EDUCATION COURSES (EDN, ELE, RDG, SED)

EDUCATION (EDN)

EDN 5000. Educational Leadership (3 credits)
Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 5010. Principles of Supervision (3 credits)
Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EDN 5030. School Finance (3 credits)
Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state, and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 5040. An Introduction to the Basics Tenets of Education (3 credits)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to introduce students to the foundational fields of education: philosophy and psychology, with an emphasis on the development of an appreciation for the role and responsibility of the teacher as the instructional leader in the educational community. There is a field experience component. COREQ: EDN 5040.

EDN 5050. School Facilities (3 credits)
Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 5120. Advanced Study of Exceptionality in Children (SED 5120) (3 credits)
An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored. Field experience required.

EDN 5130. Individualized Program Development for Exceptional Students (3 credits)
The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 5140. Management of Exceptional Students in the General Classroom (3 credits)
This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 5260. Advanced Instructional Approaches to Middle School Grades (3 credits)
Addresses the unique teaching strategies and specialized materials and resources for the middle grades classroom. Focus on specialized curriculum, and teaching styles which meet these needs, especially interdisciplinary team teaching. PREREQ: EDN 5650 or EDN 5820, EDN 5660, EDN 5500.
Graduate Studies and Research
Education and Counseling (M.A.Ed.)

EDN 5440. Survey of Educational Research (3 credits)
This course is designed to broaden students' ideas and practices of educational research and afford them knowledge regarding typical research approaches and methods in education, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, understanding commonly used descriptive and inferential statistics, and using American Psychological Association (APA) style.

EDN 5450. Introduction to Curriculum Design and Best Practices (3 credits)
This course is intended for students who are enrolled in the Master of Arts in Teaching Program. It is designed to provide students with an introduction to curriculum design and best practices in lesson design, including backward design, instructional strategies such as differentiated instruction, and various forms of assessment. There is a field experience component.

EDN 5460. Field Experience (0 credits)
This course is intended for students pursuing the Master of Arts in Teaching degree. It is designed to provide the structured field experience that supports the practical application of theoretical constructs. Graduate students in programs at UNCP will actively engage with clinical teachers and the K-12 students to broaden their knowledge bases and engage in school-based professional activities. (Course may be repeated.)

EDN 5470. Advanced Classroom Management (3 credits)
This course is designed to develop graduate students' knowledge base related to the theory and techniques of classroom management. Emphasis is placed on how those understandings can be utilized to establish a positive and respectful learning environment for all students. A variety of classroom management programs are examined and evaluated.

EDN 5480. Advanced Foundations of American Education (3 credits)
This course focuses on the multicultural 21st-century classroom and its foundations in educational philosophy and educational psychology. Course activities are designed to nurture the professional disposition for critical self-reflection and to develop the theoretical knowledge base that undergirds best practices in the classroom. Emphasis is placed on promoting positive learning outcomes for all students.

EDN 5490. Effective Educational Leadership (3 credits)
This course is designed to nurture and develop practitioners as leaders in their classrooms, in their schools, in their professions, in their communities, and in the broader society. The primary focus is on teachers as leaders in the teaching-learning process. Graduate students will begin their leadership projects in this course.

EDN 5500. Applied Educational Psychology (3 credits)
Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline. Field experience required.

EDN 5520. Psychology of the Emerging Adolescent (6-9) (3 credits)
An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 5600. Sociological Foundations of Education (3 credits)
Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 5620. Advanced Educational Assessment (3 credits)
This course is designed to address principles, theories, and techniques of educational measurement
and classroom assessment. Topics addressed in this course are assessment techniques; interpreting test results; political, philosophical, and ethical issues in testing and assessment; and applications to classroom, district, and state testing programs.

**EDN 5650. Applied Philosophy of Education (3 credits)**
Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and learning. The process of constructing a professional portfolio based on NBPTS’ guidelines frames course activities.

**EDN 5660. Applied Educational Research (3 credits)**
Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community. Field experience required.

**EDN 5740. Reading Practicum (3 credits)**
In this course, students have practical experience remediating diverse students’ reading difficulties in classroom settings, using a variety of instructional, management, and assessment strategies. Review and critique sessions with colleagues are conducted at spaced intervals during the course. PREREQ: EDN 5340 or consent of the Program Director.

**EDN 5750. Advanced Diagnosis of Reading Difficulties (3 credits)**
In this course, teachers work one-on-one or in small groups of children in a supervised laboratory setting. Published case studies are analyzed and original case-studies developed which include observations, use of evaluation methods, proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Case studies are presented to colleagues for review and refinement. PREREQ: EDN 5740 or consent of the Program Director.

**EDN 5760. Advanced Methods for Middle Grades Instruction (3 credits)**
Course is designed to identify appropriate student learning goals; design learning experiences that include a variety of developmentally appropriate instructional strategies; manage a range of students, materials, and classroom activities; and honor students’ diversity with respect to learning style, motivation, race/ethnicity, gender, and language proficiency.

**EDN 5800. Effective Instructional Practices (3 credits)**
This course explores the development of effective instructional practices designed to significantly improve the academic success of all students. Topics covered in the class include (but are not limited to): responsiveness to students’ needs, reading and writing in the content areas, lesson planning, instructional expectations, technology integration, classroom management, higher-order thinking skills, and diversity. Field experience required.

**EDN 5810. Internship (3 credits)**
Ten week, full-time internship experiences in an off-campus public school setting appropriate for the licensure area. PREREQ: Approval of Graduate Program Director.

**EDN 5820. Instructional Development (3 credits)**
This course provides students with the knowledge and skills required for designing and evaluating instructional plans, units, and educational programs. Topics will include types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Field experience required.

**EDN 5900. Advanced Practicum in Teaching (K-6) (3 credits)**
A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faculty advisor, and or an NBC evaluator will be part of the support group. By arrangement. Fall. PREREQ: Completion of M.A.Ed. course requirements.
EDN 5950. Professional Development and Leadership Seminar (3 credits)
This is the capstone experience for teachers completing the M.A.Ed. in Middle Grades Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published, and submitted for review by the appropriate education graduate faculty.

EDN 5990. Independent Study (3 credits)
An independent study of the problems and issues of education relevant to the student’s major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student’s major advisor.

EDN 6000. Thesis in Education (3 - 6 credits)
The student prepares a Master’s Degree thesis in the area of the student’s major under the individual direction of the student’s major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. PREREQ: Completion of 2I semester hours of graduate work; EDN 5660; permission of the student’s major advisor; and permission of the Dean of Graduate Studies.

EDNS 5xxx. Special Topics (1-3 credits)
Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. PREREQ: Permission of instructor.

ELEMENTARY EDUCATION (ELE)
ELE 5700. Language, Literacy, and Diversity (3 credits)
The purpose of this course is to provide a focus on contexts and processes through which language develops including attainment of second languages, and the cognitive, social/emotional, and cultural aspects of language. This foundation will provide the framework to differentiate curricula, instruction and assessment in listening, speaking, reading, writing, and viewing through the use of culturally diverse and appropriate literature. Students will demonstrate collaboration skills with families and specialists within the school settings. PREREQ: EDN 5660 and EDN 5490

ELE 5750. Curricula Design and Choices (3 credits)
The purpose of this course is to assist teachers in developing comprehensive understanding and ability to implement curriculum frameworks in the 21st century classroom. Teachers will use philosophical viewpoints to inform decisions related to organization, structure and sequence of curriculum, selection of resources, approaches to engaging learners in inclusive, supportive environments and assessment of learner outcomes. PREREQ: EDN 5660 and EDN 5490

ELE 5775. Development, Diversity, and Differentiated Instruction (3 credits)
The purpose of this course is to assist teachers in developing a contextual perception of diverse learners and their educational needs based on information about children’s family life, culture, and stages of development. Teachers will assess children’s development, align curriculum, design instruction to accommodate developmental and cultural differences, and establish respectful learning environments. Teachers will also explore ways to nurture and motivate family involvement in the education process. PREREQ: EDN 5660 and EDN 5490

ELE 5800. Advanced Elementary Mathematics and Science (3 credits)
The purpose of this course is to assist teachers in deepening their understanding of mathematics and science in facilitating student learning. Emphasis will be placed on a constructivist approach to learning, and incorporating research as it translates to instructional practices. Practices will include: skillful structure in sequence of curriculum, approaches to learner motivation and content engagement, establishing routines for managing the learning environment, appropriate methods for assessing resources and student outcomes, differentiation of instruction for students with special needs (environmental and cultural), and establishing collaborative efforts with colleagues and resource specialists in schools and community. PREREQ: EDN 5660 and EDN 5490