





Graduate Studies in Education



Graduate Studies in Education

- **Master of Education**

Dr. Junior High, *Director*

- **Master of Arts***

- **Master of Arts in Teaching***

Dr. Andrew Summa, *Academic Director*

Graduate Studies in Education include degree options that provide professional and academic development for both in-service and pre-service teachers. Graduate degrees in Education include concentrations that enable students to enhance their pedagogical expertise. In addition, concentrations are available that will prepare students to assume leadership roles in education. Opportunities are also available through the graduate degree programs in Education that lead students to initial licensure/endorsement. The Master of Arts and the Master of Arts in Teaching English Language Learners degrees are offered through a partnership between Lipscomb University and Learning Collaborative, Inc.

Master of Arts

- **Special Education (MASE)**
- **Learning and Teaching (MALT)**
- **Administrative Stewardship (MAAS)**

Master of Arts in Teaching

- **English Language Learners (MATELL)***
- ### ESL Endorsement Program*

The Master of Arts in Special Education (MASE), the Master of Arts in Learning and Teaching (MALT), the Master of Arts in Administrative Stewardship (MAAS), and the Master of Arts in Teaching English Language Learners (MATELL)* include traditional coursework, field experiences, subsidized and unsubsidized internships, project-based learning activities, case studies, on-site school consultations, cohort learning experiences, and career guidance.

The components of the program are:

The Cohort Learning Community is a group of like-minded persons who engage in a continuous dialogue and learning experience and remain together throughout the program. It functions as a contextual framework in which the construction of meaning is communally-based. The cohort approach encourages self-management, collaborative problem-solving, self-reflection, shared obligation, and open dialogue.

The Integrated Course Content Model reflects a non-linear approach to the presentation of content. Faculty illuminate the interconnectedness of content across disciplines and the convergence of disparate contextual ideas. In essence, content from multiple courses is presented simultaneously in formal lectures, seminars, preceptorials, dialogue salons, praxis-based action research initiatives, electronically mediated learning events, internship and mentorship experiences and experientially based workshops.

MASE, MALT, and MATELL include an Enhanced Teaching Practicum for individuals working toward initial teaching licensure.

MAAS includes the Beginning Administrator Practicum.

Enrollment in the programs leads to **licensure/endorsement, licensure/endorsement in Special Education Modified K-12 (MASE), licensure/endorsement in English as a Second Language preK-12 (MATELL), or licensure/endorsement in one of the traditional licensure areas offered in the Lipscomb undergraduate program (MALT).**

All NCATE, INTASC, NBPTS, ISSLC, CEC, and Tennessee Standards are met.

These programs offer an exceptional opportunity as a newly approved design. The programs have been reviewed favorably by the Tennessee Department of Education's Office of Teacher Education and Accreditation. It has been

granted conditional approval, as is traditional for new university programs. The continuing process of review and accreditation is under the direction of the department. All participants in the program will receive Lipscomb University degrees and will be privileged to all the rights and responsibilities thereof.

Students seeking initial teacher licensure may be required to take selected undergraduate courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education.

* Approval by the Commission on College of the Southern Association of Colleges and Schools pending.

Master of Education

- Instructional Leadership
- School Administration and Supervision

The Master of Education (M.Ed.) degree program continues Lipscomb's tradition of excellence in teacher education. As part of Lipscomb's Christian academic community, the mission of the program is to prepare caring and competent educational leaders

- who practice their craft in an exemplary manner
- who possess attitudes and values worthy of imitation
- who are able to relate to members of all communities within the educational experience
- who possess knowledge essential for the profession.

To receive the Master of Education (M.Ed.) degree, a student must complete (1) a 30-semester hour program with a major in Instructional Leadership or (2) a 33-semester hour program in School Administration and Supervision. The availability of a variety of elective courses makes the degree plan attractive to licensed teachers seeking a master's degree, those individuals who have a bachelor's degree in a field other than education and who want to meet initial teacher licensure requirements in conjunction with earning the Master of Education degree, individuals who desire to take graduate courses for teacher recertification or professional development, or individuals who would like to obtain a Beginning Administrator endorsement. Students seeking initial teacher licensure may be required to take selected undergraduate courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education.

All NCATE, INTASC, NBPTS, ISSLC and Tennessee Standards are met.

Admission Policies and Procedures

Undergraduate Degree and Performance

The standard for full admission into a master's degree program is an accredited bachelor's degree with a minimum cumulative grade point average (GPA) during the last 60 semester hours of college work of 3.00 on a 4.00 scale, and an acceptable combined verbal and quantitative score of 800 or higher on the Graduate Record Examination (GRE) or a score of 380 (30) or higher on the Miller Analogies Test (MAT).

An applicant holding an unaccredited degree or a substandard GPA, GRE/MAT score, or one who is within one semester of completing a bachelor's degree at Lipscomb, may be considered for conditional admission. Lipscomb students who are completing their bachelor's degrees in teacher education and have met all other admission requirements may take graduate courses during the semester immediately preceding graduation.

Unaccredited Degree and/or Substandard Admission Scores

Should conditional admission be granted, the following stipulations will apply:

Unaccredited Degree: If the student's transcript shows deficiencies in liberal arts courses as defined by the Southern Association of Colleges and Schools, the student will be required to demonstrate the understandings and skills normally associated with a liberal arts education, particularly in oral and written communication skills. The student may be required to remove the deficiency by successfully completing undergraduate level courses. The minimum standard is as follows: 30 hours of coursework drawn from three areas—humanities/fine arts, social/behavioral science, and natural science/mathematics; evidence of competence in oral and written communication skills; and fundamental mathematical skills.

Substandard Admission Scores: : If the GPA during the last 60 semester hours of college work is between 2.50 and 2.99, or the GRE score is between 750 and 799, or the MAT score is between 370 (25) and 383 (29), the student must complete a minimum of 9 hours of graduate work at Lipscomb with a grade of "B" or above before the conditional admission is removed.

Students who are denied admission because of a GPA below 2.50 during the last 60 semester hours of undergraduate work, or a GRE score below 750, or an MAT score below 370 (25), may reapply for admission after completing

12 semester hours of approved undergraduate credits or 9 semester hours of approved graduate credits with a grade of “B” or higher from an accredited institution or after obtaining an acceptable score on the GRE or the MAT.

Student Classifications

Students are admitted to graduate courses in one of five categories:

1. Fully-Admitted Graduate Student: one who has satisfied all admissions requirements. (Average of 3.0 for last 60 hours, MAT/GRE acceptable scores.)
2. Conditionally Admitted: one who has been admitted from an unaccredited school or with a substandard GPA or GRE/MAT score; or a transfer student with a graduate GPA between 2.50 and 2.99; or a student who has not completed a bachelor’s degree program. The transfer student must be in good standing at the previous institution attended.
3. Non-Degree: one who has been admitted to graduate studies and has met all admission requirements except GPA or MAT/GRE. The student may take up to 9 semester hours for graduate credit which may be applied toward a master’s degree if the student makes a grade of “B” or better in the courses taken for credit and all admission requirements (GPA and entrance test score) are met and the student is formally admitted to a graduate program as a degree-seeking student.
4. Unclassified Student: one who does not meet the academic requirements for regular admission and wants to take courses in the graduate curriculum; no academic credit will be awarded; continuing education units may be awarded. A student who has an incomplete admission file at the time of registration and who has been admitted as an unclassified student has until the final “drop date” in the first semester in which the student attends classes to satisfy all admission requirements; at that time, if the requirements have been satisfied, the student’s classification will be changed to either “Fully-Admitted Graduate Student,” “Conditionally Admitted,” or “Transient Student.”
5. Transient Student: one who is currently enrolled as a student in good standing at the post-bachelor’s level at another graduate school, wishes to take courses at Lipscomb, and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.
6. Probationary Student: one who has been re-admitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master’s degree. Only those students who meet the requirements for “Fully-Admitted Graduate Student” described above are eligible for candidacy.

Transfer and Waiver of Courses

Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the master’s degree. The director (M.Ed.) or appropriate faculty member (M.A. or M.A.T.) of the graduate education program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a “B” will be considered for transfer.

Special consideration for course waiver may be given the student who has special study and/or experience in a given subject area. The waiver will be by means of an examination that is passed with a grade of “B” or better. A \$140 fee is charged for each examination taken (includes \$55 for evaluating and recording, and \$85 per course for constructing and administering). A maximum of 6 hours may be waived by examination. Arrangements for a waiver are to be made through the graduate studies office. No graduate credit is awarded.

Admission Procedure

Admission to graduate studies at Lipscomb is conditioned upon satisfying certain general standards. In order to act upon a student’s application, the following items must be submitted:

1. Application form
2. Personal statement
(This form concerns the applicant’s career goals, how a graduate degree from Lipscomb is perceived in relation to those goals, and the student’s degree of motivation for the program.)
3. References (2)
 - a. College or university administrator or professor
 - b. Current supervisor or employer
4. Official transcript(s) showing degree conferral
5. Combined score from the verbal and quantitative portions of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)
6. A completed health form signed by a healthcare provider
7. Students must schedule an initial conference with the graduate office to plan the program of study.

The application form and other requisite information as noted above should be submitted to the appropriate graduate studies office no later than seven days before the beginning of classes in which the student plans to enroll. Prompt

attention will be given to application forms and procedures as well as to inquiries concerning additional information. Applicants should indicate the intended degree program on both the application and on the envelope.

Financial Information

Tuition and Fees for 2008-09

Lipscomb University does not operate for profit. The expense to the student is kept to a minimum while striving for efficiency and high academic standards. Tuition and other fees do not cover the cost for providing services. The graduate programs are made possible by the generosity of hundreds of people who believe in academic excellence and faithful devotion to a Bible-centered education. (Scholarship information is available on page 20.) The fees for graduate students for the 2008-09 academic year are as follows:

Basic charges* per semester for graduate program

Tuition per semester hour of graduate credit (includes Campus Safety Fee)	\$650
Audit fee per course of graduate work	275

Special Fees

Late registration/Late becoming official fee**	165
Withdrawal fee.....	160
TMS (Monthly Payment) enrollment fee (not available summer)	80
Returned check fee	32
Graduation fee	175
M.A., M.A.T. program fee (one time, non-refundable)	450
ESL Endorsement program fee (one time, non-refundable).....	250

Room and Board Charges per semester are available in the undergraduate catalog

* Effective June 1, 2008

** Does not apply to employer reimbursements if the university is notified in advance with written approval.

Christian Schools Scholarship

Teachers at schools associated with the churches of Christ may be eligible for a 40 percent discount on tuition to the Graduate Education Program. Contact the director of the graduate education program for more information.

Inservice Scholarships

The Graduate Education Program at Lipscomb offers an In-Service Scholarship (26% discount) for currently employed full-time teachers and/or administrators who enroll in a graduate education program. Contact the Graduate Education Studies office for more details.

Lipscomb Scholarships

Scholarships are awarded each semester as funds are available to selected students in the graduate programs. These recipients must have full admission status.

Scholarship awards will be made by the Graduate Scholarship Committee. The application form, self-evaluation form, one reference, and a scholarship application form must be filed before action will be taken by the Scholarship Committee. A 3.00 GPA must be maintained to be eligible for a scholarship.

Academic Policies

Course Load

A student enrolled for six hours is considered a full-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.

The M.Ed. Fast Track Program meets on six Saturdays during a semester, allowing a student to take six hours of credit each semester. Twelve hours are possible during summer sessions. Classes that are scheduled at night meet for 150 minutes per week for the entire semester.

Academic Standing

Good Academic Standing

To remain in good academic standing, the graduate education student must maintain a cumulative 3.00 GPA and a 3.00 GPA on the most recent 12 semester hours of work.

Probation

Should the student's cumulative graduate GPA fall below 3.00, he/she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than 6 hours during any term the probation applies.

The probationary student is required to achieve a 3.00 cumulative GPA by the time the student has complet-

ed the next 9 hours of course work. A course(s) may be repeated to achieve the requisite GPA. If the requisite GPA is attained, the academic probation status will be removed.

Suspension

If the requisite GPA is not attained, the student will be suspended from graduate studies at Lipscomb for the following semester, after which the student may apply for readmission. The student may be required to appear before the Graduate Committee.

A graduate course in which a student has earned a “C” or “F” may be repeated. In such cases, only the higher grade will be used to compute the student’s GPA. Failing grades will provide no credit toward the degree but will be included in figuring scholarship level, unless replaced with a higher grade by repeating the course(s). A 3.00 GPA must be maintained to be eligible for financial assistance.

Appeals to suspension decisions should be made in writing to the Associate Provost for Graduate Studies.

Degree Completion Requirements

Residency

No period of formal residency is required for a degree in graduate education.

Statute of Limitations

All requirements for the M.Ed. degree must be completed within a seven-year period from the time of initial matriculation. All requirements for the M.A. and M.A.T. degrees must be completed within two years.

Candidacy

During the course of pursuing the M.Ed. degree, the student must be admitted to “candidacy.” For admission to candidacy the student must satisfy the following:

1. Complete all required undergraduate deficiencies if admitted on condition.
2. Complete at least twelve hours of graduate work.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an “Application for Candidacy” form with the graduate office.
5. File a degree plan in the graduate office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed at the same time that an “Application for Candidacy” is filed.
6. Have an interview by the Graduate Committee.

After admission to candidacy and approval of the degree plan, any changes in the degree plan must be approved by the administrator of the graduate program and the dean of the college. The application for candidacy must be filed before the beginning of the student’s last semester in the program. No student will be allowed to graduate in the same semester in which the application for candidacy is filed.

Students enrolled in M.A. and M.A.T. degree programs are considered candidates from the time they are admitted to the program.

Comprehensive Examinations (M.Ed.)

A written comprehensive examination over the material covered is required of all candidates for the M.Ed. degree. In special cases an oral examination may also be necessary. A composite score of “75” or better is required.

A student must apply for the comprehensive examination by the time the student has completed 27 hours of the required course work for graduation. The examination must be completed no later than one semester after the completion of 33 hours.

The purpose of the examination is to assess the student’s ability to apply principles covered in the M.Ed. degree program and to analyze, synthesize, and evaluate information related to the content of the degree program. The application process is as follows:

1. The student must inform the administrative assistant of the intent to take the comprehensive examination by requesting and completing the appropriate form. When the form is signed by the administrator of the program, a date for the examination will be established and communicated to the student. The student will be notified of the time and place at least 10 working days before the examination is administered.
2. The examination will be prepared by an Examining Committee (appointed each semester by the director of the graduate program). The examination(s) must be passed with a minimum of 75 points out of 100 on the exam.

The Examining Committee will select five questions from a bank of questions submitted by the faculty members in whose classes the student was enrolled during his/her degree program. The student will select four of the five questions to answer during the three-hour examination period.

3. The grade(s) for the test questions must be submitted by the appropriate professor to the administrator of the graduate program within 10 working days after the examination. The grades will be filed in the graduate studies office.

The director of graduate studies will immediately inform the student of the results after receiving the grades.

4. If the student fails to pass the examination upon taking it for the first time, the student may petition the Examining Committee for permission to take the examination again. The Examining Committee may require further study for credit by the student before permitting the student to re-take the examination.
5. If the student fails to pass the examination the second time, the student may take the examination for the third time only after successfully completing a planned program of study for credit (grades of “B” or better in all planned program courses) as specified by the Examining Committee.
6. If the student fails to pass the examination the third time, the student will be dismissed from graduate studies at Lipscomb.
7. Examinations shall be administered three times during the school year: November, April, and July.

Exit Presentation

Each M.Ed. degree-seeking student is required to conduct a 30-minute multimedia presentation for graduate faculty, students, and invited guests. This presentation provides students the opportunity to demonstrate their development of leadership, research and technology skills. MALT, MASE, MAAS and MATELL candidates present a culminating project to a juried review committee as a capstone activity for the program.

Minimum Credits

The minimum number of semester credits necessary for a master’s degree is 30 for (M.Ed.) Instructional Leadership, and 33 for (M.Ed.) Administration/Supervision, exclusive of hours accumulated to satisfy academic deficiencies or to seek initial teacher licensure.

Thirty-six hours are required for the MALT and MATELL degrees, and 42 hours for the MASE and MAAS degrees, all in stipulated courses delivered through an integrated course content model, exclusive of hours accumulated to satisfy academic deficiencies.

Minimum GPA

The minimum cumulative grade point average (GPA) for all graduate education programs is 3.00 for all graduate courses taken for graduate credit while pursuing the degree or seeking initial teacher licensure. No grade below a “C” is acceptable. Such grades will not apply toward degree completion.

Appeals

Any exceptions to the above stated requirements would require approval via the appeal process established by the university Graduate Academic Leadership Team.

Graduation

Students must register for GN 999X the semester all coursework will be completed for graduation. Students who do not file their Intent to Graduate form in the Registrar’s Office by the end of the first week of their last semester may be delayed in graduating. A graduate hooding ceremony is held as part of the May and December graduation festivities.



Master of Education

The following courses will be offered to students wishing to earn the M.Ed., the M.Ed. with initial teacher licensure, or the Beginning Administrator endorsement.

Required for all majors (21 hours)

EG 5103	Research Foundations	3 hrs
EG 5113	*History & Philosophy of American Education	3 hrs
EG 5123	The Master Teacher	3 hrs
EG 5203	*How We Learn	3 hrs
EG 5223	Communication for the Educator	3 hrs
EG 5233	Effective Leadership	3 hrs
EG 5243	*Teaching & Learning with Computers I	3 hrs

MAJOR—Instructional Leadership (15 Hours)

EG 5213	*Theory & Design of Instruction	3 hrs
EG 5363	**Academic Project	3 hrs
Elective		3 hrs

MAJOR—School Administration and Supervision (21 Hours)

EG 5253	Administering the School	3 hrs
EG 5333	Contemporary Issues in School Law	3 hrs
EG 5343	Curriculum Development & Analysis	3 hrs
Elective		3 hrs

- Students seeking the Beginning Administrator License must also successfully pass the PRAXIS “School Leaders Licensure Assessment.”
- Students in School Administration and Supervision must complete a mentoring experience.

ELECTIVES (6 Hours Required for Instructional Leadership; 3 hours Required for School Administration and Supervision)

EG 5253	Administering the School	3 hrs
EG 5303	*Foundations of Special Education	3 hrs
EG 5313	*Managing The Learning Environment	3 hrs
EG 5333	Contemporary Issues In School Law	3 hrs
EG 5343	Curriculum Development & Analysis	3 hrs
EG 541C	*Enhanced Student Teaching	12 hrs
EG 5503	Independent Study	3 hrs
EG 5523	*Teaching & Learning with Computers II	3 hrs
EG 5533	Administrative Mentoring Seminar	3 hrs
EG 513V	Alternative Licensure Mentoring	1-3 hrs
EG 570V	Special Topics	1-3 hrs

(Special topics include “Balanced Literacy,” Steven Covey’s Seven Habits of Highly Effective People, and many more.)

* Meets licensure requirements for graduate students seeking initial teacher licensure.

** Required of all graduate students pursuing the M.Ed. degree in Instructional Leadership and who are not seeking initial teacher licensure in conjunction with the M.Ed. degree

Course Descriptions

EG 5103 Foundations of Research (3)

The student will become acquainted with current research in his/her discipline and will focus upon the application of the research in the classroom. The student will exhibit an understanding of elementary statistical analysis techniques and principles of effective research design and methodology by designing a research proposal, including a review of the literature. The proposal will focus upon a significant problem in education.

EG 5113 History and Philosophy of American Education (3)

The student will develop an understanding of the role of the teacher throughout the development and reforms of the American public education system and the role of the teacher as an instructional leader. The relationships among educational goals at the local, state, regional, national, and global levels will be explored. Past and current education reform movements will be evaluated in light of teacher involvement and leadership.

- EG 5123 The Master Teacher (3)**
 The student will study the instructional and leadership principles that Jesus followed as He taught and ministered. Methodologies, such as modeling and the use of parables, the way He taught values, and His application of pedagogy in a multi-cultural environment, will be studied. The course will focus on practical applications of the principles in today's classroom.
- EG 5203 How We Learn (3)**
 The student will participate in an advanced study of learning theories, human growth and development, and motivation. The cognitive, emotional, and physical characteristics of children in grades K-4, 5-8, and 9-12 will be contrasted. Case studies and clinical observations will be used to develop the skills and knowledge necessary to identify different learning styles among students and to develop appropriate instructional strategies.
- EG 5213 Theory and Design of Instruction (3)**
 The student will research and understand various teaching models and will refine his/her personal philosophy of instruction through classroom observations. The student will exhibit skills and knowledge necessary to research, design, and implement instruction within a team approach.
- EG 5223 Communication for Educators (3)**
 The student will gain an understanding of the models of communication as they apply to leadership in the school environment and will develop the knowledge and skills necessary to reduce barriers and to build strong supportive relationships through effective communication. The student will also identify strengths and weaknesses of his/her own communication process in the school and community environment.
- EG 5233 Effective Leadership (3)**
 The student will understand the major problems faced by leaders in today's schools and communities. Principles and techniques of effective leadership will be researched, and a personal philosophy of leadership will be developed and stated by the student. The role of the teacher as leader within the school and community will be examined, especially within current education reform movements.
- EG 5243 Teaching and Learning with Computers I (3)**
 The student will develop the skills and knowledge necessary to use prepared computer software or authoring software to improve instruction, learning, and management of information, and to take the lead in introducing these instructional tools to students, teachers, and administrators. Skills needed to evaluate the appropriateness and usefulness of software are taught in conjunction with current research findings. There are no prerequisites, and no computer programming will be taught. MacIntosh and IBM computers are used.
- EG 5253 Administering the School (3)**
 The student will gain an understanding of schools as organized systems and how the schools are administered and supervised through an examination of appropriate theory, research, and practice. Emphasis will be on contemporary approaches to school operation and supervision, and how to solve problems of communication, curriculum, budget and finance, facility utilization, personnel allocation, community resources, and student needs.
- EG 5303 Foundations of Special Education (3)**
 The student will learn to assess the needs of at-risk and special needs students in order to form instructional strategies, especially among a team of teachers, and/or to refer the students to the appropriate resource persons. Includes theories of assessment and the development of skills and knowledge needed to analyze and implement teaching strategies for use with gifted students. Contemporary legal issues concerning students with special needs will be reviewed.
- EG 5313 Managing the Learning Environment (3)**
 The student will understand the underlying motivations for, and various procedures for dealing with, misbehavior. The student will be able to express in writing a personal philosophy of classroom management. Special attention will be given to becoming a lead teacher in developing cooperative discipline strategies among fellow teachers, school administrators, and the community.
- EG 5333 Contemporary Issues in School Law (3)**
 The student will study the laws and court decisions that impact the teacher as a professional regarding such issues as classroom discipline, teacher negligence, and students' rights. Students will become especially familiar with contemporary issues in school law.
- EG 5343 Curriculum Development and Analysis (3)**
 The student will develop an understanding of the principles of curriculum change and development. Techniques to analyze and select curricula that are appropriate to stated goals and objectives will be reviewed. Understanding of leadership techniques that can help a committee chairperson facilitate the

development and/or analysis of curricula by a committee at the local school level will be reviewed. The student will be required to evaluate and to identify strengths and weaknesses of traditional curriculum development models. The student will form a personal philosophy of curriculum development.

EG 5363 Academic Project (3)

The student will research a problem related to instruction, propose a solution, and test its effectiveness by applying the solution in a classroom setting. A written report of the results will be submitted at the conclusion of the project. Prerequisites: the successful completion of ED 5103 and two of the following: EG 5203, EG 5213, EG 5223, EG 5233, or EG 5243.

EG 541C Enhanced Student Teaching (12)

The student will spend 15 weeks as a student teacher in two sequentially assigned classroom settings. The student will be expected to demonstrate skills and knowledge appropriate to the age of the children and the subject matter for which the student is seeking licensure.

EG 5503 Independent Study (3)

The student will propose and conduct a special study or project with the consent and guidance of a graduate faculty member. A student may receive credit for completing EG 5503 a maximum of two times. Prerequisite: approval by the Director of Graduate Studies in Education.

EG 5523 Teaching & Learning with Computers II (3)

The student will further develop technology skills that facilitate student instruction and learning. This course will cover a considerable number of e-learning tools with social networking capabilities as well as abilities to engage students in quality collaborative projects. Students will also develop skills in the use of video and audio-capturing software. Additionally, research will be done to determine the latest developments and trends in the use of the Internet in the classroom. Although this course may be taken fully online, instruction will also be available in the technology lab for students who prefer not to take the course online.

EG 5533 Administrative Mentoring Seminar (3)

This course is designed to meet the objectives outlined by the State of Tennessee for an individual to obtain the *Professional Administrators License*. The course will provide a customized professional development program (jointly developed by principal, superintendent, university, and mentor). This course will consist of required readings, literature circles for discussion of content, and development of a professional administrative portfolio. The course will be primarily field-based with minimal class meetings at certain intervals during the process. Prerequisite: Beginning Administrator License.

EG 513V Alternative Licensure Mentoring (1-3)

This course provides a mentor to teacher candidates who are teaching on an alternative license type I or II. The mentoring component has a requirement of 2 hours credit for the first two semesters and 1-hour credit for the two semesters of the second year of the program. The course is provided as a means of support for the teacher candidate who chooses to take an alternative route to certification and meets the State of Tennessee requirement for mentoring.

EG 570V Special Topics (1-3 hours)

Selected topics from the field of education are offered. The format of the course is determined by the topic. Field experiences may be required. Prerequisite: Permission of instructor. Offered as needed.

Master of Arts in Administrative Stewardship (42 hours required)

The Master of Arts in Administrative Stewardship (MAAS) degree program is dedicated to creating authentically grounded venues for dialogue on stewardship, facilitating leadership as pedagogy, and creating learning communities that facilitate capacity-building, problem-solving, and the articulation of a moral voice. Program participants become skilled in establishing “sacred” educational communities that foster attitudinal transformation and overt behavioral change in all stakeholders. The Master of Arts in Administrative Stewardship degree program provides endorsement as a beginning administrator, preK-12.

The curriculum addresses the professional goals of those candidates who seek to lead school improvement efforts from positions within the classroom (i.e., lead teacher), for those who seek administrative endorsement (BAL), and for those who seek to restructure schools from non-traditional positions and vantage points, including charter and magnet schools, community-based agencies, and private school practitioners.

The program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, and 7) a Beginning Administrator Practicum component.

Course of Study

The following courses (42 hours) are required for the MAAS degree.

AS 5013 Stewardship as Pedagogy	3 hrs.
AS 5022 Redefining the Learning Community as Covenantal Construct	2 hrs.
AS 5032 Performance Theory and Capacity Building in the Schoolhouse	2 hrs.
AS 5042 Quality Assurance, Accountability, and Reflective Practice	2 hrs.
AS 5053 Studies in Curriculum Development: Elementary, Middle, and Secondary Education	3 hrs.
AS 5063 Teacher Supervision, Evaluation and Professional Development	3 hrs.
AS 5072 Linking Student Learning and Teacher Practice to Clinical Assessment	2 hrs.
AS 5082 Mediating Change on the Micro-Macro Levels	2 hrs.
AS 5092 Budgeting and Means – Testing Program Efficacy	2 hrs.
AS 5102 Building Collegueship through Professional Practice Networks	2 hrs.
AS 5112 The Law in Education	2 hrs.
AS 5122 Tests and Measurements: Mining Student Performance Data	2 hrs.
AS 513C Practicum for Beginning Administrators	12 hrs.
AS 5143 Culminating Project: Applying and Integrating Theory and Practice	3 hrs.

Course Descriptions

AS 5013 Stewardship as Pedagogy (3 hours)

Stewardship as “care taking” is grounded in supervision. Leadership as stewardship facilitates the transfer of organizational knowledge through cultural learning experiences, mindscapes, and ritualistic practices; here supervision is seen as possibility. Participants identify their moral voice, develop strategies that facilitate collective problem solving and access approaches to community-building that create and sustain a “culture of caring.”

AS 5022 Redefining the Learning Community as Covenantal Construct (2)

Participants construct an intellectual understanding of educational communities with moral purpose and shared goals. Strategies that develop schools as learning communities, empowered by leadership that is spiritually-based, ministerial in nature, and requiring selfless service, are examined. Skills and competencies to establish schools as communities of place, of mind, and of relationships based in covenantal agreement, are developed.

AS 5032 Performance Theory and Capacity Building in the Schoolhouse (2)

Participants identify and apply specific policies and practices that recognize teachers' worth, develop leadership skills, enhance pedagogy, and facilitate change decisions that impact building and district programs and operations. Performance theory networks are analyzed for their impact on creating school environments that honor centrality of the classroom, respect professional collegiality, and foster professional practice networks.

AS 5042 Quality Assurance, Accountability, and Reflective Practice (2)

Creating effective school communities that serve diverse students is paramount for educators. Participants apply research-based change strategies including curriculum management, audits, strategic benchmarking, appreciative inquiry, strategic planning and tactical implementation processes, professional practice networking, and concerns-based adoption models in real-world contexts. Comprehensive improvement strategies, to enhance academic achievement, increase productivity, and facilitate accountability, are studied.

AS 5053 Studies in Curriculum Development: Elementary, Middle, and Secondary Education (3)

Social, psychological, instructional, contextual, and content aspects of curriculum design, development, and implementation at the K-12 instructional level are studied. Participants examine significant events, research, and praxis that impact curricula design, program implementation, student assessment, and evaluation. Participants enhance their knowledge and understanding of technology related to curriculum development, management, and evaluation.

AS 5063 Teacher Supervision, Evaluation and Professional Development (3)

“Effective teaching” is mediated by the professional communities where practitioners apply their craft. Teacher practice is related to norms, expectations, and values of the professional community; and, effective communities embrace collegial work settings, team teaching models, peer review, self-evaluation, and peer observation protocols. Professional development must be knowledge producing, facilitative, collegial, and professionally empowering.

AS 5072 Linking Student Learning and Teacher Practice to Clinical Assessment (2)

A framework for learning-centered assessment provides participants with instruments, techniques, and epistemological disposition(s) effectively linking clinical assessment to teacher practice. Participants learn how to design learning tasks that are anchored in authentic, real-world applications, how to design and implement school-wide and district-wide assessment plans, and how to evaluate the efficacy of an educative assessment initiative.

AS 5082 Mediating Change on the Micro-Macro Levels (2)

Transcendence and transformation, foundational forms of change are omnipresent in all educational entities. This course enables participants to identify and apply the elements of personal transformation in such a way as to effect ideological, organizational and cultural change. They explore the nature of connective language as a facilitating force that promotes conflict transformation.

AS 5092 Budgeting and Means – Testing Program Efficacy (2)

Participants study financial management and budget development processes, including zero-based budgeting procedures, revenue enhancement, and cost containment practices. Effective budget building theories and approaches are analyzed and evaluated relative to their impact on the prioritization of allocations within both growth and cost-cutting environments. Participants develop and apply selected means testing processes.

AS 5102 Building Collegueship through Professional Practice Networks (2)

Participants explore strategies to rethink and reinvent schools for the purposes of developing and sustaining the best educational practices, to contribute to the pre-service education of teachers, and to provide for continuing development. Participants identify organizational structures that respect and nurture the wisdom of practice as well as the contributions of research.

AS 5112 The Law in Education (2)

Participants examine the legal foundations of public education in Tennessee and the United States; explore the jurisdiction of the U.S. Department of Education, the Tennessee Department of Education and its local school boards. First Amendment and Supreme Court decisions on discrimination statutes, church and state relationships, and the legal responsibilities of school personnel are studied.

AS 5122 Tests and Measurements: Mining Student Performance Data (2)

Program participants are trained in the processes to transform data into meaningful information that impacts instruction. Selected psychometric measures and evaluation procedures are examined, analyzed, and evaluated using case study applications. Curricula congruence and alignment are measured using empirically designed instruments to demonstrate the theoretical, correlation, or causal relationships that exist between teaching and testing.

AS 513C Practicum for Beginning Administrators (12)

Participants serve in long-term field placements with building or district administrators to facilitate exposure to and understanding of requisite leadership skills in various strategic realms, including assessment theory, guidance policy and practices, students transportation, building management, and leadership as stewardship.

AS 5143 Culminating Project: Applying and Integrating Theory and Practice (3)

Candidates demonstrate in-depth understanding of leadership theory, and apply protocols, that enable administrative stewardship. Each candidate develops a comprehensive project in the application of leadership practice. The project demonstrates understanding of current literature on leadership pedagogy, the nature of reflective behavior, and the value of capacity building through stewardship.

Master of Arts in Learning and Teaching (36 hours required)

The Master of Arts in Learning and Teaching (MALT) degree program is designed to transform teacher preparation from a teaching-centered paradigm to a learning-centered paradigm. The coursework, curriculum, and instructional delivery system present teaching and learning structures that create learner-centered environments, espouse a constructivist approach to learning theory that shapes knowledge and knowing as individually mediated experiences, and teaches *how* to learn as much as they teach *what* to learn. The MALT program mission incorporates the standards articulated in the NCATE, INTASC, NBPTS and Tennessee state initiatives.

The program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, 7) an Enhanced Teaching Practicum, and 8) eligibility for Licensure/Endorsement in Elementary Education (K-6) and Secondary Grades (7-12).

Course of Study

The following courses (36 hours) are required for the MALT degree.

LT 5012	Teaching and Learning: Integrating Theory, Research and Practice	2 hrs.
LT 5022	Exploring the Learner Development Continuum	2 hrs.
LT 5032	Integrating Learning Domains through Transformative Practice	2 hrs.
LT 5042	Protocols for Establishing Effective Learning Communities	2 hrs.
LT 5052	Educative Assessment: Promoting and Facilitating Learning	2 hrs.
LT 5062	Cultural and Social Impact of Learning, Thinking, and Teaching	2 hrs.
LT 5072	Physiological and Psychological Foundations: Learning and Teaching	2 hrs.
LT 5082	Experientially Modulated Authentic Learning and Teaching	2 hrs.
LT 5092	Foundations of Knowing: The Acquisition of Knowledge, Understanding, and Creating Meaning	2 hrs.
LT 5102	Dialogic and Interactive Teaching and Learning	2 hrs.
LT 5112	Reflective Teaching and Learning	2 hrs.
LT 512C	Enhanced Teaching: Classroom Performance as Transformative Event	12 hrs.
LT 5132	Culminating Project: Applying and Integrating Theory and Practice	2 hrs.

Teachers who have already earned licensure or those who are currently teaching full-time on an alternate teaching license will not be required to take LT 512C. A mentorship course for six hours and a case study and field research course for six hours will substitute for the 12-hour enhanced teaching component. These courses appear below.

LT 5126	The ADEPTT (Teacher Training) Course	6 hrs.
LT 5146	Case Study and Field Research	6 hrs.

Course Descriptions

LT 5012 Teaching and Learning: Integrating Theory, Research and Practice (2)

Classroom practitioners learn to integrate into practice, new information, knowledge, and complex ideas about learning. The course focuses on how learning systems establish and foster learning communities; how classroom practitioners integrate research, theory, and practice in authentic classroom environments; and, how reflective practices and supportive structures become embedded in the educational ecology.

LT 5022 Exploring the Learner Development Continuum (2)

This course presents learning as process, applying Grow's four-stage learning model in authentic classroom situations. Learners are viewed as dependent (Stage 1: requiring explicit coaching); seen as setting goals (Stage 2: moderately self-directed); having intermediate levels of self-direction (Stage 3: participants in their education); and, setting self goals (Stage 4: autonomous, self-directed). Four challenges in developing learner-centered teaching are addressed: I: Understanding the Development Process in Context, II: Responding to Students at Different Levels, III: Designing a Sequence of Learning Experiences, IV: Designing a Learning-centered Curriculum

LT 5032 Integrating Learning Domains through Transformative Practice (2)

A trans-disciplinary view of learning, including integration, development, and performance, shifts the learning paradigm from heuristic to integrated, accenting four growth domains: reasoning, development, performance, and self-reflection...each facilitating primary educational aims: 1) development of thinking skills (declarative knowledge); 2) development of holistic meaning; 3) development of self-reflective strategies; and 4) development of exemplary performance practice skills.

LT 5042 Protocols for Establishing Effective Learning Communities (2)

Authentic learning (moral, ethical and effective) is examined in the context of community and mutual concern. Establishing protocols for generating life enhancing learning, requires the teacher, administration, and all stakeholders to develop covenantal understandings, goals and a collective vision. Protocols for developing trust, positive intention and articulation of the moral voice are explored.

LT 5052 Educative Assessment: Promoting and Facilitating Learning (2)

Achievement targets, learning outcomes, performance standards, assessment protocols and product anthologies frame the pedagogy for understanding. Assessment, both formative and summative, reveals learning outcomes, programs quality, and institutional efficiency. Educative assessment (fostering academic introspection) is viewed as the fulcrum to reduce the gap between teaching intent and teaching effect.

LT 5062 Cultural and Social Impact of Learning, Thinking and Teaching (2)

Programmed learning, the development of thinking protocols (habits and processes of mind), and the styles, mechanisms and patterns of teaching, all arise from societal needs and influences of cultural. This course explores the anthro-cultural, sociological and economic influences on educational programming and the impact on teaching and learning.

- LT 5072 Physiological and Psychological Foundations of Learning and Teaching (2)**
 Psychological and physiological factors originate learning experiences. As sources of “connecting to reality” they demand the resolution of dissonance. The course explores environmental settings and their impact on cognitive, affective and psycho-motor development. Such elements as developmental phases, learning incentives, and teacher expectations contribute to the nature of how learning and teaching are accomplished. The learning code, reading code and thinking code are analyzed.
- LT 5082 Experientially Modulated Authentic Learning and Teaching (2)**
 The course investigates learning content as it is culturally sourced, project based, self actualized, acquired through direct experience, interactive, self reflective and self correcting. It accents teaching performance as community grounded, assessment driven, teacher facilitated learner-centric, and content-context based. Lesson design and execution are project based, culturally connected, cooperative and learner-centered.
- LT 5092 Foundations of Knowing: Acquiring Knowledge, and Creating Meaning (2)**
 Participants develop strategies for promoting learning and establishing effective practice in authentic classroom venues. Participants study human potential through specific instruments including: Measures of Intellectual Development (MID), Critical Thinking Appraisal (CTA), and Test of Cognitive Development (TCD), among others. A Classroom Environment Scale (CES) is used to measure a) involvement, affiliation, and teacher support; b) task orientation, task completion; c) order and organization, rule clarity, teacher control); and d) system innovation.
- LT 5102 Dialogic and Interactive Teaching and Learning (2)**
 Dialogic interactions improve understanding, diminish dispute, apply ideas in new environments, and improve knowing in ways that promote the creation of meaning. Dependent on listening, suspending disbelief and concretized assumptions, and allowing time for thinking processes to mature enables deep inquiry, promotes understanding, and integrates thoughts. Dialogue invites interaction, establishes content in context, promotes knowing and meaning, and enables functional learning.
- LT 5112 Reflective Teaching and Learning (2)**
 Reflective teaching is examined through practitioner habits of mind, manifest as practice, habits of inquiry, and habits of assessment. The model includes: 1) knowledge of self as teacher, 2) knowledge of content, 3) knowledge of teaching and learning, 4) knowledge of students, and 5) knowledge of school and societal contexts. Participants explore, apply, and evaluate the Circle of Praxis as a fulcrum for teaching and learning.
- LT 512C Enhanced Teaching: Classroom Performance as Transformative Event (12)**
 Enhanced student teaching, a professional semester, includes full day teaching and observation as induction for teaching candidates. It includes ongoing reflective dialogue with a University mentor and LEA cooperating teachers. The experience focuses on individuals’ special needs and skills and on teaching in diverse settings. Seminars focus on application and analysis of teaching performance.
- LT 5132 Culminating Project: Applying and Integrating Theory and Practice (2)**
 The culminating project demonstrates in-depth understanding of theory and proficiency in application of self selected phases of teaching as each may influence learning. From the perspective that teaching is a learnable art, and with an appreciation that research and development undergird the practice of this art, each candidate is required to develop a comprehensive project in an application of educative practice.

MALT — ADEPTT Requirement

- LT 5126 The ADEPTT Teacher Training Course (6)**
 The ADEPTT (Accelerated Development and Exemplary Professional Teacher Training) course addresses the needs of uncertified teachers who are working under the provisions of alternative licensure or permit status. It offers comprehensive training in the protocols, frameworks, and practices that will enable classroom practitioners to successfully engage in teaching while they simultaneously develop the knowledge, skills, dispositions and competencies necessary to achieve permanent licensure. The course helps teachers avoid isolation by promoting the development of professional camaraderie. It also introduces beginning teachers to the fellowship of educators by building skills crafted in an atmosphere of cooperation. In addition, new teachers are mentored by experienced practitioners who help them attain exceptional skills, insights and professional dispositions. This course consists of 12 four-hour graduate study sessions that orient program participants to job-specific tasks, including lesson design, instructional delivery and evaluation, skills and content-specific assessment design, behavior management strategies and the review of myriad practices mandated by NCLB and IDEA.
- LT 5146 Case Study and Field Research (6)**
 This course addresses the need for educators to identify, prioritize, and use selected research methodologies to solve classroom and/or departmental problems. This offering integrates the reflective seminar orienta-

tion of LT 5112 with research strategies to yield practical and proven remedies for educational problems including issues of student achievement, classroom management, pedagogy and assessment. The focus of this course is on facilitating authentic action research and culminates in a classroom, departmental or school-wide, case study. Seminars focus on qualitative and quantitative methodologies as they relate to the case study approach. Program participants, working in collaboration with a university professor and a site-based (i.e., school) mentor, identify a significant problem that is currently affecting the teaching/learning process, facilitate rigorous academic research on the identified issue, facilitate the development of a case study based on a clear hypothesis, and construct a Plan of Action to remedy the identified problem.

Master of Arts in Special Education (42 hours required)

The Master of Arts in Special Education (MASE) degree program provides participants with the opportunity to earn certification and endorsement for special education instruction, modified K-12. The program views teaching as complex, contingent, reciprocal, and continually shaped and re-shaped by students' responses to their learning experiences. It focuses on the need to understand and organize content and knowledge, as well as assist in creating cognitive maps for learners. Instruction in modes of cognition, motivation and learning theory, educative feedback, and diagnostic instrument application, scoring, and reporting provide the contextual grounding for program participants.

The MASE program includes 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a Student Assessment and Program Evaluation Framework, 5) an Electronically-Mediated Learning Component, 6) a Circle of Praxis Approach to Learning, and 7) an Enhanced Teaching Practicum.

Course of Study

The following courses (42 hours) are required for the MASE degree.

SE 5013	Foundations in Special Education, Early Childhood and Developmentally at Risk Students	3 hrs.
SE 5023	I.D.E.A. and A.D.A. Regulatory Guidelines and Implications	3 hrs.
SE 5033	Diagnosis and Remediation of Reading Problems	3 hrs.
SE 5043	Assessment and Remediation of Exceptional Students	3 hrs.
SE 5053	Inclusionary Teaching Practices	3 hrs.
SE 5063	Collaborative Transitions: Home/School/Community	3 hrs.
SE 5073	Teaching and Learning: Psychological and Behavioral Management of Classified Students	3 hrs.
SE 5083	Instructional Methodology for Diverse Learners	3 hrs.
SE 5093	Topics in Spectrum Disorders: Autism, PDD, ADD and ADHD	3 hrs.
SE 510V	Enhanced Student Teaching Practicum: Classroom Performance as Transformative Event	12 hrs.
SE 5113	Culminating Project: Applying and Integrating Theory and Practice	3 hrs.

Teachers who have already earned licensure or those who are currently teaching full-time on an alternative teaching license will not be required to take SE 510V. A mentorship course for six hours and a case study and field research course for six hours will substitute for the 12 hour enhanced teaching component. These courses appear below.

SE 5126	The ADEPTT (Teacher Training) Course	6 hrs.
SE 5136	Case Study and Field Research	6 hrs.

Course Descriptions

- SE 5013 Foundations in Special Education, Early Childhood and Developmentally at Risk Students (3)**
Federal and Tennessee state regulations, governing early childhood special education (ECSE preK-3) and foundations in K-12 service delivery and instruction for classified students, are studied. Historical, philosophical, sociological, and educational contexts of special education are explored and attention is given to understanding the developmental characteristics, definition, and etiology of major disabling and at-risk conditions.
- SE 5023 I.D.E.A. and A.D.A. Regulatory Guidelines and Implications (3)**
Statutory guidelines that govern the application of major components of all federal mandates for special education, including PL 101 476-Individuals with Disabilities Education (I.D.E.A.), Americans with Disabilities Act (ADA), and section 504 of the Rehabilitation Act are examined. Classification distinctions are examined, as are program adaptations for inclusion, designs for appropriate Individualized Education Plans (IEPs), and alternative instructional approaches to address student needs.
- SE 5033 Diagnosis and Remediation of Reading Problems (3)**
The cognitive, linguistic, perceptual and neurological underpinnings of reading and reading disabil-

ities are studied. Protocols that reveal access to language structures for unraveling the reading conundrum, the etiology of culturally based reading disabilities, linguistic variation and disability, variation in neurological function, and educator's efforts to improve literacy skills among classified students are explored. Reading readiness, emergent literacy, spelling systems and decoding, reading models, comprehension and schema theory are examined.

SE 5043 Assessment and Remediation of Exceptional Students (3)

Principles and practices of assessing the exceptional student are explored, as are ethical considerations in assessing special needs. Assessment, evaluative and diagnostic instruments and procedures are analyzed, including the Woodcock Johnson-III, the WISC-III/WISC-IV, and Oral Gray Test. Ethical considerations in assessing special needs within cultural, linguistic and racial populations; diagnostics; referrals; assessment measures; observation anecdotes; assessment results and summary recommendations, are explored.

SE 5053 Inclusionary Teaching Practices (3)

Theoretical perspectives and practical procedures for educating classified students in the general education classrooms is supported by clinical planning, implementing, and evaluating instruction and assessment protocols for students with disabilities. IDEA reauthorization guidelines are reviewed. Classifications of disabilities are defined and diagnoses are prescribed.

SE 5063 Collaborative Transitions: Home/School/Community (3)

Schools, families, and the community are important contexts for the education and development of children with disabilities. Participants learn to work collaboratively with families, service providers, and community organizations in compliance with by I.D.E.A. regulations. They learn to collaborate with school personnel (e.g., social worker, psychologist, speech and reading specialist) to ensure that classified students are valued members of the classroom and larger community.

SE 5073 Teaching and Learning: Psychological and Behavioral Management of Classified Students (3)

Participants study clear and precise descriptions of psychological research and its impact on learning and performance theory, especially as it impacts classified students affected by these disabilities: Strauss Syndrome, perceptual handicaps, mild brain dysfunction, organicity, neurological dysfunction, dyslexia, dysgraphia, and streptosymbolia. Protocols for Individualized Educational Plans-IEPs, Individualized Family Service Plans-IFSP, and Individualized Accommodation Plans-IAPs are explored.

SE 5083 Instructional Methodology for Diverse Learners (3)

Participants learn dispositions, pedagogical strategies and techniques, and philosophical underpinnings required for teaching exceptional students. Long-range and daily lesson planning, requisite for skillful instructional delivery of curricula, is taught. The role of the Committee on Special Education in facilitating transition planning is analyzed.

SE 5093 Topics in Spectrum Disorders: Autism, PDD, ADD and ADHD (3)

Participants review those learning systems manifest in teaching children with autism. Participants explore related disorders grouped as "Pervasive Developmental Disorders", including atypical autism, Rett's Disorder, and Childhood Disintegrative Disorder. Causes of autism spectrum disorders are examined and diagnosed; and evidence-based interventions are analyzed.

SE 510V Enhanced Student Teaching Practicum: Classroom Performance as Transformative Experience (6 or 12)

Enhanced student teaching, a professional semester, includes full day teaching and observation as induction for candidates preparing to teach Special Education K-12. It includes ongoing reflective dialogue with a University mentor and LEA cooperating teachers. The experience focuses on individuals' special needs and skills and on teaching in diverse settings. Seminars focus on application and analysis of teaching performance.

SE 5113 Culminating Project: Applying and Integrating Theory and Practice (3)

The culminating project demonstrates in-depth understanding of theory, and proficiency in application of self selected phases of teaching as they affect exceptional learners. From the perspective that teaching is a learnable art, and with an appreciation that research and development undergird the practice of this art, each candidate is required to develop a comprehensive research based project in an application of educative practice, and grounded in a significant issue in Special Education.

SE 5126 The ADEPTT (Teacher Training) Course

The ADEPTT (Accelerated Development and Exemplary Professional Teacher Training) course addresses the needs of uncertified teachers who are working under the provisions of alternative licensure or permit status. It offers comprehensive training in the protocols, frameworks, and practices (i.e., knowledge, skills, and dispositions) that will enable classroom practitioners to successfully engage in teaching while they, simultaneously, develop the knowledge, skills, dispositions and competencies necessary to achieve permanent licensure. The course helps teachers avoid isolation by promoting the development of professional communities. It

also introduces beginning teachers to the fellowship of educators by building skills crafted in an atmosphere of cooperation. In addition, new teachers are mentored by experienced practitioners who help them attain exceptional skills, insights and professional dispositions. This course consists of regular four-hour graduate study sessions that orient program participants to job-specific tasks, including lesson design, instructional delivery and evaluation, skills and content-specific assessment design, behavior management strategies and the review of myriad practices mandated by NCLB, IDEA, CEC, and INTASC.

SE 5136 Case Study and Field Research

This course addresses the need for educators to identify, prioritize, and use selected research methodologies to solve classroom and/or departmental problems. This offering integrates the Reflective Practice Seminar orientation of SE 5126 with research strategies to yield practical and proven remedies for educational problems, including issues of student achievement, classroom management, pedagogy and assessment. The focus of this course is on facilitating authentic action research and culminates in a classroom, departmental or school-wide case study. Seminars focus on qualitative and quantitative research designs and methodologies as they relate to the case study approach. Program participants, working in collaboration with a university professor and a site-based (i.e., school) mentor, identify a significant problem that is currently affecting the teaching/learning process, facilitate rigorous academic research on the identified issue, facilitate the development of a case study based on a clear hypothesis, and construct a Plan of Action to remedy the identified problem.

Master of Arts in Teaching English Language Learners (36 hours required)

The Master of Arts in Teaching English Language Learners (MATELL) degree program provides eligibility for initial licensure/endorsement in English as a Second Language. It is uniquely dedicated to presenting all coursework required to support the teaching craft as it applies to educating English Language Learners PreK-12. As such, it enables teachers to develop the knowledge, skills, and disposition of teaching English as a Second Language in ways that produce the highest potential for both the teacher and for English Language Learner proficiency. Here, the candidate encounters “best teaching” practices, applied linguistics, second language acquisition research, specialized curriculum development, culture-based pedagogy for language learning, and extensive application of testing and assessment as mechanisms for promoting efficacious teaching.

Course of Study Course Descriptions

TELL 5013 Teaching English as a Second Language: Integrating Theory, Research, and Practice (3)

Grounded in a review of second language acquisition theories, this course will address the teaching of reading, writing, and content through a second language. The focus will be on the methodology of teaching a second language, identifying appropriate second language materials, establishing dynamic learning communities, designing effective educative assessment strategies and instruments for English Language Learners. Participants will develop a case study on an individual child, identifying developmental variations in reading, writing and language acquisition, and develop a pedagogically sound literacy curriculum that addresses the identified needs.

TELL 5022 Classroom Management: Strategies, Techniques, and Dispositions (2)

The course explores environmental settings and their impact on cognitive, affective and psychomotor development. Such elements as developmental phases, learning incentives, and teacher expectations contribute to the nature of how learning and teaching are accomplished.

TELL 5031 Technology in English Language Learning (1)

This course aims to provide students with an in-depth knowledge and understanding of the theoretical and practical use of Information Communications Technologies (ICT's) in second language teaching and learning. It focuses on analyzing and responding to English Language Learners' “needs” using specific technology related to language teaching methodology and pedagogical theory, where the language learning need takes priority over the technology. The “corpus,” a collection of ELL texts, work products, and transcribed speech that is stored in electronic form and analyzed using selected computer programs, will be studied.

TELL 5042 Teaching Reading and Writing to English Language Learners (2)

The course content addresses a number of salient issues that are at the core of teaching English as a second language, including principles of task and activity design, lesson planning, textbook analysis, assessment and testing, classroom management, grading, and program evaluation. Much of the current SLA research has been motivated by an interest in human cognition itself rather than focusing on actual classroom practice, and the transfer of new insights to real world classrooms has been limited. Therefore, the purpose of the course is to provide pre-service ELL teacher candidates with the ability and confidence

to create English learning environments that meet the needs of ELL students, motivate English Language Learners to perform at their fullest potential, and assess the second language learning continuum as it applies to both the individual student, the ESL classroom, and the curricula of each core content area.

TELL 5052 Linguistics: Implications for Teachers of English Language Learners (2)

The theoretical foundations of language and its implications for the classroom will be a prominent focus in this course. Additionally, participants will examine the five basic linguistic areas of study: phonetics, phonology, morphology, syntax, and semantics. Participants in the course will engage in a systematic study of the way language works, examining the theoretical foundations of language and its implications for the classroom. Special emphasis will be placed on English language pragmatics. Participants will deconstruct language into its components and distinguish the process that takes place in language acquisition.

TELL 5062 Issues in a Linguistically Diverse Society (2)

This course examines typical stages of language acquisition in monolingual and multilingual children in both formal and informal education. Participants will examine various theories about language acquisition and diversity, and the role that teachers play in the child's development of language. The political, educational, social, and emotional, aspects that determine the stratification of languages and dialects will also be considered. A significant segment of the course will deal with ways in which students learn English as a second language within a cultural context, and the strategies that teachers use to help English language learners learn the language, and to fully integrate English Language Learners into general education classrooms.

TELL 5073 Educational Assessment: Promoting and Facilitating Language and Content (3)

This course presents a rationale for learning-centered assessment of English Language Learners as well as an overview of the instruments and techniques to effect clinical summative evaluation. It delineates the evolution of the Educative Assessment Framework and presents standards and criteria to judge the value and effectiveness of this unique approach to assessment. The core of the Educative Assessment Framework is predicated on the implementation of a standards and performance-based design that includes Achievement Targets, Performance Standards, Criteria and Indicators (Rubrics, Model Specifications, Standard-Reference and Authentic Tasks), Performance Genre, and Contextual/Content Benchmarks.

TELL 5082 Teaching English as a Second Language on the Elementary Level (2)

Students will research second language teaching and learning in elementary schools. The course content examines the view that language learning is a social process situated in a social world of learning and in academic institutions which include a vast range of connections among students' languages, learning, cultures, and identities. We will discuss the multi-faceted teaching methods of English for Academic Purposes (EAP), including how discipline-specific study skills are related to language acquisition and the transition from pedagogic genres (e.g., essays, term papers) to increasing authentic genres associated with various academic disciplines and are manifest in second language classrooms.

TELL 5092 Teaching ESL in Secondary Schools: Programs, Problematics and Possibilities (2)

The overarching goal of this course is to assist learners and prospective ESL teachers of ELL students in grades 7-12 to gain a greater understanding of how language and literacy practices function within particular content areas to convey distinct types of meaning. The focus is on language-across-the-curriculum education. Candidates will learn how to develop and integrate criterion-referenced assessments into subject-specific curricula. This task-based approach to assessment and evaluation aligns subject-specific Achievement Targets, Learning Outcomes, Performance Tools and Genre-Contexts to assessment protocols. Thus, all second language learning is examined for its functionality within the immediate discourse context.

TELL 5103 Analysis of Effective ESL Teaching: Assessing Teacher Practice (3)

Authentic learning is examined in the context of community and mutual concern. Establishing protocols for generating life enhancing learning requires the teacher, administration, and all stakeholders to develop covenantal understandings, goals and a collective vision. Protocols for developing trust, positive intention and articulation of the moral voice are explored. Critical observations of effective teachers guide candidates in establishing effective practice in authentic classroom venues.

TELL 512C Enhanced ESL Teaching Practicum: Classroom Performance as Transformative Process (12 hrs)

The enhanced student teaching program is a planned professional semester which includes full day teaching and observation activities as an initial step in the induction process for the English as a Second Language (ELL) teacher candidates. The experience of each individual student teacher is planned jointly by members of the Lipscomb University Education Department and personnel from participating Local Education Agencies (LEA). Orientation, continuing training, and support are provided to cooperating teachers by University faculty supervisors in order to enhance their abilities in mentoring and supervision.

TELL 5126 The ADEPTT (Teacher Training) Course* (6)

The Accelerated Development and Exemplary Professional Teacher Training (ADEPTT) initiative, a six (6) credit component of the original MATELL program, will facilitate a unique opportunity to forward ELL teaching designs that develop competent, extended longevity teachers who are skilled in exemplary ELL practices of pedagogy, assessment and curriculum development. The ELL-ADEPTT course addresses the needs of certified teachers who desire to secure an additional endorsement in English Language Learners (ELL). It offers comprehensive training in ELL protocols, frameworks, and practices that enable classroom practitioners to successfully engage in teaching second language learners while they simultaneously develop the knowledge, skills, dispositions and competencies necessary to achieve an additional licensure endorsement in English as a Second Language.

TELL 5132 Culminating Project: Applying and Integrating Theory and Practice (2)

The culminating project demonstrates in-depth understanding of theory, and proficiency in application of self selected phases of teaching as each may influence learning. From the perspective that teaching is a learnable art, and with an appreciation that research and development under gird the practice of this art, each candidate is required to develop a comprehensive project in an application of educative practice.

TELL 5146 Case Study and Action Research* (6)

This course addresses the need for educators to identify, prioritize, and use selected research methodologies to solve classroom and/or departmental issues associated with English Language Learners. This offering integrates the reflective seminar orientation of LT 511 (i.e., Reflective Teaching and Learning) with research strategies to yield practical and proven remedies for educational problems, including issues of student achievement, classroom management, pedagogy and assessment. The focus of this course is on facilitating authentic action research and culminates in a classroom, departmental or school-wide case study in English language learning. Seminars focus on qualitative and quantitative methodologies as they relate to the case study approach. Program participants, working in collaboration with a University professor and a site-based (i.e., school) mentor, identify a significant problem that is currently affecting the ELL teaching/learning process, facilitate rigorous academic research on the identified issue, facilitate the development of a case study based on a clear hypothesis, and construct a Plan of Action to remedy the identified problem.

* Teachers who have already earned licensure or those who are currently teaching full time on an alternative license will enroll in TELL 5126 and TELL 5146 in lieu of TELL 512C.

ESL Endorsement Program

Licensed teachers who would like to seek an additional endorsement in English as a Second Language (ESL) may enroll in the 18-hour graduate-level track in ESL. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching a second language. The program will examine second language acquisition theories, appropriate methods and materials, issues in multicultural learning communities, and effective educative assessment strategies/instruments for English Language Learners.

The ESL Endorsement Program follows the same delivery model as the MATELL degree program, including 1) a Cohort Learning Community, 2) an Integrated Course Content Model, 3) a Pedagogy for Understanding Framework, 4) a focus on student assessment, 5) an electronically-mediated learning component, and 6) a Circle of Praxis approach to learning.

Participants in the ESL Endorsement Program are classified as “Non-Degree Seeking”. The program adheres to the same admission standards and procedures and academic policies of the Graduate Studies in Education Department.

ESL Endorsement Program of Study:

The following courses (18 hours) are required for the ELL Endorsement.

TELL 5013	Teaching English as a Second Language: Integrating Theory, Research, and Practice
TELL 5031	Technology in English Language Learning
TELL 5042	Teaching Reading and Writing to English Language Learners
TELL 5052	Linguistics: Implications for Teachers of English Language Learners
TELL 5162	Issues in a Linguistically Diverse Society
TELL 5073	Educational Assessment: Promoting and Facilitating Language and Content
TELL 5082 or 5092	Teaching ESL on the Elementary Level or Secondary Level
TELL 5103	Analysis of Effective ESL Teaching: Assessing Teacher Practice

Faculty

Charles A. Beaman, B.A. (David Lipscomb University), M.Ed., Ed.D. (Tennessee State University), *Visiting Professor*

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