EDN 598 Research Project | (3) |
| <u>or</u> | |
| EDN 599 Thesis in Education | (3) |

III. Cognitive Disorders (9 hours)

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|--|-----|
| SED 554 Cognitive Disorders Seminar | (3) |
| SED 559 Special Education Practicum: Cognitive Disorders | (3) |
| EDN 598 Research Project | (3) |
| <u>or</u> | |
| EDN 599 Thesis in Education | (3) |

III. Learning Disorders (9 hours)

| | |
|---|-----|
| SED 550 Learning Disorders Seminar | (3) |
| SED 559 Special Education Practicum: Learning Disorders | (3) |
| EDN 598 Research Project | (3) |
| <u>or</u> | |
| EDN 599 Thesis in Education | (3) |

Specialization Area: Select one from autism or reading.

IV. Autism (6 hours)

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|---|-----|
| SED 562 Autism Spectrum Disorder: Characteristics and Instruction | (3) |
| SED 563 Autism Spectrum Disorder: Social and Communication Skills | (3) |

IV. Reading (6 hours)

SED 560 Reading Theory and Methods for Students with Special Needs (3)

SED 561 Research-based Methods of Reading Instruction (3)

Competence in appropriate inquiry procedures will be developed through the required research project course (EDN 598) or thesis (EDN 599).

MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY

Admission Requirements

Application for admission is made by submitting application materials to the Graduate School at the University of North Carolina Wilmington. The following materials should be submitted to the Graduate School Admission Office:

1. Graduate School Application.
2. Official transcripts from all universities attended.
3. Three recommendations by individuals in relevant professional fields.
4. MAT or GRE scores.
5. International students: TOEFL score of 550 or higher.
6. Letter of application describing applicant's educational and professional experiences, his/her reasons for pursuing a master's degree in instructional technology, and the contributions that the applicant hopes to make after completing the degree.

A satisfactory score on the Miller Analogies Test or the verbal, quantitative and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are expected for admission. However, admissions decisions are based upon several factors, and where other factors of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

Degree Requirements

The Master of Science degree program in instructional technology requires a minimum of 36 semester hours beyond the baccalaureate degree. The program will be comprised of: (1) a required set of core courses of 15 semester hours; (2) 15 semester hours of focus area courses; (3) a minimum of three semester hours of thesis or portfolio; and (4) three semester hours of internship.

The Master of Science degree in applied information technology is specifically designed to allow students, in consultation with their faculty advisors, to tailor a program of study specifically to their own personal or career needs. Each student's program of study will be carefully designed to meet appropriate educational objectives. The option of taking at least six semester hours of course work outside the instructional technology discipline is consistent with a multidisciplinary view of the field.

I. Core Courses (15 hours)

| | |
|--|-----|
| MIT 500 Instructional Systems Design: Theory and Research | (3) |
| MIT 510 Design and Development of Instructional Technology | (3) |
| MIT 511 Multimedia Design and Development | (3) |
| MIT 520 Managing Instructional Development | (3) |
| MIT 530 Evaluation and Change in the Instructional Development Process | (3) |

II. Focus Courses (15 hours)

| | |
|--|-----|
| MIT 501 Motivation in Instructional Design | (3) |
| MIT 502 The Systemic Approach to Performance Improvement | (3) |
| MIT 512 Computer Applications in Education | (3) |
| MIT 513 Computer-Based Instruction | (3) |
| MIT 514 Distance Education | (3) |
| MIT 515 Web Teaching: Design and Development | (3) |
| MIT 521 Diffusion and Implementation of Educational Innovations | (3) |
| MIT 522 Organization and Management of Instructional Technology Programs | (3) |
| MIT 531 Assessment of Learning Outcomes | (3) |

III. Internship/Colloquium (3 hours)

| | |
|-----------------------|-----|
| MIT 540 Colloquium I | (1) |
| MIT 541 Colloquium II | (1) |
| MIT 542 Internship | (1) |

IV. Thesis or Portfolio (3 hours)

| | |
|-------------------------------|-----|
| MIT 599 Thesis | (3) |
| or | |
| MIT 598 Portfolio Development | (3) |

Post-Baccalaureate Certificate in Instructional Technology Specialist

The Post-Baccalaureate Certificate in Instructional Technology Specialist addresses the needs of K-12 teachers, as well as instructional technology specialists, community college faculty/staff, and individuals interested in advancing their career opportunities. The certificate program serves individuals who wish to expand their knowledge and skills in design, development, implementation and management of technology training and various instructional materials, web-based instruction, virtual learning communities, graphic production, multimedia production, and others. The program uses an online delivery system for the majority of courses. Some courses may require real-time virtual or face-to-face meetings to provide hands-on activities for production purposes or to offer site visitations.

Admission Requirements

Applicants seeking admission to the Instructional Technology Specialist certificate program must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the basic courses required in the area of the proposed certificate program. Applicants are required to submit the following to the Graduate School Admissions Office:

1. Graduate School Application
2. Official transcripts of all college work (undergraduate and graduate)
3. A letter describing educational and professional experiences, reasons for pursuing the certificate, and the contributions that the student hopes to make after completing the program
4. International students: TOEFL: score of 550 or higher

Applicants who plan to study for Special Endorsement in Computer in Education must currently have (or be eligible for) a North Carolina teaching license. Students may transfer up to nine semester hours as a non-degree student at UNCW toward the M.S. in instructional technology program.

Prerequisites

Students entering the certificate program must demonstrate basic technology skills. Students entering the program with very little or no computing experience will be required to take EDN 303, Instructional Technology, or pass the performance competencies test for EDN 303.

Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. Graduate students currently admitted and enrolled in a graduate degree program may simultaneously pursue the certificate program if approved by the graduate program coordinator and the certificate program coordinator. No other application is necessary.
2. Students who are currently enrolled in the Graduate School who wish to pursue the certificate program must apply for admission to the program before one-half of the required credits are completed.
3. No transfer credit from another institution will be counted toward the completion of the certificate program with the exception of courses offered as part of an agreement between the certificate program and collaborating institutions.
4. A certificate graduate student may enroll on either a part-time or a full-time basis. Certificate graduate students enrolled as non-degree students will not be eligible for graduate assistantships nor will they be eligible for financial aid through the Office of Financial Aid and Veteran Services.

General Requirements for the Program

The certificate program requires completion of 18 credit hours of graduate level courses. Students must complete the following:

Core requirements:

| | | |
|---------|---|-----|
| MIT 500 | Instructional Systems Design: Theory and Research | (3) |
| MIT 511 | Multimedia Design and Development | (3) |

Approved elective courses: Must complete 12 hours to be chosen from the following:

| | | |
|---------|--|-----|
| MIT 502 | The Systematic Approach to Performance Improvement | (3) |
| MIT 512 | Computer Applications in Education | (3) |
| MIT 513 | Computer-Based Instruction | (3) |
| MIT 514 | Distance Education | (3) |
| MIT 515 | Web Teaching: Design and Development | (3) |
| MIT 520 | Managing Instructional Development | (3) |
| MIT 522 | Organization and Management of Instructional Technology Programs | (3) |

| | | |
|---------|---------------|-----|
| MIT 540 | Colloquium I | (1) |
| MIT 541 | Colloquium II | (1) |
| MIT 542 | Internship | (1) |

Applicants who plan to apply for Special Endorsement in Computers in Education must take the following courses that meet ISTE standards.

Required courses: Must complete the following 15 hours.

| | | |
|---------|--|-----|
| MIT 500 | Instructional Systems Design: Theory and Research | (3) |
| MIT 511 | Multimedia Design and Development | (3) |
| MIT 512 | Computer Applications in Education | (3) |
| MIT 522 | Organization and Management of Instructional Technology Programs | (3) |
| MIT 540 | Colloquium I | (1) |
| MIT 541 | Colloquium II | (1) |
| MIT 542 | Internship | (1) |

Must complete one of the following three hour courses:

| | | |
|---------|--------------------------------------|-----|
| MIT 513 | Computer-Based Instruction | (3) |
| MIT 514 | Distance Education | (3) |
| MIT 515 | Web Teaching: Design and Development | (3) |

Note that credit for courses taken in the certificate program are part of the approved coursework of the Master of Science in Instructional Technology (MIT) program.

MASTER OF SCHOOL ADMINISTRATION

The Master of School Administration (M.S.A.) program is comprised of four thematic units addressing School Leader as Learner and Learned; School Leader as Conceptualizer, Synthesizer, and Inventor; School Leader as Decision Maker, Problem Solver, and Assessor; and School Leader as Planner, Operations Guide, Evaluator, and Communicator.

Admission Requirements

Students will be admitted to the educational leadership program at the beginning of the fall semester each year. All application materials should be submitted by February 15 in order to be considered for fall entry into the program.

Applicants are required to submit the following materials to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the verbal, quantitative, and analytical portions of the Graduate Record Exam or the Miller Analogies Test
4. Three recommendations by individuals in professionally relevant roles
5. A brief (2-3 page typed, double-spaced) letter of application which includes a description of goals and interests in pursuing graduate study
6. A brief (2-3 page typed, double-spaced) autobiographical statement which outlines the applicant's: (a) relevant professional experiences, (b) how these experiences relate to the desire to become a school administrator, (c) goals as an administrator, and (d) philosophy of education

The admissions process also will include an interview with a committee of Watson School of Education faculty and public school personnel. A satisfactory score on the Miller Analogies Test or the verbal, quantitative, and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are required for admission. In addition, applicants must hold, or be qualified to hold, North Carolina Class "A" teacher licensure and must have served successfully as a teacher for a minimum of three years at the elementary, middle grades, or secondary level. Final selection will be based upon consideration of test scores, academic record, writing samples, recommendations, and interview performances. Admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may still be considered for admission.

The school administration program of the University of North Carolina Wilmington is authorized by the Principal Fellows Commission to serve students selected to the North Carolina Principal Fellows Program. Open to United States citizens who are residents of North Carolina and meet rigorous academic and experiential requirements, the Principal Fellows program provides two-year scholarship loans in the amount of \$20,000 annually to students who enroll in and complete a full-time two-year master's program in school administration at one of the selected North Carolina institutions. The scholarship loans will be forgiven if the graduate serves as a fulltime school administrator in North Carolina for four years during the six years following program completion. Selection as a Principal Fellow and admission to the Graduate School of the University of North Carolina Wilmington are two separate procedures, but admission to an approved university program is a criterion for selection as a Fellow. For application materials for the Principal Fellows Program, call (919)962-4575 or write:

Principal Fellows Program
The University of North Carolina General Administration
P.O. Box 2688
Chapel Hill, NC 27515-2688

Degree Requirements

Students selected to the Master of School Administration program will complete an interdisciplinary program comprised of 42 semester hours, including academic study as well as field-based inquiry and practice. The program leading to the Master of School Administration (M.S.A.) provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in at least one area of education. The program is comprised of conceptual and programmatic studies, practica and internship, and a thesis/non-thesis option. Courses may be taken on a full or part-time basis. Full-time students are expected to assist with the instruction of EDNL 200: Field Studies. The program of study for fulltime enrollment is listed below.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The School Leaders Licensure Assessment examination is required for licensure.

Fall Semester, Year One

| | |
|--|-----|
| EDN 582 Organizational Theory and Comprehensive Leadership | (3) |
| EDN 514 Technology for School Administrators | (3) |
| EDN 580 Fundamental Issues | (3) |
| EDN 513 Leadership for Learning | (3) |

Spring Semester, Year One

| | |
|---|-----|
| EDN 568 Program Design and Evaluation | (3) |
| EDN 515 Curriculum for School Leaders | (3) |
| EDN 512 Legal Issues and Policy as a Systemic Process | (3) |
| EDN 5xx Elective | (3) |

Fall Semester, Year Two

| | |
|--|-----|
| EDN 526 Essential Management Skills for School Leaders | (3) |
| EDN 570 Internship: Leadership Applications I | (6) |
| EDN 599 Thesis in Education (optional) | (3) |

Spring Semester, Year Two

| | |
|--|-----|
| EDN 571 Internship: Leadership Applications II | (6) |
| EDN 566 Supervision and Teacher Evaluation | (3) |
| EDN 599 Thesis in Education (optional) | (3) |

Comprehensive Examination (for non-thesis students)

Oral Defense (for thesis students)

All candidates must earn passing scores on the School Leaders Licensure Assessment examination to be eligible for licensure recommendation.

MASTER OF ARTS IN TEACHING

Secondary Education

Admission Requirements

Applicants seeking admission to the Master of Arts in Teaching (M.A.T.) program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of all college work (undergraduate and graduate). An undergraduate grade average of “B” or better is required.
3. Official scores on the Miller Analogies Test or Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields
5. In addition to materials required as part of the Graduate School application process, candidates for the M.A.T. program also must submit a letter of interest that describes their commitment to the teaching profession, recent experience working with teenagers, and their philosophy of teaching and learning – see below for fuller description and explanation

To ensure that candidates for the M.A.T. degree are aware of all of the expectations for high school teachers, applicants must have recent experiences in secondary education or related settings. Appropriate experiences may include substitute teaching, lateral entry employment, or tutoring. For those candidates who lack related experiences, a minimum of three visits to an area high school must be arranged to assist the teacher of their content (Math, Science, English, Social Studies or Spanish) with at least three mini-lessons. A short reflection on those experiences should be included in the letter of interest submitted as part of the application process. Access to schools is sometimes difficult with security clearances, so Watson School faculty encourage applicants to begin this process early in the semester they plan to apply for graduate admission. For questions about options for fulfilling this requirement, or for students who experience any difficulties in gaining access to a high school, please contact the M.A.T. Program Coordinator.

Final selection for admission is based upon consideration of academic record, Miller Analogies or Graduate Record Exam scores, letter of application, and recommendations. An interview with a committee of Watson School of Education faculty and public school personnel also may be required.

APPLICATION DEADLINES: June 15th for fall admission, October 15th for spring, March 15th for summer.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students. NOTE: Licensure requirements change, and requirements must be adjusted to accommodate new mandated competencies and guidelines.

Degree Requirements

The program leading to the Master of Arts degree (M.A.T.) in secondary education provides professional training for (a) “licensure-only” students who already have a degree and wish to gain teacher licensure and (b) lateral-entry teachers. The 39-semester hour program is comprised of 21 semester hours in professional education competency areas and 18 hours in the academic specialization. The M.A.T in secondary education is offered in the following specialties: English, history, mathematics, science, and Spanish.

Based upon the view of the teacher as a decision-maker, the program is comprised of a core of professional studies designed to enhance the instructional decision-making of secondary teachers and a specialization track designed to enhance knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry.

I. Professional Core (9 Hours)

- | | |
|---------------------------------------|-----|
| EDN 520 Instructional Development | (3) |
| EDN 523 Research in Education | (3) |
| EDN 528 Secondary School Organization | (3) |

II. Pedagogical Expertise (21 Hours)

Select one of the following methods courses (3 semester hours):

- | | |
|---|-----|
| LIC 503 Advanced Theory and Practice in Teaching Secondary English | (3) |
| LIC 504 Advanced Theory and Practice in Teaching Secondary Math | (3) |
| LIC 505 Advanced Theory and Practice in Teaching Secondary Social Studies | (3) |
| LIC 506 Advanced Theory and Practice in Teaching Secondary Science | (3) |
| LIC 507 Advanced Theory and Practice in Teaching Secondary Spanish | |
| Plus 18 hours in the Academic Specialization (see Section IV.) | |

III. Professional Development (9 Hours)

| | |
|---|-----|
| LIC 509 Internship in Secondary Schools | (6) |
| LIC 521 Seminar on Secondary Learners | (3) |

IV. Academic Specialization**A. English (18 hours)** — Courses must be approved by advisor.

| | |
|---|-----|
| ENG 501 Introduction to Research Methods in English | (3) |
| ENG 502 Introduction to Literary Theory | (3) |
| Two literature courses | (6) |
| Additional English courses | (6) |

B. History (18 hours)

| | |
|---|-----|
| HST 500 Historiography | (3) |
| Course in US History | (3) |
| Course in European History | (3) |
| Course in global history | (3) |
| Graduate electives in liberal studies, history, or other social studies disciplines | (6) |

C. Mathematics (18 hours)

| | |
|--------------------------------|-------|
| MAT 511-512 Real Analysis | (3-3) |
| MAT 541 Modern Algebra I | (3) |
| MAT 542 Modern Algebra II | (3) |
| Additional mathematics courses | (6) |

D. Science (18 hours)

Selected science courses based upon background in order to provide breadth and depth (at least two in physical sciences and two in life sciences).

E. Spanish (18 hours)

| | |
|---|-----|
| SPN 500 Advanced Writing Techniques | (3) |
| SPN 511 Topics in Spanish Civilization | (3) |
| or | |
| SPN 512 Topics in Spanish American Civilization | (3) |
| SPN 521 Studies in Spanish Literature | (3) |
| or | |
| SPN 522 Studies in Spanish American Literature | (3) |

Additional Spanish courses to be chosen from the following: (12 credit hours total)

| | |
|--|-------|
| SPN 501 Translation Techniques & Practices | (3) |
| SPN 505 Conversation & Composition | (3) |
| SPN 507 Topics in Spanish Phonetics and Phonology | (3) |
| SPN 508 Topics in Hispanic Linguistics | (3) |
| SPN 511 Topics in Spanish Civilization | (3) |
| SPN 512 Topics in Spanish American Civilization | (3) |
| SPN 521 Studies in Spanish Literature | (3) |
| SPN 522 Studies in Spanish American Literature | (3) |
| SPN 591 Directed Individual Study | (1-3) |
| (limited to 3 credit hrs. and offered on a limited basis) | |
| SPN 595 Seminar in Hispanic Studies (May be repeated for up to 6 credit hours) | (1-6) |

Students must choose at least one Spanish-related and one Spanish American-related course from SPN 511, 512, 521, and 522.

A total of three credit hours may be accepted from SPN 591.

MASTER OF ARTS IN TEACHING Middle Grades Education

Admissions Requirements

To ensure that prospective teachers applying to the M.A.T program offered by the Watson School of Education know the content they will be teaching, applicants seeking admission to the M.A.T program in middle grades education are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of college work (graduate and undergraduate)
3. Official scores on Miller Analogies Test or Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields
5. In addition to materials required as part of the Graduate School application process, a letter of interest describing commitment to the teaching profession, prior experiences working with young adolescents, prior experiences in middle level schools, and philosophy of teaching and learning

Candidates for the M.A.T program are strongly urged to have teaching experience documented before they apply in order to be knowledgeable about education in middle level schools and working with young adolescents. Such experience may include substitute teaching, part-time teaching, or volunteer work. A score of 400 on the Miller Analogies Test (or a 1000 combined score on the GRE Verbal and Quantitative sections) and an undergraduate grade average of "B" (GPA = 3.0) are minimum requirements for graduate admission. However, admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

A bachelor's degree must be completed before graduate study begins. After a review of an applicant's undergraduate transcript, the applicant may be required to complete additional courses for a certifiable content field (minimum of 24 hours of approved coursework). If an applicant requires more than 9 hours to acquire a certifiable content field, the program recommends completing the required courses as a special undergraduate prior to applying for the M.A.T. program. The required 24 hours in a certifiable content area (mathematics, science, social studies, language arts) are aligned to the North Carolina Standard Course of Study to assure adequate content knowledge to teach the middle level curriculum.

The admissions process for this program may require an interview. Final selection will be based upon consideration of academic record, test scores, writing samples, recommendations, and possible interview performance.

APPLICATION DEADLINES: June 15th for fall admission, October 15th for spring, March 15th for summer.

NOTE: Licensure requirements change and requirements must be adjusted to accommodate new mandated competencies and guidelines.

Degree Requirements

The program leading to the Master of Arts degree (M.A.T.) in middle grades education seeks to prepare candidates for teaching young adolescents and addresses the North Carolina professional teaching standards, the masters/advanced competencies which include standards in instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership, as well as the North Carolina standards for middle school teachers. In addition, the program addresses the National Middle School Association's (NMSA) programmatic standards for initial teacher preparation. Finally, the program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

In order to better address candidates' needs the program is divided into two phases:

- I. **Phase I – Leads to the Standard Professional I license (21 hours).** This phase includes courses necessary to meet initial licensure standards. All courses with the LIC prefix in this phase offer parallel graduate sections for existing undergraduate courses. The graduate sections incorporate a level of critical analysis appropriate for an advanced degree. In order to accomplish this level of critical analysis, graduate students complete additional assignments that engage them in research and critical thinking. They are also expected to take on leadership roles in the program. A semester long internship (6 hours) culminates phase I.

| | |
|--|-----|
| EDN 520 Instructional Development | (3) |
| LIC 552 Advanced Reading Methods, 6-9 | (3) |
| LIC 518 Advanced Middle Grades Education | (3) |
| LIC 520 Advanced Diverse Learners | (3) |

Select one of the following methods courses (3 semester hours):

| | | |
|---------|--------------------------------------|-----|
| LIC 523 | Advanced Mathematics Methods, 6-9 | (3) |
| LIC 535 | Advanced Social Studies Methods, 6-9 | (3) |
| LIC 538 | Advanced Science Methods, 6-9 | (3) |
| LIC 555 | Advanced Language Arts Methods, 6-9 | (3) |
| LIC 511 | Middle Grades Practicum | (6) |

- II. **Phase II – Leads to the Master of Arts in Teaching and (“M”) licensure (minimum 19 hours).** The courses in this phase focus on advanced professional understandings, content specialty areas, and adding a focus area. The three focus strands (Technology, English as a Second Language, and International) offer candidates the opportunity for additional professional development in a high need area. The strands reflect state, national and international trends in education, thereby further facilitating candidates assuming leadership roles.

| | | |
|---------|--|-----|
| EDN 523 | Research in Education | (3) |
| EDN 577 | Practicum | (3) |
| EDN 593 | Contemporary Perspectives in Education | (1) |
| | Additional 6 hours in content specialty area (approved by advisor) | (6) |

Select 6 hours in one of the following additional focus areas or another area as approved by the program.

Technology (select from the following courses or another approved course)

| | | |
|---------|------------------------------------|-----|
| MIT 512 | Computer Applications in Education | (3) |
| MIT 511 | Multimedia Design and Development | (3) |
| MIT 531 | Assessment of Learning Outcomes | (3) |

English as a Second Language

| | | |
|---------|---|-----|
| EDN 516 | Second Language Acquisition Research and Theory | (3) |
| EDN 517 | Methods and Assessment for Second Language Learners | (3) |

International

| | | |
|---------|--|-------|
| EDN 504 | Seminar in International Education | (1-3) |
| EDN 574 | Global Education | (3) |
| EDN 581 | Comparative Education | (3) |
| EDN 592 | International Education Field Experience | (1-6) |

Ed.D. PROGRAM IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION

The Doctor of Education in Educational Leadership and Administration is designed to prepare students to become effective school system leaders who are skilled managers, curricular experts and research-based scholars. Each role includes theoretical and practical knowledge, application of skills, and appropriate professional dispositions.

The Ed. D. program consists of 60 credit hours of coursework including, six hours of internship, and six hours of dissertation research. Each candidate's program of study will be carefully designed to meet appropriate educational objectives.

Admission Requirements

Students will be admitted to the Ed.D. Program in Educational Leadership and Administration by a recommendation of the Ed.D. Admissions Committee based upon eligibility requirements and available resources. Admissions decisions are based on several factors. Under most circumstances, students admitted to the program will have met the following requirements:

1. A Master's degree in school administration, supervision, curriculum, instruction, or related educational field from an accredited university (official transcripts from undergraduate and graduate school are required)
2. An overall graduate grade point average of at least 3.0 out of 4.0 in undergraduate and graduate coursework
3. Satisfactory scores on all three parts of the Graduate Record Examination General Test (GRE scores more than five years old at the time of application will not be considered)
4. Successful completion of an educational technology course or equivalent
5. A score of at least 550 on the paper version, 213 on the computer version, or 80 on the internet-based (TOEFL iBT) version of the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English
6. A minimum of three years of documented leadership experience
7. North Carolina Principal licensure for applicants pursuing the superintendent licensure track (students not currently holding this license must complete requirements prior to program completion)

Documents and Activities Required

1. An application for graduate admission
 2. Official transcripts of all college work (undergraduate and graduate)
 3. Current vita/resume
 4. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing)
 5. Three written recommendations addressing potential to succeed in a doctoral program by individuals in professionally relevant fields; greater weight will be given to recommendations from individuals who have supervised the applicant
 6. Official score on the TOEFL (if applicable)
 7. Letter of interest describing intent to attend full or part time, professional goals related to the program description, teaching and leadership experiences, philosophy of teaching and learning, and vision for educational leadership (maximum of three pages)
 8. Interview with Watson School of Education faculty - to be scheduled in the spring for selected candidates
- Candidates should consult the program web page at www.uncw.edu/ed/el/edd for more information.

Degree Requirements

Students in the Ed. D. in Educational Leadership and Administration will complete a minimum of 60 hours beyond the master's degree in the program strands listed below.

Effective leaders as skilled managers (21 hours)

| | | |
|---------|---|-----|
| EDN 601 | Introduction to Doctoral Studies | (3) |
| EDN 602 | Serving Urban and Rural Communities | (3) |
| EDN 604 | Educational Policy, Governmental Regulation and School Law | (3) |
| EDN 606 | Applying Emerging Technologies | (3) |
| EDN 607 | Resources, Access, Development and Implementation | (3) |
| SED 603 | Special Education for Educational Leaders | (3) |
| BUS 605 | Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management | (3) |

Effective leaders as curricular experts (12 hours)

| | | |
|---------|---|-----|
| EDN 621 | Curriculum, Instruction and Assessment | (3) |
| EDN 622 | Supervision and Teacher Evaluation | (3) |
| EDN 623 | Educational Accountability | (3) |
| BUS 624 | Strategic Planning and Budget Alignment, Capital Budgeting and Project Management | (3) |

Research-based scholars (12 hours)

| | | |
|---------|--|-----|
| EDN 641 | Research I | (3) |
| EDN 642 | Research II | (3) |
| EDN 643 | Research III | (3) |
| EDN 644 | Doctoral Research and Capstone Seminar | (3) |

Internship (6 hours)

| | | |
|---------|--|-----|
| EDN 661 | Internship I—School Internship | (2) |
| EDN 662 | Internship II—International Internship | (2) |
| EDN 663 | Internship III—Business Internship | (2) |

Electives (6 hours)

| | | |
|---------|----------------------------|-------|
| EDN 691 | Directed Independent Study | (1-3) |
| EDN 695 | Special Topics | (1-6) |

Dissertation (6 hours)

| | | |
|---------|--|-----|
| EDN 699 | Dissertation (typically, two three credit sections taken in consecutive semesters) | (6) |
|---------|--|-----|

The program includes a comprehensive examination, a dissertation of original research prepared by the candidate, and an oral defense of the dissertation to a faculty committee.

ADD-ON LICENSURE PROGRAMS

Students who have earned master's degrees may add on licensure at the graduate level in the areas of Academically and Intellectually Gifted (AIG), Curriculum and Instruction Supervision, English as a Second Language (ESL), Reading, and School Administration. Candidates must meet with the Program Coordinator for the licensure area to have an individual Plan of Study developed for program completion. Up to six hours from a previous master's degree may be counted towards the add-on licensure. Candidates must apply and be accepted to the Graduate School as non-degree students to enroll in courses for add-on licensure unless they are completing the requirements as part of a degree program. In addition to completion of coursework and internships, Praxis II Specialty Area examinations are required for licensure recommendation except for the Academically and Intellectually Gifted add-on licensure.

GRADUATE PROGRAMS IN EDUCATION

Course Descriptions

EDN 500. Human Development and Learning (3) Designed to provide foundations for decision-making in teaching and education, this course will focus on patterns of physical and social development and on types of learning. Activities will include analysis, discussion, and application.

EDN 502. Schools and Society (3) Designed to develop competency in the analysis of social effects upon behavior within the school, this course will include an examination of role, value, power, and control systems within schools and how these systems relate to the changing functions of the family and work place. This information will be related to current issues in the educational system, such as compulsory attendance, level of control, and multiculturalism.

EDN 504. Seminar in International Education (1-3) Will focus on country specific culture and cross-cultural experiences in education. The major emphasis of this course will be on the presentation of educational practices unique to a particular country or region.

EDN 506. Advanced Methods of Secondary Instruction (3) Examination of students' understanding as a primary outcome of teaching with development of the teacher as a researcher. Emphasis on reflective practice and application of theory in planning, curriculum development, instructional strategies, selection of appropriate instructional materials, and appropriate use of technology.

EDN 507. ESL Topics for Non-ESL Teachers (3) This course will introduce K-12 educators to the field of English as a second language, including issues of cross-cultural communication, ESL methodology, assessment and curricular adaptation. In this course, students will be required to analyze research related to English language learners and critically reflect on data presented. A 10-hour field experience is required.

EDN 509. Education in a Multicultural Context (3) Examines the factors affecting the achievement of equal educational opportunities for all students, including those of race, ethnicity, class and gender. Emphasizes awareness and understanding of culturally diverse students, and develops skills to enhance their educational environments.

EDN 511. ESL Issues: Culture, Policy and Advocacy (3) Students will be introduced to the field of English as a second language. Students will research the cultural, social, legal, and political contexts of working with English language learners from both historical and critical perspectives. Students will use a social justice framework to investigate and compare how ELLs interact in academic environments. Requirements include a 10 hour participatory observation experience where students will investigate how ELLs and their families relate to the schools and communities in which they live.

EDN 512. Legal Issues and Policy as a Systemic Process (3) Provides opportunities for educational leaders to begin to understand school law and its relationship to educational policies in public schools. Activities required of students and methods of evaluation include three papers, a midterm exam, a final exam, and attendance at a Board of Education meeting.

EDN 513. Leadership for Learning (3) Designed to provide school leaders with the conceptual and analytic tools necessary to design and evaluate classroom instruction and school-wide instructional improvement efforts. Instructional units will examine principles of instructional design, assessment of teaching, and strategies of professional development. Activities will include lectures, seminar discussion and participation in case and field-based analysis.

EDN 514. Technology for School Administrators (3) Designed to provide a foundation in technology applications for school leaders. This course will develop knowledge, skills, and dispositions that are positive and effective indicators of the use of technology in a school setting. This course examines the National Educational Technology Standards for Administrators as outlined by the International Society for Technology in Education and the ISLLC Standards for School Administrators. This course develops and collects artifacts that are evidences of the NETSA standards.

EDN 515. Curriculum for School Leaders (3) Designed to provide knowledge and practical skills in the selection, evaluation, and implementation of effective curricula.

EDN 516. Second Language Acquisition Research and Theory (3) Students investigate and research important aspects of first and second language acquisition. Topics include how first language acquisition can impact second language acquisition, current research in both fields, the progression of theoretical developments in the field of Second Language Acquisition and how these developments compare to those in the field of educational psychology.

EDN 517. Methods and Assessment for Second Language Learners (3) Students will critically examine the instructional cycle used with English as a second language students. Topics include the design, implementation and assessment of the instructional cycle. A variety of assessment types will be examined and the validity, reliability and instructional impact of each assessed. The course includes a 20 hour field experience component.

EDN 518. Second Language Literacy (3) Students will research and investigate concepts and theories connected to reading and writing in a second language. They will learn how to assess the reading and writing skills of English language learners and how to design and implement literacy plans to improve academic outcomes for this population. The course includes a 20 hour field experience component.

EDN 520. Instructional Development (3) Designed to provide students with the knowledge and skill required for designing and evaluating instructional plans, units, and educational programs. This course will include concern for such topics as types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Students will undertake projects relevant to their in-school experience.

EDN 521. Leadership in Educational Institutions (3) Designed to develop knowledge and skill in (a) the identification and analysis of decision situations, alternatives, procedures for choice and design, and analysis of educational information systems; (b) planning techniques (including Quality Organization, results-management, strategic planning, systematic network planning, and objectives); and (c) principles of group process, motivation and interpersonal relations, the effects of leadership forms in mobilizing student, staff and community support for educational programs, and strategies for developing effective public relations programs. Activities will include lecture, discussion, case and situation analysis of school systems.

EDN 522. Educational Media (3) Designed to provide students with the theory and practical skills necessary for selecting, producing, and evaluating instructional materials. Students will learn to produce and use a variety of audio-visual materials including graphics, transparencies, slides, and video-tapes. Instruction in operating and troubleshooting equipment also will be treated. The primary goal of this course is to develop confidence and competency in the media area. This course will include lectures and a workshop format. During the course students will produce media materials for an instructional unit.

EDN 523. Research in Education (3) Designed to develop research competencies required for interpretation and critique of research reports and for design and conduct of research for educational decision-making. Contents will include measurement, problem identification and analysis, research design, selected statistical analysis procedures, data interpretation and reporting and research critique. Activities will include lecture, discussion, research critique, simulated and actual proposal development, simulated report development, and computer analysis of actual data.

EDN 525. Tests, Measures, and Measurement in Education (3) Prerequisite: EDN 301, EDN 520, or approval of instructor. Designed to develop a conceptual framework for obtaining and interpreting data about behavioral and psychological traits of persons that may be needed for a variety of purposes. Particular attention will be given to developing understanding of validity of measures for the intended purposes and for assessing the trait that is intended to be measured. Students will learn to make judgments of validity of testing systems and to develop valid tests and testing systems. Mathematical and statistical tools will be studied for analyzing items, tests, and scores and students will practice their use. Students will learn to use computers for test development, and test administration, and to analyze records of performance on tests.

EDN 526. Essential Management Skills for School Leaders (3) Corequisite: EDN 570. In association with the year-long internship and in the context of socio-cultural foundations provided in the first year of the school administration program, provides basic knowledge in six human resources skill areas essential to effective leadership and management in schools: planning, resource management, personnel development and evaluation, leadership development, instructional improvement, and communications.

EDN 527. Research in Science Teaching and Learning (3) An introduction to the theoretical, methodological, and empirical foundations of research in science teaching and learning, emphasizing literacy in qualitative and quantitative investigation. Consideration is given to experimental, naturalistic, descriptive, interpretive, and case studies.

EDN 528. Secondary School Organization (3) Examination of the organizational structure of high schools with the primary focus on developing the knowledge and skills needed to be effective teacher leaders. Changes in curriculum and instruction, and the role of school leadership are discussed. Exemplary models of high school reform, as well as current issues at the secondary level, are examined.

EDN 530. Curriculum (3) Develops a conceptual framework for understanding curriculum in relation to other aspects of educational systems. Students learn to evaluate curricula in terms of structural elements, underlying value orientations, and assumptions about subject matter and about learning. Introduction to issues of curriculum change, implementation, evaluation, development, and design.

EDN 531. Study of Teaching in Early Childhood Education (3) Designed to improve teaching performance and to develop competencies in the critical analyses of teaching in the early grades, this course will include an in-depth study of teaching in the early grades by observation and participation using different interaction analysis formats for studying and analyzing teaching.

EDN 532. Comparative Studies in Early Childhood Education (3) Designed to provide information for comparing and contrasting preschools from an international perspective, this course will include an in-depth cross-cultural survey of early childhood education in selected countries. The history of philosophical thoughts, the political and socio-economic changes and research efforts from these selected countries of interest to American early childhood educators will be studied and discussed.

EDN 533. Early Childhood Education in Focus (3) Designed to develop the ability to look to current trends and issues in early childhood education. Objectively, this course will include critical analysis of present exemplary programs, practices, resources, and legislation related to early childhood education. The student will be involved in identifying unresolved issues in early childhood education and writing position papers about these issues.

EDN 536. Teaching Reading in the Content Area (3) Designed for the middle grades teacher of mathematics, science, social studies, and English, this course will identify those skills of reading needed in all content areas as well as those specific to each content area. Emphasis will be placed on the study of strategies useful in teaching reading in the content area classroom. Besides the study of appropriate commercial materials, students will be required to develop their own materials useful for teaching reading in a particular content area.

EDN 537. Linguistics for Teachers (3) A study of current American English and of the principles of analysis of spoken and written language; emphasis on understanding that nature and structure of the language that students bring into the classroom. Includes exploration of language related educational issues such as bilingualism, dialects, and disorders.

EDN 538. The Teaching of Writing and Other Forms of Representation (3) Review of theories of composition, writing processes, and principles of grammar, rhetoric, and usage. Attention to methods of instruction and to the range, usefulness, and availability of materials including technology. Includes projects that require generating and evaluating samples from school-age writers in grades K-12.

EDN 540. Adolescent Literature (3) A comprehensive study of literature appropriate for the middle grades, its value in the school curriculum and its importance in fulfilling intellectual, emotional, and cultural needs of young people. Evaluation and bibliography are emphasized; classroom techniques and the use of related materials are covered. Projects related to instructional preparation and student activities are required.

EDN 541. Role of Literature in Learning and the Curriculum (3) An exploration of the great wealth of trade books available for today's students from kindergarten through high school. Examines the importance of literature in learning and in life. Studies issues and trends such as cultural diversity, censorship, and response theories which will help guide students toward comprehensive, creative, and insightful utilization of literacy materials.

EDN 542. The Teaching of Mathematics (3) Focus on materials and methods for teaching mathematics in grades K-9, with emphases on the logical, psychological, and sociological foundations of mathematics education. A survey of curricula appropriate at the K-9 level. Library research in current topics related to the teaching of mathematics.

EDN 543. The Teaching of Social Studies (3) Special emphasis is given to the various techniques and methods to be used in the teaching of social studies. Teaching strategies including simulation, inquiry and value clarification will be explored through research, observation, demonstration and, when applicable, field trips. Each student will prepare a major unit of study which will require both individual and group participation.

EDN 544. The Teaching of Science (3) To assure that science is taught from a theoretical and conceptual base, content will include studying theories and concepts related to science taught at various grade levels. Activities will include development of successful methods of teaching through the use of individual and group projects. Opportunities will be provided to field test methods proposed. Materials needed for a successful science program and sources from which these materials may be secured will be discussed.

EDN 545. Black Literature and Resources for Teachers (3) A survey of black literature, including the examination of materials published for classroom use in the public schools and the authors who have made contributions to this field.

EDN 546. Assessment in School Mathematics (3) A survey and application of contemporary methods of assessing school mathematics (K-8). Techniques of assessment and interpreting assessment results will be considered. A case study will be required.

EDN 547. Integrating Language Arts and Reading: Classroom Practice (3) Designed to develop student ability to conceptualize and implement a classroom communication arts program. Analyzes patterns of learning and practices in teaching language arts processes and skills. Examines strategies for fostering language arts growth through integrated language activities. Field activity required.

EDN 548. Inquiry — The Method of Science (3) The course assumes initial-level competency in the curriculum and methods of science. The course will focus on the conceptualization of and rationale for using the inquiry method of teaching science. Students will participate in activities taken from a variety of science curriculum programs for elementary through senior high school. The course also will provide students with an opportunity to acquire and practice the skills needed to utilize the inquiry method and to guide scientific investigations at K-12 levels. Methodology and types of activities appropriate to the student's level of teaching will be selected.

EDN 549. Middle School Education (3) Study of educational programs for upper elementary education (junior high, middle school, intermediate school). Review of learning, physical, and social characteristics of "transescents" and historical and current approaches to their education. Comparison and contrast of curriculum, instruction, administrative and organizational features of exemplary and typical intermediate, middle and junior high schools.

EDN 550. Nature and Needs of Children With Exceptionalities (3) Designed to provide a comprehensive survey of the major categories of children with exceptionalities. Emphasis will be on characteristics, etiology, educational procedures, and psycho-social implications. Activities will include lecture, discussion, and practical applications of concepts and strategies. Designed for majors in general education programs.

EDN 551. Exploring Your Own Literacy and Literacy Education (3) Surveys the field of literacy to include a history of the field, significant scholars and their impact, and important issues and trends. Participants will discover their own literacy through writing and reading experiences of their choice. Program expectations will be introduced.

EDN 552. Introduction to Gifted Education (3) Study of gifted education including historical and current views in the field. Emphasis on characteristics of gifted learners and issues of development, identification, diversity, and impact of parents and community. Course to include readings, lecture, discussion, presentations, and school-based assignments.

EDN 553. Social and Emotional Development and Guidance of Gifted Learners (3) Examines theories of motivation, and social and emotional development of gifted learners. Students will develop awareness and understanding of social-emotional issues of gifted learners and implications for developing classroom, school, district, family, and community support systems. Course includes lecture, discussion, and student classroom observation assignments.

EDN 554. Curriculum, Methods, and Materials for Gifted Education (3) Prerequisites: EDN 552 and EDN 553. Examines curriculum, instructional methods, and materials to use in support of gifted learners. Focuses on models of curriculum and instructional methods, including assessment, diversifying/modifying strategies, and resources for gifted education. A clinical field experience is required.

EDN 555. Program Design, Implementation, and Evaluation in Gifted Education (3) Prerequisites: EDN 552, EDN 553, EDN 554 or permission of instructor. Designed to develop knowledge and skills in program planning for gifted education. Topics include standards and principles of program development, exemplary program models and program features, materials and resources, advocacy, program evaluation, professional development, and legislation and policies influencing design and supervision of gifted education programs. Issues in Gifted Education will be revisited. Field-based activities will be required.

EDN 556–557. Clinical Teaching in Reading Recovery (3–3) Prerequisite: Permission of the instructor. Develops skills in observing, recording, and analyzing children's reading and writing behaviors and in implementing effective methods for teaching literacy to young children at risk of reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent literacy perspective.

EDN 558. Foundations of Language and Literacy (3) Prerequisite: EDN 551 or permission of instructor. Corequisite: EDN 569. Explores the development of language and literacy in relation to cognitive development. Develops conceptualization of reading and writing as psycholinguistic and strategic processes. Explores implications of theories of language and literacy development for decision-making affecting teaching practices and school learning.

EDN 559. Adult Literacy (3) Examines the definition of illiteracy and the problem of adult literacy. Reviews approaches to dealing with the problem from philosophical, pedagogical, and sociological bases. Reviews the many movements to overcome the problem in the United States and abroad. Provides students with ideas, methods, and materials for teaching adults to read.

EDN 560. Personnel Administration (3) Prerequisites: EDN 502, 510, 511, 521, or approval of department. Designed to develop knowledge, skills, and abilities in specification and analysis of roles and role performance, and in selection, supervision, and utilization of personnel resources. The contents will include educational roles, criteria for role performance, personnel selection criteria and procedures, personnel policies and practices, and labor relations. Activities will include lecture, discussion, analysis and design of simulated and actual personnel procedures and a variety of simulated personnel related tasks.

EDN 562. Introduction to Administrative Applications of Technology (2) Designed to provide an introduction to basic technologies associated with word processing, spreadsheets, data-base usage, network communications, and models for decision-making, problem-solving, and project planning. Students will develop basic competency in the operation of computer based applications of technology to address typical problems and needs facing school administrators.

EDN 563. Educational Environments (3) Designed to develop knowledge skills, and abilities in the analysis, design and change of physical and social environments in education with emphasis on providing a welcoming environment for all students. Activities will include lecture, discussion, library research, case studies, and a variety of group and individual projects.

EDN 564. Policy Formulation as a Systemic Process (3) Designed to develop student's ability to engage in effective school level policy formulation. Emphasizes analysis of institutional level explanations of school policy environments; national, state, and district influences on school level policy formulation; and the dynamic realities of strategic policy decision-making in a community of diverse and competing interests. Emphasis on the role of school leaders in formulating policy which supports stated goals, objectives school visions, and school roles. Study and analysis of the types and nature of policy and implementation decisions associated with policy issues in an actual school setting.

EDN 565. Applied Research Practicum in Secondary Schools (3) Prerequisite: EDN 523. Designed to develop curriculum, instructional, and research skills in the content areas, the course will address methods, applications, and research within specific content areas. Students will demonstrate planning and presentation skills in a supervised practicum and complete a research project and report.

EDN 566. Supervision and Teacher Evaluation (3) Designed to provide lessons, educational resources and materials, theory to application interactions and assignments, and products that will ensure students depart with the knowledge, skills, and dispositions to be an effective supervisor and evaluator. The course topics will include the historical perspectives of these responsibilities, models of supervision and evaluation, theories and practices for classroom supervision and teacher evaluation,

key tools and skills for classroom observation and teacher conferencing, differentiated approaches to supervision and evaluation, and components critical for a comprehensive and complementary system.

EDN 567. Learning-Centered Supervision (3) Develops an understanding of adult developmental theories and supervision models in relation to application for development of teachers at beginning of their careers. Topics include clinical supervision, research on novice teachers, conditions and strategies that support growth, and specific differentiated supervisory strategies. Students will develop materials and collect resources to support a model of curricular/instructional reform.

EDN 568. Program Design and Evaluation (3) Intended to familiarize students with a variety of approaches for planning and conducting evaluation and to provide practical guidelines for general evaluation. Within this framework, more specific goals are to develop awareness of and sensitivity to critical concepts and issues in educational evaluation, to develop a clear perspective about the role of evaluation in education, and to develop ability to conduct useful, feasible, and technically sound evaluation studies.

EDN 569. Seminar in Language and Literacy Foundations (1) Corequisite: EDN 558. Designed to explore language at all educational levels, synthesize, and apply ideas to language and literacy development and diversity.

EDN 570-571. Internship: Leadership Applications I, II (6) (6) Corequisite: EDN 526 with EDN 570. Designed to provide opportunities to experiment in "real world" settings with ideas presented in other courses throughout the leadership program. Observation and analysis of management practices and application experiences under guidance of professionals. Students will generate responses to real problems in each of the six skill areas addressed in EDN 526, Essential Management Skills for School Leaders.

EDN 572. Practicum in Reading (3) Prerequisite: EDN 588. Application of understandings of literacy processes and literacy acquisitions to the level of the classroom. Student designs and implements a classroom program based upon a defensible philosophical perspective.

EDN 573. The Disabled Reader (3) Prerequisites: EDN 588, 589. Designed to develop competence and performance in testing teaching, and designing reading/learning programs for the severely disabled reader. Appropriate referral services will be identified. Consultation skills will be developed. Supervised practicum required.

EDN 574. Global Education Issues (3) Will provide a critical examination of global education events and issues using the lens of the theory of global citizenship.

EDN 575–576. Seminar and Practicum in Early Literacy Intervention (3–3) Prerequisite: Permission of the instructor. Co-requisites: EDN 556-557. Explores theories of professional development, supervision, and systematic changes and issues affecting early literacy, program development, and teacher learning. Develops skills for implementing, evaluating, and improving literacy intervention programs, including Reading Recovery™, and skills in facilitating conceptual change and improving teaching performance. Seminar and practicum experiences extend over two semesters.

EDN 577. Practicum in Middle Grades Education (3) Prerequisite: Six hours of graduate study in the academic content. Designed to provide a supervised internship in a middle grades setting. Focus on integration of graduate level academic content in area of certification with instructional strategies. Should be taken concurrently with an appropriate methods course.

EDN 578. Practicum in Developmental Instructional Supervision (3) Prerequisite: EDN 567. Practicum experience designed to extend students' understanding and application of theory, concepts, and techniques of learning centered supervision. Students will be engaged in a variety of supervision activities while mentoring a colleague, beginning teacher, or student intern in an educational setting. Includes self-analysis of own supervisory practices and the development and implementation of a plan for professional development.

EDN 579. Instructional Leadership in Secondary Schools (3) Facilitates the development of instructional leadership skills and professional documentation of scholarly teaching by providing expectations and assignments promoting development of leadership skills and preparation and defense of professional documentation and portfolio products.

EDN 580. Fundamental Issues (3) This course is directly tied to the Master of School Administration thematic standards: (a) School Leader as Learner; (b) School Leader as Conceptualizer, Synthesizer, and Inventor; (c) School Leader as Planner, Operations Guide, Evaluator, and Communicator; (d) School Leader as Decision Maker, Problem-Solver and Assessor. This alignment aims to develop the capacities and habits of critical, systematic thought and analysis within a leader.

EDN 581. Comparative International Education (3) Will examine and compare major differences in the approach to education in the K-12 setting in selected countries/regions. Differences in theoretical approaches as well as application of pedagogies will be studied.

EDN 582. Organizational Theory and Comprehensive Leadership (3) The course focuses on visioning and planning effective educational change and reform efforts among diverse stakeholder groups. The study of bureaucratic and professional leadership orientations in educational institutions will provide students with an array of techniques for identifying, determining, and promoting high quality instructional and support services for all students.

EDN 584. Development of Language and Literacy (3) Prerequisites: EDN 558 and EDN 569 or permission of instructor. Corequisite: EDN 585. Course participants will identify literacy beliefs, learn related literacy practices and examine their use in classrooms, review curriculum, and develop a perspective on literacy learning. Students will be engaged in reading and writing workshop events and will be expected to design and implement an action research plan and develop items for the literacy portfolio.

EDN 585. Seminar in Development of Language and Literacy (1) Corequisite: EDN 584. Designed to support synthesis of theoretical knowledge of literacy education and provide opportunity to design practical responses for classroom applications. Students will implement the action research plan as formulated in EDN 584, Development of Language and Literacy.

EDN 586. Program Practices and Procedures in Language and Literacy (3) Prerequisite: EDN 584 or permission of instructor. Corequisite EDN 587. Examines contrasting literacy beliefs and the accompanying literacy programs, practices, and procedures for the purpose of informing personal beliefs and practices. Students will analyze a classroom, school or school system change project.

EDN 587. Seminar in Programs, Practices and Procedures in Language and Literacy (1) Corequisite: EDN 586. Synthesis of theoretical and practical knowledge of literacy programs, practices and procedures in systems of change and school reform. Students will design and be involved in a classroom, school or school system change project and reflect on professional and personal learning from that involvement.

EDN 588. Assessment in Language and Literacy (3) Prerequisite: EDN 586 or permission of instructor. Focuses on development of a conceptual framework for obtaining and interpreting data about students' language and literacy performance. Basic concepts of assessment and measurement and current practices will be covered.

EDN 589. Tutoring for Literacy Development (3) Prerequisite: EDN 588. Application of assessment theories and practices within a tutoring experience for a school-age learner. Students will assess and tutor in a supervised context and will generate a literacy portfolio.

EDN 590. Practicum in Elementary Education (3) Prerequisite: At least 18 hours of graduate coursework. Designed to provide a supervised internship in a school setting. Focus on execution and evaluation of a project involving application of theory and pedagogical principles and practices studied in the graduate program.

EDN 591. Independent Study (3) Prerequisites: 15 semester hours of graduate credit and permission of instructor. Intensive study of topic in the student's area of specialization.

EDN 592. (455) International Field Experience in Education (1-6) Consent of Instructor. Will provide experiences in a selected educational setting as part of a study abroad program.

EDN 593. Contemporary Perspectives in Education (1) Independent investigation of a contemporary controversial educational issue. Students will research a topic, take a professional stance, and defend their position in a formal presentation to faculty and students. Must be taken during the semester in which the comprehensive exam is scheduled.

EDN 594. Seminar in Education (1-4) Designed to assist the elementary reading or special education graduate student in identifying and synthesizing ideas within and across courses and formulating reasoned responses to contemporary educational questions.

EDN 595. Special Topics in Education (1-4) Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

EDN 596. (468) International Practicum in Education (6) Consent of Instructor. A full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for instruction.

EDN 598. Research Project (3) Prerequisite: EDN 527 or permission of instructor. Design, conduct, evaluate and report results of a research project selected by the student and approved by the advisor.

EDN 599. Thesis in Education (1-6) Prerequisites: EDN 523, at least 18 additional hours toward completion of the master's 99 degree, and permission of instructor required. Intensive study of topic selected by student and approval by thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis required.

Ed.D. in Educational Leadership Course Descriptions

EDN 601. Introduction to Doctoral Studies (3) This course is designed as an introduction for school leaders to the doctoral program. Major themes of the course include an overview of the importance of logic, reasoning, reading, and writing; practicing data analysis and data-driven decision making; modeling and critiquing effective leadership dispositions; developing good research questions; studying the potential of emerging technologies, analyzing the future of the southeastern region of North Carolina; reviewing the 12 steps of the doctoral process and grasping the multiple roles/duties/responsibilities/realities of system-wide school leaders.

EDN 602. Serving Urban and Rural Communities (3) This course is designed to prepare educational leaders to successfully work in both urban and rural environments and to prepare for and reflect upon school-based and international internships.

EDN 604. Educational Policy, Governmental Regulation and School Law (3) This course is designed to be an advanced level class on educational politics, policies, and law. It builds upon coursework taken at the Masters level. The course will develop the ability of future school leaders to analyze and assess laws and policies as they impact on school systems at the micro and macro levels. It will also provide candidates with frameworks with which to analyze and assess the political influences on educational systems.

EDN 606. Applying Emerging Technologies (3) Develop a system-wide vision for educational technology; practice advanced skills in data management; employ features in software to support dissertation development; study the implications of online learning; explore the potential of technological trends for public education; and use ubiquitous handheld devices to improve communication and productivity.

EDN 607. Resource Access, Development and Implementation (3) Provide sources, strategies, and management of unit internal and external funds. Assist in the development of grant proposals, donor prospects, business partnerships, and the personnel and financial management of both internal and external funding budgets through private, state, and federal compliance regulations.

EDN 621. Curriculum, Instruction and Assessment (3) Designed to build upon candidates' prior experiences as teachers and curriculum designers/evaluators. The course will develop school leaders' skills in analyzing system-wide curricular efforts; evaluating curriculum, instruction and assessment models and approaches from a system-wide perspective and under the scrutiny of state and national accountability.

EDN 622. Supervision Theories and Applications (3) Provide advanced level study about educational supervision models, structures, and practices within school buildings and in the larger school system context. The course will develop school leaders' knowledge, skills, and dispositions necessary in designing, implementing, and sustaining a standards-based and effective systemic model for personnel evaluation and supervision. The creation of cohesive and coherent networks and practices will be emphasized in the context of educational reform and the stimulation of professional development across educational roles and the career cycle.

EDN 623. Accountability (3) This course is designed for school leaders to identify, analyze and explore educational accountability issues at the classroom, district, state, national and international levels relative to the mandate that all young people will meet high learning standards and to successfully compete in our global society.

EDN 641. Research I (3) This course is designed to provide an overview of research methods for educational leaders. Major themes of the course include theoretical and practical knowledge in statistics, scientifically-based assessments, and an introduction to qualitative research. The course will develop educational leaders' skills in data-driven decision making, critiquing studies, and using technologies to support valid and reliable research practices.

EDN 642. Research II (3) This course is designed to study and apply quantitative and qualitative research methodologies. The course will develop school leaders' skills in developing research designs, conducting quantitative and qualitative investigations, and analyzing, interpreting, and reporting research results.

EDN 643. Research III (3) This course is designed to serve as an advanced research practicum. The course will focus on advanced research skills linked to the candidate's proposed dissertation study.

EDN 644. Doctoral Research and Capstone Seminar (3) This course is designed as a culminating seminar for candidates nearing the data analysis phase of their dissertations. In addition to collaborative support for the dissertation process, the seminar will include preparing for the defense, submitting conference presentation proposals, writing for publication, developing a curriculum vitae and job searching.

EDN 661. Internship I-Issues Affecting Diverse Rural and Urban Educational Communities (2) This course is a focused internship for candidates who are placed in a school district (either urban or rural, pending prior experience) or other educational setting to intensively study educational innovation, leadership styles and data-driven decision-making.

EDN 662. Internship II-Issues Affecting International Communities (2) The internship is designed to provide first-hand international experiences in observing and analyzing diverse cultures and philosophies and how they impact educational decisions in international educational settings.

EDN 663. Business Internship (2) The internship is designed to provide first-hand experience in applying best business practices to the educational domain, including: 1) effective managerial and leadership principles, 2) strategic human resource management, and 3) innovative training and employee/customer education models.

EDN 691. Directed Independent Study (1-3) Pre-requisites: Admission to the Ed.D. program. Permission of Instructor. Involves intensive study of a topic in the student's research area.

EDN 695. Special Topics in Educational Leadership (1-3) Pre-requisites: Admission to the Ed.D. program. Permission of Program Coordinator. Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. A maximum of six semester hours may be counted toward degree requirements.

EDN 698. Research (1-6) Pre-requisites: Admission to the Ed.D. program. Permission of Instructor. Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.

EDN 699. Dissertation in Education (6) Pre-requisites: Approved dissertation proposal. Permission of Program Coordinator. Credit hours taken by students to assist them in analyzing their research data and writing their dissertation. Two six-hour blocks will be taken in consecutive semesters, for a total of twelve hours of dissertation credit.

SED 603. Special Education for Educational Leaders (3) Study of special education legal mandates and their implications, administrative issues related to special education, students with exceptionalities, and current issues and trends. Includes examination of parental involvement, assessment, program development, services and personnel, discipline, diversity, collaboration, and student characteristics and related implications. Field experiences required.

BUSINESS COURSES OFFERED BY THE CAMERON SCHOOL OF BUSINESS FOR Ed.D. STUDENTS

BUS 605. Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management (3) This course is designed to prepare educational leaders to understand the need to evaluate organizational performances; recognize the need for organizational change and the skills necessary to manage change; review models for decision making including development of strategic plans; and understand the critical role of human resource management in maximizing organizational objectives.

BUS 624. Budget, Finance, Accounting, Project Management (3) This course is designed to prepare educational leaders to: 1) Develop strategic plans consistent with the needs of their region and relevant stakeholders, 2) develop short-term and long term budgets in alignment with their strategic plans, 3) understand financial reports in order to monitor the performance of their organization and progress towards goals, and 4) review project management tools and other methods designed to manage large and small projects.

M.S. in Instructional Technology Course Descriptions

MIT 500. Instructional Systems Design: Theory and Research (3) Designed to provide an analysis of theoretical foundations of instructional design and their application in design practice. The course will examine multidisciplinary and multicultural influences upon instructional theory and development. A broad range of current design research and theory, and future directions in design theory and practice will be explored.

MIT 501. Motivation in Instructional Design (3) Designed to provide a review and analysis of motivational theories in relation to instructional design strategies. The primary emphasis will be on the motivation to learn and techniques for stimulating and sustaining learner motivation.

MIT 502. The Systematic Approach to Performance Improvement (3) Provides an introduction to theories and techniques for solving training and nontraining problems in business, industry, and other performance-oriented organizations. Activities include needs assessment, analysis, solution selection, and job and task analysis.

MIT 503. Fundamental of Computer Programming (3) Study of computer programming and logic as applied to real world problems with solutions designed and implemented in various programmable applications and languages. Topics include logic, generic selection and repetition, the syntax associated with implementation in Excel and scripting languages such as JavaScript and ActionScript, and extending the functionality of various Microsoft Office applications.

MIT 510. Design and Development of Instructional Technology (3) Prerequisite: MIT 500 or approval of department. Emphasizes skills and understanding necessary to create effective, efficient, and appealing instruction in any content area and with any medium, including live instruction. Addresses both "process" and "product." Process is concerned with activities and media required to create and deliver the instruction. Product is concerned with what the instruction should accomplish. Students will engage in leading a team that designs, produces, implements and evaluates an instructional system developed for a field site. Team leaders will ensure the quality and integrity of the design and report.

MIT 511. Multimedia Design and Development (3) Focuses on systems, communication, aesthetic and learning theories applicable to designing instructional products. Provides an overview of multimedia strategies and tactics using multimedia and instructional communication. Students will demonstrate basic proficiencies across a wide spectrum of multimedia. Emphasis will be on visual, audio and typographic design as well as the appropriateness of these solutions for specific instructional goals. The use of advanced electronic technologies will also be emphasized.

MIT 512. Computer Applications in Education (3) Provides an introduction to the use of microcomputer applications as they apply in education settings. Activities includes hands-on experiences with computer-assisted instruction, computer-managed instruction, and administrative uses.

MIT 513. Computer-Based Instruction (3) Examines authoring systems to develop computer-based instruction. Students will develop skills in producing programs to meet instructional needs; in integrating the use of peripherals including scanners, video and audio digitizers, and videodisks into hypermedia applications. Four-to-six hour weekly lab participation will be required.

MIT 514. Distance Education (3) Prerequisites recommended: MIT 500 and MIT 510. Examines theories and models of distance education at home, work, and school. Activities include designing, developing, and evaluating instructor-led and learner-directed distance lessons for integrated electronic dissemination systems. Additional topics will include social, economic and organizational context of learning at a distance. Three-hour weekly lab participation will be required.

MIT 515. Web Teaching: Design and Development (3) Prerequisites: MIT 500 and MIT 511. Focus on principles of designing Internet-based (web-based) instruction. Students will use Internet tools and other instructional design principles to design and develop web-based instruction. Four-to six hour weekly lab required.

MIT 516. Instructional Video Design and Production (3) Prerequisite: MIT 500 or permission of instructor. Designed to explore the process and techniques involved in professional video productions. Emphasizes fundamental theories and practice in camera and computer-based audio and video production, including recording, editing, and digitizing audio and video segments for education and training applications.

MIT 520. Managing Instructional Development (3) Examines principles of planning, scheduling, allocating resources, budgeting, proposal preparation, cost control and personnel management for instructional projects. Activities include negotiating an effective design project plan, how to implement that plan, and how to control and monitor project activities. Case studies will be used as a basis for exercises and discussions. Students will develop a plan that meets specific criteria.

MIT 521. Diffusion and Implementation of Educational Innovations (3) Designed to extend students' understanding of theories and research in the diffusion of innovations. Activities include investigation of the literature and research in diffusion of innovations and examination of theoretical and research findings to the diffusion of technological innovations.

MIT 522. Organization & Management of Instructional Technology Programs (3) Prerequisite: MIT 510 or instructor's permission. Examination of the planning and management of successful training, professional development, and technological projects in public or private schools. Topical areas include planning and developing technology projects, evaluating and analyzing school or district capacity and readiness for a new technology project, organizing and managing human resources and

support systems, scheduling, budgeting, team structures, defining project requirements, and quality assurance. Analytical tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

MIT 530. Evaluation and Change in Instructional Development (3) Designed to provide an introduction to evaluation techniques associated with educational evaluation media and materials, courses, curricula, students or other elements in educational programs. Various units of the course will focus upon particular evaluation techniques.

MIT 531. Assessment of Learning Outcomes (3) Examines the nature and purpose of measurement and assessment of learning outcomes. Particular attention is paid to the concepts of reliability, validity, norms, interpretation of scores, response sets, fairness in testing and performance assessment, and norm-referenced vs. criterion-referenced tests. A variety of instruments that are used to measure or assess human attributes and behaviors will be studied.

MIT 540-541. Colloquium I & II (1) (1) Examines issues, theory, research, and practice shaping the field of Instructional Technology. A particular topic will be emphasized each time the course is offered. Students will engage in reviewing issues, identifying trends, debating theory application, and developing researchable questions.

MIT 542. Internship (1) Designed to provide opportunities to experiment in “real world” settings with knowledge and skills learned throughout the program. Internship sites may include on or off-campus, public or private organizations. Interns will apply knowledge and skills of the range of technology mediated instructional planning, design and delivery.

MIT 595. Special Topics in Instructional Technology (1-4) Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

MIT 598. Portfolio (3) Prerequisite: Completion of a minimum of 18 hours toward completion of the master's degree and permission of the instructor. Portfolio will present evidence of student's successful completion of one or more extensive instructional development projects that singularly or together demonstrate the spectrum of instructional systems design processes.

MIT 599. Thesis (3) Prerequisite: Completion of a minimum of 18 hours toward completion of the master's degree and permission of the instructor. Intensive study of a topic selected by the student and approval by the thesis committee required. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense required.

M.Ed. in Special Education Course Descriptions

SED 502. Literature Review in Special Education: Behavior, Cognitive, or Learning Disorders (3) Designed to explore special education literature in either behavior, cognitive, or learning disorders. Students will study literature review models, survey the related literature, and write a draft for their thesis or research project.

SED 503. Instructional Design in Special Education (3) Designed to provide students with a unified set of viable instructional design principles for evaluating or modifying curriculum. Application of these principles will ensure that the curriculum is accessible to a diverse group of learners. The course provides a framework for designing instructional sequences and error correction procedures that optimize progress. Field experiences required.

SED 550. Learning Disorders Seminar (3) Examination of the field of learning disorders including etiology, assessment, definition, characteristics, teaching strategies, historical influences, and current trends. Emphasis is on the application of LD issues, research, and theory to classroom practice. Field experiences required.

SED 551. Methods for Teaching Academic Skills (3) Drawing on current research on learning and instruction, this course examines the design, implementation, and evaluation of strategies for teaching reading, mathematics, writing, and content areas to students with exceptionalities. Students will become fluent with concepts and instructional techniques. Field experiences required.

SED 553. Advanced Classroom Management and Behavioral Development (3) Designed to develop knowledge and skills necessary for establishing appropriate social and emotional behaviors of children. Focus is on identifying developmental factors, effective solutions, and implementing a system of functional behavioral assessment-based behavior support planning. Field experiences required.

SED 554. Cognitive Disorders Seminar (3) Examination of the field of cognitive disorders including etiology, assessment, definition, characteristics, and teaching strategies, historical influences, and current trends. Emphasis is on the application of issues, research, and theory to classroom practice. Field experiences required.

SED 555. Behavior Disorders Seminar (3) Involves the advanced study of etiology, assessment, intervention, theories, and contemporary research findings related to teaching children and youth with social, emotional, and behavioral problems. Examines and evaluates institutional and programmatic issues, controversies, dilemmas, debates, and conflicts confronting the field. Field experiences required.

SED 556. Seminar on Families, Diversity, and Collaboration (3) Designed to develop understandings and skills related to working with families and caregivers of students with special needs. Focus will be upon characteristics of diverse families, and development of skills in communication, collaboration, and teaming models to address the variety of needs identified. Field experiences required.

SED 557. Technology Applications in Special Education (3) Designed to provide teachers of children with disabilities the skills to integrate technology, including assistive devices, into classroom instruction. The technology examined will focus on devices used to increase, maintain, or improve functional capabilities of children with disabilities.

SED 558. Issues and Trends in Special Education (2) Designed to focus on emerging directions related to the education of students with exceptionalities. Relevant instruction, assessment, service delivery, technology, management, legal, psychological, medical, and social issues will be examined as well as implications for schools.

SED 559. Special Education Practicum (3) Supervised public school practicum for students with cognitive, learning, and behavior disorders including developing and implementing advanced assessment skills, clinical instruction, behavioral support programs, and collaborating with teachers, parents, and other professionals. Focus on research to practice, and implementing and writing results for thesis/project.

SED 560. Reading Theories and Methods for Students with Special Needs (3) Designed to provide evidence-based instructional practices in reading that accelerate student learning through careful curriculum design and instructional delivery. Emphasis on clear communication, explicit instructional formats, progress monitoring, instructional grouping, teacher/student interactions, and generalization. Field experiences required.

SED 561. Research-Based Methods of Reading Instruction (3) Designed to provide students with research-based methods for teaching reading. Emphasis on the application of instructional techniques and progress monitoring strategies to meet the needs of individuals with exceptionalities. Field experiences required.

SED 562. Autism Spectrum Disorder: Characteristics and Instruction (3) Examination and understanding of behaviors associated with Autism Spectrum Disorders (ASD) including current research on etiology and diagnosis. Emphasis will be placed on learning styles, educational needs, and intervention strategies for persons with ASD. Field experiences required.

SED 563. Autism Spectrum Disorder: Social and Communication Skills (3) Identification of the social and communication needs and intervention strategies common in persons with Autism Spectrum Disorders and Asperger's Syndrome. Emphasis on the application of research-based treatments for social and communicative functioning. Field experiences required.

Master of Arts in Teaching in Secondary Education Course Descriptions

LIC 503. Advanced Theory and Practice in Teaching Secondary English (3) Focus on the connections between theory and practice in teaching English with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in English using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

LIC 504. Advanced Theory and Practice in Teaching Secondary Mathematics (3) Focus on the connections between theory and practice in teaching mathematics with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in mathematics using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

LIC 505. Advanced Theory and Practice in Teaching Secondary Social Studies (3) Focus on the connections between theory and practice in teaching social studies with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in social studies using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

LIC 506. Advanced Theory and Practice in Teaching Secondary Science (3) Focus on the connections between theory and practice in teaching science with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in science using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

LIC 507. Advanced Theory and Practice in Teaching Secondary Spanish (3) Focus on the connection between theory and practice in teaching Spanish with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in Spanish using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and analysis are emphasized throughout the course.

LIC 509. Internship in Secondary Schools (6) Corequisite: LIC 521. Full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction.

LIC 511. Middle Grades Internship (6) Corequisite: LIC 520. A full-time internship within a candidate's certifiable teaching area(s). Students engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Successful completion of the internship leads to initial teacher licensure.

LIC 518. Advanced Middle Grades Education (3) Overview of the conceptual and historic development of programs for students in grades six through nine. Comparison of varied curricular, instructional, and organizational aspects of middle level schools. Explores the educational implications of the developmental characteristics of early adolescent learner, varied approaches to learning, and classroom management. Field experience required.

LIC 520. Advanced Diverse Learners, 6-9 (3) Course focuses on strategies for meeting the needs of diverse learners at the middle level. Students study strategies for addressing student differences including academic, socio-emotional, physical, cultural and language differences.

LIC 521. Seminar on Secondary Learners (3) This course will focus on strategies for teaching students with special needs and the knowledge and skills needed for effective classroom management. Students will study alternative methods for dealing with pupil differences that have an impact on academic and social behaviors. Characteristics of students with academic, intellectual, social-emotional, physical, cultural and language differences will be examined.

LIC 523. Advanced Mathematics Methods, 6-9 (3) This course will focus on the curriculum, assessment, and instructional methods for teaching mathematics at middle grade levels. The format of this class will include class discussions (large and small group), cooperative learning tasks, hands on learning, student presentations, and some lecture. Field experience is a required course component.

LIC 535. Advanced Social Studies Methods, 6-9 (3) Examines how the social studies curriculum can be organized to meet the learning needs of middle grades students. Emphasis on selection and preparation of appropriate materials, identification of instructional procedures, data-based decision making and the relevance of social inquiry to the real world. Field experience required.

LIC 538. Advanced Science Methods, 6-9 (3) This course will focus on: current issues and trends in science; the development, implementation, and assessment of curricular materials; and effective instructional strategies to teach science in the middle school. Field experience required.

LIC 552. Advance Reading Methods, 6-9 (3) Develops understanding of reading processes in the broad context of communication. Presents strategies for assessing, motivating, and teaching comprehension and study skills that support learning across the curriculum. Field experience required.

LIC 555. Advanced Language Arts Methods, 6-9 (3) Presents curriculum and methods for developing linguistic and communicative competence in language arts classes at the middle level. Develops understanding of communication processes (listening, speaking, writing, viewing, etc.) and language systems as influences teacher decision-making. Focus on strategies and plans for facilitating and evaluating student's oral and written language performance. Field experience required.

SCIENCE COURSES

The following are interdisciplinary courses offered by various departments for those enrolled in the Master of Arts in Teaching (science).

SCI 501. Concepts in Natural Science I (1) An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory based exploration and application of interrelated biology, chemistry, earth sciences, and physical topics. Two lecture and three laboratory hours each week.

SCI 502. Concepts in Natural Science II (3) A continuation of SCI 501. An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory-based exploration and application of interrelated biology, chemistry, earth sciences and physics topics. Two lecture and three laboratory hours each week.

SCI 511. Advanced General Biology (3) This course will present a comprehensive overview of fundamental biological concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach, and use discussion and interpretation of scientific studies to demonstrate the acquisition of scientific knowledge. It is appropriate for science education graduate students with degrees outside of the discipline.

SCI 512. Advanced General Chemistry (3) This course presents a comprehensive overview of fundamental chemistry concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of study. The course will follow an inquiry-based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

SCI 514. Earth Science: Topics and Applications (3) The structure, composition, and processes that are active within and at the surface of the Earth including interactions of the lithosphere, atmosphere, hydrosphere, and biosphere. Content knowledge is emphasized as the basis of discussions of issues involving energy, pollution, geohazards, and other societal issues.

SCI 516. Advanced General Physics (3) This course presents a comprehensive overview of fundamental physics concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of study. The course will follow an inquiry based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

SCI 519. Advanced Laboratory in Earth and Environmental Science (2) This course will present a field-oriented approach to various natural resource issues/concepts with emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow a practical, inquiry-based approach to present and to assess examples of human uses/effects on local natural resources and their relevance to larger areas. Designed for science or education students with degrees outside the discipline.

SCI 520. Advanced Introduction to Environmental Studies (3) This course will present a comprehensive overview of environmental studies concepts with particular emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach to demonstrate interrelationships between scientific and non-scientific areas of knowledge that affect our daily lives and the entire planet. Designed for science or education graduate students with degrees outside the discipline.