



**Lincoln University**

**Advancing the Legacy**

# **Graduate Education Programs**

**Master of Education  
Master of Science in Reading  
Certification Programs**

**Student Handbook**

The Lincoln Plaza  
3020 Market Street  
Philadelphia, PA 19104

*“Who dare to teach must never  
cease to learn.”*

**John Cotton Dana**

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## TABLE OF CONTENTS

	<u>Page</u>
BACKGROUND.....	1
MISSION STATEMENT .....	1
VISION STATEMENT.....	1
GOALS AND OBJECTIVES.....	1
GRADUATE EDUCATION PROGRAMS .....	3
Overall Admission Procedures.....	3
Admission Requirements for Master of Education.....	4
Admission Requirements for Master of Science in Reading.....	5
MASTER OF EDUCATION PROGRAMS.....	5
1. EARLY CHILDHOOD EDUCATION.....	5
Required Courses.....	5
Entrance Criteria.....	5
Retention Criteria.....	6
Exit Criteria.....	6
Implementation Details.....	6
2. ELEMENTARY EDUCATION .....	7
Required Courses.....	7
Entrance Criteria.....	7
Retention Criteria.....	7
Exit Criteria.....	8
Implementation Details.....	8
MASTER OF SCIENCE IN READING (MSR) PROGRAM.....	9
Required Courses.....	9
Entrance Criteria.....	9
Retention Criteria.....	9
Exit Criteria.....	9
Implementation Details.....	10
TEACHER CERTIFICATION PROGRAMS.....	11
1. EARLY CHILDHOOD EDUCATION.....	11
Required Courses.....	11
Entrance Criteria.....	11
Retention Criteria.....	11
Exit Criteria.....	12
Implementation Details.....	12
2. ELEMENTARY EDUCATION.....	13
Required Courses.....	13
Entrance Criteria.....	13

Retention Criteria.....	13
Exit Criteria.....	14
Implementation Details.....	14
3. READING SPECIALIST CERTIFICATION.....	14
Required Courses.....	14
Additional Requirements.....	14
Entrance Criteria.....	15
Retention Criteria.....	15
Exit Criteria.....	15
Implementation Details.....	15
FIELD EXPERIENCES FOR TEACHER CERTIFICATION IN EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION...	16
INTERN EXPERIENCES IN THE READING SPECIALIST CERTIFICATION PROGRAM.....	17
GRADUATE EDUCATION STUDENT TEACHING.....	17
Requirements.....	17
Student Teaching Courses.....	18
Student Teaching Evaluation Forms.....	18
COURSE DESCRIPTIONS.....	19

## **BACKGROUND**

Lincoln University of the Commonwealth of Pennsylvania was founded in April 1854 as Ashmun Institute. In 1866, it was renamed Lincoln University to honor Abraham Lincoln. It was the first institution anywhere in the world to provide a higher education in the arts and sciences for ‘Youth of African Descent.’

## **MISSION STATEMENT**

Lincoln University is committed to developing and providing strong undergraduate and selected graduate programs to candidates from low and middle class communities in the United States and from countries around the world. The Graduate Education faculty acknowledges and supports the following statement contained in the University’s Mission Statement:

To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology.

The Graduate Student Handbook contains information about graduate programs in Education, Reading, and Teacher Certification. Other related information can be found in *Lincoln University of Pennsylvania Bulletin, 2006-2010*, Lincoln University’s Graduate Center Education Programmatic Briefing Book, and Graduate Students’ Advising Manual. Questions should be directed to the Dean of the School of Social Sciences and Behavioral Studies, or the Department of Education.

## **VISION STATEMENT**

Lincoln University is the oldest of the Historically Black Colleges and Universities (HBCU) and combines the best elements of a liberal arts and science-based undergraduate core curricula and selected graduate programs to meet the needs of those living in a highly technological and global society. The University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for the region.

## **GOALS AND OBJECTIVES**

1. To provide a curriculum that meets the Pennsylvania Department of Education (PDE) and the Middle States Association of Colleges and Schools (MSACS) standards
2. To increase the level of minority participation in public school education at different levels (teaching and curriculum specialties)
3. To foster a student centered approach to learning in the classroom and to university management and operations

4. To offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages
5. To explore collaborative relationships with school districts, individual schools, and other teacher preparation institutions for the purpose of program improvement
6. To develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional learners while still continuing to serve its traditional base of students
7. To develop and implement effective student assessment techniques to document mastery of skills and competencies in the University's undergraduate and graduate programs
8. To make a concerted effort to retain excellent faculty and staff members by providing competitive compensation, expanding professional development opportunities, and building incentives for improved services
9. To help faculty, staff, and students have full access to modern technology
10. To serve graduate students with laboratories, classrooms, and recreational spaces equipped fully with modern technology and trained media specialists
11. To aggressively seek federal, state, alumni, corporate, and foundation resources for enhancement of existing programs and the development of new programs
12. To promote a management style conducive to positive human relationships with students and employees of the University
13. To implement an integrated system to collect, rapidly access, and share appropriate institutional data and management information among University units

## **GRADUATE EDUCATION PROGRAMS**

- A) Master of Education Degree Programs are offered in:
  - 1. Early Childhood Education
  - 2. Elementary Education
- B) Master of Science Degree Program is offered in:
  - Reading
- C) Pennsylvania Teacher Certification Programs are offered in:
  - 1. Early Childhood Education
  - 2. Elementary Education
  - 3. Reading Specialist

## **OVERALL ADMISSION PROCEDURE**

Once a candidate's application is reviewed and the student is accepted for enrollment into the respective graduate program, a formal acceptance letter from Lincoln University's Director of Admissions will be issued. Upon admission, the applicant must meet with the Graduate Education Academic Advisor to plan a tentative curricular schedule of courses, which will lead to successful degree completion. One copy of the approved schedule of courses will be given to the student and another copy will be archived in the student's file at the University.

Initial program planning is set up in consultation with the Graduate Academic Advisor. While students are responsible for monitoring their own progress through the program, individual advising may be requested as needed. Students seeking admission into graduate education programs who do not meet all requirements may receive counseling from the M.Ed and MSR programs academic advisor. Based upon current Pennsylvania Standards for teacher education and Lincoln University program requirements, specific entrance, retention and exit criteria have been established for all Teacher and Master of Education Programs.

Class instruction at the Graduate Center is conducted by highly qualified professionals who have years of teaching and administrative experiences largely in the field of education. The average class size at the Graduate Center is 15 students. The maximum class limit is 25 students while 5 is the minimum to run a regular class. The university also allows a class with fewer than 5 students to run in special cases when a student or students need that particular course for graduation. In this case, students will sign up for a tutorial class and the professor will work with them as they complete the required course work. Please be advised that the University still reserves the right to cancel all classes with fewer than 5 students.

# **ADMISSION REQUIREMENTS FOR MASTER OF EDUCATION (M.ED.) IN EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION**

## **I. Full Admission Students**

- A. An undergraduate degree from an accredited college or university (that includes 6 credits of mathematics and 6 credits of English Composition and Literature)
- B. Official transcripts of undergraduate and graduate course work
- C. A minimum 3.0 cumulative GPA (on a scale of 4.0) in undergraduate course work

**or**

- A minimum 3.3 cumulative GPA (on a scale of 4.0) for a minimum of 12 graduate-level credits (*for Lincoln University course work*)
- D. Evidence of passing PRAXIS I
- E. Completed Graduate Program application with \$50.00 nonrefundable application Fee
- F. Updated resume/CV
- G. A 300-500 word essay explaining future goals based on the selected graduate program
- H. Three (3) letters of recommendation

## **II. Full Admission Transfer Students**

- A. Lincoln University will *consider* graduate transfer students who have earned a cumulative 3.5 graduate GPA but have earned a cumulative undergraduate GPA less than the required 3.0 (A maximum of 6 graduate credits will transfer to the M.Ed. Program.)
- B. All other requirements for Full Admission Students apply to transfer students. (See items A, B, D, E, F, G, and H in Roman Numeral I above.)

## **III. Provisional Admission Students**

Lincoln University will *consider* student applicants for *provisional admission* who fail to meet requirement C and/or D provided that they satisfy the following criteria:

- A. A minimum 2.50-2.99 cumulative GPA (on a scale of 4.0) in undergraduate course work
- and**
- B. At least a B grade (3.0 or higher) in each graduate course taken at Lincoln University Graduate Center during the first two consecutive semesters as a full-time student (total of 12 credits over one academic year)
- and**
- C. Evidence of passing PRAXIS I prior to enrolling for the second semester of graduate course work (courses 3 and 4)

## **IV. Non-Matriculated or Unclassified Status Students**

A candidate with a Bachelor's Degree from an accredited college or university who has not met the overall GPA requirement may apply for unclassified non-degree seeking status. Upon completion of a minimum of 6 credit hours with an overall GPA of 3.5 or higher of graduate course work at Lincoln University, the candidate may re-apply for consideration for provisional graduate admission.

## **ADMISSION REQUIREMENTS FOR MASTER OF SCIENCE (MSR) IN READING**

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. A state-issued teaching certificate
4. Completed Graduate Program application with \$50 non-refundable application fee
5. Updated resume/CV
6. Three (3) letters of recommendation
7. A 300-500 word essay discussing a contemporary literacy issue or initiative
  - Issue/initiative must be precisely described
  - Pros and cons should be discussed
  - Candidate's professional opinion should be included in the final paragraph

## **MASTER OF EDUCATION PROGRAMS**

1. Early Childhood Education
2. Elementary Education

### **1. EARLY CHILDHOOD EDUCATION**

#### **REQUIRED COURSES**

- EDU 732.21 Foundations of Education\*
- EDU 604.21 Educational Assessment & Data Driven Decision Making\*
- EDU 601.21 Theoretical Foundations of Reading Instruction\*
- EDU 602.21 Human Growth & Development\*
- EDU 619.21 The Preschool Child\*
- EDU 607.21 Literature & Literacy
- EDU 611.21 Integrating Language Arts Across the Curriculum
- EDU 625.21 Methods: Elementary School Mathematics
- EDU 621.21 Creative Arts in the Elementary Classroom
- EDU 620.21 Special Topics in Early Childhood Education
- EDU 725.21 Thesis Seminar (Thesis Proposal)
- EDU 726.21 Thesis Seminar (Thesis Project), **or**
- EDU 726.22 Thesis Seminar (Comprehensive Examination Preparation)

\* Required for those seeking teacher certification

#### **A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)**

1. An undergraduate degree from an accredited college or university (that includes 6 credits of mathematics and 6 credits of English Composition and Literature)
2. Official transcripts of undergraduate and graduate course work
3. A minimum 3.0 cumulative GPA (on a scale of 4.0) in undergraduate coursework

**or**

- A minimum 3.3 cumulative GPA (on a scale of 4.0) for a minimum of 12 graduate-level credits (*for Lincoln University course work*)
4. Evidence of passing PRAXIS I
  5. Completed Graduate Program application with \$50.00 nonrefundable application fee

6. Updated resume/CV
7. A 300-500 word essay explaining future goals based on selected graduate program
8. Three (3) letters of recommendation

## **B. RETENTION CRITERIA**

Candidates must:

1. Participate as full-time students, which are defined as being enrolled in two or more courses each semester.
2. Maintain a minimum **3.0** GPA on a **4.0** scale during their enrollment in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

## **C. EXIT CRITERIA**

To be eligible for the Degree of Master of Education with a concentration in Early Childhood Education, the candidate must:

1. Complete all required course work.
2. Repeat courses with '**F**' grade before applying for graduation.
3. Maintain a minimum **3.0** GPA on a **4.0** scale.
4. Complete the required course work within a five-year time frame.
5. Either write and successfully defend the thesis project, or successfully pass the comprehensive examination.

## **IMPLEMENTATION DETAILS**

### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

A Review Committee composed of, among others, the Graduate Education Academic Advisor and Director of Graduate Admission and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective graduate programs are met.

### **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status.

### **C. IMPLEMENTATION OF EXIT CRITERIA**

The Chair or Assistant Chair of the Department of Education and the Graduate Education Academic Advisor make the decision of whether the candidate met the published exit criteria for Master of Education with the concentration in Early Childhood Education. Their recommendations are then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

## 2. ELEMENTARY EDUCATION

### REQUIRED COURSES

- EDU 732.21 Foundations of Education\*
- EDU 604.21 Educational Assessment & Data Driven Decision Making\*
- EDU 601.21 Theoretical Foundations of Reading Instruction\*
- EDU 602.21 Human Growth & Development\*
- EDU 605.21 Reading in the Content Area\*
- EDU 607.21 Literature & Literacy
- EDU 621.21 Creative Arts in the Elementary Classroom
- EDU 623.21 Methods: Science & Social Studies
- EDU 625.21 Methods: Elementary School Mathematics
- EDU 627.21 Special Topics in Elementary Education
- EDU 725.21 Thesis Seminar (Thesis Proposal), and
- EDU 726.21 Thesis Seminar (Thesis Project), **or**
- EDU 726.22 Thesis Seminar (Comprehensive Examination Preparation)

\* Required for those seeking teacher certification

### A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)

1. An undergraduate degree from an accredited college or university (that includes
  - 6 credits of mathematics and 6 credits of English Composition and Literature)
2. Official transcripts of undergraduate and graduate course work
3. A minimum 3.0 cumulative GPA (on a scale of 4.0) in undergraduate course work
  - or**
  - A minimum 3.3 cumulative GPA (on a scale of 4.0) for a minimum of 12 graduate-level credits (*for Lincoln University course work*)
4. Evidence of passing PRAXIS I
5. Completed Graduate Program application with \$50.00 nonrefundable application fee
6. Updated resume/CV
7. A 300-500 word essay explaining future goals based on selected graduate program
8. Three (3) letters of recommendation

### B. RETENTION CRITERIA

A Candidate must:

1. Sign for at least two graduate level courses during each academic session to maintain the full time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

## **C. EXIT CRITERIA**

To be eligible for the Degree of Master of Education with a concentration in Elementary Education, the candidate must:

1. Complete all required course work.
2. Repeat courses with 'F' grade before applying for graduation.
3. Maintain a minimum **3.0** GPA on a **4.0** scale.
4. Complete the required course work within a five-year time frame.
5. Either write and successfully defend the thesis project, or successfully pass the comprehensive examination.

## **IMPLEMENTATION DETAILS**

### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

A Review team composed of, among others, the Graduate Education Academic Advisor, Director of Graduate Admission and Student Services, and Chair or Assistant Chair of Education Department conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective graduate programs are met.

### **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status.

### **C. IMPLEMENTATION OF EXIT CRITERIA**

The Chair or Assistant Chair of the Department of Education and the Graduate Education programs Academic Advisor make the decision of whether the candidate met the published exit criteria for Master of Education with the concentration in Elementary Education. Their recommendations are then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

# **MASTER OF SCIENCE IN READING (MSR)**

## **REQUIRED COURSES**

- EDU 601.21 Theoretical Foundations of Reading Instruction\*
- EDU 605.21 Reading in the Content Area\*
- EDU 607.21 Literature & Literacy\*
- EDU 609.21 Planning & Organizing Reading Programs\*
- EDU 603.21 Reading & Language Disabilities\*
- EDU 610.21 Practicum: Remedial, Corrective, & Development Reading\*
- EDU 611.21 Integrating Language Arts Across the Curriculum
- EDU 615.21 Adult Reading
- EDU 725.21 Thesis Seminar (Thesis Proposal)
- EDU 726.21 Thesis Seminar (Thesis Project), **or**
- EDU 726.22 Thesis Seminar (Reading Comprehensive Examination Preparation)

\* Required for those seeking Reading Specialist Certification

## **A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)**

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. A state-issued teaching certificate
4. Completed Graduate Program application with \$50.00 non-refundable application fee
5. Updated resume/CV
6. Three (3) letters of recommendation
7. A 300-500 word essay discussing a contemporary literacy issue or initiative
  - Issue/initiative must be precisely described
  - Pros and cons should be discussed
  - Candidate's professional opinion should be included in the final paragraph

## **B. RETENTION CRITERIA**

A Candidate must:

1. Sign for at least two graduate level courses during each academic session to maintain full-time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

## **C. EXIT CRITERIA**

Eligibility for Master of Science in Reading is based on:

1. Successful completion of all required courses
2. A minimum cumulative grade point average of **3.0** on a **4.0** scale.
3. Repetition of courses with an '**F**' grade before applying for graduation.
4. Completion of all course work within a five-year time frame.
5. Either write and successfully defend the thesis project, or successfully pass the

Reading Comprehensive Examination.  
Eligibility requirements for Reading Specialist Certification are specified in the Teacher Certification programs section of this Handbook.

## **IMPLEMENTATION DETAILS**

### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

The Review Committee composed of, among others, the Graduate Education Academic Advisor and Director of Graduate Admission and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective graduate programs are met.

### **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status.

### **C. IMPLEMENTATION OF EXIT CRITERIA**

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education, and a faculty member from the MSR program make the decision of whether a candidate meets the published exit criteria for Master of Science in Reading. Their recommendation is then forwarded to the office of the Dean of the School of Social Sciences and Behavioral Studies for approval.

## TEACHER CERTIFICATION PROGRAMS

Lincoln University offers teacher certification programs to post baccalaureate candidates in the following fields of study. Each certification program is designed to meet the standards set by the Pennsylvania Department of Education (PDE).

1. Early Childhood Education
2. Elementary Education
3. Reading Specialist

### 1. EARLY CHILDHOOD EDUCATION CERTIFICATION REQUIRED COURSES

EDU 732.21 Foundations of Education  
EDU 604.21 Educational Assessment & Data Driven Decision Making  
EDU 601.21 Theoretical Foundations of Reading Instruction  
EDU 602.21 Human Growth & Development  
EDU 619.21 The Preschool Child  
EDU 501.21\* Student Teaching, **or**  
EDU 503.21\*\* Student Teaching

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\* This course is for someone who does not have his or her own classroom but is assigned to teach with a certified classroom teacher. It is a 12 credit hour course.

\*\* This course is for someone who is an intern or someone with an emergency certificate teaching full time when signing for this course. It is a 6 credit hour course.

#### A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)

1. An undergraduate degree from an accredited college or university (that includes 6 credits of mathematics and 6 credits of English Composition and Literature)
2. Official transcripts of undergraduate and graduate course work
3. 3. A minimum 3.0 cumulative GPA (on a scale of 4.0) in undergraduate course work  
**or**  
A minimum 3.3 cumulative GPA (on a scale of 4.0) for a minimum of 12 graduate-level credits (*for Lincoln University course work*)
4. Evidence of passing PRAXIS I
5. Completed Graduate Program application with \$50.00 nonrefundable application fee
6. Updated resume/CV
7. A 300-500 word essay explaining future goals based on the selected graduate program
8. Three (3) letters of recommendation

#### B. RETENTION CRITERIA

Candidates must:

1. Sign for at least two graduate level courses during each academic session to maintain full-time status.
2. Maintain a minimum **3.0** cumulative grade point average on a **4.0** scale during their enrollment in the program.

3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

### **C. EXIT CRITERIA**

Eligibility for Teacher Certification in Early Childhood Education is based on:

1. Successful completion of all required courses.
2. A minimum cumulative grade point average of **3.0** on a **4.0** scale.
3. Repetition of courses with an '**F**' grade before applying for graduation.
2. Evidence of passing both PRAXIS I and PRAXIS II.
3. Successful completion of the Student Teaching field experience as required by the PDE.

## **IMPLEMENTATION DETAILS**

### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

A Review Committee composed of, among others, the Graduate Education Academic Advisor and the Director of Graduate Admission and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective certification program are met.

### **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status in their respective program.

### **C. IMPLEMENTATION OF EXIT CRITERIA**

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education make the decision of whether a candidate meets the published exit criteria for Teacher Certification in Early Childhood Education. The recommendation from the two individuals is then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

## **2. ELEMENTARY EDUCATION CERTIFICATION REQUIRED COURSES**

EDU 732.21 Foundations of Education  
EDU 604.21 Educational Assessment & Data Driven Decision Making  
EDU 601.21 Theoretical Foundations of Reading Instruction  
EDU 602.21 Human Growth & Development  
EDU 605.21 Reading in the Content Area  
EDU 501.21\* Student Teaching, **or**  
EDU 503.21\*\* Student Teaching

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\* This course is for someone who does not have his or her own classroom but is assigned to teach with a certified classroom teacher. It is a 12 credit hour course.

\*\* This course is for someone who is an intern or someone with an emergency certificate teaching full time when signed for this course. It is a 6 credit hour course.

### **A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)**

Candidates seeking teacher's certification in Elementary Education must fulfill the following requirements:

1. An undergraduate degree from an accredited college or university (that includes  
6 credits of mathematics and 6 credits of English Composition and Literature)
2. Official transcripts of undergraduate and graduate course work
3. A minimum 3.0 cumulative GPA (on a scale of 4.0) in undergraduate course work  
**or**  
A minimum 3.3 cumulative GPA (on a scale of 4.0) for a minimum of 12 graduate-level credits (*for Lincoln University course work*)
4. Evidence of passing PRAXIS I
5. Completed Graduate Program application with \$50.00 nonrefundable application fee
6. Updated resume/CV
7. A 300-500 word essay explaining future goals based on the selected graduate program
8. Three (3) letters of recommendation

### **B. RETENTION CRITERIA**

A Candidate must:

1. Sign for at least two graduate level courses during each academic session to maintain the full-time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

### **C. EXIT CRITERIA**

Eligibility for teacher certification in Elementary Education is based on:

1. Successful completion of all required courses.
2. A minimum cumulative grade point average of 3.0 on the 4.0 scale.
3. Repeat or removal of courses with 'F' grade before applying for graduation
4. Evidence of passing both PRAXIS I and PRAXIS II.
5. Successful completion of the Student Teaching field experience as required by the PDE.

## **IMPLEMENTATION DETAILS**

### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

A Review Committee composed of, among others, the Graduate Education Academic Advisor and the Director of Graduate Admission and Student Services conduct a thorough review of all applicants' documents to determine if the admission requirements listed under the respective certification program are met.

### **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' academic records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status in their respective certification program.

### **C. IMPLEMENTATION OF EXIT CRITERIA**

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education make the decision of whether a candidate meets the published exit criteria for Teacher Certification in Elementary Education. The recommendation from the two individuals is then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

## **3. READING SPECIALIST CERTIFICATION REQUIRED COURSES**

- EDU 601.21 Theoretical Foundations of Reading Instruction
- EDU 605.21 Reading in the Content Area
- EDU 607.21 Literature and Literacy
- EDU 609.21 Planning and Organizing Reading Programs
- EDU 603.21 Reading and Language Disabilities
- EDU 610.21 Practicum: Remedial, Corrective, and Developmental Reading

**ADDITIONAL REQUIREMENTS:** Students must pass the Praxis II Subject Area Assessment, which measures a student's content knowledge. The Specialty Area Test is for the Reading Specialist (0300). In lieu of student teaching, participants are required to take part in internship experiences for a minimum of 100 hours under the guidance of college personnel and cooperating teachers trained in reading education. These hours are

divided among the six courses required for Reading Specialist Certification. Appropriate field experiences include, but are not limited to, planning and execution of instruction; case study testing; data collection; interviewing students, teachers, and parents; observation and evaluation of exemplary teachers; observation of students; attending inservice training; administration of student tests; and participation in non-teaching duties such as test scoring, data recording, and reviewing student literacy portfolios.

#### **A. ENTRANCE CRITERIA (ADMISSION REQUIREMENTS)**

1. A bachelor's degree from an accredited college or university
2. Official transcripts of undergraduate and graduate course work
3. A state-issued teaching certificate
4. Completed Graduate Program application with \$50.00 non-refundable application fee
5. Updated resume/CV
6. Three (3) letters of recommendation
7. A 300-500 word essay discussing a contemporary literacy issue or initiative
  - Issue/initiative must be precisely described
  - Pros and cons should be discussed
  - Candidate's professional opinion should be included in the final paragraph

#### **B. RETENTION CRITERIA**

A Candidate must:

1. Sign for at least two graduate level courses during each academic session to maintain the full time status.
2. Maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. Abide by Lincoln University's policies on sexual harassment, class attendance, and retention policies, which may be obtained from the Office of Graduate Student Services and Admissions.

#### **C. EXIT CRITERIA**

Eligibility for Reading Specialist Certification is based on:

1. Successful completion of all required courses.
2. A minimum cumulative grade point average of 3.0 on the 4.0 scale.
3. Repeat or removal of courses with 'F' grade before applying for graduation.
4. Passing the Praxis II Specialty Area Test.
5. Completing 100 hours of internship experience.

### **IMPLEMENTATION DETAILS**

#### **A. IMPLEMENTATION OF ENTRANCE CRITERIA**

A Review Committee composed of, among others, the Graduate Education Academic Advisor and the Director of Graduate Admissions and Student Services conducts a thorough review of all applicants' documents to determine if the admission requirements listed under the respective certification program are met.

## **B. IMPLEMENTATION OF RETENTION CRITERIA**

Students' academic records are evaluated frequently. Those students whose grades are on the borderline of the minimum cumulative grade point average as stated in the entrance criteria will be informed in writing of their academic status in their respective certification program.

## **C. IMPLEMENTATION OF EXIT CRITERIA**

The Graduate Education Academic Advisor and the Chair or Assistant Chair of the Department of Education make the decision of whether a candidate meets the published exit criteria for Teacher Certification with the concentration in Elementary Education. The recommendation from the two individuals is then forwarded to the Dean of the School of Social Sciences and Behavioral Studies for approval.

## **FIELD EXPERIENCES FOR TEACHER CERTIFICATION IN EARLY CHILDHOOD EDUCATION AND ELEMENTARY EDUCATION**

Participants in teacher certification programs must complete 50 hours of field experience prior to student teaching. Fieldwork is integrated into the five core courses required in both the Early Childhood Education and Elementary Education programs as follows:

### Early Childhood Education

EDU 601.21	Theoretical Foundations of Reading Instruction	10 hours
EDU 602.21	Human Growth and Development	5 hours
EDU 604.21	Educational Assessment and Data Driven Decision Making	15 hours
EDU 619.21	The Preschool Child	10 hours
EDU 732.21	Foundations of Education	10 hours

### Elementary Education

EDU 601.21	Theoretical Foundations of Reading Instruction	10 hours
EDU 602.21	Human Growth and Development	5 hours
EDU 604.21	Educational Assessment and Data Driven Decision Making	15 hours
EDU 605.21	Reading in the Content Area	10 hours
EDU 732.21	Foundations of Education	10 hours

Fieldwork activities include, but are not limited to, teacher observations, student observations, interviews, working with individual or small groups of students, creating bulletin boards, designing a classroom map, creating management and learning environment checklists, participating in non-teaching duties, analyzing student assessment data and developing instructional plans to accommodate student needs, attending professional meetings, attending professional development workshops, engaging in research, and writing grant proposals.

Those students who have their own classrooms will meet the field experience requirement in their own instructional settings. Students who do not have their own classrooms can meet the requirement by arranging visits to public or private school settings.

## **INTERN EXPERIENCES IN THE READING SPECIALIST CERTIFICATION PROGRAM**

Participants are required to take part in internship experiences for a minimum of 100 hours under the guidance of college personnel and cooperating teachers trained in reading education. These hours are divided among the six courses required for Reading Specialist Certification as follows:

EDU 601.21	Theoretical Foundations of Reading Instruction	10 hours
EDU 603.21	Reading and Language Disabilities	20 hours
EDU 605.21	Reading in the Content Area	10 hours
EDU 607.21	Literature and Literacy	10 hours
EDU 609.21	Planning and Organizing Reading Programs	10 hours
EDU 610.21	Practicum: Remedial, Corrective, and Developmental Reading	40 hours

Appropriate field experiences include, but are not limited to, planning and execution of instruction; case study testing; interviewing; collecting data; observing and evaluating exemplary teachers; and administering multiple forms of assessment.

## **GRADUATE EDUCATION STUDENT TEACHING PROGRAM FOR EARLY CHILDHOOD AND ELEMENTARY EDUCATION CERTIFICATION**

Graduate-level Student Teaching courses have different course numbers from the ones offered at the undergraduate level at Lincoln University's Main Campus. EDU 501.21 and EDU 503.21 are graduate level, non-credit student teaching courses that are offered at the Graduate Center in Philadelphia. As required by the Pennsylvania Department of Education (PDE), student teaching is a major component in Teacher Certification Programs.

### **REQUIREMENTS**

To be eligible for student teaching placement, the candidate must:

1. Complete all five Master's of Education (M.Ed.) Core Courses in the selected program. Core courses in **Early Childhood Education** include EDU 732.21 (Foundations of Education), EDU 604.21 (Educational Assessment & Data Driven Decision Making), EDU 619.21 (The Preschool Child), EDU 601.21 (Theoretical Foundations of Reading Instruction), and EDU 602.21 (Human Growth & Development).

Core courses in **Elementary Education** include EDU 732.21 (Foundations of Education), EDU 604.21 (Educational Assessment & Data Driven Decision Making), in the Content Area), and EDU 602.21 (Human Growth & Development).

2. Provide Evidence of passing PRAXIS I test (Reading, Writing, and Mathematics).
3. Maintain a minimum 3.0 GPA in the core courses.
4. Be willing to teach the entire academic semester full-time without interruption.

5. Obtain the advisor's approval for participating in Student Teaching.

All student teaching candidates are expected to dress and behave professionally, especially in the classroom. Although candidates may wear the outfits of their choice, it should be noted that jeans and sneakers are not permitted in student teaching classrooms.

Transfer students must complete the equivalent of a minimum of 9 credit hours at Lincoln University's Graduate Center before becoming eligible for student teaching. Student teaching is not offered for graduate credit. For candidates who already possess teaching certification through Lincoln University, but seek to have another certification in a different area of concentration, student teaching is waived.

## **STUDENT TEACHING COURSES**

### **EDU 501.21: Student Teaching** *(12 Credit hours)*

This course is offered to candidates who do not run their own classroom. Substitute teachers are typically not full-time teachers and therefore fall into this category. Lincoln University's Office of Student Teaching will make the necessary arrangement with the local school districts to have student teaching candidates assigned to classrooms that have certified teachers who serve as cooperating teachers. Student teaching candidates will be placed in pre-kindergarten, kindergarten, elementary, and intermediate school classrooms according to their area of specialization where they spend at least 14 weeks as classroom teachers closely monitored by the cooperating teachers and supervised by Lincoln University faculty a minimum of 4 times of 30 minutes each during the semester. A certified and experienced classroom teacher, commonly known as a cooperating teacher, must always be present in the classroom with the student teacher when the student teacher performs his or her teaching duties. The Lincoln University faculty will hold post observation conference with student teachers to discuss the strengths and weaknesses observed during the site visitation.

### **EDU 503.21 Student Teaching** *(6 Credit Hours)*

Non-certified full-time classroom teachers who run their own classrooms without the company of certified teachers may sign up for this course. These include interns or student- teachers who possess state-issued emergency certificates. In this case, the mentor is an experienced, certified teacher from the next classroom or a certified teacher assigned by the school administration or the district to evaluate the student teacher's performance. The mentor must make frequent visits to the student teacher's classroom for evaluation. The university professor assigned to teach the EDU 503.21 will hold post observation conferences with student teacher to discuss the strengths and weaknesses observed during the site visitation. Such visitations must take place 4 to 6 times during the semester.

## **STUDENT TEACHING EVALUATION FORMS**

In addition to PDE Form 430 student teaching assessment form, the Office of Student Teaching at Lincoln University uses additional assessment forms to evaluate its student teachers. The purpose of using additional forms is to monitor whether all involved in the

student teaching process, including the administration, the graduate faculty, the cooperating teacher, the mentor, and student teachers, execute their duties effectively. These forms can be found in Lincoln University's Student Teaching Handbook.

## **COURSE DESCRIPTIONS**

### **MASTER OF EDUCATION (M.ED.) AND MASTER OF SCIENCE IN READING (MSR) COURSE DESCRIPTIONS**

#### **EDU 501.21 STUDENT TEACHING (12 credit hours)**

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in cooperating schools, and to supervise and direct an actual teaching experience in such schools. This course is offered to candidates who are not full-time classroom teachers when signing for this course. Since substitute teachers are not full-time teachers, they fall into this category. Lincoln University's Office of Student Teaching will make the necessary arrangements with the local school districts to have student teaching candidates assigned to classrooms that already have certified teachers who serve as cooperating teachers or mentors. Student teaching candidates will be placed in pre-kindergarten, kindergarten, elementary, and intermediate school classrooms according to their area of specialization where they spend the next 14 weeks as classroom teachers closely monitored by the cooperating teachers and a graduate faculty member from Lincoln University. A certified and experienced classroom teacher commonly known as a cooperating teacher must be present in the class with the student teacher when the student teacher performs his or her teaching duties. The university faculty assigned to teach the EDU 501.21 will hold post-site visitation meetings with student teachers to discuss the strengths and weaknesses observed during the visit. Such visitations must take place 4 to 6 times for a minimum of 30 minutes each visit during the semester. The university professor will remain at the site to the end of the session to meet with the student teacher and the cooperating teacher to discuss the classroom observation.

#### **EDU 503.21 STUDENT TEACHING (6 credits hours)**

The course aims to review important theories and practices in education resulting from recent experimental research, to prepare the students for a period of student teaching in the school where they regularly teach, and to supervise and direct an actual teaching experience in their own classrooms. Non-certified full-time classroom teachers who run their own classrooms without the company of certified teachers may sign for this course. In other words, interns or student teachers who possess an emergency certificate may sign for this course. In this case, instead of a cooperating teacher, a mentor will be assigned by the school administration to monitor the student teachers' overall classroom performance. The mentor could be an experienced and certified teacher from the next classroom or from the school where he or she makes frequent visits to the student teacher's classroom for evaluation. The university professor assigned to teach EDU 503.21 will make at least 4 visitations of 20 minutes each during the semester and hold post-observation meetings

with the student teacher to discuss the observed strengths and weaknesses as well as meeting with the mentor and student teacher together or separately as needed. The student teachers will perform the teaching duties at the sites that can accommodate them according to their areas of concentration. For example, Early Childhood Education majors will be assigned to teach in a school setting that accommodates children in preschool through third grade and Elementary Education program majors will perform their teaching duties in grades Kindergarten through 6th grades or sometimes grade 8.

### **EDU 599.21 PRAXIS I TRAINING (0 credit hours)**

This course is designed to prepare students for The Praxis I General Knowledge Assessment, which includes Reading, Writing, and Mathematics. This training is offered in the fall and spring semesters. The training lasts for 10 to 12 weeks meeting for one and one half hours once a week. In addition to the classroom instruction, students will have access to PLATO software to practice for the test. The training will help candidates understand the nature of PRAXIS exams, prepare them for the exams, and help them develop a “Praxis State of Mind.” Students learn to read test questions critically, prepare targeted study plans, and get tips that will improve their chances of passing.

### **EDU 601.21 THEORETICAL FOUNDATIONS OF READING INSTRUCTION (3 credit hours)**

This course is designed to provide teachers with a basic understanding of the reading process. Emphasis will be placed on the significant research which establishes the theoretical foundation for reading instruction. Classroom discussion will include an analysis of the research and its practical application in the classroom. This course includes a field experience component of 10 hours.

### **EDU 602.21 HUMAN GROWTH AND DEVELOPMENT (3 credit hours)**

This course provides a broad overview of the field of human development. It covers the entire range of human life from conception through death. Specifically, students will be introduced to the lifespan that encompasses the prenatal period, infancy and toddlerhood, the preschool years, middle childhood, adolescence, early and middle adulthood, and later adulthood. Within these periods, discussions will focus upon physical, cognitive, and social-personal development. Theories, research and applications will examine both the traditional areas of the discipline as well as more recent innovations. This course includes a field experience component of 5 hours.

### **EDU 603.21 READING AND LANGUAGE DISABILITIES (3 credit hours)**

This course is designed to provide a thorough understanding of reading and language disabilities, and the use of diagnostic information as a means for prescribing instructional procedures. Students will be able to interpret psychological, cognitive, sociological and physiological factors, which have an effect on the reading process. Case studies will be developed for identifying and analyzing reading/language disabilities and for

recommended instructional interventions. This course includes a field experience component of 20 hours.

**EDU 604.21 EDUCATIONAL ASSESSMENT AND DATA DRIVEN DECISION MAKING (3 credit hours)**

This is an introductory course designed to provide students with an understanding of the role of assessment and evaluation as utilized in educational settings. Emphasis will be placed on assessment of students, teachers, instructional practices, and schools. Opportunities for reviewing and interpreting evaluation tools and data will be provided. The social, political, and cultural perspectives of assessment and changing paradigms will be among the topics investigated. This course includes a field experience component of 15 hours.

**EDU 605.21 READING IN THE CONTENT AREA (3 credit hours)**

This course is designed to develop students' understandings of appropriate pedagogy for integrating reading, writing, and study strategies into content area instruction. Emphasis will be placed on blending theoretical perspectives with practical applications. This course includes a field experience component of 10 hours.

**EDU 607.21 LITERATURE AND LITERACY (3 credit hours)**

This course will offer an exploration of literature of children and adolescents and the development of literacy through literature. The course will focus on theoretical and practical aspects of the study of literature. Students will be given opportunities to develop instructional strategies and techniques necessary for the integration of literature into the K-12 school curriculum. This course includes a field experience component of 10 hours.

**EDU 609.21 PLANNING AND ORGANIZING READING PROGRAMS (3 credit hours)**

This course is designed to provide opportunities for students to acquire knowledge of principles, methods, and guidelines for organizing reading programs, which effectively meet the needs of individual learners. Emphasis is given to various innovative organizational practices used in developmental, corrective, and remedial programs today as well as the role of the reading specialist in developing exemplary programs. This course includes a field experience component of 10 hours.

**EDU 610.21 PRACTICUM: REMEDIAL, CORRECTIVE AND DEVELOPMENTAL READING (3 credit hours)**

This course is designed to develop graduate students' practical facilities that will provide effective instruction for students who are experiencing severe to moderate difficulties in reading/language, and for students in regular developmental programs. The central focus

of the course will be in-the-field experiences in which each graduate student will work weekly with a student whom s/he diagnoses, and will conduct a developmental lesson with a group of students. This will be combined with case staffing at the University, which will consist of problem solving and developing strategies for use with a range of reading/language strengths and needs. The course will provide a venue for applying learning from the full range of courses taken in the Lincoln University Graduate Reading Program. This course includes a field experience component of 40 hours.

**EDU 611.21 INTEGRATING LANGUAGE ARTS ACROSS THE CURRICULUM (3 credit hours)**

This course is designed for the Master of Science graduate student/teacher. The course surveys critical issues of theory and practice related to the integration of reading and language arts. The class will draw on the varied perspectives from the research literature and from personal experiences as learners and teachers. Students will examine their own assumptions about learning and language in order to generate questions for observation, discussion and research.

**EDU 615.21 ADULT READING (3 credit hours)**

This course is designed to acquaint students with theory and practice related to adult literacy. It will explore adult learning theory, the socio-cultural situation of adult literacy, and programs designed to meet the expressed needs of the adult learner. Specifically, the course will familiarize MSR candidates with the operation of programs traditionally called “functional,” with intergenerational literacy programs in the schools, with GED preparation classes, and with developmental reading courses at the two- and four-year college level.

**EDU 617.21 ADVANCED TOPICS IN READING (3 credit hours)**

This course is designed to facilitate advanced exploration of topics related to reading and research in reading, viewing them in the broader context of school operation and reform. In addition, students will be guided in the initial stages of development of their research for their master’s thesis.

**EDU 619.21 THE PRESCHOOL CHILD (3 credit hours)**

This course is designed to help students develop an understanding of the behavior of the preschool child. It will focus on cognitive development, theories of language acquisition, and the relationship between language acquisition and mental development. Attention will also be given to the practical environmental dimensions of the day care center as they affect the learning of the preschool child. Opportunities for observation of preschool children will be provided. This course includes a field experience component of 10 hours.

**EDU 620.21 SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION (3 credit hours)**

This course is designed to provide learners with research-based lessons on the history of Early Childhood Education programs in the U.S., teaching young children in inclusive classrooms, ethical and philosophical issues affecting Early Childhood program management, and legal issues and court decisions affecting Early Childhood Education. In addition to the assignments as required on the course syllabus, candidates will have the opportunity to visit at least one local early childhood program setting and produce a research report on the social, political, legal, fiscal, and ethical factors affecting the program's management.

**EDU 621.21 CREATIVE ARTS IN THE ELEMENTARY CLASSROOM (3 credit hours)**

This course will acquaint students with the basic philosophy concerning art, music, and movement in the elementary classroom and the principles of creative teaching as they relate to these areas. Students will be introduced to various media and art techniques and the function of music and movement in the regular classroom. The creative arts will be presented as vehicles for inclusion: for revealing the cultural heritages of all of the world's peoples and for experiencing curricula in ways which provide access to those of diverse learning styles and backgrounds.

**EDU 623.21 METHODS: SCIENCE AND SOCIAL STUDIES (3 credit hours)**

This course is designed to provide a practical, functional approach to the design and integration of the content areas of social studies and science in the elementary school. Major emphases include: (1) knowledge of basic social studies and science concepts and processes, (2) systematic instructional design of lessons and units, (3) questioning, thinking and problem-solving, (4) inclusion of literature in the study of science and social studies, (5) teaching/learning strategies, and (6) evaluation techniques. This course includes a field experience component of 10 hours.

**EDU 625.21 METHODS: ELEMENTARY SCHOOL MATHEMATICS (3 credit hours)**

This course is designed to provide an examination of mathematics instruction in the elementary school. Students will be given opportunities to develop instructional strategies and techniques and will use them in an elementary school classroom. This course is one of the final methods before student teaching. It is important, therefore, that students demonstrate mastery of the theory and skills through class work, tests, assignments and fieldwork. This course includes a field experience component of 10 hours.

**EDU 627.21 SPECIAL TOPICS IN ELEMENTARY EDUCATION (3 credit hours)**

This course is designed to explore current topics related to teaching in the elementary schools with a view toward classroom and educational reform. It also explores the curriculum at elementary and middle school levels, including the role of the classroom

teacher in curriculum development, dynamics of curriculum change and school improvement, factors that influence curriculum decisions, and alternative and innovative ways to approach problems and entertain solutions for improving teaching and learning.

**EDU 701.21 RESEARCH METHODOLOGY (3 credit hours)**

This course is designed to introduce the student to education research methods. Emphasis will be placed on the processes of research and evaluation used by educational researchers to examine areas of human behavior, to identify educational needs of targeted populations, to develop and assess education intervention procedures and programs and to recommend areas for policy focus. The students will examine the role of the researcher; the relationship between theory and data; conceptualization of research questions, hypotheses, research designs, methodological issues in education; sampling; specification and measurement of outcomes; evaluation of program elements and entire programs; methods of educational research; and the practical limitations and ethical issues related to research. Overall, the course will provide the student with introductory skills required for contributing to knowledge in education and human services and becoming better educational and behavioral scientists and critical consumers of research.

**EDU 725.21 THESIS SEMINAR I (3 credit hours)**

This course is a required course for all who pursue Master of Education (M.Ed.) and Master of Science in Reading (MSR) degrees. This course enables students to choose a research topic and then formulate an educational research proposal. All graduate students enrolled in Master of Education (M.Ed.) and Master of Science in Reading (MSR) programs at Lincoln University of Pennsylvania who successfully complete at least three fourths of the required coursework in their respective fields of study with a minimum 3.0 GPA are required to sign for this course. Upon the successful completion of the research proposal, M.Ed. and MSR candidates will have an option of either taking a comprehensive exam or continuing with the Thesis project.

**EDU 726.21 THESIS SEMINAR II (3 credit hours)**

This course is designed for students who pursue the thesis writing. Candidates are expected produce a scientific research report and successfully defend before the thesis committee. EDU 725.21 is a prerequisite for this course. Only candidates who completed EDU 725.21 with a minimum of C grade may sign for this course.

**EDU 726.22 THESIS SEMINAR II (COMPREHENSIVE EXAMINATION PREPARATION) (3 credit hours)**

This course is designed for those interested in taking the comprehensive examination. Questions for the M.Ed. comprehensive examination are drawn from the M.Ed. core and content area courses. Questions for the MSR comprehensive examination are drawn from the MSR required courses. EDU 725.21 is a prerequisite for this course.

### **EDU 732.21 FOUNDATIONS OF EDUCATION (3 credit hours)**

This course reviews information on the philosophical, historical, social, cultural, political and economic foundations of education. Students will analyze professional aspects of education, i.e., collective bargaining, strikes, professional organizations. Additionally, the course examines and evaluates curricular innovations in education. Students will critique contemporary issues of American education and apply their knowledge of the American educational system to developing and writing a plan to meet the learning needs for the next decade. This course includes a field experience component of 10 hours.

### **EDU 734.21 SCHOOL LAW (3 credit hours)**

Formerly MSA 734.21, this course is designed to provide the students with basic knowledge of the law directly affecting public and non-public education in the United States. The material will cover principles of law applied to the problems of education. The students will be required to analyze and synthesize judicial interpretations of constitution, statutes, rules and regulations, and the common law in an objective manner. Moreover, the students will be challenged to concern themselves not only with what school law is but also with what it should be.

### **EDU 736.21 ELEMENTARY AND SECONDARY SCHOOL ADMINISTRATION (3 credit hours)**

Formerly MSA 736.21, this course is designed to equip current and future elementary and secondary principals with the processes, concepts, and competencies required to change complex organizational environments. The goal is to prepare effective leaders who can shape and direct effective schools. Emphasis will be given to the various dimensions of the leadership role in schools and to problem-solving and decision-making processes.

### **EDU 738.21 CURRICULUM DESIGN AND INSTRUCTIONAL IMPROVEMENT (3 credit hours)**

Formerly, MSA 738.21, this course is designed to provide teachers, supervisors, and school administrators with the realistic concepts of curriculum and instruction as used in schools. The course examines the major educational curricular philosophies, both historical and current, and their implications for the development of curriculum in a classroom; managing a curriculum in a school or local school setting; curriculum policy-making; and the development of curriculum plans and materials. The course provides opportunity to design instructional units across the various disciplines.

### **EDU 740.21 SPECIAL TOPICS IN ADMINISTRATION (3 credit hours)**

Formerly MSA 740.21, this course is offered for advanced Masters' candidates in the Education strand of the Master of Science in Administration Degree. The

course is designed to facilitate advanced exploration of topics related to administration in the school community viewing them in the broader context school operation and school reform. Students will be guided in the stages of development of their master's thesis, which will be organized in the traditional five-chapter format. This course will run in tandem with MSA 701 (Research). Students will use MSA 701 to identify the problem and begin data collection.

**EDU 742.21 SUPERVISION AND INSTRUCTION IN THE ELEMENTARY AND SECONDARY SCHOOLS (3 credit hours)**

Formerly MSA 742.21, this course is designed to acquaint students with supervision for instructional improvement. Students will examine the assumptions and goals, which have guided supervision of teachers throughout different movements, develop knowledge of the interpersonal characteristics and functions required of a supervisor, and reflect upon the supervisor's role in creating positive educational change.

**EDU 747.21 MANAGEMENT OF SCHOOL FISCAL AFFAIRS (3 credit hours)**

Formerly MSA 747.21, this course is designed to address the importance of education to the U.S. economy, to American society, and to individual citizens. This course examines how school finance formulas and structures work. It also examines the school finance in relation to state and local governmental fiscal policies affecting education fiscal decision-making. The course is expected to deepen the student's understanding of how funding mechanisms for schools work. It also helps aspiring school administrators

**EDU 756.21 PRINCIPALSHIP (3 credit hours)**

Formerly EDU 756.21, this course will explore the Principalship using specific points of view such as reflective proactive practice or instructional leadership. Students will be provided with a clear organizational framework for school leadership. This course will enable principals to repeatedly adapt themselves to new and unique setting with public school environments. They will explore strategies for providing systematic ways in which the novice can structure professional social-interaction perspectives with special emphasis on work group development, ongoing instructional leadership, diagnostic methods, and the reflective approach to becoming a principle.

**EDU 757.21 INSTRUCTIONAL LEADERSHIP (3 credit hours)**

Formerly MSA 757.21, this course is designed to help prospective principals and supervisors increase their knowledge and skills in the primary area of curriculum instruction. The course presents concepts and research findings that when understood can improve the student's problem solving and leadership

effectiveness. Emphasis is placed on the student's problem solving and leadership effectiveness. Emphasis is placed on the development skills associated within instruction, pedagogy and evaluation. The various modes of strategic planning for instruction, feedback and assessment are covered. The problems of change will be discussed along with how to run an effective school. School-based management, applications of total quality management, and structuring staff evaluation and supervision will also be discussed.

### **EDU 758.21 SCHOOL COMMUNITY RELATIONS (3 credit hours)**

Formerly MSA 758.21, this course will explore innovative approaches to school and community relations. It will examine strategies for increasing effective interactions between diverse segments of public school communities. Focus will be placed on the development of school governance systems, which are sensitive and responsive to the needs of the community. Students will examine the role of the school administrator as a community organizer, liaison to the business community, communicator with various public and educational leaders in the community.

### **EDU 759.21 & EDU 760.21 ELEMENTARY & SECONDARY SCHOOLS PRINCIPALS INTERNSHIP I & II (6 credit hours)**

Formerly MSA 759 & 760, These courses are offered in a sequential order where students will enroll and complete EDU 759 and then EDU 760 the following semester for a total of 6 credit hours. The purpose of this internship is to provide elementary and secondary principle candidates two semesters of experiential learning activities. Prove them with on-the-job methods and practices of successful school leadership. Candidates will be able to demonstrate integrated experiential, empirical and theoretical knowledge of school administration and leadership.

### **EDU 761.21 INTERNSHIP IN SCHOOL SUPERVISION (3 credit hours)**

The internship in School Supervision is a supervised, professional, on-site field experience in a supervisory setting. During the field experience, a full-time practicum in schools, the candidate for Supervisory I Certificate will be able to assume the role of the supervisor in practice under the guidance of well-qualified school personnel actively engaged in supervision. University faculty will regularly observe the intern site to confer, to counsel, and to evaluate as the candidate relates theory to practice.