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COLLEGE OF EDUCATION

**Mission and Objectives**



The College of Education offers the Master of Education (M.Ed.) degree in the various certification areas shown and the Education Specialist (Ed.S.) degree in educational leadership. The purpose of the M.Ed. degree program is to develop responsibility and leadership in classroom teaching, subject matter specialization, and /or supervision and administration in educational systems. The program promotes critical thinking and creative reasoning skills in solving educational problems, a continual quest for knowledge and the ability to communicate effectively with students, parents, citizens and the community of educators. The program has the following objectives:

P ROGRAMS

1. To prepare teachers and other school professionals to implement basic and applied research in education.

2. To promote the development of the essential observable competencies deemed significant for

teachers and other school professionals.

3. To assure the acquisition of knowledge in a field of concentration at an advanced level.

4. To provide a variety of experiences to enhance professional advancement opportunities for

teachers and other school professionals.

5. To prepare students for further graduate study in the field of education.

MASTER OF EDUCATION

Graduate students may pursue 10 different major programs for certification. Degree programs are designed for fifth-year level certification. Education courses are offered in foundations, teaching fields, research and statistics. The following array depicts the 10 major programs of study, identifies the college offering each specific program and provides the telephone numbers for each.

**M.Ed. Program College Telephone**

D EGREE

Early Childhood Education College of Education (229) 430-6471

Educational Leadership College of Education (229) 430-4715

English Education College of Arts and Humanities (229) 430-4833

Health and Physical Education College of Education (229) 430-4762

Mathematics Education College of Sciences

and Health Professions (229) 430-4886

Middle Grades Education College of Education (229) 430-6471

Music Education\* College of Arts and Humanities (229) 430-4849

Science Education College of Sciences (229) 430-4811 and Health Professions

Special Education College of Education (229) 430-6471

School Counseling College of Education (229) 430-4715

\* Not accepting applicants

**Categories of Admission for the Master of Education Degree**

Students enrolling for graduate studies in the College of Education will enter under one of five categories described below. All categories require that applicants have received a baccalaureate degree from an accredited college or university with an undergraduate major in the planned graduate field of study or that the applicant meets prerequisite requirement to satisfy admission in the planned graduate field of study. These categories do not apply to the requirements of the Ed.S.

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program.

**Regular Admission**

1. An undergraduate degree from an accredited college or university.

2. An undergraduate grade-point average of at least 2.5.

3. A score on the MAT of no less than 44 or a score on the Aptitude Test of the GRE of no less than 800.

**Admission Requirements for Certified Teachers:** Clear Renewable Teaching Certificate, three work-related letters of recommendation, and a writing sample

**Admission Requirements for Non-Certified Teachers:** Non-certified teachersmay only be admitted to the Departments of Counseling, Teacher Education (Early Childhood, Middle Grades, and Special Education), or Health and Physical Education after meeting the following criteria: GACE Basic (or exemption), three letters of recommendation, a writing sample, 2.5 GPA, meet current MAT or GRE admission to the Graduate School, meet current admission to Teacher Education requirements

**Provisional Admission**

Applicants who do not fully meet the requirements for regular admission may be considered for provisional admission. The following criteria must be met:

D EGREE

1. An undergraduate degree from an accredited college or university.

2. An undergraduate grade-point average of at least 2.5.

3. A score on the MAT of no less than 27 or a score on the Aptitude Test of the GRE of no less than 700.

***A student satisfying 9 semester hours of course work with no grade of less than a “B” may be admitted to regular status. If the previous criteria are not met, the student will be withdrawn from the program.***

**Non-Degree Admission**

Applicants interested in study for personal enrichment or for job-related requirements are admitted under the non-degree status. While students may enroll for an unlimited number of courses in the non-degree status, they must be fully aware that a Master’s degree is not awarded at the completion of courses in this status. Only 9 semester hours of coursework completed in non-degree status may be considered toward the Master’s degree, provided students meet the criteria of provisional or regular admission status.

**Transient Admission**

P ROGRAMS

A graduate student in good academic standing at another institution may enroll as a transient student. The residential institution must provide written authorization for students to enroll under this status. Copies of transcripts and standardized test scores are not required.

**Special Admission**

Albany State University students with senior standing may register for graduate courses if each of the following conditions is met:

1. The student has an overall GPA of at least 3.0.

2. The Vice President for Academic Affairs approves the academic department’s recommendations for the student to enroll in graduate courses. (Such approval is granted on a semester-by- semester basis; continued enrollment is not provided.)

3. The student’s graduate enrollment is limited to a total of 9 semester hours of study. No more than 6 semester hours of graduate study may be undertaken in a given semester.

4. During the semester in which graduate enrollment is allowed, the student’s registration is limited to a total of 9 semester hours (combined graduate and/or undergraduate hours).

**Change of Status**

A student admitted to the graduate school remains in the original academic status until notified in writing by the Graduate School of the approval of a different status.

**Appeals of Admission Status**

Decisions regarding the student’s admission status may be appealed. Information regarding appeals may be secured from the Graduate Studies Office or the program coordinator of the degree program in which the student is attempting to enroll. Such appeals and their associated documentation are referred to the graduate admission appeals committee of the Graduate School. The student has the right of further appeal sequentially to the Vice President for Academic Affairs, and finally, the President of the University.

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**Change of Degree Program**



Before a student can change a major, he/she must be officially admitted into the major. Before changing a major, a student must consult with an advisor in the new degree program.

**Application for Graduation**

Students pursuing a program leading to the Master of Education degree must apply for graduation after gaining full admission to graduate studies and before completing 12 semester credit hours. The graduate student is responsible for applying for graduation with the Registrar’s Office. Approval of the application requires:

P ROGRAMS

1 The applicant to be fully admitted to graduate studies and recommended by the advisor.

2. The applicant to hold the appropriate level four teaching certificate from the Professional Standards Commission or the equivalent.

3. The applicant to have made satisfactory progress in the planned program of study.

4. The applicant to be approved by the program Chairperson and Dean of the College of Education.

**Degree Requirements**

**Comprehensive Examinations**

In partial fulfillment of the M.Ed. degree, students are required to satisfactorily pass a comprehensive examination. The comprehensive examination may be taken three times. A third failure on the comprehensive examination results in termination from the degree program.

**Comprehensive Examination Eligibility**

Graduate students are eligible to take the M.Ed. comprehensive examination in the last semester of their study or when they have completed all the courses in Area C of their degree pro- gram and the advisor has granted permission. A student is eligible to take the comprehensive examination only if (a) a passing score on the Praxis II/GACE Content has been filed with the student’s advisor, and (b) courses for the major area (Area C or the Professional Courses) have been completed with grades no less than a “B.” Grades less than “B” in Area C of the Program of Study must be repeated. The overall grade-point average for all 36 semester credit hours for the Master of Education must be no less than 3.0 on a four-point scale. No grade less than “C” will be accepted in any course.

**Schedule**

The comprehensive examination shall be given on the first Saturday following mid-semester examinations or as otherwise announced by the College of Education.

**Nature of the Examination**

The examination shall be made of three or four general essay questions and/or problems covering current research, recent developments and general principles in the student’s major area of study.

**Examination Committee**

The program coordinator shall assemble and chair an examination committee of at least three instructors for each exam administration. The examination committee shall construct and grade the examination and report the results to the chairperson.

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**Administration**

The comprehensive examinations shall be arranged and supervised by the College of Education.

**Grading**

A member of the examination committee must grade each item using an established rubric. Each test item will receive one of the following grades: “P” for passing or “F” for failing.

D EGREE

**Retest Sessions**

If the examination committee determines that an examinee has failed the comprehensive examination, the student retakes the examination. A new test will be administered. Retest sessions must not be scheduled later than two weeks prior to the final examinations for potential graduates.

**Reporting**

The program coordinator shall report all examination results and seminar paper grades to the chairperson within one week of the date of the regular examination. The Chair, using the Graduate School’s Report of Non-Course Work Requirements form, shall report the results of each examination or seminar paper to the Graduate School. The Dean of the Graduate School officially informs the student of the results.

**Exceptions**

P ROGRAMS

In the event of a condition or event that imposes extreme difficulty in construction, administering or grading the examination for a student as expressly stated therein, the College of Education shall make exceptions to these policies and will be required to resolve the situation in such a manner that is consistent with overall University policies.

**Other Policies**

**Correspondence Credits**

No course work taken as correspondence credits is acceptable for degree credits.

**Grade-Point Average**

A minimum 3.0 grade-point average is required for completion of the degree program.

**Non-Resident Credits**

All non-resident credits are to be approved in advance. It is recommended that students avoid enrolling in a course for transient credits during the anticipated semester of graduation.

**Transfer Credit**

A maximum of 9 semester credits of transfer credit may be applied toward the completion of the M.Ed. degree. The credit must be indicated on the student’s Internal Review of Student’s Record and program check sheet. Some program areas do not accept transfer credits in Area C of the degree-planned program. Transfer credits must have been earned within six years of the semester of graduation.

**Curricular Components of the Degree Program**

Most M.Ed. programs require 36 semester credit hours (School Counseling requires 48 semester credit hours.) to be completed within six years of the semester of graduation. In those

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cases, credit hours are distributed according to the following general design:



**Component Description Credit Hours**

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| --- | --- | --- |
| Area A | Nature of the Learner | 3-6 |
| Area B | Program and Problems of the School | 3-6 |
| Area C | Core courses of the major | 15-24 |
| Area D  Area E | Research in Education  Electives\* | 3-6  3-6 |

Total Minimum Semester Hours Required 36-48

(48 for School Counseling only)

\*An elective is any graduate level course with a grade of “B” or better that is not older than six years, that was taken after graduate admission and that wasn’t taken for undergraduate credit. The graduate program advisor must approve electives.

COLLEGE OF EDUCATION GRADUATE FACULTY

**Abayomi, Babatunde, Ph.D.**, Georgia State University. *Specialty: Science Education and Research*

*Methodology*

**Adero, Abraham, Ph.D.**, University of Southern Mississippi. *Specialty: Educational Leadership and Research*

**Beard, Audrey W., Ed.D.**, Jackson State University. *Specialty: Early Childhood Education.*

**Bembry, Deborah, Ph.D.**, University of Iowa. *Specialty: Early Childhood Education, Foundations and*

*Educational Leadership*

**Biasiotto, Judson, Ed.D.**, University of Georgia. *Specialty: Health, Drug Education and Physical Training*

P ROGRAMS

**Bynum, Leroy.** Dean of the College of Arts and Humanities

D EGREE

**Bryant, Rhonda, Ph.D.**, University of Virginia. *Specialty: School Counseling*

**Fields, Kimberly, Ed.D.** Georgia Southern University. *Specialty: Special Education*. Interim Chair, Department of Teacher Education.

**George, Rani, Ph.D.**, University of Delaware. *Specialty: Educational Research and Statistics.* Dean of the Graduate School.

**Goldsmith, SaDohl**

**Griffin, DaShonera.** *Specialty:**Special Education*

**Grimsley, Alan Paul, Ph.D.**, Georgia State University. *Specialty: Educational Leadership*

**Hill, James.** Chair, Department of English and Modern Languages.

**Hood, Marcia.** Chair, Department of Fine Arts

**Jenkins, Patricia, Ed.D.**, Tennessee State University. *Specialty: Reading Education*

**Johnson, Joyce.** Dean of the College of Sciences and Health Professions

**Jones, LaTasha.** *Specialty: Middle Grades Education*

**King-Jupiter, Kimbrly, Ph.D.** Dean of the College of Education

**Lupinski, Kirsten, Ph.D.**, University of Cincinnati. *Specialty: Education Foundations and Health Promotion Education*

**Medlin, Dorene.** *Specialty: Science Education*

**Oladunjoye, Ganiyu, Ph.D.**, Bowling Green State University. *Specialty: Educational Leadership*

**Porter, Rhonda.** *Specialty: Mathematics Education*

**Puller, Shawn.** *Specialty: Music Education*

**Rollins, Carolyn W., Rh.D.**, Southern Illinois University-Carbondale. *Specialty: Counseling*

**Roosta, Seyed.** Chair, Department of Mathematics and Computer Science

**Saleem, Daa’iyah.** *Specialty: Early Childhood Education*

**Scott, Kevin. *Specialty: English Education***

**Trujillo, Juan**

**Walker**

**Williams, Richard, Ed.D.**, University of Georgia. Chair, Health and Physical Education. *Specialty: Exercise and Sport Science.*

**Wrensford, Louise, Ph.D.**, Brown University. *Specialty: Chemistry.* Chair, Department of Natural Sciences

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|  | **EARLY CHILDHOOD**  **EDUCATION** |  |
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EARLY CHILDHOOD EDUCATION



This program leads to the T-5 certification in Early Childhood Education and is designed to prepare master teachers to work with children in PreK-5. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development, supervision and research in the field of Early Childhood Education. Graduates become master teachers who are poised for administrative positions in all fields of education.

D EGREE

The purpose of the M.Ed. in Early Childhood Education is to sanction leadership for K-5 populations. Students complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for K-5 populations. All classes implement the College of Education’s conceptual framework: Reflective transformative practitioner, culturally-responsive practitioner, technology-competent practitioner. Students have to be admitted by the graduate school before being admitted into the program.

**Objectives of the Program**



P ROGRAMS

1. The Early Childhood Education Program prepares K-5 school teachers to become accomplished educators who are empowered to impact the communities they serve by raising the academic achievements of young children from diverse backgrounds.
2. Students in the Early Childhood Education Program will gain knowledge and skills for designing and implementing culturally responsive teaching strategies that are infused with technology and hone reflective practices that refines effective dispositions for teaching.
3. Students’ progression through the Early Childhood Education Program will lead to an array of evidenced-based best practices in K-5 settings, creative and effective teaching performances, strengthened knowledge for making data-driven decisions, and methodologies for impacting student achievement through action research.
4. The Early Childhood Education Program adds to the knowledge that current teachers already have about early childhood education. Students who are not certified may opt to add certification to their programs as well.
5. The Early Childhood Education Program enhances understanding the influence the intellectual, emotional, and physical development of young children relates to teaching and learning.

**Admission to the Program**

Admission to the Early Childhood Education Program requires an undergraduate degree in Early Childhood Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Early Childhood Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Early Childhood Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Early Childhood Education program under the same categories of admission.

**Program of Study**

**Area A - Nature of Learners and Learning Problems 3hrs**

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| --- | --- | --- |
| ECEC | 5500 | Early Childhood Development |
| EDUC | 5554 | Psychology of Teacher |
| EDUC | 5563 | Methods of Child Study |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5520 | Developmental Psychology |
| PSYC | 5552 | Conditions of Learning |
| PSYC | 5555 | Theories of Learning |

**Area B - Programs and Problems of the School 3 hrs**

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| EDUC | 5504 | History of American Education |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5510 | Sociology of Education |
| EDUC | 5555 | Clinical Approach to Classroom Analysis |
| ECEC | 5518 | Issues in Early Childhood Education |
| EDAS | 6648 | Economics in Education |

**Area C - Teaching Field 18 hrs**

P ROGRAMS

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| \*\*ECEC | 5509 | Theories, Design and Program Development in Early |
|  |  | Childhood Education |
| ECEC | 5512 | Cultural Diversity in Early Childhood Education\* |
| ECEC | 5520 | Language Development for Young Children |
| ECEC | 5525 | Math Experiences for Young Children\* |
| ECEC | 5527 | Science Experiences for Young Children\* |
| ECEC | 5530 | Communicative Arts in Early Childhood Education |
| ECEC | 5535 | Reading in Early Childhood Education\* |
| ECEC | 5545 | Infant Education |
| ECEC | 5550 | Social Studies in Early Childhood Education\* |
| ECEC | 5555 | Creative Physical Experiences in Early Childhood Education |
| ECEC | 5560 | Counseling in Early Childhood Education |
| ECEC | 5565 | Diagnosis and Remediation |
| ECEC | 5570 | Theories of Play |
| ECEC | 5575 | Parent Involvement in Early Childhood Education |
| ECEC | 5580 | Tests and Measurements in Early Childhood Education |
| ECEC | 5581 | Evaluation of Research in Early Childhood Education |
| EDUC | 5000 | Professional Development for Accomplished Educators |
| MATH | 5202 | Technology-Oriented Mathematics |
| SPED | 5501 | Exceptional Children |
| SPED | 5512 | Characteristics of Children and Youth with Mild Learning, |
|  |  | Intellectual, and or Behavioral Problems |
| SPED | 5522 | Teaching the Preschool Exceptional Child |
| SPED | 5524 | Instructional Strategies for Teaching the Mildly Disabled |
| SPED | 5530 | Parent Counseling |
| SECD | 5535 | Strategic Developmental Counseling for School |
| EDUC | 5590 | Behavioral Problems  Practicum I: Internship in Early Childhood Education (Preschool) |

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|  | **EARLY CHILDHOOD**  **EDUCATION** |  |
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EDUC 5591 Practicum II: Internship in Early Childhood Education (Primary)



**Area D - Research 3 hrs**

EDUC 5501 Educational Research

**Area E - Electives (to select with advisor) 9 hrs**

P ROGRAMS

EDUC 5500 Educational Statistics

\*Major courses (four of the five)

\*\*Pre-requisite

Total Hours Required................................................................................................................36 hrs.

COURSE DESCRIPTIONS

**ECEC 5500 - Early Childhood Development...........................................................................3(3-2)** Advanced course in the physical, emotional, social and intellectual development of infants and young children through nine years of age and in observations of children in this age period for the purpose of applying principles and plotting developmental changes. Observation-laboratory experiences will be included to reflect on those observations.

**ECEC 5509 - Theories, Design and Program Development in Early Childhood……..…. 3(3-0)**

Provides for the analysis and evaluation of the needs of both student and teacher in differential

learning environments in the preschool primary grades in early childhood education. Curricula

design will address varied philosophies, theories and methods of teaching and supporting

auxiliaries.

**ECEC 5512 - Cultural Diversity in Early Childhood Education.............................................3(3-2)**

Educational programs for young children with varied cultural and socioeconomic backgrounds. Opportunities will be provided for analysis and evaluation of these programs through selected field experiences and action research.

D EGREE

**ECEC 5518 - Issues in Early Childhood Education................................................................3(3-0)**

This course will focus on current research trends and issues, historical, philosophical and sociological influences that have shaped early childhood education. Controversial issues and alter- native approaches to solve problems will be investigated.

**ECEC 5520 - Language Development of Young Children......................................................3(3-0)**

Focuses on the study of the nature of language development and processing from infancy to nine. Attention will also be given to the relationship between stages of cognitive development and the acquisition of speech-sound categorization with emphasis on the environmental and individual factors acting to influence that language.

**ECEC 5525 - Mathematical Experiences for Young Children...............................................3(3-0)**

Theoretical viewpoints which have affected the teaching of pre-mathematical and math concepts will be examined. Innovative mathematics projects and programs will be reviewed. Lab- oratory experiences to be arranged.

**ECEC 5521- Science Experiences for Young Children...........................................................3(3-0)**

Theoretical viewpoints, which have affected the teaching of science concepts, will be reviewed. Curriculum, method, materials and technologies will be analyzed and evaluated in view of current research and practices.

**ECEC 5530 - Communicative Arts In Early Childhood Education......................................3(3-0)**

Considers the role of oral and written language in a child’s life (birth-nine). A critical examination will be made of the inter-relatedness of the speaking, listening, reading and writing behaviors of children.

**ECEC 5535 - Reading In Early Childhood Education...........................................................3(3-0)**

Focuses on the teacher’s task in early childhood. Special attention to current approaches and such

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|  | **EARLY CHILDHOOD**  **EDUCATION** |  |
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aspects as introduction to language symbols in the pre-school and the first grade, readiness, motivation and individual differences. The course includes relevant theory and practical applications of basic skills. Students will work with materials and techniques on various levels.

**ECEC 5545 - Infant Education................................................................................................3(3-0)**



Theories and research in infant education. Emphasis will be placed on development during the first three years with intensive observation of prenatal and postnatal development. Observation and participation with infants required. Prerequisites: Advanced child growth and development.

D EGREE

**ECEC 5550 - Social Studies in Early Childhood Education..................................................3(3-2)**

This course will examine innovative techniques for teaching of social studies. Curriculum, methods and techniques will be analyzed and evaluated in view of current research and practices. Field experiences to include field-testing social studies projects will be required.

**ECEC 5555 - Creative Experiences in Early Childhood Education.....................................3(3-2)**

Emphasizes a team teaching approach to the study of the creative process by use of selected topics of creative experiences in the living and learning of children. Emphasis is also on the philosophy, techniques and problems of providing creative experiences for young children. Field laboratory experiences will be provided.

**ECEC 5560 - Counseling In Early Childhood Education.....................................................3(3-2)**

Addresses a dual emphasis on understanding the theoretical basis of counseling and on learning skills involved in helping relationships with young children. Selected reading in counseling theory and practices will be discussed. As part of the skill-building process, students will tape counseling sessions for presentation in class.

**ECEC 5565 - Diagnosis and Remediation................................................................................3(3-2)**

Focuses on basic concepts in identifying and correcting student difficulties in the areas of math and reading. Techniques and procedures will be presented and practiced through actual tutoring of young children.

P ROGRAMS

**Laboratory experiences are required and will be arranged..................................................3(3-2)**

Analyzes the role of play in the cognitive, affective and social development of children’s play and creativity. Emphasis is on the increased understanding of the personal and educational significance of children’s behavior at play. Field observation and analysis are required.

**ECEC 5575 - Parent Involvement In the Early Years............................................................3(3-0)**

A careful investigation of strategies to involve parents in varied early childhood programs. Emphasizes exploring the theoretical and practical issues associated with parental participation in early childhood education.

**ECEC 5580 - Tests and Measurements in Early Childhood Education................................3(3-0)**

Provides an introduction and analysis of major assessment instruments in the early childhood curriculum. Active involvement in constructing valid diagnostic teacher-made assessment tools will be required.

**ECEC 5581 - Evaluation of Research In Early Childhood Education.................................3(3-0)**

Examines significant recent research in early childhood to enable students to gain an understanding of the conceptual and methodological basis of research. Students will be expected to gain competence in the analysis and interpretation of research. *Prerequisite: ECEC 5580.*

**EDUC 5000 Professional Development for Accomplished Educators...................................3(3-0)** This course focuses on the self-assessment of individual student understanding and application of mastery outcomes based on National Board for Professional Teaching Standards. Emphasis will be upon preparing educators to assess their practice using the rigorous guidelines for the NBTS process.

MASTER’S DEGREE IN EDUCATIONAL LEADERSHIP

**Degree Program**

The graduate program in Educational Leadership leads to a Master’s degree in Education and a

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|  | **EDUCATIONAL LEADERSHIP** |  |
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*nonrenewable level 5 (NL-5)* certification in the State of Georgia. The M.Ed. planned degree program lists a minimum of 36 semester hours of coursework to be completed within six years from the date of enrollment. A maximum of nine semester hours may be earned as transfer credits. These credits must be indicated on the student’s planned program during the first semester of enrollment as a graduate student admitted in full status. Students are expected to confer with their advisor each semester. They should complete and sign the planned program with their advisor. The advisor is required to file a copy of this planned program with the graduate coordinator for the College of Education and with the Graduate School. In advance of the expected date of graduation, the student is expected to apply for graduation with the Registrar’s Office.

P ROGRAMS

**Admission Requirements**



The student must have a 2.5 minimum overall undergraduate grade point average (GPA) and initial teaching certification (for e.g., T-4). The student should also provide three letters of reference from individuals in the school or school system (one reference must be from the immediate supervisor or another school administrator). Admission to this M.Ed. program requires a minimum of two years’ experience in professional education.

**Area A: Nature of Learner 3 hrs.**

EDAS 5580 School Discipline Problems

**Area B: Programs & Problems of the School 3 hrs.**

EDAS 5511 Technology for Educational Administration

**Area C: Major Area 21 hrs.**

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| EDAS | 5501 | Introduction to Organizational Leadership |
| EDAS | 5515 | Curriculum and Instruction for Educational Leadership |
| EDAS | 5533 | Legal Aspects of Education |
| EDAS | 5541 | Educational Supervision |
| EDAS | 5568 | Field Experience in Educational Administration |
| EDAS | 5570 | School Business Management |
| EDAS | 5573 | School Personnel Administration |

**Area D: Research 6 hrs.**

EDUC 5500\* Educational Statistics

EDUC 5501 Educational Research

**Area E: Guided Elective 3 hrs.**

EDUC 5509 Philosophy of Education

SPED 5547 Behavioral Management of Exceptional Children

**\*Prerequisite for EDUC 5501**

COURSE DESCRIPTIONS

**EDAS 5501- Introduction to Organizational Leadership ...................................................3(3-0)**

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This course considers the application of generic leadership theory and skills to educational

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|  | **EDUCATIONAL LEADERSHIP** |  |
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agencies. Planning, goal-setting and implementing, monitoring, problem-solving, organizational development and change, interpersonal and group relations, and school climate are considered.

**EDAS 5511 - Technology for Educational Administration..................................................3(3-0)** This course prepares educational leaders at the building level to apply technology and its applications in the learning environment with particular reference to performance-based curriculum, 21st century learners and differentiated instruction.



**EDAS 5515 - Curriculum and Instruction for Educational Leadership ...........................3(3-0)** Trends in curriculum design with emphasis on the newer media and ways and methods of implementing innovations in instruction. Includes a study of principles, procedures and components of curriculum development, interpretation of test scores, use of assessment data and program evaluation

D EGREE

**EDAS 5533 - Legal Aspects of Education .............................................................................3(3-0)** A study of legal structure of public education rights and responsibilities of school personnel, rights of parents and students are related topics. Emphasis is on study, analysis of constitutional proscription/prescription and practical application in Georgia of pertinent court cases.

**EDAS 5541- Educational Supervision...................................................................................3(3-0)** A study of forces affecting supervision in today’s school is the focus. An introductory overview of the field of supervision in public schools with emphasis on organizing instruction is examined.

**EDAS 5568 - Field Experiences In Educational Administration........................................3(3-0)** Field experiences include 150 hours of administrative experience in 12 major areas of school administration as outlined in the EDAS Manual at [http://fld94.alsnet.peachnet.edu/-bblock.](http://fld94.alsnet.peachnet.edu/-bblock) Each student will prepare an experience portfolio reflecting all experiences. Weekly logs and reports are submitted by e-mail to the instructor.

P ROGRAMS

**EDAS 5570 - School Business Management .........................................................................3(3-0)**

A study of business procedures and functions involved in managing school system budget, budget control, taxes, QBE, salary scheduling, inventories, accounting and bus transportation. Emphasis will be placed on practical application in Georgia.

**EDAS 5573 - School Personnel Administration... ................................................................3(3-0**) A study of the criteria for recruitment, selection and placement of personnel, orientation of new personnel, administration/teacher relationships, codes of ethics, certification and other related practices involved in staff and faculty relationships.

**EDAS 5580 - School Discipline Problems .............................................................................3(3-0)** Students analyze school climate, school discipline, school safety and control of violence. The course focuses on constructing plans for controlling violence, safety, improving attendance and reducing tardiness. As opposed to classroom management, the course concentrates on school- wide management.

EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

The Education Specialist Program in Educational Leadership leads to a Specialist degree in Education

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|  | **EDUCATION SPECIALIST** |  |
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(Ed.S) and a ***performance-based level 6 (PL-6) certification*** in the State of Georgia. The program includes a personalized set of field and academic experiences designed to assist students in developing a high level of knowledge and skills as school principals, curriculum directors, subject area supervisors, central school district administrators and supervisory staff members. The student may choose the building level or system level specialization. At the building level, students are not only prepared for basic managerial and instructional leadership responsibilities, they also have opportunities to specialize in a more narrowly defined area of instructional management. At the system level, students will be prepared for administrative or supervisory positions in the school district office. The program design facilitates this by uniquely configuring both academic and field experiences for each student to emphasize the student’s desired specialization. Further all courses in Educational Leadership will include performance- based activities which the candidate may complete at either the building or the system level based on their specializations.



P ROGRAMS

The program is designed for persons who have earned a Master’s degree and hold an Educational Leadership position that requires the State of Georgia renewable Level 6 (PL-6) certification. A minimum of 30 semester hours of graduate credit beyond the Master’s degree is required to complete the program. Only those courses taken after admission to the Ed.S. program may be used to fulfill the requirement of the Ed.S. degree, which includes applicable transfer credits. Credit usable in the planned program must not be more than six years old at the time the degree is completed. A maximum of 6 semester credit hours of transfer credit from an approved institution offering the performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. Program.

**Admission Requirements**

A student desiring to pursue an Education Specialist degree in Educational Leadership must present a passing score on the GACE Content Assessment in Educational Leadership. Graduate work taken prior to admission to the Ed.S. program will not be counted toward Ed.S. degree requirements.

The applicant:

1. must have completed at least a Master’s degree at an accredited or approved institution.

2. must possess certification equivalent to the State of Georgia’s Level 5 certification or higher

(e.g. L-5, NL-5, SC-5, T-5, or any Level 6 or 7 certificate).

3. must earn a 3.0 GPA on a 4.0 scale for graduate work completed.

4. must provide a proof of passing score on the GACE II in Educational Leadership.

5. must provide three letters of reference.

6. must provide a letter of employment from the employing Superintendent showing employment in a Leadership position (or) a letter of intent to hire for a Leadership position in the school or school system.

D EGREE

**Advisement**

After the student has been admitted to the Ed.S. Program, the Departmental Chairperson will appoint an advisor. The advisor will assist the student in developing an individualized

program that meets the degree program requirements. The student and advisor will sign the program check sheet. A copy of the check sheet will be filed in the Department, the Graduate School and the Registrar’s Office.

**Program Completion**

Students are responsible for making application for graduation after completing 15 semester hours of course work. To be eligible for the Ed.S. Degree and recommendation for the PL-6 certification by Albany State University, the student must meet all of the following requirements:

1. Only those courses taken after admission to the Ed.S. Program may be used to fulfill the requirements of the Ed.S. degree. This includes transfer credits.

2. Credits usable in the planned program must not be older than six calendar years at the time that the degree is completed.

3. A maximum of 6 semester hours of transfer credits from an approved institution offering a performance-based Ed.S. degree may be approved for inclusion in the planned Ed.S. program. Such credits must be approved by the Program Coordinator.

4. Only credits with grades of “B” or better are accepted in the Ed.S. program.

5. The student’s Ed.S. program must include a minimum of 30 graduate semester hours of course work, which must be in educational leadership, administration and supervision.

6. Six semester hours of graduate field experience at the building or system level.

7. Except for a maximum of 6 semester hours of transfer work, all credits used in the Ed.S. program

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|  | **EDUCATION SPECIALIST** |  |
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must be earned in residence at Albany State University.



**Note: The new program of study for the performance-based Specialist Program is under developmental review for approval by the Georgia Professional Standard’s Commission. Please contact your academic advisor for the program of study.**

COURSE DESCRIPTIONS

D EGREE

**EDAS 6651- Educational Facilities Planning... ....................................................................3(3-0)** A study of methods and procedures for writing educational specifications and related areas of educational planning is organized. Consideration is given to controlling learning environments, adding flexibility, selecting furniture and selecting and maintaining equipment.

**EDAS 6655 – The Principal as Instructional Leader ..........................................................3(3-0)**

This is an advanced course in school administration for students in the Education Specialist Performance-Based Program specializing in building level administration. Although some emphasis will be placed on management and structure of the school, the major focus is on the role of the principal in creating and maintaining a program of instructional excellence. Thus, every facet of the course will lead to creating a school leader who is able and willing to pro- mote student achievement.

**EDAS 6670 - School Finance..................................................................................................3(3-0)** Students examine theories of financing public elementary and secondary schools with special attention to the Georgia mode. Basic overview of taxation and bond issues is reviewed.

**EDAS 6681 - Recent Trends in Supervision .........................................................................3(3-0)** Recent trends in supervision are reviewed. The identification of problems arising in the practice of supervising as well as the evaluation procedures in today’s schools will be presented.

P ROGRAMS

**EDAS 6685 - School and Community Relations ..................................................................3(3-0)**

Students study school-community relations and their impact on the school operation. Emphasis is on the influence of the social forces on the school.

**EDAS 6710 - The Superintendent .........................................................................................3(3-0)**

This course is an intensive study of the research literature on the school superintendent. Executive leadership responsibilities, roles and styles with inferences on superintendent/school board relationship are considered.

**EDAS 6711- Software Systems in Educational Administration..........................................3(3-0)** Students examine administrative computer software currently used in Georgia school systems such as pupil accounting, grade reporting, grade posting, food service accounting, class scheduling, discipline records, communication systems, multimedia presentation systems, activity fund accounting, general fund accounting, personnel records, purchasing, bus scheduling, maintenance and repair scheduling, payroll, budgeting and balance sheet preparation.

**EDAS 6733 - Educational Policy ...........................................................................................3(3-0)**

The process of policy development at the local, state and federal levels and the influences of social, economic and political factors are studied. Emphasis will be on school law as it relates to policy development and English Education.

**EDAS 6785 - Improvement of Instruction ............................................................................3(3-0)** Taught from the context of the building principal, this course considers problems and techniques of improving the results of school instruction.

ENGLISH EDUCATION

The English Education Program (M.Ed.) is a fifth-year course of study for advanced preparation of secondary teachers of English. The program requires a total of 36 semester hours, with a minimum of 21 hours in required and elective graduate English courses and 15 hours in education or related

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|  | **ENGLISH EDUCATION** |  |
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fields. Students must remain in good academic standing in the program and are required to pass a written comprehensive examination near the end of their course of study. The program provides an opportunity for students to strengthen strategic academic and pedagogical areas and to relate coursework to classroom teaching and learning experiences.

**Objectives of the Program**



P ROGRAMS

1. To increase the English teacher’s knowledge of American and English literature as well as the literatures of other nations, literary genres and literary criticism, including awareness of minority and adolescent literature.

2. To enhance the English teacher’s knowledge and understanding of language learning and their relationships to various styles of teaching and learning.

3. To improve the English teacher’s competence in teaching communication.

4. To improve the English teacher’s understanding of and competence in developing effective curricula for secondary English.

5. To offer a sequential, holistic program of study which will strengthen strategic areas in the preparation of the secondary English teacher and provide opportunities for exploration of problems in teaching and learning English at the secondary level.

6. To provide an opportunity for the English teacher to increase competence in other fields related to English, i.e., drama, speech and reading.

**Admission to the Program**

Admission to the English Education Program requires an undergraduate degree in English Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in English, they may be required to take additional undergraduate courses before beginning the M.Ed. program in English Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the English Education program under the same categories of admission.

**Program of Study**

**Area A - Nature of the Learner and Learning Problems**

**(Minimum of 3 semester hours)**

|  |  |  |
| --- | --- | --- |
| SPED | 5501 | Exceptional Children and Youth\*\* |
| PSYC | 5509 | Introduction to Behavior Modification |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5520 | Developmental Psychology |
| PSYC | 5530 | Adolescent Psychology |
| PSYC | 5552 | Conditions of Learning |
| PSYC | 5555 | Theories of Learning |

**Area B - Programs and Problems of the School**

D EGREE

**(Minimum of 3 semester hours)**

|  |  |  |
| --- | --- | --- |
| EDUC | 5504 | History of Education |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5517 | Methods and Materials of Language, Literature and Composition\* |
| EDUC | 5524 | Methods and Materials in Teaching English in  the Secondary School\*\* |
| EDUC | 5526 | Linguistics and the Teaching of English |

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|  | **ENGLISH EDUCATION** |  |
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| EDUC | 5528 | Teaching Composition in the Secondary School\*\* |
| EDUC | 5538 | Curriculum Planning\* |
| EDUC | 5540 | Curriculum Principles |
| EDUC | 5593 | Internship I - Internship in the Secondary School |
| EDUC | 5594 | Internship II - Internship in the Secondary School |
| READ | 5505 | Improving Reading Instruction in the Content Areas\*\*\* |

**Area C - The Teaching Field (Minimum of 21 semester hours)**



D EGREE

|  |  |  |
| --- | --- | --- |
| ENGL | 5304 | History of the English Language\*\*\* |
| ENGL | 5500 | Bibliography and Research Methods\*\* |
| ENGL | 5615 | Advanced Exposition for Teachers\*\* |
| ENGL | 5600 | Shakespeare |
| ENGL | 5606 | Medieval Literature |
| ENGL | 5609 | Introduction to Linguistics |
| ENGL | 5612 | Advanced Grammar and Syntax |
| ENGL | 5621 | Literature of the Sixteenth and Seventeenth Centuries |
| ENGL | 5632 | Restoration and Eighteenth Century Literature |
| ENGL | 5641 | Romanticism |
| ENGL | 5650 | Modern Drama |
| ENGL | 5651 | Victorian Literature |
| ENGL | 5670 | Modern British Literature |
| ENGL | 5681 | Early American Literature |
| ENGL | 5683 | American Romanticism |
| ENGL | 5684 | American Realism and Naturalism |
| ENGL | 5685 | Southern Literature |
| ENGL | 5686 | Modern American Literature |
| ENGL | 5690 | African American Literature |
| ENGL | 5696 | Contemporary Literature\*\* |
| ENGL | 5792 | African American Novel |
| ENGL | 5794 | African American Drama |
| ENGL | 5908 | Literary Criticism\*\* |
| **Area D - Research (Minimum of 3 semester hours)** | | |
| EDUC | 5500 | Educational Statistics\*\*\* |
| EDUC | 5501 | Educational Research\*\* |

**Area E - Related Areas (Minimum of 3 semester hours)**

P ROGRAMS

|  |  |  |
| --- | --- | --- |
| EDUC | 5513 | Language Study for Middle Childhood |
| EDUC | 5514 | Literature for Middle Childhood |
| EDUC | 5515 | Adolescent Literature |
| MEED | 5500 | Introduction to the Selection of Print and Non-Print Materials |
| MEED | 5530 | Selection and Utilization of Educational Media |

\* Program must include one of these courses

\*\* Required course

\*\*\* Required unless previously fulfilled

**Total Hours Required.........................................................................................................36 hours**

**Comprehensive Examination Policies**

**I. Objectives of the Comprehensive Examination in English require the student to:**

A. Demonstrate an acceptable knowledge of research methods in English, resources for English studies and approaches to literary criticism, including the ability to apply these in research.

B. Demonstrate a general knowledge of the bodies of American and English literatures (as indi-

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|  | **ENGLISH EDUCATION** |  |
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cated by the department’s reading list) and specific knowledge of the literary periods and topics in which courses have been taken.

C. Demonstrate an acceptable level of mastery of written communication skills. Students preparing to take the comprehensive examination in English may secure copies of previous examination questions from the department.

**II. Number of Hours and Academic Average Required:**



A student must have completed or be completing 33 semester hours and have an overall aver- age of “B” before being eligible to take the comprehensive examination in English. Additionally, the student should have completed or be completing the 21 semester hours required in the teaching field, Area C.

P ROGRAMS

**III. Required Courses:**

A student must have completed or be completing the following required courses in the teaching field, Area C, before being eligible to take the comprehensive examination in English:

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| --- | --- | --- |
| ENGL | 5304 | History of the English Language (required unless previously fulfilled)....3 hrs |
| ENGL | 5500 | Bibliography and Research Methods .........................................................3 hrs |
| ENGL | 5515 | Advanced Exposition for Teachers ............................................................3 hrs |
| ENGL | 5696 | Contemporary Literature ............................................................................3 hrs |
| ENGL | 5908 | Literary Criticism .......................................................................................3 hrs |

One course in American Literature .....................................................................................3 hrs

One course in English Literature.........................................................................................3 hrs

**IV. Number of Attempts**

A student is eligible to take the comprehensive examination in English three times prior to termination from the program.

**Evaluation of Comprehensive Examination in English**

A committee of faculty members who teach graduate courses in the Department evaluates the comprehensive examination in English. A student who takes the examination receives either a pass or fail and must pass all parts of the examination, demonstrating competence in each area.

**Re-examination**

A student who fails any portion of the examination must retake the entire examination; how- ever, no additional course work is required.

D EGREE

COURSE DESCRIPTIONS

**ENGL 5304 - History of the English Language (Formerly ENGL 5504) ...........................3(3-0)** The development of the English language since the fifth century, emphasizing the philological changes which have occurred.

**ENGL 5500 - Bibliography and Research Methods .............................................................3(3-0)**

Various approaches to literary scholarship and methods of research. Required and should be taken as early as possible in the student’s course of study.

**ENGL 5600 - Shakespeare [Formerly ENGL 5510) .............................................................3(3-0)**

Representative tragedies, comedies and history plays along with major poetry and critical problems in these works.

**ENGL 5606 - Medieval Literature (Formerly CHAUCER) ................................................3(3-0)**

Significant authors through the 15th century, with emphasis on the major works of Chaucer. Some attention given to the language and historical background of the age.

**ENGL 5609 - Introduction to Linguistics ..............................................................................3(3-0)**

Introduction to the principles of linguistic theory and analysis. Fundamentals of major approaches to the study of phonology, morphology and syntax.

**ENGL 5612 - Advanced Grammar and Syntax ....................................................................3(3-0)**

Critical examination of salient components of modem syntax and grammar.

**ENGL 5615 - Advanced Exposition for Teachers (Formerly ENGL 5515) ........................3(3-0)**

Techniques of exposition, including structures, research methodology, rhetorical principles and teaching applications.

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|  | **ENGLISH EDUCATION** |  |
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**ENGL 5621 - Literature of the Sixteenth and Seventeenth Centuries**



**(Formerly Old English Literature) ..........................................................................................(3-0)** Literary tendencies and thought of the period, including critical study of such major figures as More, Sidney, Donne, Jonson, Herbert and Milton.

**ENGL 5632 - Restoration and Eighteenth Century Literature...........................................3(3-0)**

Poetry and prose of the Restoration and Neo-classical periods with emphasis on such figures as Dryden, Congreve, Pope, Swift and Johnson.

D EGREE

**ENGL 5641 - Romanticism (Formerly ENGL 5502) ............................................................3(3-0)**

Study of the general literary tendencies and thought of the period, with emphasis on the poetry of Wordsworth, Coleridge, Byron, Shelley and Keats.

**ENGL 5650 - Modern Drama .................................................................................................3(3-0)**

Major trends in modem drama with readings from playwrights of Britain, Europe and the

Americas.

**ENGL 5651 - Victorian Literature (Formerly ENGL 5603) ................................................3(3-0)** Critical examination of major authors of the period, with some attention to social and cultural background. Focus may be on poets like Browning and Tennyson, prose writers like Carlyle and Ruskin, or novelists like Dickens and Eliot.

**ENGL 5610 - Modern British Literature ..............................................................................3(3-0)**

Major works of the 20th century, with emphasis on either fiction or poetry.

**ENGL 5681 - Early American Literature..............................................................................3(3-0)** Various genres of literature from the beginnings through the early national period. Attention also given to cultural and historical background.

**ENGL 5683 - American Romanticism ...................................................................................3(3-0)**

Prose and poetry of the early and mid-19th century by such key figures as Hawthorne, Melville, Douglass, Poe, Emerson, Thoreau and Whitman.

P ROGRAMS

**ENGL 5684 - American Realism and Naturalism ................................................................3(3-0)**

Important writers of the period from 1865-1914, including Twain, James, Howells, Wharton, Crane, Chopin, Chesnutt and Dreiser.

**ENGL 5685 - Southern Literature .........................................................................................3(3-0)**

Study of major and representative writers from various periods of literature of the American

South.

**ENGL 5686 - Modern American Literature .........................................................................3(3-0)** Major trends in 20th century fiction, non-fictional prose, drama and poetry. Genre, movement and author emphases will vary.

**ENGL 5690 - African American Literature ..........................................................................3(3-0)**

Critical investigation of African-American writing from the 18th through the 20th centuries, with emphasis on major writers and cultural traditions.

**ENGL 5696 - Contemporary Literature................................................................................3(3-0)**

Major writers and trends of World Literature in English since World War II, including authors from both Western and non-Western cultures.

**ENGL 5792 - African American Novel (Formerly ENGL 5692) .........................................3(3-0)**

Critical and interpretive study of fiction by African Americans of the 20th century, with some attention to 19th century backgrounds.

**ENGL 5794 - African American Drama ................................................................................3(3-0)**

A study of the history and development of drama by African Americans, emphasizing the

20th century.

**ENGL 5908 - Literary Criticism ............................................................................................3(3-0)**

Origin and development of the basic principles of literary theory.

HEALTH AND PHYSICAL EDUCATION

The M.Ed. in Health and Physical Education leads to Level 5 certification and prepares students in traditional and innovative methods of teaching physical education and health. Successful new methods of teaching motor skills, conditioning, research, technology and coaching are incorporated into each course within the graduate curriculum.



**Objectives of the Program**



P ROGRAMS

1. Develop basic knowledge and skills in conducting research, and in interpreting, reporting, and applying the results of research in the field of Health and Physical Education.
2. Explain the role of Health and Physical Education in education and in society.
3. Discuss trends, issues, and problems associated with Health and Physical Education and suggest solutions to problems.
4. Develop as a self-directed, life-long learner, who can effectively communicate with and motivate individuals for wellness and movement related activities.
5. Facilitate and/or collaborate successfully with others in authentic conditions.
6. Develop, adopt, practice and promote ethical behaviors for themselves and others.

**Admission to the Program**

Admission to the Health and Physical Education Program requires an undergraduate degree in Health and Physical Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Health and Physical Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Health and Physical Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Health and Physical Education program under the same categories of admission.

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|  | **HEALTH AND PHYSICAL**  **EDUCATION** |  |
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**Program of Study**



**Area A - Nature of the Learner (Minimum of 3 semester hours)**

|  |  |  |
| --- | --- | --- |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5552 | Conditions of Learning |
| PSYC | 5509 | Introduction to Behavior Modification |
| PSYC | 5555 | Conditions of Learning |

**Area B - Programs and Problems of the School**

**(Minimum of 3 semester hours)**

|  |  |  |
| --- | --- | --- |
| EDUC | 5504 | History of American Education |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5510 | Sociology of Education |
| EDUC | 5538 | Curriculum & Planning, Elementary & Secondary |
| EDUC | 5540 | Curriculum Principles |

**Area C - Teaching Field (Minimum of 21 semester hours)**

HEDP 5532\*\* Environmental Health Aspects HEDP 5578\* Concepts in Health and Education HEDP 5579\*\* Sex Education

HEDP 5580\*\* Drug Education

PEDH 5520 Foundations and Trends in Physical Education

PEDH 5522 Cultural Aspects of Sports

PEDH 5527 Motor Learning

PEDH 5528 Psychology of Physical Activity

PEDH 5536 Facilities and Equipment

P ROGRAMS

PEDH 5541 Health and Physical Education for Young Child

D EGREE

PEDH 5550\* Physiology of Fitness

PEDH 5551 \* Mechanical Analysis of Human Motion

PEDH 5555 Measurement in Physical Education

PEDH 5565 Physical Education and the Handicapped Child

PEDH 5581 Directed Reading and Research in Physical Education

PEDH 5583 Research Design

PEDH 5596\* Seminar I PEDH 5599 Master’s Thesis

**Area D - Educational Research and Statistics**

**(Minimum of 3 semester hours)** EDUC 5500\* Educational Statistics EDUC 5501 \* Educational Research

Area E - Electives (Minimum of 6 semester hours)

\* Courses required unless previously fulfilled

\*\* Six hours must be in a supportive area (Health)

COURSE DESCRIPTIONS

**HEDP 5532 - Environmental Health Aspects.........................................................................3(3-0)** Analysis of health practices as they relate to environmental health problems including population control, pollution, drugs, alcohol and tobacco.

**HEDP 5578 - Concepts in Health and Education....................................................................3(3-0)**

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|  | **HEALTH AND PHYSICAL**  **EDUCATION** |  |
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Study of problems and issues directly relating to school and community health.



**HEDP 5519 - Sex Education.....................................................................................................3(3-0)** Study of problems and issues directly relating to the physical, emotional and behavioral aspects of sex.

**HEDP 5580 - Drug Education..................................................................................................3(3-0)**

Study of the problems and issues directly relating to the use and abuse of drugs in our society. **PEON 5520 - Foundations and Trends in Physical Education..............................................3(3-0)** Study of the historical, psychological, sociological, anatomical and physiological foundations

D EGREE

of education as they relate to physical education and program design.

**PEON 5522 - Cultural Aspect of Sports...................................................................................3(3-0)**

Study of the social nature of sports and its relationship to leisure and culture.

**PEON 5521 - Motor Learning..................................................................................................3(3-0)**

Study of the laws of learning as they relate to the acquisition of motor skills.

**PEON 5528 - Psychology Of Physical Activity.........................................................................3(3-0)** An analysis of psychological principles underlying the teaching and performance of sport and physical activity.

**PEON 5536 - Facilities and Equipment..................................................................................3(3-0)**

Study of the planning, equipping and utilization of a health education facility.

**PEON 5541- Health and Physical Education For The Young Child.....................................3(3-0)** Advanced course which investigates the importance of functional movement in early childhood. Experiences in movement education and health-oriented topics will be provided.

**PEON 5550 - Physiology of Fitness...........................................................................................3(3-0)**

Study of the effects of muscular activity, work energy, mechanical efficiency, fatigue and training, and physiological tests of fitness.

P ROGRAMS

**PEON 5551 - Mechanical Analysis of Human Motion............................................................3(3-0)**

Study of the anatomical and mechanical fundamentals of human motion with special application to physical education activities.

**PEON 5555 - Measurement In Physical Education...............................................................3(3-0)**

Study of current testing procedures in physical education. Emphasis is placed on evaluation and interpretation of test results as they apply to the individual’s abilities, capacities and needs.

**PEON 5565 - Physical Education and The Handicapped Child............................................3(3-0)**

Study of motor pattern development for individuals demonstrating specific handicaps including neurological, visual, auditory, speech and orthopedic deviations.

**PEON 5581- Directed Reading and Research In Physical Education...................................3(3-0)**

Designed to assist the student in exploring specific areas of interest.

**PEON 5583 - Research Design.................................................................................................3(3-0)** Study of current research in physical education with emphasis on basic methodology employed. Includes the development of a pilot study prospectus.

**PEON 5596 - Seminar I..............................................................................................................3(3-0)**

Personal assessment relative to the student’s educational goals and professional competencies along with an analysis of current physical education programs in urban and rural settings.

**PEON 5599 - Master’s Thesis....................................................................................................3(3-0)**

Independent research done by the student.

MATHEMATICS EDUCATION

The M.Ed. degree in Secondary Education with a concentration in Mathematics leads to Level 5 certification in mathematics. A student enrolling in this program is expected to hold a baccalaureate-level certification, T-4, in Mathematics Education. This program requires a minimum of 36 semester hours of graduate work and successful completion of a comprehensive examination in the area of mathematics. Students must confer with their advisor to design a planned program, which may include undergraduate courses, as needed to remedy the lack of preparation in mathematics as determined by the Graduate Committee in the Department of Mathematics and Computer Science.

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|  | **MATHEMATICS**  **EDUCATION** |  |
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**Objectives of the Program**



P ROGRAMS

The objectives of the Master of Education program in Mathematics Education are:

P ROGRAMS

1. To provide the students with in-depth knowledge of Mathematics in the areas of algebra, analysis and geometry and their applications

2. To provide training in the use of technology and educational research in the teaching and learning of mathematics

3. To prepare students to use and pro mote logical thinking skills and problem-solving strategies in the teaching and learning of mathematics.

**Admission to the Program**

Admission to the Mathematics Education Program requires an undergraduate degree in Mathematics Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Mathematics Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Mathematics Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Mathematics Education program under the same categories of admission.

**Degree Requirements**



1. The Master of Education in Secondary Education with concentration in Mathematics requires a minimum of 36 semester hours of graduate course work, at least 27 semester hours of which are taken at Albany State University.

2. The successful completion of a comprehensive examination is a requirement in all Master’s degree programs.

3. At least an overall average of “B” in all the Mathematics courses in the graduate program is a prerequisite for taking the comprehensive examination in Mathematics.

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|  | **MATHEMATICS**  **EDUCATION** |  |
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**Program of Study**



**Area A - Nature of the Learner (Minimum of 3 semester hours)**

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| --- | --- | --- |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5555 | Conditions of Learning |
| SPED | 5501 | Exceptional Children and Youth\*\* |

**Area B - Programs and the Problems of Schools**

**(Minimum of 3 semester hours)**

D EGREE

|  |  |  |
| --- | --- | --- |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5538 | Curriculum Planning |
| EDUC | 5533 | Methods and Materials in Teaching Secondary School Mathematics |
| EDUC | 5531 | Mathematics Concepts for Secondary School Mathematics |

**Area C - Teaching Field (Minimum of 15 semester hours)**

|  |  |  |
| --- | --- | --- |
| MATH | 5111 | Theory of Numbers |
| MATH | 5112 | Linear Algebra\*\* |
| MATH | 5113 | Modern Algebra I\* |
| MATH | 5114 | Modern Algebra 11 |
| MATH | 5211 | Fundamental Concepts of Analysis I\* |
| MATH | 5212 | Fundamental Concepts of Analysis II |
| MATH | 5311 | Geometry for Teachers\*\* |
| MATH | 5312 | Foundations of Geometry\* |
| MATH | 5313 | Modern Geometry\* |

**Area D - Research (Minimum of 3 semester hours)**

EDUC 5501 Educational Research\*

MATH 5412 Methods of Statistical Analysis\*\*

**Area E - Electives (Minimum of 3 semester hours)**

(Courses may be chosen from either the following courses or from courses in area C above.)

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| --- | --- | --- |
| MATH | 5202 | Technology-Oriented Mathematics |
| MATH | 5213 | Complex Analysis |
| MATH | 5214 | Differential Equations |
| MATH | 5215 | Numerical Analysis |
| MATH | 5414 | Introduction to Operations Research |
| MATH | 5670 | Special Topics in Mathematical Sciences |

\* Required course

\*\* Required if not previously fulfilled at the undergraduate or graduate level.

**Total Hours Required........................................................................................................36 hours**

COURSE DESCRIPTIONS

**MATH 5011 - Foundations of Arithmetic for Teachers I\*\*\*.................................................3(3-0)** Sets, whole numbers, fractions, elementary number theory, algorithms, elementary geometry and a study of the metric system. Designed for teachers of grades K-4.

P ROGRAMS

**MATH 5012 - Foundations of Arithmetic for Teachers II\*\*\*................................................3(3-0)**

Numeration systems, elementary number theory, rational numbers, real numbers, basic algorithms, graphs and measurements. For teachers of grades 4-8.

**MATH 5110 - Algebraic Structures for Teachers\*\*\*..............................................................3(3-0)**

Elementary study of the properties of groups, integral domains and fields. *Prerequisite: 5011 or consent of instructor*

**MATH 5111 - Theory of Numbers...........................................................................................3(3-0)**

Properties of integers, divisibility, congruence of numbers. LaGrange’s theorem, residues and

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|  | **MATHEMATICS**  **EDUCATION** |  |
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Diophantine equations. *Prerequisite: Graduate standing*



**MATH 5112 - Linear Algebra....................................................................................................3(3-0)** Vector spaces and linear transformations. Other topics include equations, matrices, determinants, characteristic values, the special theorem, linear functions and dual space. Prerequisite: Graduate standing.

**MATH 5113-5114 - Modern Algebra I & II............................................................................6(3-0)**

Groups, permutation groups, finite groups, group mappings, rings, ideals, quotient rings, fields, finite fields, polynomial rings, field extensions, vector spaces, dual spaces, algebra of linear transformations. Prerequisite: Graduate standing.

P ROGRAMS

**MATH 5202 - Technology-Oriented Mathematics.................................................................3(3-0)**

Applications of mathematical software and graphic calculators in doing and teaching mathematics. Problem-solving and simulations using software such as Mathematics, Maple V, Math Lab and statistical packages.

**MATH 5211-5212 - Fundamental Concepts of Analysis I & II..............................................6(3-0)**

Sets and functions, real number system, topological concepts in real Cartesian spaces, sequences, limits, continuity, uniform continuity, differentiation and integration, convergence, uniform convergence. *Prerequisite: Graduate standing*

**MATH 5213 - Complex Analysis..............................................................................................3(3-0)**

Complex numbers, analytic functions, complex series, Cauchy’s theory, residue calculus and conformal mappings. *Prerequisite: MATH 5211*

**MATH 5214 - Differential Equations........................................................................................3(3-0)**

Ordinary differential equations of first and higher order, solutions in series, Lapalace transforms numerical solutions. *Prerequisite: MATH 5211 or consent of instructor*

**MATH 5215 - Numerical Analysis..........................................................................................3(3-0)**

Nature of error, Gaussian elimination for linear systems, iteration, Newton’s method, steepest descent for nonlinear systems, zeros of polynomials and interpolation. *Prerequisite: MATH 5211 or consent of instructor*

**MATH 5311 - Geometry for Teachers\*\*\*..............................................................................3(3-0)**

Points, lines, planes, parallel and perpendicular lines, congruence, similarity, measurement, constructions, space figures, analytical geometry and non-Euclidean Geometry. *Prerequisite: Graduate standing.*

D EGREE

**MATH 5312 - Foundations of Geometry..................................................................................3(3-0)**

Euclidean and non-Euclidean geometry, including incidence, order and the parallel postulate.

*Prerequisite: Graduate standing*

**MATH 5313 - Modern Geometry.............................................................................................3(3-0)** An algebraic approach to geometry using vectors and transformations. For secondary teachers. *Prerequisite: MATH 5112 or consent of the instructor*

**MATH 5314 - Introduction to Point Set Topology................................................................3(3-0)**

Set theory, general topological spaces, product spaces, sequences, compactness, connectedness, metric spaces and Tcychonoff theorem. *Prerequisite: Graduate standing*

**MATH 5410 - Probability and Statistics for Teachers`\*\*.......................................................3(3-0)**

Probability, gathering and recording data, construction and use of tables, tabulating and graphing percentiles, mean and standard deviation, frequency distributions, normal distribution and statistical interference correlation. *Prerequisite: Consent of instructor*

**MATH 5412 - Methods of Statistical Analysis.........................................................................3(3-0)**

Estimation and inference using basic probability distributions, analysis of variance, analysis of covariance, regression, correlation and basic experimental design. Prerequisite: A previous course in statistics.

**MATH 5414 - Introduction to Operations Research.............................................................3(3-0)**

Linear programming, the simplex method, network theory, games theory, Markov analysis, other topics including inventory analysis and queuing theory. *Prerequisite: Graduate standing.*

**MATH 5511 - History of Mathematics....................................................................................3(3-0)**

Growth and development of the discipline of Mathematics from antiquity to modern times. Spe-

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|  | **MIDDLE GRADES**  **EDUCATION** |  |
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cial emphasis given to the evolutionary character of the principal ideas of modern Mathematics.

**MATH 5670 - Special Topics In Mathematical Sciences.......................................................3(3-0)**

An exploration of special topics of current interest in the Mathematical sciences. Prerequisite. Consent of instructor

\*\*\* No credit is given toward the graduate program in Mathematics Education.

D EGREE

MIDDLE GRADES EDUCATION



This program leads to the T-5 certification in Middle Grades Education and is designed to prepare master teachers to work with children in grades 4-8. This program also provides knowledge and skills for teachers to serve in leadership roles in curriculum development, supervision and research in the field of Middle Grades Education Education. Graduates become master teachers who are poised for administrative positions in all fields of education.

D EGREE

The purpose of the M.Ed. in Middle Grades Education is to sanction leadership for 4-8 populations. Students complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for 4-8 populations. All classes implement the College of Education’s conceptual framework: Reflective transformative practitioner, culturally-responsive practitioner, technology-competent practitioner. Students have to be admitted by the graduate school before being admitted into the program.

**Objectives of the Program**



P ROGRAMS

The basic objective of the Master's of Education program in Middle Grades Education is to provide teachers with the opportunity to:

1. Compare their teaching practices with current research-based practices and make changes where necessary;

2. Extend their knowledge and skills in a chosen area of educational interest;

3. Present intellectually challenging thoughts and practices to students;

4. Integrate new materials and methods of teaching into students' teaching repertoire;

5. Encourage interest in conducting research;

6. Increase competencies in research techniques; and

7. Increase students' ability to recognize relevant research, which they can use to become more effective in their classrooms.

**Admission to the Program**

Admission to the Middle Grades Education Program requires an undergraduate degree in Middle Grades Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Middle Grades Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Middle Grades Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Middle Grades Education program under the same categories of admission.

**Program of Study**

**Area A - Nature of the Learner 3 hrs**

PSYC 5530 Adolescent Psychology

SPED 5547 Behavioral Management of Exception Children

PSYC 5515 Educational Psychology

**Area B - Programs and Problems of the School 6 hrs**

EDUC 5509 Philosophy of American Education

MGED 5541 Nature & Curriculum Needs of Middle Grade Students

**Area C - Teaching Field (Minimum of 15 hours) 15 hrs**

**Mathematics**

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| --- | --- | --- |
| MGED | 5532 | Methods & Materials for Teaching Mathematics in Middle Grades |
| MGED | 5530 | Math Concepts in Middle Childhood Education |

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|  | **MIDDLE GRADES**  **EDUCATION** |  |
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MATH 5202 Technology-Oriented Mathematics



**Language Arts**

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| --- | --- | --- |
| MGED | 5520 | Language Arts Concepts for Middle Childhood |
| READ | 5503 | Improving Reading Instruction for Middle School |
| ENGL | 5515 | Advanced Exposition for Teachers |
| **Science** |  |  |
| EDUC | 5570 | Strategies of Instruction in Science |
| PHYS | 5500 | Earth Science |

**Social Science**

|  |  |  |
| --- | --- | --- |
| SSCI | 5580 | Social Studies Concepts and Issues |
| MGED | 5581 | Methods & Materials in Teaching Social Studies |
| SSCI | 5583 | Social Studies for Global Understanding |

**Area D - Research (Minimum of 6 hours) 6 hrs**

|  |  |  |
| --- | --- | --- |
| EDUC | 5501 | Educational Research |
| EDUC | 5500 | Educational Statistics |

**Area E - Middle Grades Electives (Minimum of 6 hours) 6 hrs**

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| --- | --- | --- |
| EDUC | 5502 | Action/Classroom Research |
| EDUC | 5540 | Curriculum Principles |
| PSYC | 5515 | Educational Psychology |
| SPED | 5501 | Exceptional Children |
| SPED | 5547 | Behavioral Management of Exceptional Children |

Total Required Hours..................................................................................................................36 hours

**Some Acceptable Courses for Substitutions**

P ROGRAMS

(Substitutions must be approved by your advisor)

EDAS 5501 Introduction to Organizational Leadership (Area E) EDUC 5500 Educational Statistics (Area D or E)

D EGREE

EDUC 5540 Curriculum Principles (Area B or E) SPED 5501 Exceptional Children and Youth (Area E)

EDUC 5000 Professional Development for Accomplished Educators

\*Reading endorsement available.

COURSE DESCRIPTIONS

**ARST 5501 - Art Education for Children...............................................................................3(3-0)** Materials, methods and curricula for an elementary art program. Emphasis is on developing procedures and understanding of media for use in the instruction of children at the elementary level.

**MGED 5520 - Language Arts Concepts for Middle Childhood............................................3(3-0)**

Focuses on the language arts instructional program for early adolescent students.

**MGED 5530 - Mathematics Concepts for Middle Childhood Education.........................3(3-0)** Study of the following as they relate to the learning and teaching of middle grade mathematics: strategies and materials, the child's mathematical development and understanding and assessment.

**MGED 5532 - Methods and Materials of Teaching Middle Grades Mathematics............3(3-0)**

Instructional materials and evaluation in teaching mathematics in the middle school.

**MGED 5534 - Topics in School Mathematics Curriculum.....................................................3(3-0)**

In-depth study of one or two topics which are included in the school mathematics curriculum.

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|  | **MIDDLE GRADES**  **EDUCATION** |  |
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May be repeated for credit when topics change.



**MGED 5535 -Topics in Middle Childhood Mathematics......................................................3(3-0)** An integrated approach to content and methods for teaching selected topics in mathematics appropriate for the middle childhood curriculum. An in-depth investigation of selected topics including number theory, graphs, measurement, problem-solving, applications, calculators and assessment materials and techniques.

**MGED 5541- Nature and Curriculum Needs of the Middle Grades Student..................3(3-0)**

An integrated in-depth study of the middle grades children with particular reference to their unique characteristics and needs. Selected topics will cover the historical development of the middle school, program goals, principles of curriculum development, organizational design of the middle school, instructional strategies and multiple authentic assessments.

D EGREE

**MGED 5572 - Methods and Materials of Teaching Science...................................................3(3-0)**

Activities are selected from the newer curricula projects to give students an overview of each one at various grade levels. These activities are selected from environmental science; early science curriculum project; science curriculum improvement study; science: a process approach; elementary science; and others.

**MGED 5581 - Methods and Materials in Teaching Social Studies.......................................3(3-0)**

This course covers instructional procedures, materials and evaluation in teaching social sciences.

**SSCI 5580 - Social Studies Concepts and Issues....................................................................3(3-0)**

The application of basic social science concepts, skills and processes to the analysis of critical social issues. An interdisciplinary, analytic approach to defining, analyzing and evaluating al- ternative solutions to local, national and international issues will be undertaken.

**SSCI 5582 - Young Child and His or Her Culture..................................................................3(3-0)**

P ROGRAMS

Study of the social, political, geographic, economic and technological forces that shape the child's world. Emphasis on the concomitant skills of the presentation of relevant information about such forces.

**SSCI 5583 - Social Studies for Global Understanding............................................................3(3-0)**

Social sciences concepts related to a global perspective will be explored through methodologies of history and the social sciences. Students will be encouraged to clarify their own values regarding a global perspective of education.

**SSCI 5584 - Concepts and Problems in Law-Related Education..........................................3(3-0)**

Presentation of information to assist students in teaching the following law-related areas: criminal justice, crime resistance, consumer litigation, family, juvenile and school law.

MUSIC EDUCATION

The graduate program in Music Education is designed to nurture scholarship, encourage creativity and be receptive to the practical needs of the student. The program provides an opportunity for students to pursue independent projects which may help in the pursuit of increased academic edification or that focus on areas of personal interest.



Students seeking a degree in Music Education are required to take a placement examination in music theory, music history and pass an audition in their respective performance area. In addition, students who enter the program must have an undergraduate degree in Music Education, a T-4 certificate in music, or equivalent course work to qualify for a T-4 certificate.

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|  | **MUSIC**  **EDUCATION** |  |
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**Objectives**

P ROGRAMS

Upon satisfactory completion of the music program, the student should be able to:

1. Demonstrate the ability to do critical thinking and scholarly writing through selecting areas of interest, researching topics and reporting findings in an organized, systematic and logical manner.

2. Identify crucial or relevant issues in music education of current interest at the district, state and national levels and report the same through class discussions and research papers.

3. Communicate an awareness of concepts as advanced by leading writers and researchers in the field of aesthetics and music education.

4. Perform on applied instrument or voice, and/or demonstrate instrumental or choral conducting ability that is at a level consistent with training and experience expected of a graduate musician.

5. Demonstrate the ability to interpret and articulate methods of acquiring musical facility through applied teaching.

6. Critically appraise reference works in music and music education.

7. Formulate predictions about trends/directions in music education based upon past and current trends and experiences.

8. Apply theories of learning in traditional as well as non-traditional arenas of music education.

9. Engage in professional dialogue with confidence and authority.

**Admission to the Program**

Admission to the Music Education Program requires an undergraduate degree in Music Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Music Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Music Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Music Education program under the same categories of admission.

**Comprehensive Examination Policy**

In partial fulfillment of the requirements for the M.Ed. degree in Music Education, students are required to satisfactorily pass a comprehensive examination and a teaching demonstration. These may be taken during the final two semesters of the program. A student is eligible to take the comprehensive examination only if his or her GPA-is 3.0 or higher. Failure to pass the third attempt will result in termination from the degree program.

D EGREE

**PLANNED PROGRAM FOR MUSIC EDUCATION**

**Area A - Nature of the Learner and Learning Problems 12 hrs**

**Required 12 semester hours are to be taken from the following courses:**

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| EDUC | 5500 | Educational Statistics........................................................................3 hrs |
| SPED | 5501 | Exceptional Children........................................................................3 hrs |
| MUSC | 5040 | Foundations/Graduate Study.............................................................3 hrs |

**Area B - Musical Studies 13 hrs**

**Required 13 semester hours are to be taken from the following courses or from others appropriate to the program:**

|  |  |  |
| --- | --- | --- |
| MUSC | 5009 | Ensemble............................................................................................1 hr |
| MUSC | 5015 | Harmony...........................................................................................3 hrs |
| MUSC | 5016 | Sight-Singing/Dictation....................................................................3 hrs |
| MUSC | 5033 | Music History I.................................................................................3 hrs |
| MUSC | 5034 | Music History II................................................................................3 hrs |
| MUSC | 5035 | Contemporary Music........................................................................3 hrs |
| MUSC | 5049 | Advanced Form and Analysis...........................................................3 hrs |

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|  | **MUSIC**  **EDUCATION** |  |
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| MUSC | 6000 | Graduate Applied Concentration......................................................2 hrs |
| MUSC | 6003 | Analysis/Musical Styles....................................................................3 hrs |

**Area C - Professional Studies 12 hrs**

**12 semester hours are required from the courses suggested below or others appropriate to the program:**



|  |  |  |
| --- | --- | --- |
| MUSC | 5023 | Special Problems in Music Education..............................................3 hrs |
| MUSC | 5041 | Advanced Studies in Teaching General Music.................................3 hrs |
| MUSC | 5042 | Music in Early Childhood Education...............................................3 hrs |
| MUSC | 5048 | Studies/Musical Aesthetics...............................................................3 hrs |
| MUSC | 6041 | Directed Study in Music Education..................................................3 hrs |
| MUSC | 6046 | Practicum in College Teaching.........................................................3 hrs |

**Area D - Research Studies 3 hrs**

(3 semester hours required)

EDUC 5501 Educational Research .......................................................................3 hrs

**Total Required Hours..............................................................................................................40 hrs**

D EGREE

COURSE DESCRIPTIONS

**MUSC 5000 - Graduate Secondary Applied Instrument or Voice.........................................1(1-0)** One half-hour lecture/laboratory a week. Elective instruction in applied music. *Prerequisite: Consent of instructor.*

P ROGRAMS

**MUSC 5001 - Piano Class.........................................................................................................2(2-0)**

Techniques and materials for advanced group study of piano.

**MUSC 5002 - Wind Class.........................................................................................................2(2-0)**

Techniques and materials for advanced group study of wind instruments.

**MUSC 5003 - Brass Class.........................................................................................................2(2-0)**

Techniques and materials for advanced group study of brass instruments.

**MUSC 5004 - String Class........................................................................................................2(2-0)**

Techniques and materials for advanced group study of string instruments.

**MUSC 5005 - Percussion Class..................................................................................................2(2-0)**

Techniques and materials for advanced group study of percussion instruments.

**MUSC 5006 - Voice Class...........................................................................................................2(2-0)**

Techniques and materials for advanced group study of voice.

**MUSC 5007 - Band....................................................................................................................1(1-0)** Participation in marching or concert band. Open to all students who qualify through auditions. **MUSC 5008 - Choral Group......................................................................................................1(1-0)**

Participation in concert choir. Open to all students who qualify through auditions.

**MUSC 5009 - Ensemble............................................................................................................1(1-0)** Participation in (a) band, (b) orchestra, (c) jazz and (d) other ensemble approved by the major advisor.

**MUSC 5010 - Concentration Recital.......................................................................................2(2-0)**

Preparation and performance of a formal recital under the direction of applied instructor. One- hour performance is required.

**MUSC 5011 - Orchestration I....................................................................................................2(2-0)**

Characteristics of orchestral instruments and arranging for ensembles and orchestra.

**MUSC 5012 - Orchestration II.................................................................................................2(2-0)** Special techniques of orchestral instruments, orchestration analysis and advanced arranging. *Prerequisite: MUSC5011 or the equivalent.*

**MUSC 5013 - Arranging for Band............................................................................................2(2-0)**

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|  | **MUSIC**  **EDUCATION** |  |
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Arranging for modern concert band.



**MUSC 5014 - Arranging for Chorus.......................................................................................2(2-0)** Arranging for large and small vocal ensembles with and without accompaniment. *Prerequisite: MUSC 5011 or the equivalent.*

**MUSC 5015 - Harmony.............................................................................................................2(2-0)**

An intensive review of part writing and analysis. (Not applicable to the Master's degree when the concentration is music theory.)

P ROGRAMS

**MUSIC 5016 - Sight-Singing and Dictation.............................................................................3(3-0)**

An intensive review of sight-singing and dictation skills. (Not applicable to the Master's degree when the concentration is music theory.)

**MUSC 5017 - Jazz Arranging....................................................................................................2(2-0)**

Contemporary arranging techniques for large and small jazz ensembles.

**MUSIC 5020 - Teaching Music as a Related Art.....................................................................3(3-0)**

Relating music to the other arts in a secondary school humanities or allied arts program.

**MUSC 5021 - Music In Urban Life.........................................................................................3(3-0)** Music as it is experienced in the context of urban living in the United States at all socioeconomic levels. Emphasis will be on the promotion, programming and social impact of all forms and styles of music.

**MUSC 5023 - Special Problems in Music Education..............................................................3(3-0)**

Current trends in the practice of music teaching.

**MUSC 5033 - Music History.....................................................................................................3(3-0)** Intensive review of the history or Western music from 680-1750. (Not applicable to major in music history.)

**MUSC 5034 - Music History II...............................................................................................3(3-0)**

Intensive review of the history of Western music from 1750 to present.

**MUSC 5035 - Contemporary Music.......................................................................................3(3-0)**

Music literature from Impressionism to the present.

**MUSC 5040 - Foundations for Graduate Study in Music Education..................................3(3-0)** Intensive study of historical, philosophical and psychological foundations and principles associated with the teaching of music.

**MUSC 5041 - Advanced Studies in Teaching General Music...............................................3(3-0)**

D EGREE

Basic literature and techniques for teaching music in the general classroom at all levels.

**MUSC 5042 - Music in Early Childhood Education...............................................................3(3-0)** Planning music experiences for young children in early school years, with emphasis on practical aspects in a creative and artistic approach.

**MUSC 5048 - Studies In Musical Aesthetics............................................................................3(3-0)**

Major aesthetic systems as related to musical problems.

**MUSC 5049 - Advanced Form and Analysis............................................................................3(3-0)**

Advanced structural and stylist analysis of the common practice period.

**MUSIC 6000 - Graduate Applied Concentration....................................................................3(3-0)** Combination of lectures and laboratory work. Prerequisite: Consent of instructor and audition. **MUSC 6003 - Analysis of Musical Styles..................................................................................3(3-0)**

Analysis and composition in selected styles, 600-1650.

**MUSC 6041- Directed Study in Music Education...................................................................3(3-0)** The student undertakes a research project on some facets of music education. Project culminates with a formal paper.

**MUSIC 6046 - Practicum in Music Education........................................................................3(3-0)**

Supervised study in an approved instructional setting includes evaluation of strength and opportunities for presentation.

SCIENCE EDUCATION

The Department of Natural Sciences of the College of Arts and Sciences believes that stu-

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|  | **SCIENCE**  **EDUCATION** |  |
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dents should be provided with quality and quantifiable learning experiences needed for professional competence and to become productive citizens in a highly technical society. The Department is determined to meet the needs of the students that we serve. Consequently, Science Education graduates will be able to master the many academic and professional challenges found in the workplace.

This program is designed for persons holding T--4 certification or who have completed basic prerequisite course work in Science Education. This program leads to T-5 certification in Science Education.

D EGREE

**Objectives of the Program**

P ROGRAMS

The goals of the Department of Natural Sciences are as follows:

1. To help students understand the basic concepts and principles inherent in the body of knowledge of science.

2. To allow students the opportunity to become familiar with and comfortable using the scientific method.

3. To help develop rational thinking in our students. (Science is a cognitive tool used in all intellectual endeavors.)

4. To sensitize the future citizenry concerning the role that science and technology play in modern society to foster interests, appreciation, positive attitude and cultural values in harmony with the scientific enterprise.

5. To prepare students for entrance into graduate and professional schools.

6. To prepare students for professional employment in the sciences, including teaching biology and chemistry.

**Admission to the Program**

Admission to the Science Education Program requires an undergraduate degree in Science Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Science Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Science Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Science Education program under the same categories of admission.

**Comprehensive Examination**

P ROGRAMS

In partial fulfillment of the M.N. degree in Science Education, students are required to pass a comprehensive examination. This examination is administered the semester of expected graduation or upon completion of required coursework. A student is eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher in Area C of the degree-planned program. Students may not take the comprehensive examination more than once in an academic semester. A third failure on the comprehensive examination results in automatic termination from the degree program.

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the Master's degree in Science Education (Biology and Chemistry) programs. The exam will address specific objectives from the cognate field.

**Planned Program of Study**

The Master's degree in Science Education has an emphasis in biology and an emphasis in chemistry.

**Area A - Nature of the Learner**

**(Minimum of 3 hours required) 3 hrs**

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| PSYC | 5515 | Educational Psychology |
| PSYC | 5530 | Adolescent Psychology |
| PSYC | 5552 | Conditions of Learning |

**Area B - Program and Problems of the School**

**(Minimum of 3 hours required) 3 hrs**

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| --- | --- | --- |
| EDUC | 5538 | Curriculum Planning |
| EDUC | 5540 | Curriculum Principles |
| EDUC | 5570 | Strategies of Instruction in Science\*\* |

**Area C\* - Teaching Field Courses\*\*\***

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**(Minimum of 15 hours required) 15 hrs**

(Six hours in core and nine hours to be selected from the list of elective courses.)

**Cognate Fields - Core\*\*\***



**(Minimum of 6 hours from Biology or Chemistry) 6 hrs**

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| --- | --- | --- |
| BIOL | 5501 | Selected Topics in Botany |
| BIOL | 5502 | Selected Topics in Zoology |
| BIOL | 5503 | Selected Topics in Human Biology |
| CHEM | 5501 | Inorganic Chemistry |
| CHEM | 5502 | Organic Chemistry |
| CHEM | 5503 | Analytical Chemistry |

(Other teaching field courses will be selected from courses listed within the cognate areas

with the approval of the advisors.)

**Area B - Research and Statistics**

**(Minimum of 3 semester hours) 3 hrs**

EDUC 5500 Educational Statistics +

EDUC 5501 Educational Research\*\*

**Area E - Electives (Minimum of 3 semester hours) 3 hrs**

SPED 5501 Exceptional Children and Youth ++

Total Hours Required 36 hrs

\* Minimum of 9 semester hours from Areas A & B

\*\* Required course

\*\*\* Minimum of 15 semester hours from area C (6 hours of core courses are required).

In the chemistry program, core courses may be omitted if a departmental proficiency exam is passed. The student would complete 15 hours of advanced courses.

P ROGRAMS

+ Required for research course. Passing an examination can satisfy course requirements.

D EGREE

++ Required only if not previously fulfilled.

**Water Resources Management and Policy courses cross listed with Biology courses in collaboration with the MPA program concentration in Water Resource Management.\***

**BIOL 5521/WRMP 6400, BIOL 5522/WRMP 6405, BIOL 5523/WRMP 6410,**

**BIOL 5524/WRMP 6415, BIOL 5525/WRMP 6420**

**WRMP 6400** Hydrology and Irrigation Fundamentals **WRMP 6405** Environmental and Natural Resource Policy **WRMP 6410** Natural Resource Management and Planning **WRMP 6415** Water Law and Legislation

**WRMP 6420** Water Resources Policy Field Project

COURSE DESCRIPTIONS

**BIOL 5501 - Selected Topics in Botany...................................................................................3(3-0)** This course will emphasize the principles of vascular plant function, including transduction of water and solutes, photosynthesis, respiration and hormonal regulation of growth and development.

**BIOL 5502 - Selected Topics in Zoology...................................................................................3(3-0)**

This course will emphasize basic concepts of invertebrate zoology. The students (in-service teachers) in the course will help determine course content based upon their specific needs.

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|  | **SCIENCE**  **EDUCATION** |  |
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**BIOL 5503 - Selected Topics In Human Biology....................................................................3(3-0)** This course will emphasize various aspects of human morphology and physiology. The topics will be selected to reflect the interests and needs of the students participating in the course.



**BIOL 5504 - Ecology.................................................................................................................3(3-0)**

This course will emphasize principles and concepts of modern ecology. Investigative activities will include analysis of aquatic (marine and freshwater) terrestrial ecosystems.

**BIOL 5505 - Biology of the Invertebrates................................................................................3(3-0)**

Biology of the invertebrates is an advanced study of the taxonomy, anatomy, physiology, life his- tory and ecology of invertebrates. Protozoa through the echinodermata are covered.

D EGREE

**B10L 5506 - Genetics.................................................................................................................3(3-0)**

A review of the basic principles of inheritance and classical genetics with detailed emphasis on molecular genetics, population and eugenics will be covered in this course.

**BIOL 5507 - Vegetation of South Georgia................................................................................3(3-0)**

This course will include a study of the common trees, shrubs and herbs of South Georgia. Emphasis will be placed upon the angiosperms of the area. Collections will comprise a major part of the course.

**BIOL 5508 - Parasitology..........................................................................................................3(3-0)**

A detailed study of the common parasites of man and domestic animals will be investigated in this course. Some emphasis will be placed on life cycles and vectors.

**BIOL 5509 - Mammalian Anatomy...........................................................................................3(3-0)**

This course will involve a study of the gross and microscopic structures of various mammalian organ systems. Emphasis will reflect the needs of the students taking the course.

**BIOL 5510 - Microbiology..........................................................................................................3(3-0)**

This course will emphasize concepts and principles of bacteria, fungi and other microbial groups. Some attention will be given to morphological, physiological and biochemical relationships in these groups.

P ROGRAMS

**BIOL 5511 - Nonuascular Plants...............................................................................................3(3-0)**

An evolutionary survey of the plant kingdom with emphasis on comparative morphology and evolution of the algae, fungi and bryophytes will be conducted in this course.

**BIOL 5512 - Vascular Plants....................................................................................................3(3-0)**

This course introduces the student to the structure and development of vegetative and repro- ductive organs of vascular plants, especially those associated with angiosperms and gym- nosperms.

**BIOL 5513 - Mammalian Physiology.......................................................................................3(3-0)**

This course will emphasize the homeostatic mechanisms of such organ systems as cardiovascular, nervous, gastrointestinal, respiratory and genital urinary.

**BIOL 5514 - Biological Chemistry...........................................................................................3(3-0)**

This course is a study of the biologically important compounds and their formation and reactions in living systems.

**BIOL 5515 - Selected Topics in Biology....................................................................................3(3-0)**

This course will enhance and reinforce biological concepts and principles for biology teachers. Emphasis will also be placed on biology methodology and computer utilization for middle grades and secondary teachers.

**BIOL 5516 - Innovative Developments in Biology...................................................................3(3-0)**

This course will address biological concepts in the areas of cell biology, genetics and metabolism for middle grades and secondary teachers. Emphasis will be placed on increasing teachers' knowledge and understanding in identifying, applying and analyzing recent biology concepts, processes and principles and increasing teachers' understanding and skills in using the methods of science through the use of open-ended investigations.

**BIOL 5511 - Selected Topics in Ecology..................................................................................3(3-0)**

This course will address ecological concepts in northern, middle and coastal areas of Georgia for middle grades and secondary teachers. Emphasis will be placed on addressing current ecological issues that incorporate hands-on field activities into the learning process.

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**BIOL 5518 - Biotechnology.......................................................................................................3(3-0)** This course will emphasize the study of gene structure and regulation. Consideration will be given to DNA structure and replicating, RNA transcription and processing, protein synthesis and the mechanisms which regulate gene expression. Emphasis will be placed on the study of the above topic using application of the new biotechnology.



**BIOL 5519 - Plant Biology........................................................................................................3(3-0)**

Particular attention will be placed on the identification, selection and use of materials for correlating the study of plants with other subjects. The teacher will develop a base of knowledge that will enhance his/her effectiveness in planning and executing laboratory and field exercises in botany that complement lecture presentation.

P ROGRAMS

**BIOL 5520 - Evolution and the Nature of Science..................................................................3(3-0)**

The nature of science and the fundamentals governing its origin will be presented in relation to current problems affecting the maintenance of life on earth. Special emphasis will be placed on the interaction of biological and cultural evolution and the alternatives to extinction that challenge contemporary man.

**CHEM 5501 - Inorganic Chemistry.........................................................................................3(3-0)**

This course will emphasize periodic relationship of the elements and their compounds, including those less commonly encountered. Bonding, reaction mechanism, complexes and stereo- chemistry are among the topics discussed.

**CHEM 5502 - Organic Chemistry...........................................................................................3(3-0)**

Organic chemistry is the study of the structure and reactivities of organic compounds, including a discussion of molecular structure-spectral interpretation.

**CHEM 5503 - Analytical Chemistry........................................................................................3(3-0)**

This course will emphasize solution equilibrium as applied to volumetric and gravimetric analysis. Methodologies of selective ion analysis and absorption spectroscopy separation will also be investigated.

**CHEM 5521 - Physical Chemistry...........................................................................................3(3-0)**

This course will emphasize principles and thermodynamics, molecular structures, kinetics and quantum theory as a basis for interpreting and interrelating the properties of matter.

**CHEM 5523 - Advanced Analytical Chemistry......................................................................3(3-0)**

This course is designed to introduce the advanced theories and methods of analytical chemistry. **CHEM 5524 - Instrumental Methods of Analysis..................................................................3(3-0)** This course will emphasize the special advanced concepts of instrumental measurements of

D EGREE

physical and chemical properties.

**CHEM 5525 - Special Topics in Organic Chemistry...............................................................3(3-0)** Special topics in organic chemistry will emphasize the needs and interests of the students and faculty in organic chemistry based on the needs of the course participants. Topics that may be considered are stereo isomerism, heterocytes, alkaloids, organic mechanisms and structure-ac- tivity relationships.

**PHYS 5500 - Earth science.......................................................................................................3(3-0)**

Exploration of basic concepts and processes in the earth sciences. Content areas include astronomy, geology and meteorology. Strategies of teaching earth science in the middle and high schools will also be explored.

**PHYS 5501 - Foundations of Physical Science.......................................................................3(3-0)**

Foundations of Physical Science is the study of basic principles of physical science and their relation to the teaching of science in the elementary school.

**PHYS 5530-5531 - Introductory Physical Science...................................................................3(3-0)**

This course is designed to prepare students to learn introductory physical science in the secondary school. This course updates and enlarges the student's knowledge in physical science and familiarizes him/her with the materials and methods utilized in I.P.S.

**PHYS 5547 - Introduction to Oceanography..........................................................................3(3-0)**

This course emphasizes physical, chemical, geologic and biologic characteristics of the oceans and the interaction between the hydrosphere, atmosphere and biosphere.

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**PHYS 5548 - Introduction to Astronomy................................................................................3(3-0)** This course will emphasize topics related to the theory and consideration of planets, the solar system, stars, galaxy and universe, including the study of constellations, historical overview, astronomy and laws of planetary motion.



**PHYS 5549 - Weather and Climate.........................................................................................3(3-0)**

This course emphasizes an introduction to the study of the profiles and dynamics of air masses and an overview of system to climatic effects and global distribution of climates.

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**PHYS 5551 - Mathematics of Physics I....................................................................................3(3-0)**

This course will emphasize algebra of vectors, vector calculus, divergence, gradient, curl, line integrals, surface integrals, divergence of theorem of Gauss, Stokes' theorem, conservative fields, orthogonal curvilinear coordinates, matrices and eigenvalue problems.

**PHYS 5552 - Mathematics of Physics I....................................................................................3(3-0)**

This course will emphasize derivation and solution of partial differential equations of physics, wave equation and Laplace's equation, Schroedinger's equation, power series solution of ordinary differential equations and special functions of mathematics physics; Fourier series, Sturm- Liouville system, complex analysis and integration will also be considered.

**PHYS 5564 - Science Concepts................................................................................................3(3-0)**

Focus on the understanding and application of scientific processes and major concepts relevant to the teaching of middle childhood science.

**PHYS 5645 - Physics for Secondary School Teachers.............................................................3(3-0)**

This course is designed to both refresh and enlarge the high school teacher's knowledge of gen- eral physics.

**PHYS 5646 - Modern Physics for Secondary Teachers I.......................................................3(3-0)**

This course is designed to provide students an introduction to special relativity, quantum me- chanics and atomic structure. *Prerequisite: General physics.*

P ROGRAMS

**PHYS 5641 - Modern Physics for Secondary Teachers II......................................................3(3-0)**

This course is designed to provide students an introduction to x-ray spectra, molecular structure, solid-state physics, nuclear structure and nuclear reactions. Prerequisite: PHYS 5646.

**PHYS 5660 - Classical Mechanics I.......................................................................................3(3-0)**

This course will emphasize elements of Newtonian mechanics, motion of particles in various dimensions, motion of system of particles, rigid bodies, gravitational and coordinate systems.

**PHYS 5661 - Classical Mechanics II.........................................................................................3(3-0)**

This course will emphasize mechanics of continuous media, Lagrange's equations, tensor algebra, inertia and stress tensors, rotation of a rigid body and theory of small vibrations. *Prerequisite: Consent of instructor*

**PHYS 5610 - Electricity and Magnetism I...............................................................................3(3-0)**

This course will emphasize electrostatics, steady currents and the magnetic properties of matter.

**PHYS 5611 - Electricity and Magnetism II..............................................................................3(3-0)**

This course will emphasize the development of field theory leading to Maxwell's equations, plane waves and solutions of Maxwell's equations. *Prerequisite: Consent of instructor.*

**PHYS 5681 - Introduction to Quantum Mechanics..............................................................3(3-0)**

This course will emphasize Schroedinger's theory of quantum mechanics, solutions of Schroedinger's equation, perturbation theory, one-electron atoms, magnetic moments, spin and relativistic effects, identical particles and multi-electron atoms.

**PHYS 5685 - Seminar in the Teaching of Physics...................................................................3(3-0)**

This course will emphasize methods of teaching physics stressing the planning of curricula and laboratory programs.

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|  | **SPECIAL EDUCATION** |  |
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SPECIAL EDUCATION



The M.Ed. degree programs in Special Education lead to T-5 certification in Special Education General Curriculum and Special Education Adapted Curriculum. Any person who has T-4 certification in a teaching field or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria may pursue the master's-level programs.

P ROGRAMS

The Special Education Program provides professional educators an opportunity to enhance their ability to respond positively, creatively and proactively and develop teaching strategies and curriculum skills to enable students with disabilities to access the standard curriculum and address areas of functional and independent living skills. As the students’ progress through the program they will take away a knowledge of research-based best practices in their core content areas, strategies for making data-driven decisions, and skills for improving student achievement through action research.

**Objectives of the Program**

P ROGRAMS

1. Construct a thorough base in the foundations, principles, ethics, values, and methods of modern general and special education.
2. Foster knowledge of pedagogy, enrichment and acceleration, interdisciplinary programming, early childhood intervention, secondary education, transition and rehabilitation, rural and urban education, and technology.
3. Incorporates coursework in behavioral disorders), intellectual disability, physical disabilities, and mild disabilities including intellectual disability, management of social and unsocial behavior, communication and language, mobility, mathematics, reading, problem solving, visual skills and visual perceptual processing, and self-regulation.
4. Affords candidates with opportunities to participate in action research, experimental design, program evaluation, cultural diversity, and issues of inclusion and least restrictive environment.

**Admission to the Program**

Admission to the Special Education Program requires an undergraduate degree in Special Education, or the equivalent, from an accredited college, and satisfactory scores on the Graduate Record Examination or Miller Analogies Test. When students lack a sufficient background in Special Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Special Education. Students are also governed by the general admission procedures and requirements for the M.Ed. degree program, and they may matriculate in the Special Education program under the same categories of admission.

**Degree Program Requirements**

**Special Education – General Curriculum**

**Area A - Nature of the Learner 3 hrs**

|  |  |  |
| --- | --- | --- |
| ECEC | 5500 | Child Development |
| EDUC | 5555 | Clinical Approach to Classroom Analysis |
| PSYC | 5509 | Introduction to Behavior Modification |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5520 | Developmental Psychology |
| PSYC | 5555 | Conditions of Learning |
| SPED | 5542 | Behavior Modification for Special Education |

**Area B - Programs and Problems 3 hrs**

|  |  |  |
| --- | --- | --- |
| EDUC | 5504 | History of American Education |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5512 | Sociology of Inner City Child (or equivalent) |
| EDUC | 5538 | Curriculum Planning |
| EDUC | 5540 | Curriculum Principles |

**Area C - Teaching Field 24 hrs**

D EGREE

READ 5555\* Diagnosis and Remediation in Reading (or equivalent) SPED 5501\*\* Exceptional Child

SPED 5512\* Characteristics of Children and Youth with Mild Learning, Intellectual and/or Behavioral Disabilities

SPED 5524\* Instructional Strategies for Teaching the Mildly Disabled

SPED 5530 Counseling Parents of Exceptional Children SPED 5545\* Educational Assessment of Exceptional Children SPED 5563\* Issues in Interrelated Special Education

SPED 5580 Directed Studies in Research and Readings in Special Education

SPED 5590 Teaching of Reading and Math to Exceptional Learners

SPED 5570\* Practicum in Interrelated Special Education

**Area D - Research 3 hrs**

EDUC 5501 Educational Research

**Area E - Minimum of 3 semester hours required 3hrs**

EDUC 5500 Educational Statistics (or equivalent)

\*Required course.

\*\*Required unless previously fulfilled. Reading endorsement available.

**Total Required Hours..............................................................................................................36 hrs**

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|  | **SPECIAL EDUCATION** |  |
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**Special Education – Adapted Curriculum**

**Area A - Nature of the Learner 3 hrs**

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| --- | --- | --- |
| ECEC | 5500 | Child Development |
| EDUC | 5555 | Clinical Approach to Classroom Analysis |
| PSYC | 5509 | Introduction to Behavior Modification |
| PSYC | 5515 | Educational Psychology |
| PSYC | 5520 | Developmental Psychology |
| PSYC | 5555 | Conditions of Learning |
| SPED | 5542 | Behavior Modification for Special Education |

**Area B - Programs and Problems of the School 3 hrs**

|  |  |  |
| --- | --- | --- |
| EDUC | 5504 | History of American Education |
| EDUC | 5509 | Philosophy of Education |
| EDUC | 5512 | Sociology of Inner City Child (or equivalent) |
| EDUC | 5538 | Curriculum Planning |
| EDUC | 5540 | Curriculum Principles |

**Area C - Teaching Field 24 hrs**

D EGREE

|  |  |  |
| --- | --- | --- |
| READ | 5555\* | Diagnosis and Remediation Reading (or equivalent) |
| SPED | 5501\*\* | Exceptional Child |
| SPED | 5515\* | Nature and Characteristics of Intellectual Disabilities |
| SPED | 5525\* | Instructional Strategies for Intellectual Disabilities |
| SPED | 5530 | Counseling Parents of Exceptional Children |
| SPED | 5545\* | Educational Assessment of Exceptional Children |
| SPED | 5563\* | Issues in Interrelated Special Education |
| SPED | 5573\* | Practicum in Intellectual Disabilities |
| SPED | 5580 | Directed Studies in Research and Reading in Special Education |
| SPED | 5590 | Teaching of Reading and Math to Exceptional Learners |

**Area D - Research 3 hrs**

EDUC 5501 Educational Research

**Area E - Minimum of 3 semester hours required 3 hrs**

EDUC 5500 Educational Statistics (or equivalent)

\*Required course.

\*\*Required unless previously fulfilled.

Reading endorsement available.

**Total Required Hours.............................................................................................................36 hrs**

COURSE DESCRIPTIONS

**SPED 5501 - Exceptional Child...............................................................................................3(3-0)** A survey course satisfying House Bill 671 and focusing on the characteristics, identification, prevalence and programming of exceptionality areas for which children and youth may obtain special educational services.

P ROGRAMS

**SPED 5512 - Characteristics of Children and Youth**

**with Mild Learning, Intellectual and/or Behavioral Disabilities..........................................3(3-0)** A study of the commonality of characteristics leading to the identification, placement and service models for children with mild learning and behavior problems.

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|  | **SPECIAL EDUCATION** |  |
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**SPED 5515 - Nature and Characteristics of Intellectual Disabilities....................................3(3-0)** Study of the nature and characteristics of children and youth eligible for services in intellectual disabilities on the severe, moderate and mild levels.



**SPED 5524 - Instructional Strategies for Teaching the Mildly Disabled.............................3(3-0)** Principles, implementation and evaluative criteria for inclusion of systematic instruction, task analysis and behavioral management used for the instruction of children/youth with mild learning and behavioral problems.

**SPED 5525 - Instructional Strategies for Intellectual Disabilities........................................3(3-0)** The cyclical process of assessment, planning, implementation and evaluation is emphasized. Teaching methods and materials for group instruction, as well as individualized instruction, are highlighted.

**SPED 5530 - Counseling Parents of Exceptional Children....................................................3(3-0)**

A study of parent involvement in the delivery of services to handicapped children focuses on individualized educational programming, counseling approaches and agency involvement.

**SPED 5542 - Behavior Modification for Special Education Students...................................3(3-0)**

Application of behavior modification principles and behavior analysis in both general and special education classrooms.

**SPED 5545 - Educational Assessment of Exceptional Children...........................................3(3-0)**

Focuses on the use of evaluation to determine classification and eligibility, to plan individualized education programs (IEPs) and to evaluate teacher effectiveness and pupil progress.

**SPED 5547- Behavior Management of Exceptional Children................................................3(3-0)**

An eclectic approach to behavior management. Affective psychodynamic techniques, ecological and environmental arrangements and behavior modification principles are the primary theoretical systems that are explored.

**SPED 5563 - Issues In Interrelated Special Education...........................................................3(3-0)**

Focuses on the current trends and issues affecting special educators. Objectives for the teacher competency tests in special education are addressed and studied.

D EGREE

**SPED 5570 - Practicum in Interrelated Special Education....................................................3(3-0)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with exceptional children in interrelated educational settings.

**SPED 5573 - Practicum In Intellectual Disabilities.................................................................3(3-0)**

Field-based experiences provide an opportunity for extensive training and application of knowl- edge with exceptional children and youth in the area of intellectual disabilities.

**SPED 5580 - Directed Studies in Research and Readings in Special Education...............3(3-0)**

Intensive study in selected areas in the field of special education with application of knowledge in written format, such as a grant proposal, research article or journal publication.

**SPED 5590 - Teaching of Reading and Math to Exceptional Learners................................3(3-0)**

A study of specialized reading and math techniques and strategies for use with students with learning disorders. Includes diagnosis, remediation, determination of readability levels, error analysis and corrective strategies.

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|  | **SCHOOL COUNSELING** |  |
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SCHOOL COUNSELING



Albany State University’s College of Education, Department of Counseling and Educational Leadership, offers a Master of Education degree in School Counseling. The mission of the School Counseling program is to offer a program of study that provides future school counselors with the knowledge and skills needed to promote the career preparedness, social/emotional development, and academic success of all students. School counselors provide advocacy for all children and collaborate with schools, homes, and community agencies in order to support the academic achievement, career success, and personal social development of students.

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The objectives of the Program are to develop school counseling professionals who:

1. Have the knowledge and skills needed to promote the career preparedness, social/emotional development, and academic success of the students they serve.

2. Demonstrate increased levels of accomplishment in increasing students’ social/emotional development and career preparedness and enhancing students’ academic success after two years of service in counseling positions.

The program provides a comprehensive overview of the professional roles and activities of contemporary school counselors. School Counseling students complete 48 semester hours in four content areas: Area A: Foundation (9) Area B: Nature of Learner (9 hours), Area C: Clinical Skills (24 hours), and Area D: Research (6 hours) Students who successfully complete this program earn the M.Ed. in School Counseling and are eligible for Georgia Certification in School Counseling. Certification candidates are required to pass the GACE I (General) and GACE II (School Counseling Examinations).

All program graduates have the opportunity to complete a professional internship during their first two years of practice. This internship provides mentoring by a certified professional school counselor and portfolio review to help each student assess their effectiveness as a professional school counselor and for professional development.

P ROGRAMS

Students pursuing School Counseling Certification (Add-On) or a Master of Education Degree in School Counseling must be fully admitted to School Counseling before taking courses listed under Professional Studies Area C.

**Advisement**

Upon admission to the counseling program, each student is assigned a Faculty Advisor. The Advisor assists the student with program planning and approval; collaborates with the student to monitor the student’s progress; advises in the preparation and maintenance of the student’s portfolio; approves selection of courses each semester; determine readiness for practicum and internship; and completes the students’ course audit for graduation.

**Clinical Experience**

A series of supervised clinical experiences in the public school setting is provided to all students in the program. Seven hundred (700) hours of clinical field work experiences are required. Pre-practicum and practicum experiences provide students with the opportunity to put the skills developed in the classroom into practice. All prerequisites listed below must be met before a student can register for any clinical experience. **PROOF OF PROFESSIONAL LIABILITY IN- SURANCE COVERAGE IS REQUIRED BEFORE REGISTERING FOR COUN 5570 AND COUN 5595.**

**Admission**

For admission to the School Counseling Program, students must satisfy graduate admission requirements and either hold Georgia Teacher Certification OR pass the Georgia Teacher Certification Examination (GACE I) – General. Students seeking add-on certification must hold Georgia teacher certification and a master’s degree.

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|  | **SCHOOL COUNSELING** |  |
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**Program Completion**



To be eligible for the M.Ed. degree in School Counseling and recommendation for S-5 certification by Albany State University, the student must meet the following requirements:

1. Credit hours usable in the planned program must not be older than six calendar years at the time the degree is completed.

2. Complete an Application for Graduation at least two semesters prior to course/program requirement completion.

P ROGRAMS

3. Maintain a cumulative 3.0 grade point average or better in graduate course work with no grade below a “B” in any School Counseling course.

4. Include a minimum of 48 semester hours of graduate courses in School Counseling as prescribed on the Program check sheet.

5. At least 39 of the credit hours used in completion of the M.Ed. in School Counseling must be earned in residence at Albany State University. Up to 9 semester hours of transfer credit may be applied toward the M.Ed. in School Counseling.

6. Pass the Georgia Assessment for the Certification of Educators examination in School

Counseling (GACE II).

7. Satisfy the School Counseling Program’s Clinical Experience requirement (COUN 5570 and COUN 5595) in residence at Albany State University.

**Program Planned Degree**

**Required for Certification in the State of Georgia 3 hrs**

SPED 5501 Exceptional Children and Youth

**Required for Provisional/ Non-Degree Students 9 hrs**

COUN 5000 Introduction to Professional Counseling

COUN 5001 Introduction to Professional Writing

COUN 5002 Professional Issues in Counseling

COUN 5605 Leadership and School Counseling

**Required for Certification and Degree Program**

**Area A - Foundation 9 hrs.**

COUN 5501 Lifespan Development

COUN 5500 Theories of Counseling

COUN 5600 Ethical and Legal Issues in Counseling

**Area B – Nature of the Learner 9 hrs.**

COUN 5506 School Counseling Foundations

COUN 5525 School Counseling in P-12

COUN 5520 Multicultural Counseling: Theory and Practice

**Area C – Clinical Skills 24 hrs.**

D EGREE

COUN 5512 Counseling Strategies and Techniques COUN 5515 Group Counseling and Dynamics COUN 5517 Family Counseling

COUN 5531 Career Development and Counseling

COUN 5540 Consultation COUN 5570 Practicum COUN 5595 Internship

COUN 5600 Legal and Ethical Issues in Counseling

COUN 5610 Crisis Counseling and Intervention

**Area D: Research 3 hrs.**

COUN 5510 Assessment and Appraisal

COUN 5620 Research and Program Evaluation for Counselors

COUN 5596 Thesis

**Area E: Electives 3-6 hrs.**

COUN 5575 Selected Topics in Counseling

**Total Required Hours . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .48 hrs.**

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|  | **SCHOOL COUNSELING** |  |
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COURSE DESCRIPTIONS



**COUN 5000 Introduction to Counseling Profession……………………………………3(3-0)**

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This survey course provides students with an understanding of the theoretical, conceptual

and practical applications of counseling with regard to the profession and its specialties.

Ethical issues in Professional Counseling are introduced. Students will gain an understanding

of basic counseling interventions and the array of specialized careers in the counseling

profession. The purpose of this course is to introduce students to the scope of the

counseling profession.

**COUN 5001Intorduction to Professional Writing……………………………………….3(3-0)**

This course introduces students to professional writing that aligns with standard practices

outlined in the 6th edition of the American Psychological Association’s Publication Manual.

The course emphasizes the development of professional writing skills that will be used

throughout students’ graduate and professional careers.

**COUN 5002 Professional Issues in Counseling……………………………………………3(3-0)**

This critical thinking course will assist students with conceptualization and synthesis

of current issues and trends Professional Counseling. Students will gain an appreciation

of professional involvement and critical thinking as a professional counselor-in-training

thru review of research journals.

**COUN 5500 Theories of Counseling ....................................................................................3(3-0)** An introduction to counseling theories. Students examine the historical development of counseling theories and explore affective, humanistic, behavioral, and cognitive theories. In addition, a case study approach is used to aid students in conceptualizing client issues and selecting appropriate counseling treatments and interventions. Students are also exposed to models of counseling that are consistent with current professional research and practice.

**COUN 5501 Lifepan Development.......................................................................................3(3-0)** This course offers an introduction to the study of human development from conception through death (i.e., the lifespan) that includes theories of physical, psychological, psychosocial, cognitive, moral, identity, and personality aspects of human existence. The course will also explore environmental and genetic factors (also known as nature v. nature), developmental crises and transitions, family development, and community influences as they relate to optimal and exceptional development. Particular attention will be given to helping strategies that facilitate optimal development over the lifespan. a developmental guidance and counseling framework.

P ROGRAMS

**COUN 5506 School Counseling Foundations.....................................................................3(3-0)** Overview of principles of counseling in modern schools and study of counseling services, best practices and basic concepts relating to organization and operation of school counseling programs. Investigation of program research; design implementation and evaluation; counseling intervention approaches; and the integration of counseling theory, principles, practice and applied research.

**COUN 5510 Assessment and Appraisal ...............................................................................3(3-0)** Overview of principles and techniques of testing and assessment in counseling. Focusing on interpretation of test scores, statistical concepts, reliability, and validity. Strategies for selecting, administering, and interpreting assessment and evaluation instruments.

**COUN 5512 Counseling Strategies and Techniques ...........................................................3(3-0)** This course provides an understanding of the counseling process, including the behaviors that influence helping processes, essential interviewing and counseling skills, establishing appropriate counseling goals, designing intervention strategies, evaluating client outcomes, and terminating the counselor-client relationship. *Prerequisite: COUN 5500*

**COUN 5515 Group Counseling and Dynamics...................................................................3(3-0)** A theoretical and experiential approach to understanding group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. Legal issues and ethical standards related to group counseling are explored. *Prerequisite: COUN 5512*

**COUN 5517 Family Counseling ...........................................................................................3(3-0)** Uses a systems perspective for understanding family dynamics and examines major models of family and related interventions. A rationale is introduced for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

*Prerequisite: COUN 5512*

**COUN 5520 Multicultural Counseling Theory and Practice ............................................3(3-0)** An examination of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. *Prerequisite: COUN 5500*

**COUN 5531 Career Development and Counseling.............................................................3(3-0)** Focus on career development theories and decision-making models, occupational and labor market information resources, technology-based career information systems; career development and educational planning, implementation, and evaluation. *Prerequisite: COUN 5500*

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|  | **SCHOOL COUNSELING** |  |
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**COUN 5540 Consultation .....................................................................................................3(3-0)** Exploration of effective counseling and consultation with teachers, administrators, parents and community resources. Emphasizes the theories, models, and processes of consultation

and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate; strategies to promote, develop, and enhance effective teamwork within the school and larger community. *Prerequisite: COUN 5528*



**COUN 5555 Directed Independent Study ...........................................................................3(3-0)** A systematic study of problems of special interest in counseling. Students are guided in topic selection and provided with the opportunity to conduct an independent or action research project. *Prerequisite: COUN 5506, COUN 5528 or permission of Program Coordinator*

P ROGRAMS

**COUN 5570 Practicum.........................................................................................................3(3-0)** A minimum of 100 clock hours of supervised clinical experience conducive to the modeling, demonstration, and development of counseling skills. The practicum requires 40 hours of direct service with clients, including experience in individual counseling and group work. Counseling interviews will be recorded. Proof of professional liability insurance coverage is required. *Prerequisite: COUN 5500, COUN 5506, COUN 5512, COUN 5520, COUN 5528, COUN 5531, COUN 5600 or permission of Program Coordinator*

**COUN 5575 Selected Topics in Counseling .........................................................................3(3-0)** This seminar features a combination of lecture, discussion, research and presentation. Topics vary each time course is offered. This class may be taken more than once for credit under different topics. *Prerequisite: permission of Program Coordinator*

**COUN 5595 Internship .......................................................................................................3(3-0)** Supervised 600 clock hour internship in a school setting. The requirement includes a mini- mum of 240 direct service clock hours and supervision by the University supervisor and the cooperating school counselor. *Prerequisite: COUN 5510, COUN 5620 or permission of Coordinator*

**COUN 5596 Thesis.............................................................................................................3(3-0)**

Preparation and defense of student research under the supervision of the thesis advisor. *Prerequisites: COUN 5510, COUN 5620 and all COUN required courses or permission of Coordinator*

**COUN 5600 Ethical and Legal Issues in Counseling.........................................................3(3-0)** The course will provide information germane to current issues, policies, laws, and ethical code mandates to professional school counselors. A thorough examination of the ACA and

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ASCA ethical codes and standards will be included. *Prerequisite: COUN 5510, COUN 5620 or permission of Coordinator*

**COUN 5605 Leadership and Advocacy ................................................................3(3-0)**

This course will help students understand and facilitate the use traditional and new (leadership and advocacy) counseling skills to promote the academic, career, and personal/social development of students within systems.

**COUN 5610 Crisis Counseling and Intervention................................................................3(3-0)**

This course provides an overview of the types and models of crisis intervention used in school and community settings. Consideration of school culture, organization, client variables including developmental needs, diversity and cultural issues will be addressed. Primary, secondary, and tertiary prevention in the School setting will be included.

*Prerequisite: COUN 5512*

**COUN 5620 Research and Program Evaluation for Counselors ......................................3(3-0)** This course presents a survey of research methods, statistical analysis, needs assessment, and program evaluation. Students use technology and statistical methods in conducting research and program evaluation. *Prerequisite: COUN 5510 or permission of Coordinator*

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**Teacher Support Services Endorsement**



This certification endorsement program is available to professional teachers who hold

LEVEL 5 certification and who are nominated by their school principals. The 6 semester hour se-quence leads to certification in Teacher Support Services (TSS). This type of certification is in- tended for professional classroom teachers who are preparing to be supervisors of student teachers, mentors for interns and beginning teachers, and other staff development services. The complete program consists of the following courses:

D EGREE

EDUC 5587 Introduction to Teacher Support Services ..................................................3 hrs

EDUC 5588 Internship in Teacher Support Services......................................................3 hrs

EDUCATIONAL, PSYCHOLOGICAL AND READING FOUNDATIONS

COURSE DESCRIPTIONS

**EDRG 5594 - Introduction to Theory & Pedagogy in Reading Education........................3(3-0)** This course is designed to provide an overview of foundational knowledge for reading instruction and practical, technological and theoretical information about the reading and writing processes needed to instruct diverse populations are covered. Current research in the field of reading education is included to equip the teacher with a balanced perspective.

**EDRG 5595 - Diagnostic & Prescriptive Procedures in Reading Education.....................3(3-0)**

This course is designed to provide teachers with knowledge and skills of varied assessment information in order to compare, contrast and analyze students’ proficiencies and difficulties. Also, recognizing variability in reading levels and extending assessment to further determine appropriate services are emphasized.

P ROGRAMS

**EDRG 5596 - Content Area Literacy ....................................................................................3(3-0)**

This course is designed to provide teachers with knowledge and skills of varied instructional strategies information in order to assist students’ proficiencies to transmit these strategies to support reading and writing instruction. Also, identifying students’ learning styles and helping learners connect their learning styles with methods of literacy skills in content areas are emphasized.

**EDUC 5500 - Educational Statistics ..................................................................................3(3-0)**

Application of basic descriptive statistics to education. Data graphs and tables, probability, sampling statistics, correlation and hypothesis testing are studied.

**EDUC 5501 - Educational Research......................................................................................3(3-0)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas are presented.

**EDUC 5502 - Action/Classroom Research ............................................................................3(3-0)**

Advanced research, including action research, as it applies to the classroom.

**EDUC 5504 - History of Education .......................................................................................3(3-0)** A survey of major developments in the rise of public school in the U.S. from the colonial period to the present.

**EDUC 5509 - Philosophy of Education .................................................................................3(3-0)**

A study of the basic tenets of education focusing on current issues and their basic assumptions in schools. The derivations of issues and practices are analyzed.

**EDUC 5512 - Sociology of the Inner-City Child...................................................................3(3-0)**

This course is a study of the inner-city child. It is designed for the development and implementation of strategies to effectively assist with understanding inner-city children.

**EDUC 5513 - Language Study for Middle Childhood .........................................................3(3-0)**

Focuses on elements of language study appropriate to middle childhood including the history and nature of language, the grammar of English, dialects, usage, study skills, spelling and hand- writing.

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**EDUC 5514 - Literature for Middle Childhood ...................................................................3(3-0)** Wide reading and critique of literature for middle grades youth. The middle grades literature curriculum will be covered in this course.

**EDUC 5515 - Adolescent Literature ......................................................................................3(3-0)**

Study of literary instruction and of selected literary works, including drama, short story, poetry, essay and novel, relevant to the needs, values and interests of adolescents. Consideration is given to selection of materials, motivation of reading and the development of literary skills appreciation.

P ROGRAMS

**EDUC 5518 - Methods and Materials of Language Arts in the Elementary School.........3(3-0)**

This course is designed to cover institutional methods, instructional materials and evaluation procedures in teaching language arts in early childhood education.

**EDUC 5524 - Methods and Materials in Teaching English.................................................3(3-0)**

Instructional procedures, student activities, materials and evaluation of English in the middle and secondary schools.

**EDUC 5528 - Teaching Composition in Secondary Schools................................................3(3-0)**

Curriculum, methods and materials for teaching composition in secondary schools, including the theories, approaches, techniques and procedures from prewriting through evaluation.

**EDUC 5531 - Mathematics Concepts in Secondary Schools ...............................................3(3-0)**



Current problems in teaching mathematics in the secondary school with emphasis on defining objectives, analyzing content and individualized instruction.

**EDUC 5533 - Methods and Materials in Teaching Secondary School Mathematics ........3(3-0)**

Study of methods, materials and strategies for teaching mathematics; evaluative processes and current problems in mathematics education.

**EDUC 5538 - Curriculum Planning ......................................................................................3(3-0)**

Principles of curriculum planning and development are applied to the specific subtitle area.

**EDUC 5540 - Curriculum Principles.....................................................................................3(3-0)** Models for curriculum development and the forces that bear on curriculum decision-making will be studied. This is the basic course in principles of curriculum development for graduate students, including those from diverse backgrounds with a variety of career goals.

**EDUC 5542 - Curriculum Needs and Trends .......................................................................3(3-0)**

Thorough analysis of the nature and curriculum needs and trends of middle grade students, including program rationale, goals, principles, organizational patterns and instructional alternatives.

D EGREE

**EDUC 5550 - Educational Measurement ..............................................................................3(3-0)**

Theory and use of standardized measurement instruments in educational settings.

**EDUC 5553 - Psychology of the Inner-City Child................................................................3(3-0)** Analysis of the special problems that arise in the relationship between teachers and students in the inner-city community; review of innovative programs with field observations and investigations of psychological, cultural and ecological factors which most strongly influence education in this setting.

**EDUC 5555 - Clinical Approach to Classroom Analysis .....................................................3(3-0)**

Intensive study of various components of the teaching-learning process in the classroom using the latest instructional technology.

**EDUC 5563 - Science in the School Curriculum ..................................................................3(3-0)**

Designed for both elementary and secondary teachers; focuses on the development of science curricula in the schools. Rationale and style of recent curriculum innovations in science, the history and development of science in the schools, approaches to curriculum development and application to current school problems.

**EDUC 5570 - Strategies of Instruction in Science ................................................................3(3-0)**

Designed for teachers in middle schools and high schools. Provides a study of the following topics: nature of science and implication for teaching nature of learning science, a system for instruction, instructional skills and evaluation of science teaching.

**EDUC 5587 - Introduction to Teacher Support Services.....................................................3(3-0)**

Designed to introduce the professional teacher to the theories and practices of supervising stu-

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dent teaching, internships, mentoring beginning teachers and other support services designed for staff development of professional personnel. Prerequisite: Consent of instructor

**EDUC 5588 - Internship in Supervision of Student Teaching ............................................3(1-9)**



Application of the theories and practices introduced in EDUC 5587. *Prerequisite: Must be as- signed to supervise a student teacher, intern or beginning teacher*

**EDUC 5590 - Practicum I: Internship in Early Childhood Education (preschool) ............3(3-0)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

D EGREE

**EDUC 5591- Practicum II: Internship in Early Childhood Education (primary)..............3(3-0)**

Field-based experiences providing an opportunity for extensive training and application of knowledge with children in the area preschool of early childhood education.

**EDUC 5593-4-5 - Internship in the Secondary School ........................................................3(3-0)**

Students gain potential application of knowledge gained through courses taken. *Prerequisite: Consent of instructor*

**EDUC 6600 - Advanced Educational Psychology ................................................................3(3-0)**

A study of the theories of learning in public elementary and secondary schools with special at- tention to the Georgia model. Basic overview of memory and behavior is presented. The thrust of the course is to improve learning in schools.

**EDUC 6700 - Foundations in Education. ..............................................................................3(3-0)**

A general survey course of organizational design, governance, finance, philosophy, curriculum, leadership, classroom control, management and psychology of learning.

**EDUC 7101 - Advanced Educational Research ....................................................................3(3-0)**

A study of research methods, procedures and design, including preparation of research abstracts. Writing reports in the field of education and related areas is presented. Action research is focused on current problems in schools.

P ROGRAMS

**MEED 5500 - Introduction to the Selection of Print and Non-Print Materials ................3(3-0)**

Introduction to the selection process. The student will develop selection criteria for many types of materials and will evaluate selection services.

**MEED 5510 - Production of Educational Media .................................................................3(3-0)**

Design and production of instructional materials. Design and application are related to current theories of communication.

**MEED 5530 - Selection and Utilization of Educational Media...........................................3(3-0)**

Designed to meet the needs of experienced educators to improve competencies needed to select, utilize, evaluate and modify the wide range of educational media.

**PSYC 5509 - Introduction to Behavior Modification ..........................................................3(3-0)**

Introduction to the principles underlying behavior modification and behavior analysis as they apply to various settings. Applied behavior projects will be required. Emphasis will be placed on empirical findings.

**PSYC 5515 - Educational Psychology ...................................................................................3(3-0)**

Introduction to the application of psychological theory of educational problems, including the methods of learning and instruction. (This course is a prerequisite for advanced courses in re- lated areas.)

**PSYC 5520 - Developmental Psychology...............................................................................3(3-0)**

Examination of dynamics of psychological development throughout the human life cycle with emphasis on the period from infancy through adolescence. Various theoretical perspectives, as welt as related research, are studied. (This course is a prerequisite for more advanced courses in related areas.)

**PSYC 5530 - Adolescent Psychology .....................................................................................3(3-0)**

Study of theory and research on behavior and development of adolescents and youth with emphasis on the implications of these data for education and socialization over the transitional period from childhood in contemporary American society.

**PSYC 5550 - Theories of Learning ........................................................................................3(3-0)**

A study of various theories of learning using tapes, film, lectures and class discussion.

**PSYC 5555 - Conditions of Learning ....................................................................................3(3-0)**

A study of the fundamental principles of human learning. The practical implications in educa-

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tion, including learning processes involved in conditioning, verbal learning, transfer, memory, concept formation, perceptual learning, problem-solving, thinking, language and motor learning.

**READ 5503 - Improving Reading Instruction**



**for the Middle School Reading Program 3(3-0)**

A course designed to acquaint middle grade teachers with strategies for improving the teaching of reading in the middle grades. Emphasis on improving content, reading-study skills and writing-thinking skills.

P ROGRAMS

**READ 5505 - Improving Reading Instruction in the Content Areas....................................3(3-0)**

A course designed to acquaint secondary school teachers with instructional strategies and materials for implementing reading instruction through subject matter courses.

**READ 5555 - Diagnosis of Reading Difficulties.....................................................................3(3-0)**

A course designed to analyze the causes of reading problems as well as provide knowledge in the principles of diagnosis and remediation, with major emphasis on formal and informal assessment techniques.

D EGREE