The Department of Teaching and Learning offers undergraduate teacher preparation programs with study concentrations in early childhood education and early childhood/special education (grades P-5); middle grades education (grades 4-8); special education (P-12); and the P-12 teaching field in health and physical education. The Master of Arts in Teaching (M.A.T.) program offers secondary and P-12 teacher preparation in the fields of biology, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish, as well as middle grades and special education. The department offers a Master of Education (M.Ed.) program in curriculum and instruction - accomplished teaching, as well as Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees in early childhood education; special education with concentrations in general or adaptive curriculum; middle grades education with concentrations in language arts, mathematics, reading, science, and social studies; and secondary education with concentrations in biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, and political science. In addition to degree programs, the department offers an endorsement in English for Speakers of Other Languages (ESOL). The programs are based upon the concept of developmentally appropriate practices and value diverse, intensive field experiences in a range of grade levels and school settings.

### Teaching and Learning Degrees

#### Educational Specialist Degrees

- Middle Grades Education (Grades 4-8) Ed.S. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/middle-grades-education-grades-4-8-eds-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/middle-grades-education-grades-4-8-eds-online))
- Secondary Education (Grades 6-12) Ed.S. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/secondary-education-grades-6-12-eds-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/secondary-education-grades-6-12-eds-online))
- Special Education (Grades P-12) Ed.S. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/special-education-grades-p-12-eds-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/special-education-grades-p-12-eds-online))

#### Masters Degrees

- Curriculum and Instruction - Accomplished Teaching M.Ed. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/curriculum-instruction-accomplished-teaching-med-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/curriculum-instruction-accomplished-teaching-med-online))
- Early Childhood Education (Grades P-5) M.Ed. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/early-childhood-education-grades-p-5-med-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/early-childhood-education-grades-p-5-med-online))
- Middle Grades Education (Grades 4-8) M.Ed. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/middle-grades-education-grades-4-8-med-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/middle-grades-education-grades-4-8-med-online))
- Secondary Education (Grades 6-12) M.Ed. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/secondary-education-grades-6-12-med-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/secondary-education-grades-6-12-med-online))
- Special Education (Grades P-12) M.Ed. (Online) ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/special-education-grades-p-12-med-online](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/special-education-grades-p-12-med-online))

- Teaching M.A.T. ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/teaching-mat](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/teaching-mat))

#### Teaching and Learning Endorsements

- English for Speakers of Other Languages (ESOL) Education ([http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/english-speakers-other-languages-esol-education-endorsement](http://catalog.georgiasouthern.edu/archive/2015-2016/graduate/education/teaching-learning/english-speakers-other-languages-esol-education-endorsement))

**ECED 7132 Effective Curriculum and Instruction in Elementary Schools**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

Provides students the opportunity to explore the relationship between curriculum and instruction. How to effectively plan curriculum and instruction for elementary classrooms will be emphasized.

**ECED 7230 Advanced Language Arts Methods**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

Designed to build on the graduate students' knowledge of materials and methods of teaching language and literacy in the P-5 classroom. Students will examine issues related to language arts instruction and the theoretical background and research base related to these issues.

**Prerequisite(s):** A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.

**ECED 7232 Children's Literature**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

Designed for the graduate student who has some knowledge of children's literature. Attempts to update the student's knowledge of children's literature in the classroom and media center.

**ECED 7233 Teaching Writing in the Elementary School**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

This course provides students the opportunity for an in-depth examination of both the process and products of writing in P-5 schools. Students will explore the current trends and issues related to the teaching of writing in the elementary school including curriculum and assessment.

**ECED 7330 Advanced Mathematics Methods**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

Designed to provide an extension of the knowledge base acquired at the undergraduate level that is necessary to provide a firm foundation for mathematics instruction to the P-5th grade child. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction.

**Prerequisite(s):** A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.

**ECED 7430 Advanced Science Methods**

*3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.*

An extension of the undergraduate science methods course emphasizing grades P-5. Students are given the opportunity to reinforce and extend basic science content knowledge and science process skills as well as enhance current teaching strategies. The impact of current issues and trends on science instruction will be emphasized.

**Prerequisite(s):** A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.
ECED 7530 Advanced Social Studies Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced course in social studies instructional methodology and inquiry in the P-5th grade classroom. Components and theoretical foundations of early childhood social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered developmentally appropriate and effective for children. Strategies for integrating social studies instruction with other areas of curriculum are investigated through active student participation.
Prerequisites: A minimum grade of "C" in ECED 7132 or EDUF 7130 or EDUR 7130 or permission of instructor.

ECED 7639 Seminar in P-5
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed as a culminating experience for students to integrate educational theory with classroom practice in a P-5 setting. Emphasis is placed on appropriate application of educational theory and content knowledge in a P-5 setting through analysis and evaluation of current classroom practices.

ECED 8890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Early Childhood Education department who will supervise the study.

EDUC 7130 Curriculum, Theories and Design
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

EDUC 8130 Curriculum for Effective Schooling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores the relationship between policy and curriculum with particular attention to how school reform and restructuring efforts affect the curriculum. Special emphasis is given to an analysis of the impact of recent effective schools research, school restructuring and/or the national standards movement upon the formulation and delivery of public school curriculum in the United States.
Prerequisite(s): EDUC 7130.

EDUC 8230 Curriculum Design and Evaluation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines multiple theoretical bases and practical processes by which curriculum planning, design and evaluation decisions can be made. Students will have an opportunity to devise and critique their own plans for developing curriculum projects using one or more of these planning perspectives and processes.

EDUC 9130 Contemporary Curriculum Theorists
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced course in contemporary curriculum theorists in which students will explore the histories and the works of contemporary leaders in the field of curriculum studies. Students will be introduced to the leading edge of curriculum scholarship.
Prerequisite(s): Permission of Instructor.

EDUC 9132 Critical Reading in Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced seminar for doctoral students offering an in-depth study of a specific topic in Curriculum Studies.

EDUC 9230 Power and Schooling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores competing analysis of power and the relationships of these analysis to schooling. Topics include structural, poststructural, Marxist, neo-Weberian, feminist, conflict, and/or critical analysis of power and the process of schooling. Students will read both original writings and interpretive works addressing three or four major theoretical positions of the topic of power.

EDUC 9322 Forms of Curriculum Inquiry
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An examination of major research within the field of curriculum studies, along with an analysis of the varied forms of inquiry used in this research, including philosophical, practical, historical, empirical, theoretical, critical, deliberative and action inquiry, among others.
Prerequisite(s): EDUC 9631 and EDUC 9133.

EDUC 9631 Advanced Seminar in Curriculum Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examination of major curriculum theories, their adequacy and merit. These theories will be studied in their originator's own words from the writings of the theorists themselves.
Prerequisite(s): EDUC 9133.

EDUC 9632 Advanced Seminar in Qualitative Dissertation Writing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides both practical and theoretical implications for qualitative research. Building upon the broad survey research methods studied in EDUC 9231, Qualitative Research in Education, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own research agenda.
Prerequisite(s): A minimum grade of "C" in EDUC 9231.

EDUC 9633 Research Seminar in Curriculum Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explorations and independent research for students in the area of Curriculum Studies for students pursuing the Ed.D. in Curriculum Studies.
Prerequisite(s): Admission to EDD in Curriculum Studies.

EDUC 9999 Dissertation
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the education faculty whose interests coincide with those of the student.
Prerequisite(s): Admission to EDD Candidacy.

FRMS 7331 Early Adolescent Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.
Cross Listing(s): MSED 7331.

FRMS 7535 Teaching Middle Grades and Secondary Mathematics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

SPED 5799G Student Teaching in Special Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Student teaching is a period of guided teaching practice. Under the direction of a clinical supervisor, candidates gradually assume increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility.
Corequisite(s): SPED 4430.
Cross Listing(s): SPED 5799.
SPED 6130 Introduction to Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to examine the etiology, incidence, diagnosis, characteristics and philosophical and educational implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. It is a prerequisite to Master's level coursework in Special Education and meets the educational requirements mandated by H.B. 671.

SPED 6230 Assessment and Procedures in Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide graduate students with prerequisite skills in procedures, and assessment in Special Education. More specifically, this course provides a review of a variety of assessment techniques, including observations, teacher-made tests, criterion referenced assessments, curriculum-based assessment, and standardized evaluation tools for program planning purposes for individuals with special learning needs. In addition, this course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of students with disabilities.
Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 6231 Special Education Laws and Procedures
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of children with special needs. Individual Education Plans, eligibility reports, and transition plans are designed within the current legal and legislative context of special education.
Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 6330 Classroom Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide graduate students with prerequisite skills in classroom management and procedures. More specifically, this course provides an overview of basic procedures for instructional and behavior management of students with disabilities. In addition, this course provides knowledge about legislative requirements and the procedures associated with instructional and behavioral management. Also included in this course is a review of a variety of assessment techniques including observation, interviews, and other informal assessment techniques for use with individuals with disabilities.
Prerequisite(s): A minimum grade of "C" in SPED 6130.

SPED 7090 Selected Topics in Special Education
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Designed to promote specialized training in new and/or emerging topics related to the preparation of practitioners in the field of special education. Attention will be given to a range of special needs as they reach special significance in local systems.
Prerequisite(s): Permission of instructor.

SPED 7133 Collaboration Across the Life Span
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An in-depth examination of the issues confronted by individuals with disabilities and their families across the life span is provided. The consultative and collaborative skills necessary to work with students with disabilities, parents, student services personnel, and community agencies across the life span are taught. Emphasis is placed on planning and implementing transitions at all stages.

SPED 7136 Language Development
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Provides a review of the types and causes of language problems found in exceptional child populations. Provides instruction and demonstration in diagnostic and developmental/remedial techniques in the area of speech/language.

SPED 7630 Seminar in Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Requires students to address a series of topics central to current research and practice in Special education as they relate to a specific area of disability. Students will be required to prepare for and lead class discussion on a topic of their choice.
Prerequisite(s): Completion of 30 hours in MED program.

SPED 7631 Perspectives on Mild Disabilities
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide graduate students with a review of the characteristics of students with mild disabilities and the implications for their education and development. In addition, graduate students will reflect on the inter- and intra- individual differences which define the uniqueness of students with mild disabilities. Course content will integrate legal and social issues related to the instruction of students with mild disabilities.
Prerequisite(s): Prior or concurrent enrollment in SPED 6230 and SPED 6330.

SPED 7632 Methods for Mild Disabilities
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide graduate students with skills in social and learning methods for students with mild disabilities. More specifically, this course provides an overview of basic methodology for academic and social instruction for students with disabilities. In addition, this course provides knowledge about the identification and implementation of a variety of teaching methodologies appropriate for learners with mild disabilities.
Prerequisite(s): A minimum grade of "C" in SPED 7631.

SPED 7633 Introduction to Augmentative Language
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide the graduate candidate with an introduction to Augmentative Language and is designed to develop conversational signing skills at the beginning level. Candidates will develop expressive and receptive sign skills, and learn the manual alphabet, numbers, and sign vocabulary. Other topics include grammar, history, fingerspelling, terminology, and Deaf culture.

SPED 7634 Characteristics and Assessment of Low Incidence Populations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide the graduate candidate with an introduction to the characteristics and assessment of students with moderate to severe disabilities in low incidence categories including mental retardation, sensory impairments, physical disabilities, multiple disabilities, chronic health impairments, autism, and traumatic brain injury. Historical and philosophical perspectives of programs related to students with moderate to severe disabilities using a life-span approach will be explored. Positive behavioral support strategies will be introduced. Developmentally appropriate formal and informal assessment will be addressed. In addition, this course will include reflection on multicultural, diversity, technology, employment and community living issues facing this population of individuals with disabilities.

SPED 7635 Methods for Low Incidence Populations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is designed to provide students with practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with moderate to severe disabilities. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction, with special emphasis on application of the diagnostic-prescriptive process.
Prerequisite(s): A minimum grade of "C" in SPED 7634.

SPED 7736 Intern. in SPED/BD,LD,MR/Mild
3 Credit Hours. 0 Lecture Hours. 10 Lab Hours.
This field-based internship involves the implementation of prescriptive methods for teaching students with disabilities at either the Mild or Moderate/Severe levels. Interns must complete 150 contact hours in a P-12 classroom serving students with the categorical focus identified in the student’s program of study.
SPED 7796 Internship in Special Education
3-9 Credit Hours. 0 Lecture Hours. 10-30 Lab Hours.
This field-based internship involves the implementation of prescriptive methods for teaching students with disabilities at either the Mild or Moderate/Severe levels. Interns must complete contact hours in a P-12 classroom serving students with the categorical focus identified in the student's program of study.
Prerequisite(s): A minimum grade of "B" in SPED 7632 and SPED 7635.

SPED 8130 Administration in Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to develop the skills necessary to organize, house, equip, staff, supervise, and provide specialized educational environments and services for children with disabilities.

SPED 8131 Critical Issues in Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Students will identify and address a series of critical issues in special education from the standpoint of how such issues impact on the practice of education in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of the course.

SPED 8838 Qualitative/Applied Behavioral Analysis Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to provide an in-depth study of the methodology involved in qualitative and ABA research. Provides students with a foundation of skills which will allow them to conduct research independently. In addition, a major goal of this course is to facilitate the development of critical thinking skills which will enable students to make reflective decisions within their professional domain.
Prerequisite(s): A minimum grade of "C" in EDUR 8131.

SPED 8890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
The student will propose and carry out an applied or theoretical project in Special Education.
Prerequisite(s): Permission of program faculty.