



## Department of Curriculum and Instruction College of Education • University of Kentucky Program Descriptions and Application Procedures: Master's Degrees in Education

### Master of Arts in Education *Elementary Education (grades P–5)*

For a Master of Arts in Education, a minimum of 30 credit hours is required including 18 credit hours of professional education and 12 credit hours outside the College of Education related to the student's teaching certificate content area. Consult the Director of Graduate Studies for specific recommendations within this broad framework. The program qualifies teachers for a Rank II teacher certificate.

#### Admission Requirements

In addition to the admission requirements set by the Graduate School, departmental requirements for admission include initial teacher certification in elementary education and a departmental application process including three letters of professional reference.

#### *Undergraduate Post-baccalaureate Option*

Applicants who are interested in obtaining initial elementary education certification who do not meet eligibility for the master's degree program may consider the undergraduate post-baccalaureate option. This is a 30 credit hour program completed in undergraduate status that leads to initial (Rank III) Kentucky teacher certification, but does not lead to a degree. For more information, contact

Academic and Student Services  
and Teacher Certification  
166 Taylor Education Building  
University of Kentucky  
Lexington, KY 40506-0001  
(859) 257-7971

### Master of Arts in Education *Middle School Education (grades 5–9)*

The Master of Arts in Education/Master of Science in Education degree in Middle School Education is a 30-hour program leading to Rank II certification in Middle School. Students complete a minimum of 12 hours in the department, 6 hours in other areas of education, and 12 hours outside the college in an area appropriate to the teaching specialization.

#### Admission Requirements

In addition to the admission requirements set by the Graduate School, departmental requirements for admission include initial teacher certification in Middle School education and a departmental application process including three letters of professional reference.

### Master of Arts in Education or Master of Science in Education *Secondary Education (grades 9–12)* (Advanced Certification)

For a Master of Arts in Education, a minimum of 30 credit hours are required including 18 credit hours of professional education and 12 credit hours outside the College of Education related to the student's content teaching certificate area. Consult the Director of Graduate Studies for specific recommendations within this broad framework. The program qualifies teachers for a Rank II teaching certificate. Students completing subject area course work in mathematics or science are eligible for the Master of Science in Education degree. Consult the Director of Graduate Studies for more detailed information regarding this program.

#### Admission Requirements

In addition to the admission requirements set by the Graduate School, departmental requirements for admission include initial teacher certification in secondary education and a departmental application process including three letters of professional reference.

### Master of Arts in Education *Secondary Education* (Initial Certification)

#### Admission Requirements

The MIC program is designed for students with a completed bachelor's degree in a content field. If it is a University of Kentucky degree, the degree must be in one of the following areas: business (or related field with a business minor), English, a foreign language, history, mathematics, a science, a social science, or in secondary education. Students having a bachelor's degree listed above from another institution are also eligible. Students not having a degree in one of the above areas may be required to complete additional course work. A departmental requirement is recommendation to a Teacher Education Program. That process involves compliance with admission requirements of the Kentucky Education Professional Standards Board.

Students meet state initial certification requirements while completing degree requirements.

Subject	Certification
Business and Marketing	Grades 5-12
Foreign Language	Grades K-12
English	Grades 8-12
Mathematics	Grades 8-12
Social Studies	Grades 8-12
Science	Grades 8-12

Office of the Director of Graduate Studies • Department of Curriculum and Instruction  
305 Dickey Hall • University of Kentucky • Lexington, KY 40506-0017  
859-257-9174 [phone] • 859-257-1602 [fax]

A minimum of 6 semester hours of graduate work must be completed outside the College of Education in the teaching specialty area. Dependent upon the student's background, one may need to complete undergraduate deficiencies to meet degree and certification requirements.

Consult the Director of Graduate Studies for specific information regarding degree requirements, application procedures and coursework.

## Master of Arts in Education *Reading (grades K–12)*

Applicants seeking to embed Rank II teacher certification into the Master of Arts in Education with Reading as an area of concentration must meet the specifications for a Master of Arts in Education in Elementary, Middle School or Secondary Education.

The curriculum includes a minimum of 33 credit hours according to the following distribution:

- a) A minimum of 18 credit hours in graduate level reading courses to include EDC 619, EDC 620, EDC 642, or EDC 641. An additional 6 credit hours are selected with the approval of an advisor.
- b) Six to nine credit hours in the College of Education, selected to extend the humanistic, behavioral, multi-cultural and research components of the program, based on the student's educational background, with adviser approval.
- c) Six to nine semester hours credit selected from appropriate support areas outside the College of Education, with advisor approval.

Completion of the Master of Arts in Education with Reading as an area of concentration will fulfill the academic requirements for certification as a reading specialist.

### **Admission Requirements**

In addition to the admission requirements set by the Graduate School, departmental requirements for admission include initial teacher certification and a departmental application process including and three letters of professional reference. A minimum of three years of successful classroom teaching is an additional requirement for this certification.

## Master of Science in Education *Instructional Systems Design*

The Instructional Systems Design area offers a 36-hour program designed for individuals who wish to develop their knowledge and skills in planning and designing instruction. Persons choosing this area are frequently preparing for instructional systems design responsibilities in business and

industry, government, education, and various training organizations.

This program does not require or lead to initial teacher certification. However, previously certified teachers in any area can use the program to advance the rank of their teaching certificates.

Both a thesis option (Plan A, requiring 30 hours of course work and 6 hours of thesis credit) and a non-thesis option (Plan B, requiring 36 hours of course work) are offered. All students are required to complete an 18-hour common core including nine semester hours in the Department of Curriculum and Instruction. At least 6 hours must be taken outside the College of Education. An additional 12 credit hours of electives are required for the non-thesis option. The thesis option includes 6 credit hours of electives and 6 credit hours of thesis credit. Specific programs are planned with a faculty advisor subject to the approval of the Director of Graduate Studies.

### **Admission Requirements**

For applicants who are not seeking advanced rank teaching certifications, in addition to the admission requirements set by the Graduate School, there is a departmental application process including three references. For applicants who will pursue advanced teaching certificates, departmental requirements include initial teacher certification and department application process including three letters of professional reference.

## Rank II Certification and ISD Computer Science Endorsement

All students seeking Rank II teacher certification produce a teacher portfolio that meets continuous assessment with an initial, mid-point and end-point evaluation with an advisor. The portfolio may be in paper or electronic format or a combination. In most cases, a presentation of the portfolio before a committee of three graduate faculty members constitutes the final comprehensive examination in (or after) the final semester of course work. All Secondary Education majors and students in Instructional Systems Design option B take a final written comprehensive exam. In this case, the portfolio is circulated among a committee to ensure compliance with the Kentucky Experienced Teacher Standards as required by the Education Professional Standards Board: [www.kyepsb.net/standards/exp\\_teach\\_stds.html](http://www.kyepsb.net/standards/exp_teach_stds.html).

Students seeking to embed the ISD Computer Science Endorsement into their teacher certification will produce a computer project. The project can be in any electronic format such as CD ROM or a web page.

## Application Procedures and Checklist

Application materials are submitted to both the University of Kentucky Graduate School *and* the Department of Curriculum and Instruction.

### Graduate School Application

- Application for Admission, [www.research.uky.edu/gS/gSapplication.html](http://www.research.uky.edu/gS/gSapplication.html)
- Official transcripts from all colleges and universities attended (University of Kentucky transcripts will be requested by The Graduate School.)
- Official GRE scores reported by the Educational Testing Service
- Official TOEFL scores (international applicants only) reported by the Educational Testing Service.
- Application fee – \$35 domestic applicants, \$45 international applicants
- Fellowship Opportunities (optional) [www.research.uky.edu/gS/fellowship/fellowships.html](http://www.research.uky.edu/gS/fellowship/fellowships.html)

Mail or submit online the above items to:

The Graduate School  
351 Patterson Office Tower  
University of Kentucky  
Lexington, KY 40506-0027  
(859) 257-4613 [phone]  
(859) 323-1928 [fax]

### Self-managed Applications

You may check the status of your Graduate School application online at the same URL provided above for the application. If you must contact your admissions officer personally, use the table below to locate your representative according to your residency status (domestic or international) and alphabetic distribution by surname. Include your student ID in all correspondence. International applicants will be assigned a student ID by the Graduate School.

Officer	Domestic	International	Room (POT)	Phone ((859) 257)	E-mail ...@uky.edu
April Short	A-C	A-F	311	6111	April.Short
Maureen Barker	D-G	G-K	307	7129	Maureen.Barker
Michelle Mossey	H-L	L-P	305	4615	Michelle
Vivian Bowling	M-R	Q-U	303	4619	Vivian.Bowling
Kathy Ice	S-Z	V-Z	301	4618	Ice

### Name Change Affidavit

If you previously attended UK and your name has changed, please submit the UK Registrar's Name Change Affidavit, [www.uky.edu/Registrar/name.html](http://www.uky.edu/Registrar/name.html)

Mail the completed affidavit and documentation to:

Registrar's Office  
University of Kentucky  
10 Funkhouser Building  
Lexington KY 40506-0054  
(859) 257-1826 [phone]  
(859) 257-7160 [fax]

### Program Application

- Application for Admission, [www.uky.edu/Education/EDC/Grad/Forms](http://www.uky.edu/Education/EDC/Grad/Forms)
- Three (3) letters of reference
- A professional résumé
- Any additional materials you wish to include  
*You may wish to include photocopies of transcripts, GRE and TOEFL scores, although the Graduate School still requires official reports.*
- Application for Assistantship (optional) [www.uky.edu/Education/EDC/Grad/Forms](http://www.uky.edu/Education/EDC/Grad/Forms)
  - An assistantship is an appointment to specified teaching or research duties. Availability varies according to teaching, research and technology needs.
  - Full-time and half-time assistantships include a full or half waiver of tuition as well as a stipend. Some student fees are not covered by the tuition waiver.
  - Stipends vary according to experience and funding sources. The current base stipend for a full-time teaching assistant is \$9,000 per academic year.
  - The review of applications begins in early April for assistantships to begin in the next academic year.

Mail the above items to:

Director of Graduate Studies  
Department of Curriculum and Instruction  
305 Dickey Hall  
University of Kentucky  
Lexington, KY 40506-0017  
(859) 257-9174 [phone]  
(859) 257-1602 [fax]

- Dr. Joan Mazur, Director of Graduate Studies  
[jmazur@uky.edu](mailto:jmazur@uky.edu)
- Yvonne Howitz, Staff Associate  
[yvonneh@uky.edu](mailto:yvonneh@uky.edu)

### Admissions Procedures

You may check the status of your department application by contacting the Office of the Director of Graduate Studies.

- Once your Graduate School file is complete and has been routed to us by the Graduate School, your file will be reviewed for decision of admission by the Director of Graduate Studies, sometimes in consultation with other program faculty.
- You will be notified in writing by the Graduate School.
- If you are granted admission, you will also receive a letter from the Director of Graduate Studies. We will assign you an advisor and include a program plan sheet (curriculum contract) for your chosen degree program.
- It is imperative that you maintain contact with your advisor throughout your planned program of studies.

## Additional Admissions Options

### Tentative and/or Provisional Admissions

- Official Graduate School admission is tentative, usually for the presentation of certain documents (e.g. final transcripts showing awarded bachelor's degree).
- Provisional admission is requested/approved by the Director of Graduate Studies. An example would be provisional for submission of acceptable GRE scores or Graduating Seniors as Part-time Graduate Students. See the section on "Provisional Admission" in the *Graduate Bulletin* for more details.

### Graduating Seniors as Part-time Graduate Students

[www.rgs.uky.edu/gs/gsforms.html](http://www.rgs.uky.edu/gs/gsforms.html)

- This is commonly referred to as the 6+6 option. Graduating UK seniors who have no more than 6 credit hours remaining in their undergraduate degree program may enroll in a maximum of 6 graduate credit hours. The student submits the 6+6 form along with a Graduate School application. With the approval of the applicant's undergraduate college Dean, the Director of Graduate Studies of Curriculum and Instruction, and the Dean of the Graduate School, the student receives *provisional admission* to the graduate program pending approval of *full admission* after completion of all department and Graduate School application requirement.

### Concurrent Master's Degree Admissions

[www.rgs.uky.edu/gs/gsforms.html](http://www.rgs.uky.edu/gs/gsforms.html)

- A student who is already enrolled in a UK master's degree program may concurrently enroll in a second master's degree program with the approval of the Directors of Graduate Studies from both departments. The student is permitted to share 9 credit hours between the two programs.

### Requesting a Change in Graduate Programs

- Students seeking a change in graduate programs must contact their Graduate School admissions officer in writing. Certain documents that do not reside in the Graduate School file (e.g. letters of recommendation) must be requested by contacting the department where the student is currently enrolled. For more information, see the section "Confidentiality of Students Records" in the *Graduate Bulletin*.

### Post-baccalaureate Enrollment

- Post-baccalaureate enrollment is useful for students who have not yet taken the GRE or TOEFL or those who wish to assess how they will perform in graduate level work. It is also an option for applicants who have missed the Graduate School's degree application deadline.
- No more than nine credit hours of post-bac credit may be transferred into a degree program.
- Advisors are not assigned to students in post-bac status.
- When a student is prepared to move from post-bac status to enrollment in a degree program, standard procedures for concurrent admission to the Graduate School and the Department of Curriculum and Instruction are followed. No additional application fees are assessed.
- If you are seeking readmission to a degree program, under no circumstance should you reapply as post-bac. Instead, submit the College of Education Registration Update Form.

### College of Education Registration Update Form

[www.rgs.uky.edu/gs/special/RegUpdate.html](http://www.rgs.uky.edu/gs/special/RegUpdate.html)

- Previously admitted students in good standing who sit out one or more semesters or those who register for classes only during summer terms must file a Registration Update Form with the Graduate School. The student will register during the week prior to the start of classes. The Registration Update Form is mercifully brief, and no additional fees are involved in this process.

### Withdrawing, Deferring and Updating Applications

- Students who decide to withdraw their application should contact their Graduate School admissions officer in addition to informing the office of the Director of Graduate Studies.
- Students who decide to defer their application or enrollment to a later term should contact their Graduate School admissions officer.
- Students who decide they would like to take classes in an earlier term than the one to which they were admitted should contact their Graduate School admissions officer.

### Graduate School Application Deadlines

- Domestic applications must be received no later than one month prior to the start of the term the applicant intends to begin graduate work; all application requirement (including all transcripts and official scores) must be received by this deadline. Readmissions, post-baccalaureate and other non-degree applications may be considered after this deadline.
- International applications must be received by the following deadlines:

Fall: February 1

Spring: June 15

Summer: Admission only with special permission of the Dean.

No international application will be considered until all supporting documents have been received and the application file is complete. The Graduate School cannot guarantee full consideration of application files that remain incomplete (i.e., missing transcripts or official scores) after May 1 for fall admission or September 15 for spring admission.

### Graduate School Application Codes

#### Program Codes

These codes are used on line 9 of the Graduate School Application.

EEED	Elementary Education
EMSC	Middle School Education
SEED	Secondary Education
READ	Reading
EISD	Instructional Systems Design
POBA	Post-baccalaureate

#### Type of Applicant

These codes are used on line 10 of the Graduate School Application.

EBD	Entering a degree or certification program <u>with</u> an awarded bachelor's degree
EWD	Entering a degree or certification program <u>without</u> an awarded bachelor's degree
NND	Entering as a <u>new</u> post-bac (non-degree) student
RDS	Readmission (degree seeking)
RND	Readmission (non-degree seeking)

### Educational Testing Service

GRE and TOEFL exams can be taken in Lexington at:

Prometric Testing Center  
2573 Richmond Road  
Lexington, KY 40509-1700  
(859) 268-3338

- Visit [www.ets.org](http://www.ets.org) to locate a testing site near you.
- Visit [www.gre.org](http://www.gre.org) to download software (Windows only) to take a practice GRE exam.
- Visit [www.toefl.org](http://www.toefl.org) to access English speaking evaluation skills using your computer and phone.
- For both the GRE Analytical Writing component and TOEFL, the Educational Testing Service offers *ScoreItNow!*<sup>™</sup>, a



# Program Plans

## Master of Arts in Education Elementary Education (grades P–5)

### Required Core (12 hours)

- EDC 618 – *Advanced Study in Teaching Reading*  
or  
EDC 621 – *Linguistic and Cognitive Foundations of Reading in Early Childhood*
- EDC 670 – *Advanced Study in Teaching Elementary School Math*
- EDC 712 – *The Elementary School*
- EDC 730 – *Problems of School Curriculum: Social Studies*  
or  
EDC 777 *Seminar in Curriculum and Instruction [science subtitle]*

### Electives in Education (6 hours)

Courses are selected in consultation with an advisor from alternatives such as: EDC 547, EDC 550, EDC 610, EDC 724 (sub-title required), EDC 730 (sub-title required), EDP 600, EDP 610, EPE 640 ...

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### Specialization Component (12 hours)

Courses outside the College of Education must be numbered 400G or above, must be approved by the advisor and should be related to professional development goals.

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### Optional Middle School Teaching Extension (9 hours)

Complete the Required Core for the Master of Arts in Middle School Education.

## Master of Arts in Education Middle School Education (grades 5–9)

### Required Core (12 hours)

- EDC 615 – *Advanced Instructional Applications for the Adolescent Learner*
- EDC 616 – *The Middle School*
- EDC 777 – *Seminar in Curriculum and Instruction: [subtitle]*
- FAM 658 – *Adolescent Development*

### Elective Coursework (18 hours)

#### Curriculum and Instruction (3 hours)

Choose one course (EDC) in consultation with your advisor in the area of curriculum and instruction.

- \_\_\_\_\_

#### Foundations (3 hours)

Choose one course (EPE, EDP or EDA) in consultation with your advisor in the area of foundations of education.

- \_\_\_\_\_

#### Specialization Area (12 hours)

Choose four courses (400G or above) in consultation with your advisor in content areas. These courses shall serve two purposes:

- strengthen content foundation in the teaching area(s);
- provide a broad foundation for integrating instruction across disciplines and illustrating real-world applications and connections.

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## Master of Arts in Education or Master of Science in Education Secondary Education (grades 9–12) (Advanced Certification)

### Required Core (12 hours)

A minimum of 12 semester hours in instruction/curriculum/research to include:

- EDC 714 – *The Secondary School*
- EDC 607 – *Instructional Design I*  
or  
EDC 732 – *Principles of Curriculum and Instruction*
- EDC 730 – *Problems of School Curriculum: [subtitle]*  
or  
EDC 777 – *Seminar in Curriculum and Instruction: [subtitle]*

Choose one such as EDC 544, EDC 610, EDC 618, EDC 724, EDC 730 ...

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### Elective Coursework (18 hours)

#### Behavioral Studies (3 hours)

Choose one course such as EDP 600, EDP 610, or FAM 658.

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#### Humanistic / Multicultural Studies (3 hours)

Choose one course such as EDC 550, EPE 602, EPE 640, EPE 652, EPE 665, EPE 667, ...

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### Specialization Component (12 hours)

A minimum of twelve credit hours in courses numbered 400G or above taken outside the College of Education. Courses must be approved by you advisor and should be related to your professional development goals.

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### Optional Middle School Teaching Extension (12 hours)

Student completes the Required Core for the Master of Arts in Middle School Education.

## Master of Arts in Education Secondary Education (Initial Certification)

### Required Core (24 hours)

#### Fall Semester (12 hours)

- EDC 730 – *Problems of School Curriculum*
  - EDC 777 – *Seminar in Curriculum and Instruction*
  - EDP 658 – *Problems in Educational Psychology*
  - EDS 558 – *Issues in Special Education*
  - EPE 773 – *Seminar in Educational Policy and Studies*
- Student is enrolled in one 3-hour pedagogy course according to area of certification:
- EDC 631 – *Pedagogy in the Secondary School – Mathematics*
  - EDC 632 – *Pedagogy in the Secondary School – Social Studies*
  - EDC 633 – *Pedagogy in the Secondary School – Business and Marketing*
  - EDC 634 – *Pedagogy in the Secondary School – Science*
  - EDC 635 – *Pedagogy in the Secondary School – English*

- EDC 636 – *Pedagogy in the Secondary School – Foreign Language*

**Spring Semester** (12 hours)

- EDU 745 – *Interdisciplinary Instruction in the Secondary School*
- EDC 746 – *Subject Area Instruction in the Secondary School* (student teaching)

**Elective Coursework** (9 hours)

Elective coursework is typically completed during the summer terms prior to or following the Required Core. Student enrolls in 6 hours in subject area, 3 in Curriculum and Instruction. Business and Marketing certification requires EDC 616, *The Middle School*, as the course in Curriculum and Instruction.

- EDC \_\_\_\_ - \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Master of Arts in Education  
Reading (grades K–12)**

**Reading and Writing Core Coursework** (15 hours)  
**Required** (12 hours)

- EDC 618 – *Advanced Study in the Teaching of Reading*
- EDC 619 – *Assessment of Reading Growth and Development*
- EDC 620 – *Design and Implementation of Reading Instruction*
- EDC 642 – *Research and Theory in Teaching Language Arts*

**Electives** (3 hours)

One 3-hour Elective that is related to Reading or Writing, such as:

- EDC 533 – *Teaching Reading in the Secondary School*
- EDC 534 – *Reading and Study Skills in English*
- EDC 621 – *Linguistic and Cognitive Foundations of Reading in Early Childhood*
- EDC 730 – *Problems of the School Curriculum [literacy related sub-title]*
- EDC 740 – *Practicum in Teaching Reading and Related Language Arts*
- EDC 777 – *Seminar in Curriculum and Instruction [literacy related sub-title]*

**Professional Education Courses** (12 hours)

**Required** (6 hours)

- EDC 641 – *Research and Theory in Teaching Reading in Elementary School*
- Choose one of the following:  
EDC 712 – *The Elementary School*

- EDC 616 – *The Middle School*
- EDC 714 – *The Secondary School*

**Electives** (6 hours)

Any two graduate courses taught in the College of Education, selected in conjunction with your advisor.

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- \_\_\_\_\_

**Coursework Outside the College of Education** (6 hours)

Any two graduate courses outside the College of Education, selected in conjunction with your advisor. *These courses must be numbered 400G or higher.*

- \_\_\_\_\_
- \_\_\_\_\_

**Master of Science in Education  
Instructional Systems Design**

**Required Core in Education** (18 hours)

- EDC 547 – *Instructional Computing I*
- EDC 607 – *Instructional Design I*
- EDC 608 – *Instructional Design II*
- EDP 610 – *Theories of Learning in Education*
- EPE 620 – *Topics and Methods of Evaluation*
- One course selected from the following:  
EDP 557 or  
EPE 557 – *Gathering, Analyzing and Using Educational Data*  
or  
STA 570 – *Basic Statistical Analysis*

**Required Core outside College of Education** (6 hours)

Courses must be numbered 500 or higher.

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- \_\_\_\_\_

**Elective Coursework** (6-12 hours)

**Plan A** (thesis option) – Choose 2 courses with approval of advisor;

**Plan B** (non-thesis option) – Choose 4 courses with approval of advisor.

- EDC 544 – *Use and Integration of Instructional Media*
- EDC 548 – *Instructional Computing II*
- EDC 609 – *Interactive Multimedia Research and Design*
- \_\_\_\_\_

**Thesis Credit** (6 hours)

**Plan A** (thesis option only) – May be repeated up to 6 semesters.

- EDC 748 – *Master’s Thesis Research*

# Graduate Courses in Curriculum and Instruction

- EDC 501 – *Teaching Internship* (1-12)  
Supervised practice teaching under competent leadership. Observation, instruction, independent study which parallels field experience, and conferences with supervising instructor included. This course is designed primarily for students in allied health professions, education, library and information science, home economics, and social work. May be repeated to a maximum of 12 hours. **Prereq:** EDC or consent of instructor.
- EDC 513 – *Teaching English as a Second Language* (same as ENG/LIN 513) (3)  
This course will examine the current theories and methods of teaching English as a second language. The course will include (1) language learning theory as it relates to other disciplines; (2) methods and techniques of contractive analysis. **Prereq:** one course in linguistics or consent of instructor. (Same as ENG 513.)
- EDC 514 – *TESL Materials and Methods* (same as ENG/LIN 514) (3)  
An extension of ENG/EDC 513, this course will include examination and evaluation of published materials designed for teaching English to speakers of other languages. Students will create individualized teaching materials and gain practical experience in applying the methods and using their own materials. **Prereq:** ENG/EDC 513 or consent of instructor. (Same as ENG 514.)
- EDC 534 – *Reading and Study Skills in English* (3)  
An introductory course for teachers of English. The emphasis is on developing competencies necessary for teaching reading and study strategies in the English and humanities curriculum, especially at the junior and senior high school levels. Lecture, three hours; laboratory, one hour. **Prereq:** Junior standing, admission to the TEP in English education, or consent of the instructor.
- EDC 543 – *Video for Distance Education and Multimedia* (3)  
A variety of video applications for educational use are investigated. Classroom exercises and projects develop basic video skills and production experience. Topics include instructional video research studies, video equipment, terminology, and systems; video and computer interface configurations and applications, and aesthetics and visual interpretation.
- EDC 544 – *Use and Integration of Instructional Media* (3)  
Students use a range of traditional, interactive, and emerging technological interventions in analog and digital formats. Students gain skill in the operation, production, and integration of basic media such as video, graphics, videodisc, and CD-ROM in a variety of instructional settings (training, exploring, and learning, on-line databases etc.) Students demonstrate skills via the composition and production of several media documents using available tools and resources.
- EDC 547 – *Instructional Computing I* (3)  
Students use instructional computing applications and understand the roles and uses of computers in instruction. Students select and use instructional computing hardware and software appropriate to instructional goals and settings. Students use electronic networks for instructional purposes. Students use electronic networks for instructional purposes. Students demonstrate skill using basic productivity software through structured assignments and collaborative projects.
- EDC 548 – *Instructional Computing II* (3)  
Students develop skill in advanced aspects of the operation and use of the range of instructional technologies from desktop to distributed computing environments. Students use operating systems, learn network administration, do technology planning, and work with basic authoring tools. Skill is demonstrated through a series of projects including development of a technology plan for a specific work setting and authorship of a prototype program. **Prereq:** EDC 547 or consent of the instructor.
- EDC 550 – *Education in a Culturally Diverse Society* (3)  
A critical study of the concept of disadvantage, relevant teaching practices, instructional programs, and curricula.
- EDC 554 – *Culture, Education and Teaching Abroad* (same as EPE 554) (3)  
Introduction to theory and practice of intercultural communication, cross-cultural (especially international experience), and teaching with a global perspective, plus an opportunity for country-specific research. Required for those wishing to student teach overseas.
- EDC 565 – *Modern Educational Problems* (3)  
(General Curriculum)
- EDC 575 – *Modern Educational Problems* (3)  
(Unclassified)
- EDC 576 – *Modern Educational Problems* (3)  
(Unclassified)
- EDC 580 – *Introduction to Gifted Education* (same as EDP 580) (3)  
This course reviews the historical development of and the theoretical and empirical support for differentiated educational programs for gifted and talented children. Specific issues addressed include defining and identifying giftedness, teacher competencies and training, providing differentiated curricula and program evaluation.
- EDC 602 – *Curricula and Programming for the Gifted* (3)  
Students in this course will examine and evaluate curricular models appropriate of gifted students, and will consider methods for adapting existing curricula to meet the needs of gifted students. The design, implementation and evaluation of program delivery models will be discussed. **Prereq:** EDC/EDP 580 and teacher certification, or consent of instructor.
- EDC 607 – *Instructional Design I* (3)  
Introduction to the instructional design process from needs assessment and goal definition through evaluation. Each student will design prototype instructional materials based on an instructional design model and/or procedures.

The course will also introduce students to the field of instructional design and technology.

EDC 608 – *Instructional Design II (3)*

Critical analysis of instructional design models and their theoretical foundations including the impact of various models and perspectives on the practice and the products of instructional design.

**Prereq:** EDC 607 or consent of instructor.

EDC 609 – *Interactive Multimedia Research and Design (3)*

Students integrate theory and practice in the design of interactive multimedia for instruction. Students use a wide range of interactive technology and critique existing interactive programs. Research findings in the interdisciplinary field of human-computer interaction and interactive learning concepts are applied to interface design problems. Students design, develop and evaluate a prototype interactive program. **Prereq:** EDC 544, EDC 547 or consent of instructor.

EDC 610 – *Discipline and Classroom Management (3)*

The course is designed to examine the causes of and solutions to disruptive and noncompliant behavior and classroom management problems that are within the control of the classroom teacher. The course content is designed around two approaches: (1) identifying prevalent problems and exploring specific solutions to them; (2) presenting selected strategies and applying them to a variety of problems. In both cases, alternatives are considered in the light of relevant theory, law, research and experience.

**Prereq:** teacher certification and EDP 203.

EDC 611 – *Authoring Applications for Technology-based Instruction (3)*

Focuses on individual and collaborative authoring applications for technology based instructional materials. Topics include linear and non-linear information structures, instructional message design, compositional issues related to audience focus, information density, language control, and organization, and prototype production with industry standard authoring software. **Prereq:** EDC 547 and EDC 607 or consent of the instructor.

EDC 612 – *Instructional Design and Technology Foundations (3)*

Provides an in-depth survey of the field of instructional design and technology. Topics covered include the history of instructional design and technology, critical issues, current trends and future prospects for the field, instructional development, research, certification, and professional development.

EDC 615 – *Advanced Instructional Applications for the Early Adolescent Learner (3)*

This course for middle school teachers examines the complex nature of the 10 to 14.5 year old student. Analysis of recent research-based effective instructional strategies to meet the needs, interests, and characteristics of these students will be included. **Prereq:** Teacher Certification or consent of the instructor.

EDC 616 – *The Middle School (3)*

The purpose of this course is to provide middle school teachers with an in depth analysis of the characteristics of effective middle school facilities. An examination of current curricular models,

issues, trends, and exemplary middle schools will comprise the primary focus of this course.

**Prereq:** EDC 615 or consent of instructor.

EDC 618 – *Advanced Study in the Teaching of Reading (3)*

An advanced course for classroom teachers which focuses on selection and implementation of reading assessment and instructional procedures. The theoretical bases of the reading process and the knowledge of research in reading will be related to the design of classroom instruction. This course is to become an option in Area 7 of both the Elementary and Secondary Standard Certification programs. **Prereq:** EDC 330 or 339 or 533 equivalent.

EDC 619 – *Assessment of Reading Growth and Development (3)*

Clinical techniques for the diagnosis of reading disabilities. A course designed to develop both theoretical problems. Classroom application of the techniques is discussed. Lecture, two hours; laboratory, two hours. **Prereq:** EDC 330 or 533, or 534 or consent of instructor.

EDC 620 – *Design and Implementation of Reading Instruction (3)*

Clinical techniques used in the remediation of reading problems. A course designed to develop individualized procedure related to diagnosis. Classroom application of the instructional procedures is discussed. Lecture, two hours; laboratory, two hours. **Prereq:** EDC 619, or consent of the instructor.

EDC 621 – *Linguistic and Cognitive Foundations of Reading in Early Childhood (3)*

A study of reading as a language-based process with and emphasis upon developing observational skills to assess the child's growth in oral and literacy skills and upon designing a language learning environment to meet these needs.

**Prereq:** EDC 339 or permission of the instructor.

EDC 631 – *Mathematics Pedagogy in the Secondary School (0-3)*

Through campus and school-based experiences, students will learn how to engage young people in learning mathematics and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. **Prereq:** Admission to the TEP and the M.A. in Education (Initial Certification Option – Secondary Education).

EDC 632 – *Social Studies Pedagogy in the Secondary School (0-3)*

Through campus and school-based experiences, students will learn how to engage young people in learning social studies and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1-3 hours; laboratory, 3-6 hours per week. **Prereq:** Admission to the TEP and the M.A. in Education

(Initial Certification Option – Secondary Education.

EDC 633 – *Business Pedagogy in the Secondary School (0-3)*

Through campus and school-based experiences, students will learn how to engage young people in learning business and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. Lecture, 1–3 hours; laboratory 3–6 hours per week. **Prereq:** Admission to the Teacher Education Program and the M.A./M.S. in Education. (Initial Certification Option – Secondary Education)

EDC 634 – *Science Pedagogy in the Secondary School (0-3)*

Through campus and school-based experiences, students will learn how to engage young people in learning science and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including educational technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1–3 hours; laboratory, 3–6 hours per week. **Prereq:** Admission to the TEP and the M.A. in Education (Initial Certification Option – Secondary Education.

EDC 635 – *English Pedagogy in the Secondary School (0-3)*

Through campus and school-based experiences, students will learn how to engage young people in learning English and how to make decisions about planning instruction and develop assessment based on a sound knowledge base for applying content, materials, and methods (including instructional technology) appropriate for high school students. May be repeated to a maximum of three credits. Lecture, 1–3 hours; laboratory, 3–6 hours per week. **Prereq:** Admission to the TEP and the M.A. in Education (Initial Certification Option – Secondary Education.

EDC 636 – *Methods of Teaching Foreign Language, K-12 (3)*

The course provides training in teaching and managing instruction in second languages, modern and classical, grades K-12. It anticipates and integrates the objectives, content and performance outcomes of the Field Experience course and the Student Teaching Experience. Topics include: the history and issues of foreign language education in the United States; current trends and research in language acquisition, learning, and teaching; proficiency-based models of instruction and assessment compatible with national standards and Kentucky Education Reform framework; selection and development of curriculum materials; the integration of technology; curriculum development; school reform, peer assistance, and advocacy. **Prereq:** Admission to the Teacher Education Program or Kentucky State Teacher Certification in Foreign Languages or in English as a Second Language.

EDC 641 – *Research and Theory in Teaching Reading in the Elementary School (3)*

A systematic study of research and theory and

their application to the teaching of reading in the elementary school. Attention will be given to new developments in the field. **Prereq:** EDC 330 or consent of the instructor.

EDC 642 – *Research and Theory in Teaching Language Arts (3)*

A systematic study of research and theory in oral and written language acquisition and the implications of this knowledge for facilitating the development of listening, speaking and writing in classroom settings. The interrelationships among all of the language arts (reading, writing, listening, and speaking) will be stressed. **Prereq:** EDC 330, or 553, or 534, or consent of the instructor.

EDC 670 – *Advanced Study in the Teaching of Elementary School Mathematics (3)*

New developments in modern elementary mathematics for teachers in elementary schools will be reviewed. Special emphasis will be given to a study of new teaching methods, application of published research, techniques and trends in mathematics in the elementary school. **Prereq:** Graduate standing.

EDC 676 – *Practicum in Gifted Education (same as EDP 676) (3)*

Supervised experience in the instruction of gifted children. Requires placement in an approved program designed for serving gifted children plus participation in a weekly supervisory seminar. Lecture, two hours; laboratory, nine hours per week. **Prereq:** EDP 580, EDC 602, EDP 612, or consent of the instructor.

EDC 709 – *Social Design of Interactive Systems (3)*

The purpose of this course is to examine the growing research and design literature for on-line communities and networked learning group that support cooperative, collaborative and social instructional activities. Framed by concepts from Activity Theory, Social Networking Theory and Social Learning Models students will read current books, research articles and be introduced to research methods and tools (such as tracking utilities and on-line data collection) for examining on-line communities. Students will design and collect data for an original research project as part of required coursework.

EDC 710 – *Advanced Topics in Instructional Design (3)*

An identification and analysis of current theories and programs of research instructional design. Students will develop the skills necessary to conduct and write a scholarly literature review and identify potential areas and questions needing further study. **Prereq:** EDC 608, EDP 610, EDC 612, or consent of the instructor.

EDC 712 – *The Elementary School (3)*

Recent research and modern trends in teaching the skills and content subjects in the elementary school. Planned for supervisors, superintendents, principals, and teachers for better understanding of a modern elementary school.

EDC 714 – *The Secondary School (3)*

A course designed to acquaint the secondary teacher and the administrator with the nature and function of the secondary school.

EDC 724 – *Guiding and Analyzing Effective Teaching (3)*

A course designed for teachers preparing to become supervising teachers. The basic principals, apply both to elementary and secondary education. Includes a presentation of

the experiences deemed important in developing students into effective teachers.

- EDC 730 – *Problems of the School Curriculum* (3)  
Problems in the field of the school curriculum development. Relationship of social and psychological factors to curriculum change. Survey of current approaches to curriculum organization. Considerations of means of curriculum development in the school systems.
- EDC 732 – *Principles of Curriculum Construction* (3)  
Study of basic principles of curriculum development. Relationship of social and psychological factors to curriculum organization. Considerations of means of curriculum development in the school systems.
- EDC 740 – *Practicum in Teaching Reading and Related Language Arts* (3)  
Supervised practicum in analyzing problems in reading and related language arts and providing remedial work. Requires six hours per week in practicum with individual children or groups, plus two hours per week in seminar. May be repeated to a maximum of six credits. **Prereq:** EDC 618.
- EDC 746 – *Subject Area Instruction in the Secondary School* (0-9)  
Students will teach in their subject areas in the schools full time, meet regularly to discuss teaching effectiveness and strategies for improvement and develop their professional portfolios. May be repeated to a maximum of nine credits. Lecture, 3-9 hours; laboratory, 6-18 hours per week. **Prereq:** The appropriate methods course in the subject area (EDC 631, 632, 634 or 635). Admission to the TEP and the M.A./M.S. in Education (Initial Certification Option-Secondary Education).
- EDC 748 – *Master's Thesis Research* (0)  
Half-time to full-time work on thesis. May be repeated to a maximum of six semesters. **Prereq:** All course work toward the degree must be completed.
- EDC 749 – *Dissertation Research* (0)  
Half-time to full-time work on dissertation. May be repeated to a maximum of six semesters. **Prereq:** Registration for two full-time semesters of 769 residence credit following the successful completion of the qualifying exams.
- EDC 750 – *Internship in Instructional Systems Design* (3)  
Students will apply their knowledge of instructional systems design in a real-life setting. The work setting will be selected based on the

professional goals of each student and student work will be supervised and reviewed by the internship coordinator. May be repeated to a maximum of nine credits.

- EDC 755 – *Instructional Systems Design Research Colloquium* (1)  
Students and faculty will discuss current research and related issues in instructional systems design. May be repeated to a maximum of two credits. **Prereq or Concur:** EDC 547 and EDC 608.
- EDC 768 – *Residence Credit for the Master's Degree*. (1-6)  
May be repeated to a maximum of 12 hours.
- EDC 769 – *Residence Credit for the Doctor's Degree* (0-12)  
May be repeated indefinitely.
- EDC 777 – *Seminar in Curriculum and Instruction (subtitle required)* (1-3)  
A critical analysis of recently developed materials and techniques in curriculum and instruction for precollege education. Includes analysis of evaluative research related to new materials and techniques. May be repeated to a maximum of nine credits. **Prereq:** Consent of the instructor.
- EDC 781 – *Independent Study in Curriculum and Instruction* (1-3)  
An independent study course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. **Prereq:** Consent of the Director of Graduate Studies.
- EDC 791 – *Research Problems in Curriculum and Instruction* (1-3)  
A research problems course for graduate students who have completed at least half of the program course requirements in clinical and college teaching, curriculum and instruction, early childhood education, elementary education, reading or secondary education. May be repeated to a maximum of nine credits. **Prereq:** Consent of the Director of Graduate Studies.