Graduate Studies in Education

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Graduate Studies in Education

- Doctor of Education
- Education Specialist
- Master of Education
- Master of Science
- Certificate of Graduate Studies in Applied Behavior Analysis
- Certificate of Graduate Studies in Coaching for Learning

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Graduate studies in education include degree options that provide professional and academic development for both in-service and pre-service educators. Graduate degrees in education include concentrations that enable students to enhance their pedagogical expertise, to expand their career opportunities and to assume leadership roles in education. Opportunities that lead students to initial license/endorsement are also available through graduate degree programs in education.

Master of Education

- Coaching for Learning
- Collaborative Professional Learning
- Educational Leadership
- English Language Learning
- Instructional Practice
- Professional Learning and Coaching in Mathematics
- Reading Specialty
- School Counseling
- Special Education
- Teaching, Learning and Leading
- Technology Integration

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

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

To receive the Master of Education degree, a student must complete one of the following degree programs:

- Coaching for Learning (30)
- Collaborative Professional Learning (30)
- Educational Leadership (33)
- English Language Learning (30)
- Instructional Practice (30)
- Professional Learning and Coaching in Mathematics (36)
- Reading Specialty (33)
- School Counseling (36/42)
- Special Education (36)
The availability of a variety of programs makes the degree attractive to licensed teachers seeking a master's degree, those individuals who have a bachelor's degree in a field other than education and who want to meet initial teacher licensure requirements in conjunction with earning the Master of Education degree, individuals who desire to take graduate courses for teacher recertification or professional development, or individuals who would like to obtain an instructional leader license. Students seeking initial teacher licensure may be required to take selected undergraduate/graduate courses to make up deficiencies in knowledge and skills required by the Tennessee State Department of Education. Endorsement-only programs are also offered in administrative licensure, English language learning, reading specialty, special education, and teacher licensure.

All NCATE, INTASC, NBPTS, ISLLC and Tennessee standards are met.

**Master of Science**

- Applied Behavior Analysis

Our studies in applied behavior analysis programs combine Lipscomb's tradition of innovation and quality instruction with one of the highest demand fields in learning today. The demand for certified professionals who can deliver effective behavioral services is growing. Along with offering a certification program, we also offer a Master of Science in Applied Behavior Analysis. Within the M.S. degree, students will receive Behavior Analyst Certification Board® course sequence approved courses and 1500 hours of field supervision necessary to apply for the Behavior Analyst Certification Board exam.

**Education Specialist**

The Education Specialist degree prepares a candidate for both leadership and teaching in the selected Ed.S. major. The Ed.S. is preparation for many school, district-level, and undergraduate-college teaching opportunities. In teaching fields, the purpose of the degree is to prepare undergraduate-college teachers, especially those who will be employed in junior or community colleges, as well as small private and state colleges. The primary goals of the Ed.S. degree are increasing teaching expertise and acquiring professional proficiency in an area. In most education settings, the person with an Ed.S. is viewed as a content specialist who can also teach that content in various settings.

The college offers the following program majors that lead to an Ed.S. degree:

- Educational Leadership (36)
  - Candidates can earn the administrative license from the state of Tennessee through this program.
- Coaching for Learning (33)
  - Candidates can receive a Certificate in Instructional Coaching from Lipscomb University through this program.
- Collaborative Professional Learning (33)
  - Candidates can receive a Certificate in Instructional Coaching from Lipscomb University through this program.
- English Language Learning (33)
  - Candidates can earn the EL endorsement from the state of Tennessee through this program.
- Professional Learning and Coaching in Mathematics (42)
- Literacy Coaching
- Reading Specialty (36)
  - Candidates can earn the reading specialist endorsement from the state of Tennessee through this program.
- School Counseling (42)
  - Candidates can earn the school counseling endorsement from the state of Tennessee through this program.
- Technology Integration (33)

**Doctor of Education**

The Doctor of Education degree in learning organizations and strategic change is focused on preparing leaders for public and private organizations and academic settings. This program guides working professionals through an examination of educational leadership, the application of theory and research to practice, national and international perspectives and Christian ethics. The program culminates with a practical, collaborative capstone project that addresses real questions in authentic settings for the purpose of informing educational practice.
Approvals and Standards
The M.Ed. and Ed.D. programs have been granted NCATE and state approval. The Reading Specialty and Ed.S. programs have been granted conditional approval.

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

Admission Policies and Procedures
Applicants to all graduate programs must submit the following items. Some programs may require additional application materials.

1. Application Form. Each applicant must complete an application form. www.lipscomb.edu/education/apply-now, then click on “Admissions,” then click on “Apply by Program.” The application should be completed online.

2. Application Fee. Each application should be accompanied by a $50 nonrefundable application fee ($75 for international students).

3. Standardized Exam Score. Each applicant must submit the scores of a standardized exam. Scores from the Graduate Record Examination or Miller’s Analogy Test are preferred for students seeking their first graduate course work. (For more information on the GRE, visit www.ets.org/ and click on GRE. For more information on the MAT, visit www.milleranalogies.com/.) Students who have already earned a master’s level degree may apply to the M.Ed. program without submitting a standardized test score. All Studies in Applied Behavior Analysis programs require a standardized test score.

4. References. Letters of reference are required and vary by degree and program.

5. Official Transcript(s). Each applicant must submit an official transcript, showing degree conferral when appropriate, from all schools attended.

6. Health Form. Each applicant must submit a completed health form signed by a health care provider. To print a copy of the health form, visit www.lipscomb.edu/healthcenter/forms.

7. FERPA: The Family Educational Rights and Privacy Act affords students certain rights of access to educational records; even if the applicant is independent of his or her parents, he or she must submit this form prior to enrollment.

8. Resume. A resume detailing the applicant’s work and academic experience is required for the EDLD and Ed.D. programs.

9. Personal Statement. Depending on the program, a 250-1000 word expanded goals statement concerning the applicant’s interest in and application of the program’s curriculum to expected career progression is required.

10. Standard Writing Sample. EDLD applicants will write a 250-750 word essay in response to a prepared writing prompt.

11. Interview. Applicants will interview with the appropriate program director and/or designee. The interview process and requirements are determined based on program.

12. TOEFL. The Test of English as a Foreign Language is required for international students and may be required for students for whom English is a second language. (See section titled International Students for more information.)

All application items should be submitted to the College of Education office no later than 30 days before the beginning of the semester or term in which the student plans to enroll. Items should be mailed to: Graduate Studies in Education, College of Education, Lipscomb University, One University Park Drive, Nashville, TN 37204-3951.

Transfer and Waiver of Courses
Although all graduate credit hours may be transferred from another accredited institution, a maximum of six hours will be counted toward the master’s degree and 15 for the doctoral degree at the discretion of the program director. The director or appropriate faculty member of the graduate program will evaluate the course(s) being proposed for transfer and make a determination of suitability. No course with a grade below a “B” will be considered for transfer.

In master’s programs, special consideration for course substitution in the required course of study may be given to a student who has had special study and/or experience in a given subject area. The student may apply to the program director and submit a proposal demonstrating the need for course substitution based on prior background knowledge in the required course. No credit will be given for the substituted course and a replacement course will be chosen.
Documentation
Students are required to provide satisfactory documentation of personal identification for off-site learning experiences required in many programs of graduate study at Lipscomb University. Failure to provide proper credentials will result in failure to complete the desired course of study. For complete policy, see section entitled Required Documentation for Off-Site Learning Experiences in the opening section of this catalog.

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

1. **Graduate Student:** one who has satisfied all admission requirements. (For the M.Ed.: minimum requirements of an average of 3.0 for last 60 hours, a combined verbal and quantitative score of 294 or higher on the GRE, or 386 [31] or higher on the MAT.) A student with an incomplete admission file will be accepted to the program at the discretion of the program director but will be placed on an academic hold which will prevent registration for the following semester. Once the proper admissions documents have been received, the hold will be removed and the student will be allowed to register for the following semester.

2. **Conditionally Admitted Student:** one who has been admitted conditionally, at the discretion of the program director, without satisfying all admission requirements. Students admitted with the following criteria may be required to complete six hours of academic courses in their program with no grade lower than a "B" (provisional mentoring hours do not count towards the six hours) before the conditional admission is removed.
   a. From an unaccredited school or with a substandard GPA or GRE/MAT score.
   b. A transfer student with a graduate GPA between 2.50 and 2.99. The transfer student must be in good standing at the previous institution attended.
   c. As a student who has not completed a bachelor's degree program. The transfer student must be in good standing at the previous institution attended.

3. **Non-Degree Student:** one who has been admitted to graduate studies but has not met all admission requirements or is pursuing endorsement or license only. The student may take up to nine semester hours for graduate credit. Those hours may be applied toward a master's degree if the student makes a grade of “B” or better in the courses taken for credit and if all admission requirements are met and the student is formally admitted to a graduate program as a degree-seeking student. Additional requirements, including successful passage of PRAXIS exams, may be placed on students seeking licensure.

4. **Visiting Student:** one who is currently enrolled as a student in good standing at the post-bachelor's level at another graduate school, wishes to take courses at Lipscomb and desires to have transcript evidence of course work done at Lipscomb provided for the school of primary enrollment.

5. **Probationary Student:** one who has been readmitted to a graduate program following academic suspension from the program.

Admission to a program does not imply admission to candidacy for the master's degree. Only those students who meet the requirements for “graduate student” described above are eligible for candidacy.

Unaccredited Degree and/or Substandard Admission Scores
Should conditional admission be granted, the following stipulations will apply:

**Unaccredited Degree:** If the student’s transcript shows deficiencies in liberal arts courses as defined by the Southern Association of Colleges and Schools Commission on Colleges, the student will be required to demonstrate the understandings and skills normally associated with a liberal arts education, particularly in oral and written communication skills. The student may be required to remove the deficiency by successfully completing additional courses. The minimum standard generally is as follows: 30 hours of course work drawn from three areas—humanities/fine arts, social/behavioral science and natural science/mathematics; evidence of competence in oral and written communication skills; and fundamental mathematical skills.
**Substandard Admission Scores:** If the GPA during the last 60 semester hours of college work is between 2.50 and 2.99, or the combined verbal and quantitative GRE score is between 290 and 293, or the MAT score is between 382 (25) and 385 (29), the student must complete a minimum of nine hours of graduate work at Lipscomb with a grade of “B” or above before the student’s admission status is reviewed and conditional admission is satisfied.

Students who are denied admission because of a GPA below 2.50 during the last 60 semester hours of undergraduate work, a GPA below 3.0 for graduate work leading to earning a master’s degree, a combined verbal and quantitative GRE score below 290, an MAT score below 382 (25) may reapply for admission after completing 12 semester hours of approved undergraduate credits or nine semester hours of approved graduate credits with a grade of “B” or higher from an accredited institution or after obtaining an acceptable score on the GRE or the MAT.

**Academic Policies**

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

M.Ed. and Ed.S. courses are offered online, Saturdays, nights and weekends, typically allowing a student to take six hours of credit each semester. Some intensive day courses are offered during summers and winter or May sessions. Twelve hours are possible during summer sessions.

The Ed.D. courses are offered in a cohort model. Certain Ed.S. and M.Ed. programs, including Educational Leadership and Technology Integration are also offered in a cohort model.

**Academic Standing**

1. **Good Academic Standing:** To remain in good academic standing, the graduate education student must maintain a cumulative 3.00 GPA and also a 3.00 GPA on the most recent 12 semester hours of work.

2. **Probation:** Should the student’s cumulative graduate GPA fall below 3.00, he or she will be placed on academic probation. A student on academic probation will not be allowed to enroll for more than six hours during any term the probation applies and the student’s progress will be monitored course by course.

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

   If the requisite GPA is attained, the academic probation status will be removed.

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

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

4. **Appeals:** Appeals to suspension decisions should be made in writing to the vice provost for academic development and graduate studies. Appeals must be received no later than 4:30 p.m. on the Monday of the week before classes begin for the term during which the student wishes to be readmitted.
Degree Completion Requirements

Residency
No period of formal residency is required for a degree in a master’s or doctoral program.

Statute of Limitations
All requirements for the M.Ed., Ed.S., M.S. or Ed.D. degrees must be completed within seven calendar years from the date that the student begins initial course work for the applicable program at Lipscomb University.

Candidacy
Admission to a program does not imply admission to candidacy for the master's degree. During the course of pursuing the master's degree, the student must be admitted to “candidacy.” For admission to candidacy the student must satisfy the following:

1. Complete all required deficiencies if admitted on condition.
2. Complete at least 12 hours of graduate work successfully.
3. Maintain a 3.00 GPA on all courses taken toward the requirements for the degree with no incomplete grades.
4. File an application for candidacy form with the graduate program office.
5. File a degree plan in the graduate program office which meets all requirements and is approved by the administrator of the graduate program and the dean of the college. The degree plan must be filed at the same time that an application for candidacy is filed.
6. Have an admissions interview with the director of the program or faculty delegate.

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

Exit Requirements
(comprehensive exams, etc.)
Each M.Ed. degree-seeking student is required to successfully complete a comprehensive exam, portfolio, research proposal/project and presentation. Education Leadership M.Ed. students and administrative licensure students must have a passing score on the SLLA Praxis in lieu of a comprehensive exam.

Each Ed.S. degree-seeking student is required to complete successfully all course and research requirements. Education Leadership Ed.S. students and administrative licensure students must complete the SLLA praxis as well as any additional requirements for licensure.

Each M.S. in ABA degree seeking student is required to successfully complete all courses, 3 internships, and pass a comprehensive exam. The comprehensive exam is taken as part of EGSE 5143 Advanced Applied Behavior Analysis.

Each Ed.D. degree-seeking student is required to complete successfully all course and capstone requirements.

Minimum Credits
The M.Ed. in Educational Leadership requires 33 hours; the M.Ed. in Coaching for Learning 30 hours; the M.Ed. in English Language Learning 30 hours; the M.Ed. in Reading Specialty 33 hours; the M.Ed. in Collaborative Professional Learning 30 hours; the M.Ed. in Instructional Practice 30 hours; the M.Ed. in Technology Integration 30 hours; the M.Ed. in Professional Learning and Coaching in Mathematics 36 hours; the M.Ed. in Special Education 36 hours; the M.Ed. in School Counseling 36/42 hours; and the M.Ed. in Teaching, Learning and Leading 30 hours. The M.S. in Advanced Behavior Analysis requires 34 credit hours. The Ed.S. in Educational Leadership requires 36 hours; the Ed.S. in English Language Learning 33 hours; the Ed.S. in Collaborative Professional Learning 33 hours; the Ed.S. in Literacy Coaching 33 hours; the Ed.S. in Reading Specialty 36 hours; the Ed.S. in School Counseling 36 hours; and the Ed.S. in Technology Integration 33 hours. The Ed.D. requires 54 hours.

Minimum GPA
The minimum cumulative grade-point average for all graduate education programs is 3.00 for all courses taken for graduate credit while pursuing the degree or seeking initial teacher licensure. No grade below a “C” is acceptable.
Graduation
M.Ed. and Ed.S. students must register for GN 999X the semester in which all course work will be completed for graduation. Students who do not file their intent to graduate form in the Registrar’s Office by the deadline set by the registrar, but no later than the end of the first week of their last semester may be delayed in graduating. M.Ed. and Ed.S. students must also register for an online graduation seminar (no fee and no credit) in their last semester before graduation. Graduate students receiving degrees are hooded during May and December commencement exercises. August graduates are typically recognized at the December commencement. Students may also submit a petition to walk early if they wish to be recognized at the May ceremony.

Appeals
Any exceptions to the above stated requirements would require approval via the appeal process established by the graduate academic leadership team.

Financial Information
Tuition and Fees for 2015-16

Basic charges* per semester:
- Tuition per semester hour of graduate credit, M.Ed ..$934
- Tuition per semester hour of graduate credit, Ed.S ....$934
- Tuition per semester hour of graduate credit, Ed.D ...$934
- Tuition to audit without credit..... 50% of regular tuition

Student Teaching Fee ........................................... $350
(charged to each student enrolled in Student Teacher Seminar Course)

Ed.D. books fee ............................................. $300
(charged to Ed.D. students each semester enrolled)

Ed.D. technical review fee .................................... $100

Special Fees
- Application Fee ...... $50 ($75 for international students)
- Transcript analysis .................................................... $30
- Supervision of field experience ...................... $250
- Application for Graduation ................................... $195
- Returned check fee .................................................. $30
- TouchNet (monthly payment) ......................... $60

*Effective May 1, 2015

In-Service Scholarships
The graduate education program at Lipscomb offers an in-service scholarship (26 percent discount) for currently employed full-time educators and/or administrators who enroll in an on-campus master’s level graduate education program.

A 20 percent in-service scholarship is offered for the Ed.S and doctoral level graduate education programs for full-time educators and/or administrators. Contact the graduate education office for more details.

A 20 percent alumni scholarship is offered for alumni of Lipscomb University. Contact the College of Education office for more details.

Lipscomb Scholarships
Scholarships are awarded each semester as funds are available to selected students in the graduate programs. These recipients must have full admission status and be registered as a full-time student at the time of the award.
Scholarship awards will be decided by the graduate scholarship committee. The scholarship application form and letter must be filed by the application deadline each semester before action will be taken by the scholarship committee. A 3.00 GPA must be maintained and students must be registered for their next semester’s courses to be eligible for the scholarship.

**Cultural Diversity Teacher Training Scholarship**
The scholarship is offered to students from a traditionally under-represented group who are interested in an initial teaching license. The scholarship will be granted to those students with the greatest need based on their FAFSA data and expected family contribution (EFC).

**Maxine D. Whittle Scholarship**
This scholarship is offered to students pursuing a special education degree. Priority will be given to candidates having the greatest need based on FAFSA data and expected family contribution (EFC).

**Master of Education**
The M.Ed. programs create a faith-based learning community that values both theory and practice. This holistic and constructivist approach to learning opens opportunities to discuss important topics, techniques and unique perspectives used in school systems. The faculty members have years of professional experience as teachers and administrators. They bring this knowledge to the graduate learning community to enhance each student’s professional skills.

Lipscomb University’s M.Ed. programs are structured around a core of classes required of all students. Those seeking initial teaching licensure take a core that addresses the needs of beginning teachers, while those in advanced programs take a leadership core designed for the more experienced educator. The remaining courses in each program follow a modified cohort model.

Prospective applicants seeking initial teacher licensure may apply to M.Ed. programs in instructional practice or special education. Those who are already licensed teachers/administrators or who do not seek teacher licensure may apply to M.Ed. programs in English Language Learning; Collaborative Professional Learning; Technology Integration; Professional Learning and Coaching in Mathematics; Special Education; or Teaching, Learning and Leading.

Students seeking licensure as a school administrator may apply to the Educational Leadership program. (This program requires three years of successful education working experience and a teaching license.) Students seeking an endorsement as a Reading Specialist may apply to the Reading Specialty Program. (Reading Specialist Endorsement requires completion of three years of successful education working experience and a teaching license. It is recommended that applicants for reading specialty have at least one year teaching experience and expect to have three by the time they complete the program.)

The following M.Ed. degree options are available:

**M.Ed. in Coaching for Learning (30 hours)**
This program will equip teacher-leaders to be effective leaders of job-embedded professional learning. Students will experience a strong competency-based leadership core and then specialty courses in leading adult learning, cultural competence, instructional coaching, and leading collaborative professional learning programs. Graduates of this program will earn a certificate in instructional coaching that is aligned with the International Coaching Federation competencies and code of ethics. Graduates will be able to use their skills and knowledge in careers as instructional coaches, professional developers at the school, district or in the private sector, consultants, leadership coaches and school and district administrators.

**M.Ed. in Collaborative Professional Learning (30 hours)**
This learner-centered program takes a unique approach to training effective school administrators. Not only does the program prepare participants for licensure as instructional leaders, but it also has a distinctive emphasis in change, ethical leadership, and practical experiences. Learning opportunities include collaboration with a practicing mentor throughout the
program to prepare participants for the challenges of today’s school leadership. The program is designed to meet the scheduling needs of the working professional. The M.Ed. in Educational Leadership can be completed within 18 months with classes conveniently scheduled online and on campus during summers, weeknights and on weekends. One exit requirement of this program is a passing score on the School Leaders Licensure Assessment (Praxis 6011).

M.Ed. in English Language Learning (30 hours)
The M.Ed. in English Language Learning is designed for those who seek endorsement in teaching English as a second language. The program is designed to offer necessary course work for the support of the teaching craft as it applies to educating English language learners preK-12. The program enables colleagues to develop the knowledge, skills and dispositions of teaching ESL in ways that produce the highest potential for both the teacher and for English language learner proficiency. The students encounter “best teaching” practices, applied linguistics, second language acquisition research, specialized curriculum development, culture-based pedagogy for language learning and extensive application of testing and assessment.

M.Ed. in Instructional Practice (30 hours)
The M.Ed. in Instructional Practice is an initial licensure program designed for the post-baccalaureate individual who has a desire to teach, but who lacks the certification required by the state. The course work, curriculum and instruction are designed around the conceptual framework (C.A.R.E.- Craft of Teaching, Attitudes and Values, Relationships and Essential Knowledge). Successful completion of the program and appropriate field experience provide students with the credentials for licensure in PreK-3, elementary education (K-6), with an emphasis in ELL or special education, middle grades education (4-8), STEM, most secondary (7-12) disciplines and preK-12 in some designated areas.

M.Ed. in Professional Learning and Coaching in Mathematics (36 hours)
The Professional Learning and Coaching in Mathematics master’s degree program is designed to deepen content proficiency, leadership and coaching skills for elementary, middle and high school teachers. Students in this 36-hour program will engage in course work that prepares them to be mathematics coaches, leaders and practitioners in their schools and districts. Throughout the program, students will design, implement, model and coach exemplary mathematics instruction aligned with the Common Core standards geared toward 21st century learners.

M.Ed. with Reading Specialty (33 hours)(Implementation Pending)
The College of Education offers an M.Ed. with Reading Specialty open to licensed teachers who will have three years of teaching experience when they complete the program based on state licensure requirements for Reading Specialist. This 33 hour program has 15 hours of M.Ed. coursework focused on reading. These specialty courses include two courses designed to equip graduates with the skills to collaborate with other teachers to improve their reading instruction focused on instructional coaching and collaborative practice in literacy instruction.

M.Ed. in School Counseling (36/42 hours)
NOTE: PSG/COUN 5303 Lifespan Development is a prerequisite for entry into this program.
The College of Education offers an M.Ed. in School Counseling with an emphasis in college access and success open to licensed teachers (Advanced) and to candidates who are not currently licensed to teach (Initial). Candidates will take courses in the major as well as practicum courses. The program will meet state standards as a preparation for licensure in School Counseling. As well as content common to all school counseling programs, this unique school counseling program will focus on helping students prepare for, apply to, and succeed at postsecondary education.

M.Ed. in Special Education (36 hours)
The Master of Education in Special Education is a unique program that will enable you to earn the master’s and teaching licensure in Special Education. This program has been newly redesigned to meet the standards for the new Tennessee Special Education Interventionist License. Students will choose the K-8 or 6-12 license. The program will provide students with coursework in Special Education that addresses a wide range of topics from disabilities to instructional strategies to legal issues. In addition students will take two courses in applied behavior analysis. Candidates will develop effective communication and collaboration skills in special education and will master the creation, implementation, and use of Individualized Education Programs (IEPs).
M.Ed. in Teaching, Learning and Leading (30 hours)
The M.Ed. in Teaching, Learning and Leading focuses on both the theory and implementation of best practices in teaching and learning while equipping the participant to take a leadership role in his or her teaching setting. The program provides a solid foundation in research based instruction, curriculum, teaching strategies, data use and skills. Sharing a common core of classes with the other M.Ed. programs, the M.Ed. in Teaching, Learning and Leading is designed to enhance both teaching skills and career opportunities.

M.Ed. in Technology Integration (30 hours)
As technology develops and the demand for knowledge increases, the classroom must become a modern and creative place for students to learn. The M.Ed. in Technology Integration is designed to enhance the classroom experience by using innovative approaches to technology. The M.Ed. in technology integration is a contemporary program which can be completed online in four or five semesters. This program is composed of 15 hours of core M.Ed. courses and 15 hours of technology integration course work.

M.S. in Applied Behavior Analysis (34 hours)
Our studies in applied behavior analysis programs combine Lipscomb’s tradition of innovation and quality instruction with one of the highest demand fields in learning today. The demand for certified professionals who can deliver effective behavioral services is growing. Along with offering a certification program, we also offer a Master of Science in Applied Behavior Analysis. Within the M.S. degree, students will receive Behavior Analyst Certification Board® course sequence approved courses and 1500 hours of field supervision necessary to apply for the Behavior Analyst Certification Board exam.

The following is a detailed list of course requirements for the M.Ed. degrees described above:

All M.Ed. students take the following two courses as non-credit, no-charge, and pass/fail, one during their first semester and one during the semester in which they graduate:

- EG 5000 Orientation to M.Ed. Programs (0)
- EG 6000 Graduation Seminar (0)

Students will choose one of the following sets of core courses based on current teacher licensure status and goals:

INITIAL CORE
Required for all candidates seeking initial teacher licensure (15 hours)

- EG 5023 Principles of Learning (3)
- EG 5053 Planning, Instruction & Assessment (3)
- EG 5063 Building Classroom Communities (3)
- EG 5303 Teaching the Diverse Learner (3)
- EG 5803 Literacy Foundations and Standards (3)

LEADERSHIP CORE
Required for all candidates in advanced programs, with the exception of School Counseling (15 hours)

- EG 5233 Leadership Behavior and Practice (3)
- EG 5253 Vision and Change for Leaders (3)
- EG 5263 Communication and Community (3)
- EG 5333 Law and Ethics in Leadership (3)
- EG 5653 Introduction to Education Research (3)

MAJOR Coaching for Learning
M.Ed. LEADERSHIP CORE + 15 hours

- EG 5363 Principles of Adult Learning (3)
- EG 5033 Leadership in Collaborative Professional Learning (3)
- EG 5273 Coaching Models and Practices (3)
- EG 5283 Developing Critical Cultural Competence (3)
- EG 5293 Principles of Adult Learning (3)
- EG 5363 Action Research (3)

MAJOR Collaborative Professional Learning
M.Ed. LEADERSHIP CORE + 15 hours

- EG 5033 Leadership in Collaborative Professional Learning (3)
- EG 5273 Coaching Models and Practices (3)
- EG 5283 Developing Critical Cultural Competence (3)
- EG 5293 Principles of Adult Learning (3)
- EG 5363 Action Research (3)

MAJOR English Language Learning
M.Ed. LEADERSHIP CORE + 15 hours

- EGEL 5013 Theory and Practice in Second Language Acquisition (3)
- EGEL 5033 Grammar for ELL Teachers (3)
- EGEL 5043 Curriculum Design and Instruction in the ELL Classroom (3)
- EGEL 5053 Culture, Communication and Community in the ELL Classroom (3)
- EG 5363 Action Research (3)
### MAJOR Educational Leadership
M.Ed. LEADERSHIP CORE + 18 hours

- EG 5483 Instructional Leadership (3)
- EG 5493 Evaluating Instructional Practice (3)
- EG 5551 Crucial Communications (1)
- EG 5562 Political Implications in Education (2)
- ICM 5003 Survey of Conflict Management
- EG 5583 School Resource Management (3)
- EG 5663 Intro to Educational Research (3)

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for graduation from this program.

### MAJOR Instructional Practice Grades K-6 with ELL
M.Ed. INITIAL CORE + 15 hours

- EG 5083 Research in Classroom Practice (3)
- EG 5143 Teaching Methods K-6 (3)
  OR
- EG 5153 Methods for Adolescent Learners (3)
- EG 5793 Integrated Literacy (3)
- EGEL 5453 Foundations of Linguistics, Culture, and Language Learning (3)
- EGEL 5443 Instruction and Assessment in English Language Learning (3)

### MAJOR Instructional Practice PreK-3
M.Ed. INITIAL CORE + 15 hours

- EG 5083 Research in Classroom Practice (3)
- EG 5163 Early Childhood Methods
- EG 5793 Integrated Literacy (3)

Six hours of electives or content methods (no more than three hours of student teaching may count toward the M.Ed.)

### MAJOR Instructional Practice Grades 4-8, 7-12, or K-12
M.Ed. INITIAL CORE + 15 hours

- G 5083 Research in Classroom Practice (3)
- EG 5153 Methods for Adolescent Learners (3)
- EG 5793 Integrated Literacy (3)

Six hours of electives or content methods (no more than three hours of student teaching may count toward the M.Ed.)

### MAJOR Instructional Practice with STEM emphasis
M.Ed. INITIAL CORE + 18 hours

- EG 5083 Research in Classroom Practice (3)
- EG 5153 Methods for Adolescent Learners (3)
- EG 5793 Integrated Literacy (3)
- EG 5433 Problem-based Learning (3)
- EG 5423 Methods in STEM Content Areas (3)
- EG 5523 Technology Applications for Teaching & Learning (3)

### MAJOR Technology Integration (30 hours total/No M.Ed. CORE required)

- EG 5013 Education in a Global Context (3)
- EG 5103 Data-Driven Learning Culture (3)
- EG 5203 How We Learn (3)
- EG 5213 Instructional Design (3)
- EG 5363 Action Research (3)
- EG 5523 Technology Applications for Teaching & Learning (3)
- EG 5603 Leadership in Educational Technologies (3)
- EG 5613 Effective Technology Use in the Classroom (3)
- EG 5633 Technology and Problem-Based Learning (3)
- EG 5643 Technology for Special Groups (3)

The course work for this degree will be offered online, in a cohort model beginning in the fall of each year.

### MAJOR Professional Learning and Coaching in Mathematics
M.Ed. LEADERSHIP CORE + 21 hours

- MAED 5063 Teaching Geometry (3)
- MAED 5153 Numbers, Operations, and Algebraic Thinking (3)
- MAED 5143 Functions and Mathematical Applications (3)
- MAED 5163 Problem Solving and Mathematical Modeling (3)
- MAED 5173 Statistics, Probability, Measurement, and Data (3)
- MAED 5183 Leadership and Instructional Coaching in Mathematics (3)
- EG 5273 Coaching Models and Practices (3)
MAJOR With Reading Specialty
M.Ed. LEADERSHIP CORE + 18 hours
EG 5363 Action Research (3)
EG 5743 Leadership in Balanced Literacy (3)
EG 5753 Emergent Literacy (3)
EG 5763 Reading in the Content Area (3)
EG 5773 Diagnosis and Remediation of Reading Difficulties (3)
EG 5783 Literacy Coaching for Reading Specialists (3)

MAJOR School Counseling (36/42 hours)
PSC/COUN 5303 Lifespan Development (3) is a prerequisite for entering this program.

INITIAL (for candidates without a teaching license)
EG 5053 Planning, Instruction and Assessment (3)
EG 5063 Building Classroom Communities (3)
EG 5093 Cultural Perspectives in Schools (3)
EG 5373 Consultation and Collaboration (3)
EG 5383 Accountability, Research and Assessment (3)
EG 5393 Professional Orientation and Management (3)
EG 5443 College Access and Success - Elementary/Middle (3)
EG 5453 College Access and Success - Secondary (3)
EG 5473 Guidance and Counseling (3)
EG 5683 Legal and Ethical Practice (3)
EG 5443 College Access and Success - Elementary/Middle (3)
EG 5453 College Access and Success - Secondary (3)
EG 5933 Elementary/Middle Grades Counseling Practicum (3)
EG 5943 Secondary Counseling Practicum (3)

MAJOR Special Education (36 hours)
Initial (for candidates without a license)
EG 5023 Principles of Learning (3)
EG 5053 Planning, Instruction & Assessment (3)
EG 5063 Building Classroom Communities (3)
EG 5903 Cultural Perspectives in Schools (3)
EG 5803 Literacy Foundations and Standards (3)
EGSE 5023 Special Education Disabilities (3)
EGSE 5033 Special Education Law (3)
EGSE 5043 Special Education Teaching Methodologies (3)
EGSE 5053 Foundations of Applied Behavior Analysis (3)
EGSE 5063 Research Methods in Behavior Analysis (3)
EGSE 5213 Collaboration and Co-Teaching for Special Education (3)
EGSE 5223 Development of Social and Communication Skills (3)

Advanced (for candidates with a teaching license)
EG 5093 Cultural Perspectives in Schools (3)
EG 5233 Leadership Behavior and Practice (3)
EG 5253 Vision and Change for Leaders (3)
EG 5263 Communication and Community (3)
EG 5333 Law and Ethics in Leadership (3)
EGSE 5023 Special Education Disabilities (3)
EGSE 5033 Special Education Law (3)
EGSE 5043 Special Education Teaching Methodologies (3)
EGSE 5053 Foundations of Applied Behavior Analysis (3)
EGSE 5063 Research Methods in Behavior Analysis (3)
EGSE 5213 Collaboration and Co-Teaching for Special Education (3)
EGSE 5223 Development of Social and Communication Skills (3)
MAJOR Teaching, Learning and Leading
M.Ed. LEADERSHIP CORE + 15 hours
EG 5363 Action Research (3)
12 hours of electives chosen to support individual learning goals.

MAJOR Technology Integration
M.Ed. LEADERSHIP CORE + 15 hours
EG 5213 Instructional Design in an Online Environment (3)
EG 5363 Action Research (3)
EG 5523 Technology Applications for Teaching & Learning (3)
EG 5633 Technology and Problem-Based Learning (3)
EG 5643 Technology for Special Groups (3)
EG 5233 Learning Focused Leadership (3)
EG 5243 Best Practices for Teaching and Learning (3)
EG 5273 Coaching Models and Practices (3)
EG 5283 Developing Critical Cultural Competence (3)
EG 5293 Principles of Adult Learning (3)
EG 5333 Law and Ethics in Leadership (3)
EG 536V Action Research (1-3)
EG 5402 Student Teaching Seminar (2)
EG 5417 Enhanced Student Teaching (7)
(No more than three hours can be used toward M.Ed.)
EG 5463 Integrating Faith in Academic Disciplines (3)

ELECTIVES and Other Courses
EG 5013 Education in Global Context
EG 5033 Collaborative Professional Learning (3)
EG 5043 Addressing Learning Differences (3)
EG 513V Alternative Licensure Mentoring (1-3)
EG 5203 How We Learn
EG 5223 Development of Social and Communication Skills (3)
EG 5503 Independent Study (3)
EG 5533 Administrative Mentoring Seminar (3)
EG 5623 Trends and Issues in Instructional Technology (3)
EG 570V Special Topics* (1-3)

*Special Topics include courses such as “Covey’s 7 Habits of Highly Effective People” (3) and more.
Master of Science in Applied Behavior Analysis (34 hours)

EGSE 5053 Foundations of Applied Behavior Analysis (3)
EGSE 5063 Research in Behavior Analysis (3)
EGSE 5073 Behavior Change Procedures (3)
EGSE 5083 Program, Design, Implementation, and Evaluation (3)
EGSE 5133 Ethical and Professional Conduct (3)
EGSE 5143 Advanced Applied Behavior Analysis (3)
EGSE 5153 Communication, Language, and Social Skills (3)
EGSE 5163 Business Essentials (3)
EGSE 5173 Autism Spectrum Disorders (3)
EGSE 5181 ABA Research Seminar (1)
EGSE 5102 Behavioral Field Supervision I (2)
EGSE 5112 Behavioral Field Supervision II (2)
EGSE 5122 Behavioral Field Supervision III (2)

Education Specialist (33-36 hours required)

The primary goals of the Ed.S. degree are increasing teaching expertise and acquiring professional proficiency in an area. In most education settings, the person with an Ed.S is viewed as a content specialist who can also teach that content in various settings. The Ed.S. degree is also designed to prepare undergraduate, post-secondary teachers, especially those who will be employed in junior or community colleges as well as small private and state colleges.

In general, all advanced M.Ed. and Ed.S. programs are for candidates who have already attained a teaching license. However, candidates whose career paths do not require a teaching license may be considered for the Ed.S. and certificate programs based on their prior experience in the field of education. Examples include extensive experience in higher education, private education or educational corporations or nonprofits.

Lipscomb University’s Ed.S. programs are structured around a core of advanced classes required of all Ed.S. candidates and a concentration in a specified content area. The core of the Ed.S. programs consists of 15 hours of course work in leadership and an introduction to educational research. The remaining courses in each program follow a modified cohort model specific to each content area.

Each Ed.S. candidate is expected to complete two education specialist project courses (six hours) as a part of the concentration. These courses, in conjunction with the Ed.S. components in the emphasis courses, lead to the completion of a professional learning project in one’s emphasis that will be delivered in an e-format to both an academic (internal) and professional (external) audience at the conclusion of the degree.

The following Ed.S. degree options are available:

Ed.S. in Coaching for Learning (33 hours)
The Educational Specialist in Coaching for Learning provides students with skills to be leader and coaches in any collaborative professional learning environment. It also equips students to become professional developers and coaches in a variety of settings and organizations. Current research points to the importance of these skills in training and retaining high quality employees.

Ed.S. in Collaborative Professional Learning (33 hours)
The Education Specialist in Collaborative Professional Learning is a 33-credit-hour program that will provide candidates with skills to be leaders, instructional coaches and professional developers in a variety of collaborative learning environments at the school or district level. Courses will help the candidate understand adult learning styles and diverse needs, models and methods of coaching and presenting to adults, and leadership in setting up collaborative learning practices in an organization. Candidates completing the emphasis courses will receive a university certificate of instructional coaching. The candidate will also develop and implement an individual research project.

Ed.S. in Educational Leadership (36 hours)
The Ed.S. in Educational Leadership is tailored to prepare high caliber candidates to become successful educational leaders at the school, district or state level. Program participants will follow innovative strands of leadership competencies on their way to earning the Education Specialist degree and a Tennessee Instructional Leadership License. A consistent theme of ethical leadership will be woven into all aspects of the educational leadership program along with an emphasis in leading student achievement for all students.
Leadership strands include:
• Personal and ethical leadership
• Visionary leadership
• Learning focused leadership
• Organizational leadership

Each candidate will complete a professional learning project in an emphasis area of his or her choosing in conjunction with an advisor. This project is completed throughout the program and will be delivered to both academic and professional audiences at the conclusion of the degree.

Each strand is built upon researched, best practice leadership competencies in which participants will master and be able to proficiently apply in the field. These competencies will be learned and practiced through an innovative field experience where participants will work directly with a practicing mentor coach throughout the entire program.

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for completion of this program.

**Ed.S. in English Language Learning (33 hours)**
The Ed.S. in English Language Learning is a 33-hour program designed for licensed teachers and focuses on culture and community in the classroom for nonnative speakers. The Ed.S. in English Language Learning emphasizes a targeted curriculum for second language acquisition and examines the most effective pedagogical practices for working with students whose primary language is not English. Candidates will earn an Ed.S. degree and an endorsement in English Language Learning preK-12. The candidate will also develop and implement an individual research project.

**Ed.S. in Literacy Coaching (33 hours)**
The Ed.S. in Literacy Coaching is a 33-hour program designed to prepare the reading teacher, coach or reading specialist to be an effective literacy coach. Course content will provide the student with knowledge and skills in Common Core English Language Arts Standards, response to intervention, balanced literacy and reading coaching. Students will receive group and individual coaching. Included in the hours for this program is the certificate in literacy coaching that will provide reading specialists and reading teachers a university certificate showing that they have knowledge and skills to be a literacy coach. Additionally, teachers who do not intend to get a reading specialist credential (private school teachers, instructional coaches, reading clinic nonprofit employees, etc.) would also benefit from this degree.

**Ed.S. in Professional Learning and Coaching in Mathematics (42 hours)**
The Ed.S. in Professional Learning and Coaching in Mathematics is a 42-hour program designed to develop the skills and knowledge for candidates to be a mathematics coach at a school or system level, a lead mathematics teacher or a professional development specialist for mathematics teachers. The program for a certificate in mathematics coaching is embedded in the program, so candidates would have both that certificate as well as the degree. Students who already have a master’s degree and want to improve their skills would benefit from this program and would have that embedded certificate to demonstrate that they have the skills needed to be a math coach, even if their prior degree was not in mathematics coaching.

**Ed.S. with Reading Specialty (36 hours)**
The Ed.S. with Reading Specialty is a 36-hour program designed for licensed teachers and focuses on collaboration and leadership while learning the most effective mentoring and coaching practices. The program emphasizes a balanced approach to literacy, implements the Common Core English and Language Arts Standards, and concentrates on diagnosis and remediation of reading disabilities. Candidates will earn an Ed.S. degree and an endorsement as a reading specialist in preK-12. The candidate will also develop and implement an individual research project.

**Ed.S. in School Counseling (36 hours)**
(Implementation Pending)
NOTE: PSG/COUN 5303 Lifespan Development is a prerequisite for entry into this program.
The College of Education offers an Ed.S. in School Counseling with an emphasis in college access and success open to licensed teachers (Advanced). Candidates will take courses in the major as well as practicum courses. The program will meet state standards as a preparation for licensure in School Counseling. As well as content common to all school counseling programs, this unique school counseling program will focus on helping students prepare for, apply to, and succeed at postsecondary education. Candidates will earn an Ed.S. degree and
Education

an endorsement as a school counselor in preK-12. The candidate will also develop and implement an individual research project.

**Ed.S. in Technology Integration (33 hours)**

Today’s students have never lived in a world without the internet. For them, there is no divide between “technology” and their daily lives. Educators must be prepared to utilize this technology as a tool for learning. Through our education specialist degree in Technology Integration, you’ll discover ways to ensure students are ready for life and work in the vast and ever-changing digital age. The 33 credit hours include 15 hours of a unique blend of technology with advanced education course work and 18 hours of instructional technology course work. Each course in the program integrates iPads® as a teaching and learning tool. Educational technology is both a tool and a game changer. Given the impact technology can have on transforming the entire education system, our goal is to show you how to interact with students through technology to facilitate greater learning, as well as provide you with the skills necessary for teaching students how technology can and will change their lives.

**Ed.S. Courses for Transfer into Ed.D. at Lipscomb**

The Ed.D. program at Lipscomb allows up to 15 hours of Ed.S. course work (6000 level) to transfer into the program if those hours equate to the content of 15 “transfer eligible” course hours. (See the Ed.D. program description for courses considered “transfer eligible.”) Candidates for the Ed.D. degree at Lipscomb may transfer up to 15 hours (12 hours of the Ed.S. core and up to three hours in the emphasis as indicated from these programs: collaborative professional learning, educational leadership, English language learning, and reading specialty). Courses that will transfer from the Lipscomb Ed.S. programs into the Ed.D. are marked below with this notation: EDD.

The following is a detailed list of course requirements for the Ed.S. degrees described above:

All Ed.S. candidates take the following two courses as non-credit, no-charge, and pass/fail, one during their first semester and one during the semester in which they graduate:

- EG 5000 Orientation to Ed.S. Programs (0)
- EG 6000 Graduation Seminar (0)

All Ed.S. candidates take the following core classes:

**CORE - Required for all emphasis areas (15 hours)**

- EG 6233 Leadership Behavior and Practice (3) EDD
- EG 6333 Law and Ethics in Leadership (3) EDD
- EG 6253 Vision and Change for Leaders (3) EDD
- EG 6263 Communication and Community (3) EDD
- EG 6653 Introduction to Education Research (3)

Candidates will choose one of the following sets of emphasis courses based on current goals:

**EMPHASIS Collaborative Professional Learning**

Ed.S. CORE + 18 hours

- EG 6033 Leadership in Collaborative Professional Learning (3)* EDD
- EG 6273 Coaching Models and Practices (3)*
- EG 6283 Developing Critical Cultural Competence (3)*
- EG 6293 Principles of Adult Learning (3)*
- EG 6903 Education Specialist Project I (3)
- EG 6913 Education Specialist Project II (3)

*Leads to Certificate in Instructional Coaching

**EMPHASIS Educational Leadership**

Ed.S. CORE + 21 hours

- EG 6483 Instructional Leadership (3)
- EG 6493 Evaluating Instructional Practice (3)
- EG 6551 Crucial Communications (1) EDD
- EG 6562 Political Implications in Education (2) EDD
- EG 6583 School Resource Management (3)
- EG 6903 Education Specialist Project I (3)
- EG 6913 Education Specialist Project II (3)
- ICM 5003 Survey of Conflict Management
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<tr>
<th>EMPHASIS English Language Learning</th>
<th>EMPHASIS With Reading Specialty</th>
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<tr>
<td>EGEL 6013 Theory and Practice in Second Language Acquisition (3)</td>
<td>EG 6743 Leadership in Balanced Literacy (3)</td>
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<td>EGEL 6033 Grammar for ELL Teachers (3)</td>
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<td>EG 6763 Reading in the Content Area (3)</td>
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<td>EG 6783 Literacy Coaching for Reading Specialists (3) <strong>EDD</strong></td>
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<td>EG 6913 Education Specialist Project II (3)</td>
<td>EG 6903 Education Specialist Project I (3)</td>
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<tr>
<td>Ed.S. CORE + 18 hours</td>
<td>EG 6903 Cultural Perspectives in Schools (3)</td>
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<td>EG 6836 Comprehensive Literacy Acquisition (6)*</td>
<td>EG 6233 Leadership Behavior and Practice (3)</td>
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<td>EG 6846 Methods and Strategies for the Literacy Leader (6)*</td>
<td>EG 6253 Vision and Change (3)</td>
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Course Descriptions: M.Ed. and Ed.S. programs

EG 5000  Orientation to M.Ed./Ed.S. Programs (Non-credit and P/F)
This course is required for all degree seeking M.Ed. students in their first semester of course work. Under the direction of their advisor or instructor, they will complete independent learning modules online and begin their portfolio of work which must be completed for graduation.

EG 5013  Education in a Global Context (3)
The course places contemporary American education in the context of global, social, cultural and economic systems. Students will explore diversity among learners (e.g., cultural, socio-economic, linguistic, gender, special needs) and the differentiated instructional and assessment strategies that support their academic achievement. This course includes contemporary issues concerning diversity, global perspectives and family engagement.

EG 5023  Principles of Learning (3)
This course is designed to introduce teachers to the profession of teaching and the field of education. In this course students will consider social, cultural and economic issues which have shaped education and the impact of education on U.S. and global economic development. More specifically, the course will address human growth and development theories related to how people learn, social issues that impact schooling practices, the history of education, educational in a multicultural society, and emerging trends and issues in education today. Students will learn to engage in critical reflection and will be required to do substantial amounts of reading and writing.

EG 5033/ EG 6033  Leadership in Collaborative Professional Learning (3)
The student will gain an understanding of varied collaborative professional learning models including professional learning communities, coaching (instructional, data and content area), mentoring, lesson study and online collaboration. Students will gain practical experience as members of a professional team in analyzing student work and data and creating lessons to improve student learning. Ed.S. sections have additional course objectives.

EG 5043  Addressing Learning Differences (3)
The course is designed to give students a theoretical background in differentiated modes of instruction and the skills needed to work with colleagues to improve achievement for individual learners, including those of different linguistic and cultural backgrounds. Discussions and readings will explore classroom strategies that improve student achievement, the elements of effective instruction, instructional design and ways to use assessment to drive instruction. Finally, the course will discuss ways that teacher leaders can work with colleagues to enhance their instruction and student learning.

EG 5053  Planning, Instruction & Assessment (3)
This course provides pre-service teachers with the knowledge and skills necessary to evaluate and apply effective pedagogical practices in various classroom settings. Students will analyze teaching strategies and will critique and analyze lessons presented in various settings. Likewise, students will write and develop effective unit and lesson plans and corresponding assessments. Students in the course will analyze lesson plans, examine the essential components of effective lesson and unit plans and will develop plans for curriculum standards provided by the state of Tennessee. Likewise, students will be able to analyze effectively instructional practices and data in order to make sound curricular choices. Students will engage in practice teaching sessions in order to receive feedback from their colleagues and will design formative assessments in order to demonstrate an understanding of the concepts presented in the course.

EG 5063  Building Classroom Communities (3)
This course is designed to analyze the relationship among classroom environment, classroom behavior, and
learning. Students will explore various classroom discipline and management models and their relationship to degrees of teacher and student control. Particular attention is given to understanding how a teacher’s behavior and/or instructional strategies, styles and techniques affect student behavior and learning. This course will also explore the importance of family and community collaboration.

**EG 5083 Research in Classroom Practice (3)**
This course will require students to understand educational research, investigate a problem in their specific field, propose a solution based on best practices in research and create a report and multimedia project on the proposed solution. Students will use observational research in real classrooms to investigate their problem, as well as video examples. In addition, students will become familiar with how action research can be used in the classroom and how data systems are used in school districts.

**EG 5093/ Cultural Perspectives in Schools**
Aside from introduction to various cultures and their norms, this course will explore how cultural perspectives influence the relationship among families, schools, and communities as related to instruction. This course also addresses the impact of socioeconomic, cultural, and linguistic differences and diversity issues on academic and social outcomes and applies interventions to meet the needs of a variety of students. Students will focus on culturally responsive factors that promote effective communication and collaboration with students, families, school personnel, and community members. Ed.S. sections have additional course objectives.

**EG 5103 Data-Driven Learning Culture (3)**
This course will focus on using data to guide planning, instruction and evaluation. The student will exhibit an understanding of basic statistical analysis and research design and methodology. Attention will be given to the best practices for analyzing and evaluating the rigor of curriculum and instruction and monitoring the school's curricular program, as well as supporting a systematic process of student/teacher assessment and improvement, coaching and supervision. The student will identify a problem that can be investigated using action research, clarify the problem, propose a solution and determine appropriate methodology for the research. In some programs, the student will complete the action research project in EG5363.

**EG 513V Alternative Licensure Mentoring (1-3)**
The COE maintains a formal relationship with each teacher who has not completed all requirements for licensure as set forth by the university and the Tennessee Department of Education Office of Educator Licensing. This relationship generally takes the form of a mentor - mentee connection. Teachers who have not completed all licensure requirements will be expected to register for mentoring hours not to exceed four credit hours over the fall and spring semesters of the academic year without regard to the number of years the teacher has held alternative licensure. At the discretion of the Alternative Licensure Director and Coordinator, those hours may be reduced in particular semesters.

**Teaching Methods K-6 (3)**
This is an integrated methods course designed to meet the developmental needs of children in the various subject areas found in the elementary school curriculum (K-6). It includes discussion of current research and practice relative to teaching/learning objectives, planning, instruction and classroom techniques. Students develop decision making skills through actual involvement in planned demonstration lessons using traditional and new techniques and innovations, including computer applications.

**Methods for Adolescent Learners (3)**
This is an integrated methods course designed to meet the developmental needs of children in the various subject areas found in the secondary school curriculum (7-12). It includes discussion of current research and practice relative to teaching/learning objectives, planning, instruction and classroom techniques.
Students develop decision-making skills through actual involvement in planned demonstration lessons using traditional and new techniques and innovations, including computer applications.

**EG 5163 Early Childhood Methods (3)**
This is an integrated methods course designed to meet the developmental needs in the various subject areas found in early childhood education. It includes the study of relevant research and best practices in teaching/learning objectives, planning, instruction and classroom techniques for this age group. Students develop decision-making skills through actual involvement in planned demonstration lessons using traditional and new techniques and innovations, including the use of technology.

**EG 5203 How We Learn (3)**
The student will participate in an advanced study of learning theories (including constructivism), human growth and development and motivation, including cognitive, emotional and physical characteristics of children in various age groups. Current brain research on teaching and learning, the importance of metacognition and strategies that increase student learning will also be a focus of the course. Case studies and clinical observations may be used to develop the skills and knowledge necessary to identify different learning styles among students and to develop appropriate instructional strategies. Students will learn observation methods used to evaluate and improve instruction.

**EG 5213/ EG 6213 Instructional Design in an Online Environment (3)**
Research on effective online instruction, strategies to foster student learning at higher levels in an online course and ways to assess student learning online will be central to this course. In addition to learning strategic planning for instruction, the student will exhibit skills and knowledge necessary to research, design and implement instruction in an online course. This course will also consider the continuing professional development needed to provide teachers with research-based online instructional strategies necessary to assist students in meeting academic standards and to prepare teachers to use a variety of classroom assessments appropriately. Ed.S. sections have additional course objectives.

**Communication, Collaboration & Community Relations (3)**
The student will gain an understanding of the communication skills necessary to cultivate positive relationships and collaborations with diverse stakeholders in a school culture focused on teaching and learning. In addition to identifying strengths and weaknesses of their own communication process, students will study how to manage school and community resources, communicate assessment results, make decisions within an ethical context and develop and implement appropriate policies that benefit all students.

**Leadership Behavior & Practice (3)**
Students will be introduced to personal and professional ethics in leader behavior. Essential leadership traits of personal integrity, courage, resilience, and perseverance will be thoroughly examined. Students will learn how to set high standards for self, model professional learning and establish a culture of personal and professional growth. Students will understand the value of leading by example as they move toward becoming a credible leader. Students will learn how to change confrontation into positive practice and results by exploring ways to enter into critical conversations with various stakeholders. Students will additionally learn how leaders can create positive environments of cultural competence and equity for all stakeholders. Additionally, students will understand the role of the school leader in the community and strategies to manage community circles. Ed.S. sections have additional course objectives.
EG 5253/EG 6253 Vision and Change for Leaders (3)
Students will be introduced to the strategic planning and change management processes. Students will learn how to create and conduct a needs assessment and use the resulting data to develop a comprehensive strategic plan to impact student learning. Students will also learn how to implement a strategic plan as a method for creating or changing school culture, which ultimately impacts students’ ability to learn and progress both academically and personally. Students will understand the necessity for the instructional focus to shift from teaching to learning. Ed.S. sections have additional course objectives.

EG 5263/EG 6263 Communication and Community (3)
Students will be introduced to the variety of communication styles utilized within the school environment. Students will learn how to craft effective messages based on information to be communicated and intended audience. Students will learn the value of business and community partners and the pivotal role effective communication plays in fostering these relationships. Students will learn to leverage digital and social media. Additionally, students will learn how to match communication styles and messages to the appropriate stakeholder in order to maximize effectiveness. Ed.S. sections have additional course objectives.

EG 5273/EG 6273 Coaching Models and Practices (3)
In this course, students will investigate how the research supports a coaching model and the value of coaching in a learning organization. They will develop a personal definition of coaching, investigate various models of coaching, and practice a variety of coaching and questioning strategies. The importance of ethics in coaching, the identification of one’s personal values, and strategies for identifying a teacher-client’s core values will be emphasized. Students will create coaching agreements, anticipate the phases of a coaching relationship, and learn methods to develop trust and safety in the coaching relationship. Ed.S. sections have additional course objectives.

EG 5283/EG 6283 Developing Critical Cultural Competence (3)
This course will provide students the opportunity to develop an informed perspective on the social, cultural and political influences on our education system. After taking this course, participants will better understand their roles in student achievement and how their own cultural lenses impact their relationships with students, teachers and families. Additionally, students will experience and lead crucial conversations about race, ethnicity and linguistic diversity and apply strategies to bring a faculty closer to closing achievement gaps between groups. The goal of this course is to provide teachers, instructional coaches and administrators with the tools to lead and to help others lead in a diverse environment. Ed.S. sections have additional course objectives.

EG 5293/EG 6293 Principles of Adult Learning (3)
In this course, students will demonstrate an understanding of theories and principles of adult development and learning, illustrate an understanding of their own development and experiences as learners, demonstrate their understanding of how to assess the needs and interests of adult learners, and illustrate how to apply concepts introduced in this course to the teaching and coaching of adult learners. More specifically, students will apply adult learning theory to the facilitation of professional learning for teachers. Ed.S. sections have additional course objectives.

EG 5303 Teaching the Diverse Learner (3)
The student will understand diversity among students (e.g., cultural, socio-economic, linguistic, gender, special needs) and the differentiated instructional and assessment strategies that support their academic achievement. Included will be theories of assessment and the development of skills and knowledge needed to analyze and implement teaching strategies for use with all learners in the classroom (including special needs, advanced, and ELL), among a team of teachers and
as part of a referral to the appropriate resources. This course includes contemporary legal issues concerning diverse learners.

**EG 5333/ EG 6333 Law & Ethics in Leadership (3)**

This course will help students understand legal practices and the application of ethical principles in education. Students will learn how to ethically and equitably protect the rights of all stakeholders. Students will study state and federal laws and how these impact educational leadership. Students will review relevant court cases and make applications to leadership practice. Attention will be given to how leaders apply the law ethically and equitably to all aspects of educational leadership and to all stakeholders. Ed.S. sections have additional course objectives.

**EG 5343 Curriculum & Assessment Design (3)**

Analysis of curriculum standards, identification of appropriate goals and objectives, articulation of formative and summative assessments that allow students to demonstrate achievement and implementation of effective instructional strategies will be considered. The student will investigate the role of school leadership in curriculum implementation, mapping, gap analysis, pacing and assessment procedures, and will cultivate an appreciation for academic and cultural diversity. Leadership, including servant and transformative leadership, to improve educational outcomes and to facilitate shared responsibility for instructional decisions will be discussed.

**EG 536V Action Research (1-3)**

The student will implement the action research proposal from EG5103 and test its effectiveness by applying the solution in a classroom/school setting. (In EG5103, the student will identify a problem that can be investigated using action research, clarify the problem, propose a solution and determine appropriate methodology for the research.) A written report and an oral presentation of the project will be completed. Prerequisites: The successful completion of all Tier 1 and 2 courses in the program.

**EG 5373/ EG6373 Consultation & Collaboration**

In this course, students will focus on the characteristics and development of appropriate techniques for effective consultation and collaboration with teachers, school administrators, parents, support service personnel, and other community contacts. Students will study the role of the professional school counselor in the development and implementation of student service plans. Students will learn common pedagogical techniques used in the classroom to provide consultation services as they apply to academic support. Interventions and accommodations available to students with various needs will be discussed.

**EG 5383/ EG 6383 Accountability, Research, & Assessment**

This course will discuss the need for accountability as it relates to a school counseling program. Through the use of data analysis, students will focus on the goals and methods of evaluating achievement, program effectiveness, and student outcomes. Students will study various types of assessment used in schools, including criterion-referenced, aptitude, achievement, intelligence, career, personality, and behavioral assessments. Individual and group approaches to measurement and interpretation in school counseling will also be studied.

**EG 5393 / EG 6393 Professional Orientation & Management**

This course will provide an introduction to the professional roles, responsibilities, and identity of school counselors. Historical, philosophical, educational, and psychological foundations of counseling as well as current trends facing school counselors will be explored. Students will investigate how to design, develop, and implement a professional school counseling program.

**EG 5402 Student Teaching Seminar (2)**

**Fall and Spring Semesters**

This course is taken concurrently with student teaching. The seminar meeting dates include days at the beginning, middle and end of the student teaching
semester. Students will be required to attend all sessions, provide required documentation and participate in activities related to each major objective. Prerequisite: Completion of all teaching licensure course work. Corequisite: EG 5417

EG 5417  
Enhanced Student Teaching (7)  
Fall and Spring Semesters  
The student will spend 15 weeks as a student teacher in two sequentially assigned classroom settings. The student will be expected to demonstrate skills and knowledge appropriate to the age of the children and the subject matter for which the student is seeking licensure. A $350 fee will be added to tuition during student teaching. Corequisite: EG 5402.  
(Overseas student teaching opportunities are available through the Christian College Teacher Education Coordinating Council. For more information, contact the director of student teaching.)

EG 5423  
Methods in STEM Content Areas (3)  
This course will offer students a chance to learn about lesson planning, classroom practices and materials needed to implement cross-curricular lessons in STEM content. Students will learn about the use of hands-on learning, cooperative learning, inquiry, writing, problem solving, problem-based learning, facilitation, technology integration and assessment to effectively implement lessons in STEM content. In collaboration with their peers, students will develop cross-curricular lessons in STEM content, implement their plans, and receive peer and teacher feedback. Successful completion of the course will result in students having a set of cross-curricular lessons in STEM content.

EG 5433  
Problem-Based Learning (3)  
Problem-based learning focuses on student-centered instruction driven by a real-world problem, question or task. Within STEM classrooms, this design lends itself seamlessly to providing students with 21st century learning experiences using authentic data and research. This course will emphasize STEM topics, technologies, instructional strategies and assessments to enhance and support PBL experiences. Students will design and present a STEM-focused unit of study using this instructional strategy.

EG 5463/ EG 6463  
Integrating Faith in Academic Disciplines (3)  
This course addresses the goal of meeting both the intellectual and spiritual needs of students through the integration of faith in academic content areas as part of the college’s overall goal to provide all schools (Christian, private and public) with the best teachers the college can produce. While teachers are expected to be deeply grounded in their academic disciplines, this course is designed to help them identify areas that will promote the integration of faith and learning, create faith-integration learning activities in the classroom, to use faith-oriented scholarly resources and to ensure academic rigor while integrating faith. Topics to be included are developing learning outcomes, assignments and activities; maintaining intellectual rigor and perseverance in these products; and purposefully making faith connections throughout the planned units and lessons. Ed.S. sections have additional course objectives.

EG 5473 / EG 6473  
Guidance and Counseling  
This course examines the purposes and theories of individual and group counseling and applies them appropriately. Students will learn techniques for analyzing student behavior, utilizing technological resources, implementing educational planning, and applying classroom management strategies. Other topics explored include crisis intervention procedures, peer mediation and conflict resolution, and addressing common student concerns.

EG 5483/ EG 6483  
Instructional Leadership (3)  
The course will focus learning on leadership practices which drive student achievement in schools. Students will learn how school leaders can analyze and use data (formative and summative) to make appropriate decisions. Students will analyze simulated TVAAS data to derive outcomes and make plans.
for next steps to ensure progress and growth. Student will also learn how to establish, maintain and lead professional learning communities within the school for the specific purpose of improving student achievement. Ed.S. sections have additional course objectives.

**EG 5493/ Evaluating Instructional Practice (3)**

Students will learn how to identify, evaluate and promote effective instructional practice. Research based instructional practices will be discussed in conjunction with how to recognize effective teaching as measured by student outcomes and state approved teacher evaluation models. Students will learn how to provide high quality feedback and encourage reflective practices from the roles of evaluator, mentor and coach. Students will learn how to support teachers in the change process through collaborative conversations, student data and instruction for growth. Ed.S. sections have additional course objectives.

**EG 5503 Independent Study (3)**

The student will propose and conduct a special study or project with the consent and guidance of a graduate faculty member. A student may receive credit for completing EG 5503 a maximum of two times. Prerequisite: Approval by the director of the appropriate program.

**EG 5523/ Technology Applications for Teaching & Learning (3)**

The student will develop technology skills that facilitate student instruction and learning. This course will cover a considerable number of e-learning tools with social networking capabilities as well as abilities to engage students in quality collaborative projects. Additionally, research will be done to determine the latest developments and trends in the use of the Internet, tablets and other technology tools in the classroom. Ed.S. sections have additional course objectives.

**EG 5533 Administrative Mentoring Seminar (3)**

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

**EG 5551/ ORG1 Crucial Communications (1)**

This course will focus on a leader’s personal communication style and how it impacts effective communication within a learning community. Students will explore the relationship between communication and decision making that is both valid and transparent from the stakeholder perspective. Students will define their personal communication style, decision-making style and create an effective communications plan that addresses a specific school need and allows response to stakeholder concerns. Students will be introduced to field work and partnered with a mentor. Ed.S. sections have additional course objectives.

**EG 5562/ ORG2 Political Implications in Education (2)**

This course will focus on the different political structures in place that exist to support schools. Students will learn a myriad of ways that political involvement can support student success. Students will be required to collaborate with a mentor practitioner. Ed.S. sections have additional course objectives.

**EG 5573/ ORG3 Human Capital and Operations Management (3)**

Students will learn best practices for leading human capital and school operations. Focusing on recruiting, hiring and retaining top staff, students will gain a greater understanding of the role of people, positions and roles within a successful organization. Students will learn the importance of intentional, diverse hiring practices. Students will also work collaboratively with a field mentor to learn essential operating procedures of the physical
plant and its relationship to student achievement. Students will learn how to assess physical plant needs, establish and maintain a safe and clean environment, and record proper documentation for all physical plant matters. Ed.S. sections have additional course objectives.

EG 5583/ ORG4 School Resource Management (3)
This course will address the educational leader’s role in managing resources. Students will learn federal, state and local requirements for ethical management of all educational fiscal resources including the creation and implementation of budgets. Additionally, students will explore other funding sources such as grants, donations and fundraisers. Attention will be given to the relationship between resource management and academic achievement. Students will be required to collaborate with a practicing mentor during this course. Ed.S. sections have additional course objectives.

EG 5603 Leadership in Educational Technologies (3)
This course will explore leadership skills and knowledge needed to implement and support educational technology use. Leaders must know how to acquire technology, plan its effective use, prepare teachers and assess effectiveness, including how to assess what is currently in place, what is needed and how best to use it. Funding educational technology, grant writing and prioritizing and implementation will be discussed. Also included will be the challenge of staying abreast of new technologies, assessing teacher use of technology and utilizing community resources.

EG 5613 Effective Technology Use in the Classroom (3)
This course will center on effective use of technological resources, both in the classroom and online and the class includes field experience. While technology is constantly changing, suggested classroom tools include document cameras, slate boards/tablets, interactive white boards, clicker systems and other portable computing devices. Classroom website, electronic rubrics, communication tools and assessment tools will also be used.

EG 5623 Trends and Issues in Instructional Technology (3)
One of the major challenges in educational technology is its ever-changing nature. This course is designed to maximize the knowledge of current candidates and to promote inquiry into new uses of technology through class interaction. Topics for discussion could include but are not be limited to effective use of classroom devices, use of vendor programs, security issues and challenges, laptop initiatives, social networking/podcasts/webinars, online staff development, maximizing limited resources and dependence on technology.

EG 5633/ Technology and Problem-Based Learning (3)
This is a project-based class that explores using technology to solve problems more effectively, more efficiently, more innovatively and more collaboratively. A cross curricular approach to creating and organizing engaging problems for students will be taken. Ed.S. sections have additional course objectives.

EG 5643/ Technology for Special Groups (3)
This course will provide develop skills for the instructional technology student who is learning to use technology to meet the needs of English language learners and students with special needs in the classroom. This class will prepare a student to be a technology coach or technology integration specialist.

EG 5653/ Intro to Educational Research (3)
This course will provide an introduction to empirical research within the field of education. Students will exhibit an understanding of educational research skills in design, methodology and basic statistical analysis. Emphasis will be placed on helping students locate, understand and apply educational research in practice. Students will implement learned skills to identify a project topic and complete a review of related literature. In some programs, students will be required to
further develop the topic into an action research or specialized field project. Students in these programs will implement the project, analyze data, draw conclusions, and formally present findings in subsequent course work and/or independent program requirements. This course serves as a prerequisite for EG 5663 or EG 6903. Ed.S. sections have additional course objectives.

**EG 5663 SPR2: Specialized Field Project (3)**
This course serves as the culminating experience for specialized field projects in educational leadership. A specialized field project is conducted by the student throughout the educational leadership program and completed in this course. Students will submit a final paper to the instructor and make a formal oral presentation to cohort participants, faculty and other members of the graduate school community. Prerequisite: EG 5653 or equivalent.

**EG 5683 / Legal & Ethical Practice**
This course examines the professional, ethical, and legal issues that impact professional school counselors’ responsibilities and students’ rights. Public policy and laws, courts decisions, personal biases and limitations, and codes of ethics will be explored.

**EG 570V Special Topics (1-3)**
Selected topics from the field of education are offered. The format of the course is determined by the topic. Field experiences may be required. Prerequisite: Permission of instructor. Offered as needed.

**EG 5734/ Leadership in Balanced Literacy (3)**
This course is an in-depth look into the theoretical and evidence-based processes of reading and writing instruction. It focuses on equipping future teachers with a expert foundational knowledge of literacy research and pedagogical best practices that will help them make appropriate decisions as an informed leader to plan and implement high-quality reading and writing instruction in a clinical or classroom setting. In addition, course objectives and topics are aligned with Tennessee’s reading specialist standards and the Standards for Reading Professionals from the International Reading Association (2010). Ed.S. sections have additional course objectives.

**Emergent Literacy (3)**
This course focuses on how early language practices and environment from birth to age five impact how a child learns to read and write. Theories of language development, cognition and learning will be highlighted along with study and application of various systems of language to the reading and writing processes. Course objectives include teaching phonemic awareness and phonics with an emphasis on speech production, teaching writing along with reading through children’s literature, understanding early literacy assessment tools, utilizing a variety of instructional groupings, and creating lifelong readers by focusing on story, vocabulary and comprehension. Special attention will be given to literacy acquisition for students from a wide-range of cultural, linguistic, and social backgrounds. Course objectives and topics are aligned with Tennessee reading specialist standards and the International Reading Association’s standards for reading professionals (2010). Ed.S. sections have additional course objectives.

**Reading in the Content Area (3)**
This course is for students in the M.Ed. with reading specialty program. Students will practice strategies to help K-12 teachers in all content areas enhance student learning, particularly with relation to reading and writing. It emphasizes teaching activities, study learning content through reading a variety of text structures. The course provides an overview of how students learn to read and the importance of meta-cognitive skills in reading. The focus will be on strategies to help reading specialists recognize and respond to the variety of ability levels and linguistic and cultural backgrounds in a classroom. Ed.S. sections have additional course objectives.
EG 5773/ EG 6773  Diagnosis and Remediation of Reading Difficulties (3)
The student will gain an understanding of the nature and multiple causes of reading difficulties and the appropriate selection, use and interpretation of formal and teacher-developed assessment tools to report, evaluate, and modify instruction for successful learning. The student will learn to communicate assessment data to family and other stakeholders in an effective manner that helps promote positive literacy connections between the home and school. This course requires a field experience in reading intervention. Ed.S. sections have additional course objectives.

EG 5783/ EG 6783  Literacy Coaching for Reading Specialists (3)
This course develops the skills and knowledge needed for the reading specialist to work with teachers as a coach and mentor. Students will be asked to employ the coaching knowledge, skills and dispositions needed to facilitate job embedded professional learning for teachers and other education professionals. Emphasis will be placed on the roles of the reading specialist as resource provider, data coach, interventionist, and parent and community liaison. The student will understand the cycle of assessment and instruction, classroom and small group organization, and instructional coaching focused on literacy. Ed.S. sections have additional course objectives.

EG 5793  Integrated Literacy (3)
This course is an in-depth look at using a variety of strategies for integrating reading and writing across the curriculum and developing vocabulary and comprehension skills. It will help students understand how to identify and explore quality literature. It will also focus on using informational and exemplary texts to teach content, as well as evidence-based writing. Lastly, the course will address scaffolding and differentiation strategies for struggling readers.

EG 5803  Literacy Foundations and Standards (3)
This course is an in-depth look into research on how children become literate and the practical implications of this research for teachers. It focuses on equipping future teachers with the theoretical knowledge and pedagogical skills that will help them make appropriate assessment and instructional decisions as they teach children to become adept readers and writers. In addition, course objectives and topics are grounded in the five essential components of reading and the Common Core State Standards.

EG 5813/ EG 6813  Reading Recovery 1 (3)
This course introduces teachers to reading recovery, its theoretical foundations, research, purposes and procedures. Classroom instruction is coordinated with the individual instruction of 10 at-risk students in an integrated field experience. Ed.S. sections have additional course objectives.

EG 5823/ EG 6823  Reading Recovery 2 (3)
The purpose of this class is to refine and expand the teacher’s level of awareness and understanding of how to effectively teach reading and writing to at-risk students. Ed.S. sections have additional course objectives.

EG 5836/ EG 6836  Comprehensive Literacy Acquisition (6)
This course will offer students an in-depth study of the concepts required for literacy acquisition in elementary students. Students will learn about current literacy assessments, how to administer the assessments, and how to use the literacy assessment data to drive instruction in reading and writing. Students will also learn about the balanced approach of literacy and make connections to embed that approach in the Common Core State Standards. In collaboration with their peers, students will plan and implement literacy lessons in all component of the balanced approach with direct focus on the five components of reading. Ed.S. sections have additional course objectives.
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**EG 5846 / EG 6846  Methods and Strategies for the Literacy Leader (6)**
This course will prepare students to work effectively with students and adults in elementary school settings. Students will learn effective models and strategies of literacy coaching. In collaboration with their peers, students will participate in coaching rounds. Students will learn effective leadership strategies and models of collaboration. Successful completion of the course will result in students having strategies and protocols in place to be effective literacy leaders and coaches. Ed.S. sections have additional course objectives.

**EG 5923  Teaching Practicum**
This course is designed for students pursuing an Initial School Counseling License who do not have teaching experience. This practicum will prepare prospective school counselors to work collaboratively with educators by learning and applying evidence-based practices and strategies to develop classroom management techniques, plan for student learning, and assess learning.

**EG 5933 / EG 6933  Elementary/Middle Grades Counseling Practicum**
This supervised practicum course will give students an opportunity to develop counseling skills for working with a variety of clients in an elementary/middle level school setting. Students will gain hands-on experience under the supervision of a licensed professional school counselor by engaging in a variety of school counseling related activities.

**EG 5943 / EG 6943  Secondary Counseling Practicum**
This supervised practicum course will give students an opportunity to develop counseling skills for working with a variety of clients in a secondary level school setting. Students will gain hands-on experience under the supervision of a licensed professional school counselor by engaging in a variety of school counseling related activities.

**EG 6000  Graduation Seminar (Non-credit and P/F)**
This course is required for all M.Ed. students in their final semester before graduation. Students will complete all graduation requirements for a M.Ed. degree in the College of Education. Under the direction of their advisor or instructor, they will complete the portfolio of work begun in their first term, publicly present their cumulative action research project and complete a comprehensive exam case study.

**EG 6903  Education Specialist Project I (3)**
In this independent study course, the student will work with the instructor to select a real-world project in which to apply knowledge and competencies attained in the Ed.S. curriculum. It should be taken in one of the last two semesters of the Ed.S. program. The project may be completed in the area of collaborative professional learning, English language learning, reading, or educational leadership.

**EG 6913  Education Specialist Project II (3)**
In this second of two independent study courses, the student will work with the instructor to complete a real-world project in which to apply knowledge and competencies attained in the Ed.S. curriculum. It should be taken in the last two semesters of the Ed.S. program. The project may be completed in the area of collaborative professional learning, English language learning, reading, or educational leadership.

**ICM 5003  Survey of Conflict Management (3)**
See the Institute of Conflict Management course listing.

**PSG/ COUN 5303  Lifespan Development (3)**
See the Graduate Studies in Psychology and Counseling course listing.

**English Language Learning**

**EGEL 5013 / EGEL 6013  Language Acquisition (3)**
This is an introductory course in second language acquisition which will expose students to terminology and concepts specific to the field of language acquisition. Students in this course will explore the human capacity for language and will discuss and encounter myths specific to language acquisition. Likewise, students will trace the development of the
field by examining the ideas of theorists such as Chomsky, Krashen, Camale and Swain, Piaget, Vygotsky and others. Key concepts presented include interlanguage development, transfer, comprehensible input, learner variables, language immersion vs. classroom instruction and the role culture and society play in language acquisition. Ed.S. sections have additional course objectives.

**EGEL 5033 / Grammar for ELL Teachers (3)**

This course provides a description of English grammar for those planning to teach English. In this course, students will be reminded of theories of language learning previously studied and will compare grammatical structures and patterns present in different languages of the world. Theories related specifically to grammar instruction will be presented and students will be able to design their own activities as a result of this course. Specific models presented in this course include input processing (structure input and output) and the PACE model. A discussion of what it means to teach grammar in terms of language acquisition is also substantive to the course and will include ways in which language (i.e., grammar) has historically been taught. Specific goals for students in this course include developing an understanding of English grammar (prescriptive and descriptive), analyzing methods by which grammar has been taught, and designing and evaluating materials designed to teach grammar. Additionally, students will be exposed to issues related to phonetics, linguistics and transcription using the International Phonetic Alphabet. Ed.S. sections have additional course objectives.

**EGEL 5043 / Curriculum Design and Instruction in the ELL Classroom (3)**

The course is designed to give students the skills that they need to effectively teach in an ELL classroom. Students will be responsible for analyzing and critiquing lesson plans, for creating language and content objectives, for developing lesson and unit plans with appropriate sequencing of activities, for choosing authentic spoken and written materials in order to differentiate instruction and for preparing and teaching rigorous curriculum in engaging ways for ELL learners. Specifically, students will consider principles critical to ELL classroom which include making content comprehensive and participating in jointly constructed activities with students. Students will explore ways to teach that building their students’ academic language, a key process for ELL students. As a result of this course, students will be able to give clear instructions and directions, will learn effective ways to gauge comprehension, will provide effective instruction in terms of language content and will be able to reflect on the lesson and units they create in order to make appropriate modifications and/or adaptations for future lessons. Additionally, students will be provided with specific strategies related to reading and writing instruction and the development of academic literacy. Ed.S. sections have additional course objectives.

**EGEL 5053 / Culture, Communication and Community in the ELL Classroom (3)**

In this course, students will discuss the broader issues connected to the ELL teaching profession. Selected articles and texts will be chosen to stimulate students’ thinking about such topics as language and identity and language and power. Likewise, students will develop an understanding of cultural competence and factors related to participating in a culture other than one’s native culture. Further, this course will discuss cultural issues related to managing the second language classroom environment and will also discuss the significance of culture and school as it relates to building literacy in a second language. Ed.S. sections have additional course objectives.

**EGEL 5063 / Practicum in ELL Teaching and Learning (3)**

In this course, students will work both independently and with the professor in order to gain hands-on experience in the ELL classroom. Students will partner with ELL teachers, students and families in order to enhance their teaching and learning skills. Sample practicum activities include: English language teaching in after school programs, English language
tutoring with after school or adult ELL programs, participating in EL book studies, and working with outreach programs designed to educate and support ELL families. Students will complete a minimum of 12 hours of teaching/service to ELL students and families. Students with work with case studies to hone skills in building relationship, observing language use, analyzing and assessing language use, and making recommendations for progress.

**EGEL 5443  Instruction and Assessment in English Language Learning (3)**
In this course, students will know, understand and use evidence-based practices and strategies to plan, implement and assess standards-based ESL and content instruction for students with diverse linguistic backgrounds. Students will learn classroom organization techniques, program models and strategies for developing and integrating language skills. Issues and concepts of formative and summative assessment of ESL students and modification of assessments will be discussed. Students will review the state and federal requirements to identify and serve ESL students. This course is for students seeking initial licensure in K-6 and ELL. It will help the graduate student to prepare for the Praxis Exam (I. Foundations of Linguistics and Language Learning and IV. Cultural and Professional Aspects of the Job) and Tennessee Teacher Licensure Standards I (Language), II (Culture) and V (Professionalism).

**Special Education**

**EGSE 5023  Special Education Disabilities (3)**
Participants are provided with an overview of a variety of conditions including high incidence disabilities, low incidence disabilities, spectrum disorders such as autism, attention deficit disorders, emotional and behavioral disorders, and the gifted and talented. These are examined with consideration to the psychological, physiological, social and educational characteristics of each. An emphasis is placed on causes, prevalence, diagnosis and intervention.

**EGSE 5033  Special Education Law and Ethics (3)**
Special educators are responsible for knowing the federal and state law that governs the supports and services for students with disabilities. In this course, students will analyze the law and develop an understanding of communication and collaboration, preparing for and conducting meetings, accommodations and modifications, IEP writing, and transition planning. This course will also cover the ethical and professional role of special educators including confidentiality, effective communication and writing skills, and self-reflection.

**EGSE 5043  Special Education Teaching Methodologies (3)**
Participants learn pedagogical strategies and techniques and philosophical underpinnings required for teaching exceptional students. Major topics include: characteristics of effective teaching, planning for instruction, creating effective lessons using a variety of approaches, effectively integrating technology, science instructional methods and math instructional methods.
EGSE 5053  Foundations of Applied Behavior Analysis (3)

This course covers the behavior theory, concepts, principles, and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand behavior analysis through the exploration of philosophical assumptions, behavior terminology, verbal operants, and measurement concepts. These concepts will be explored by applying behavior principles to real-world scenarios. Students will examine how foundational concepts and principles can be used in various settings with a primary focus on the educational setting.

EGSE 5063  Research Methods in Behavior Analysis (3)

This course covers single subject research methods used to evaluate the effects of interventions on existing behaviors. Students will begin to understand methods of measuring behavior (including data analysis), various experimental designs, the identification of problems and various assessment tools by applying these methods in real-world scenarios. Students will examine ways to use single-subject research methods in various settings with a primary focus on the educational setting.

EGSE 5073  Behavior Change Procedures (3)

This course covers fundamental elements of behavior change and specific behavior change procedures to modify existing behaviors and acquire new behaviors. Students will begin to understand behavior modification techniques, such as measurement, positive and negative reinforcement, punishment, extinction, discrimination training, generalization, shaping, and schedules of reinforcement, by applying these behavior principles to real-world scenarios. Students will examine how behavior change procedures can be used in various settings with a primary focus on the educational setting.

EGSE 5083  Program Design, Implementation, and Evaluation (3)

This course covers behavior change systems, intervention and behavior change considerations related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand ethics, professional conduct, behavior change systems, and development, implementation, management, and supervision of behavior intervention plans by applying these behavioral principles to real-world scenarios. Students will examine how program design, implementation, and evaluation can be used in various settings with a primary focus on the educational setting.

EGSE 5102  Behavioral Field Supervision I (2)

Supervised Independent Fieldwork: This course is the first of three field supervision courses and will provide 25 hours of field supervision, fulfilling the requirement for supervision of 5% of the first 500 hours of field work for candidates pursuing a BCaBA or BCBA.

EGSE 5112  Behavioral Field Supervision II (2)

Supervised Independent Fieldwork: This course is the second of three field supervision courses and will provide 25 hours of field supervision, fulfilling the requirement for supervision of 5% of the second 500 hours of field work for candidates pursuing a BCaBA or BCBA. Prerequisite: EGSE 5102

EGSE 5122  Behavioral Field Supervision III (2)

Supervised Independent Fieldwork: This course is the third of three field supervision courses and will provide 25 hours of field supervision, fulfilling the requirement for supervision of 5% of the last 500 hours of field work for candidates pursuing a BCaBA. Prerequisite: EGSE 5112

EGSE 5133  Ethical and Professional Conduct (3)

This course covers ethical and professional conduct in the field of applied behavior analysis and ethical implications of behavior change systems, implementation, management and supervision. Students will understand and apply behavioral modification techniques within the BACB ethical framework.

EGSE 5143  Advanced Applied Behavior Analysis (3)

This course covers the measurement (including data analysis), experimental
design, behavioral change systems and school based applications of behavior analysis. Students will understand and apply behavioral modification techniques, such as measurement, consideration of biological variables, observable/measurable behavior, identification of motivators, selecting alternative behaviors and identification of contingencies governing behavior, by applying these behavioral principles to real-world scenarios. Students will examine how behavior management can be used in various settings with a primary focus on the educational setting. This course contains a program comprehensive exam covering content in all BACB approved course sequence courses.

EGSE 5153 Communication, Language, and Social Skills (3)
This course for ABA majors covers the development of communication, language and social skills for typically developing children, as well as the deficits seen in these areas in children with disabilities. Students will learn the link between communication and behavior, with an emphasis on Skinner’s Verbal Behavior model. They will also learn the importance of developing functional communication and instructional strategies to develop communication, language and social skills. Research-based interventions such as social narratives, video-modeling and functional communication training will also be discussed.

EGSE 5163 Business Essential (3)
This course will address the basics of building and maintaining a private business specifically geared to the future BCBA. Issues discussed will include insurance billing, managing employees, marketing and advertising and business ethics. Students will learn how to start, develop and maintain their own business.

EGSE 5173 Autism Spectrum Disorders (3)
This course will address the specific characteristics of students diagnosed with autism spectrum disorder and how those characteristics manifest in a variety of environments. Students will learn how to analyze the characteristics when addressing behavior concerns. They will also learn about research-based interventions such as pivotal response training, incidental teaching and visual supports. Students will also learn about sensory dysfunction and fine motor deficits, as well as strategies to incorporate to support these two deficit areas.

EGSE 5181 ABA Research Seminar (1)
This course will allow students to complete their research project that they will begin in EGSE 5063. This will be a single subject research study related to the field of Applied Behavior Analysis. Students will complete their data collection, analyze the results using visual analysis, write the results and discussion section of the paper, and learn about publication. The research will be conducted according to the ethical guidelines set forth by the Behavior Analysis Certification Board. Students will also complete their research presentation in this course. Prerequisite: EGSE 5063.

EGSE 5213 Collaboration and Co-Teaching for Special Education (3)
The role of the special educator has changed in the last 20 years. Special Educators are now serving in a more collaborative role with general educators. They are often consulting and/or co-teaching in general education classrooms. This course will prepare students to work with other school staff, balance a caseload while supporting the needs of all students, and to effectively communicate with paraprofessionals. Specific strategies for collaboration, consultation, and co-teaching will be learned. In addition, the importance of communicating with families, as well as techniques to collaborate with families, will be discussed.

EGSE 5223 Development of Social and Communication Skills (3)
This course is specifically for special education majors and covers the development of communication, language, and social skills for typically developing children, as well as the deficits seen in these areas in children.
with disabilities. Students will learn the link between communication and behavior, the educational implications of communication and language impairments, and instructional strategies related to communication, language, and social skills. Research-based interventions such as social narratives, video-modeling, and augmentative communication will also be discussed.

**Professional Learning & Coaching in Mathematics**

**MAED 5063 Teaching Geometry (3)**
This course will focus on the pedagogy of geometry. Euclidean geometry, including congruence and similarity of triangles and investigations of polygons, circles, and measurement will be presented using innovative research-based techniques and strategies.

**MAED 5143 Functions and Mathematical Applications (3)**
In this course, students will examine the function concept through graphs, ordered pairs, equations, and relationships between variables in applied settings. Additionally, students will interpret, analyze and build functions that model relationships. The function concept will be examined more deeply by studying special properties of functions (symmetry, one-to-one, inverse, increasing, decreasing, etc.) and learning about the properties of specific types of functions (linear, quadratic, exponential, and trigonometric). Special topics from calculus will be presented with a focus on conceptual understanding rather than computation.

**MAED 5153 Numbers, Operations, and Algebraic Thinking (3)**
In this course, students’ number sense will be developed using a variety of pedagogies and strategies that will engage the students in the Common Core Standards for Mathematical Practice. Problem-solving tasks, base-10 blocks, ten frames, number talks, hands-on manipulatives and other number sense routines will be presented to the students and they will be given the resources needed to share these strategies with other teachers. Students will learn ways to help students transition from performing arithmetic to an algebraic way of thinking. Students’ algebraic thinking will be strengthened by activities that require them to write and interpret numerical expressions, look for patterns, reason and make use of the structure of mathematics.

**MAED 5163 Problem Solving and Mathematical Modeling (3)**
Techniques of problem-solving are presented. Students in this course will learn about problem-based pedagogies and experience learning mathematics through problem-based pedagogies. Students will extend their knowledge of problem-solving, mathematics, and problem-based pedagogies by creating problem-based tasks for the K-12 classroom and critiquing problem-based tasks.

**MAED 5173 Statistics, Probability, Measurement, and Data (3)**
This course will examine the essential understandings needed to teach statistics, probability, measurement and data analysis. In groups, students will interpret and discuss data, make decisions about the appropriate analysis of the data, analyze the data and communicate the results of their analyses to others.

**MAED 5183 Leadership and Instructional Coaching in Mathematics (3)**
In this course, students will gain understanding of the roles of a mathematics instructional coach. Students will learn how to analyze and implement common core standards and strategies in the math classroom. Students will also learn how to analyze, interpret and communicate data. There will be a focus on improving teacher effectiveness and student outcomes.
Administrative Licensure Program

Teachers who hold a master’s degree in the field of education, have three years of successful teaching experience and possess a valid Tennessee teaching license may enter the Administrative Licensure Program to earn credits toward the Instructional Leadership License. The 21-credit-hour program provides course work and field experiences which enhance leadership skills and prepare candidates for the SLLA exam required for earning the administrative licensure.

The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education and the requirements of the Tennessee State Board of Education’s learning-centered leadership policy. Participants in this program are classified as “non-degree seeking.”

The following courses (21 hours) are required for the Tennessee Instructional Leadership License:

- EG 5233/6233 Leadership Behavior and Practice (3)
- EG 5333/6333 Law and Ethics in Leadership (3)
- EG 5253/6253 Vision and Change for Leaders (3)
- EG 5483/6483 Instructional Leadership (3)
- EG 5551/6551 Crucial Communications (1)
- EG 5562/6562 Political Implications in Education (2)
- ICM 5003 Survey of Conflict Management
  OR
- EG 5583/6583 School Resource Management (3)
- EG 5663 Specialized Field Project (3)*
  OR
- EG 6903 Education Specialist Project I (3)
  AND
- EG 6913 Education Specialist Project II (3)

*As a prerequisite to EG 5663/EG 6903, students must show evidence of successful completion of graduate-level course work in educational research or proficiency in educational research.

A passing score on the School Leaders Licensure Assessment (Praxis 6011) for Tennessee licensure is a requirement for completion of this program.

ELL Endorsement Program

Licensed teachers who would like to seek an additional endorsement in English as a second language may enroll in the 12-hour graduate-level track in ELL. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of teaching a second language. The program will examine second language acquisition theories, appropriate methods and materials, issues in multicultural learning communities and effective educative assessment strategies/instruments for English language learners.

Participants in the ELL endorsement program are classified as “non-degree seeking.” The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (12 hours) are required for the English language learner endorsement:

- EGEL 5013/6013 Theory & Practice in Second Language Acquisition (3)
- EGEL 5033/6033 Grammar for ELL Teachers (3)
- EGEL 6043 Curriculum, Design & Instruction in the ELL Classroom (3)
- EGEL 5053/6053 Culture, Communication & Community in the ELL Classroom (3)
Reading Specialty Endorsement Program
Licensed teachers who would like to seek an additional endorsement as a Reading Specialist may enroll in the 15-hour graduate-level track in reading specialty. The add-on endorsement will allow participants to transfer their existing knowledge and experience into the field of reading. Participants in the Reading Specialty endorsement program are classified as “non-degree seeking.” The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (15 hours) are required for the Reading Specialty endorsement:

- EG 5743/EG 6743 Leadership in Balanced Literacy (3)
- EG 5753/EG 6753 Emergent Literacy (3)
- EG 5763/EG 6763 Reading in the Content Area (3)
- EG 5773/EG 6773 Diagnosis and Remediation of Reading Difficulties (3)
- EG 5783/EG 6783 Literacy Coaching for Reading Specialists (3)

Special Education Endorsement Program (18 hours)
Licensed teachers who would like to seek an additional endorsement in Special Education may enroll in this 18 hour graduate level track. This program has been newly redesigned to meet the standards for the new Tennessee Special Education Interventionist License. Students will choose the K-8 or 6-12 license. The program will provide students with coursework in Special Education that addresses a wide range of topics from disabilities to instructional strategies to legal issues. In addition students will take two courses in applied behavior analysis. Candidates will develop effective communication and collaboration skills in special education and will master the creation, implementation, and use of Individualized Education Programs (IEPs).

Participants in the special education endorsement program are classified as “non-degree seeking.” The program adheres to similar admission standards and procedures and academic policies of the graduate studies in education department.

The following courses (18 hours) are required for the special education endorsement:

- EGSE 5023 Special Education Disabilities (3)
- EGSE 5033 Special Education Law (3)
- EGSE 5043 Special Education Teaching Methods (3)
- EGSE 5053 Foundations of Applied Behavior Analysis (3)
- EGSE 5213 Collaboration and Co-Teaching for Special Education (3)
- EGSE 5223 Development of Social and Communication Skills (3)

Certificate in Applied Behavior Analysis
Our studies in applied behavior analysis programs combine Lipscomb’s tradition of innovation and quality instruction with one of the highest demand fields in learning today. Recent estimates show that Tennessee has approximately 338 certified behavior analysts, while 1 in 88 children has been diagnosed with an autism spectrum disorder. The demand for certified professionals who can deliver effective and certified behavior therapy is growing.

Students may choose between a general certificate in Applied Behavior Analysis which provides Behavior Analysis Certification Board® course approved sequence required to apply for the Behavior Certified Assistant Behavior Analyst exam or a professional certificate in Applied Behavior Analysis which provides Behavior Analysis Certification Board® course approved sequence required to apply for the Behavior Certified Behavior Analyst exam.

The following 16 hours are required for both the BCaBA and BCBA in the certificate in General Applied Behavior Analysis

- EGSE 5053 Foundations of Applied Behavior Analysis
- EGSE 5063 Research in Behavior Analysis (3)
- EGSE 5073 Behavior Change Procedures (3)
- EGSE 5083 Program Design, Implementation, and Evaluation (3)
- EGSE 5102 Behavioral Field Supervision I (2)
- EGSE 5112 Behavioral Field Supervision II (2)
The following 24 hours are required for the certificate in Professional Applied Behavior Analysis:

- EGSE 5053 Foundations of Applied Behavior Analysis (3)
- EGSE 5063 Research in Behavior Analysis (3)
- EGSE 5073 Behavior Change Procedures (3)
- EGSE 5083 Program Design, Implementation, and Evaluation (3)
- EGSE 5133 Ethical and Professional Conduct (3)
- EGSE 5143 Advanced Applied Behavior Analysis (3)
- EGSE 5102 Behavioral Field Supervision I (2)
- EGSE 5112 Behavioral Field Supervision II (2)
- EGSE 5122 Behavioral Field Supervision III (2)

Certificate in Coaching for Learning
Students will receive a certificate in Coaching for Learning upon completion of the following 12 credit hours of courses:

- EG 5033 Leadership in Collaborative Professional Learning (3)
- EG 5273 Coaching Models and Practices (3)
- EG 5283 Developing Critical Cultural Competence (3)
- EG 5363 Principles of Adult Learning (3)

Certificate in Instructional Coaching
Students will receive a certificate of Instructional Coaching upon completion of the following 12 credit hours of courses:

- EG 5033/6033 Leadership in Collaborative Professional Learning (3)
- EG 5273/6273 Coaching Models and Practices (3)
- EG 5293/6293 Principles of Adult Learning (3)
- EG 5283/6283 Developing Critical Cultural Competence (3)

Certificate in Literacy Coaching
Students will receive a certificate in Literacy Coaching upon completion of the following 12 hours of courses:

- EG5836/6836 Comprehensive Literacy Acquisition (6)
- EG5846/6846 Methods and Strategies for the Literacy Leader (6)
**Certificate in Mathematics Coaching**

Students will receive a certificate in Mathematics coaching upon completion of the following 21 hours of courses:

- MAED 5153 Numbers, Operations, and Algebraic Thinking (3)
- MAED 5143 Functions and Mathematical Applications (3)
- MAED 5063 Teaching Geometry (3)
- MAED 5163 Problem Solving and Mathematical Modeling (3)
- MAED 5173 Statistics, Probability, Measurement, and Data (3)
- MAED 5183 Leadership and Instructional Coaching in Mathematics (3)
- EG 5273 Coaching Models and Practices (3)

**Certificate in Technology Integration**

Students will receive a certificate in Technology Integration upon completion of the following 12 credit hours of courses:

- EG 5523 Technology Applications (3)*
- EG 5603 Leadership in Educational Technologies (3)*
- EG 5613 Effective Technology Use in the Classroom (3)*
- EG 5643 Technology for Special Groups (3)*

*Leads to certificate in technology integration

**Teacher Licensure Program**

Candidates with an undergraduate degree may pursue Tennessee teacher licensure through the Teacher Licensure program. The program will provide the course work and skill development that new educators need.

Participants in the Teacher Licensure Program are classified as “non-degree seeking.” The program adheres to similar admission standards and procedures and academic policies of the Graduate Studies in Education department.

All candidates seeking a Tennessee teaching licensure will take the following required 18 credit hours of course work:

- EG 5023 Principles of Learning
- EG 5053 Planning, Instruction & Assessment
- EG 5063 Building Classroom Communities
- EG 5143 Teaching Methods K-6
  OR
- EG 5153 Methods for Adolescent Learners
- EG 5303 Teaching the Diverse Learner
- EG 5803 Literacy Foundations and Standards

Additional courses may be required for licensure.

Tennessee licensure requirements include an extended clinical experience. Candidates must also take either EG 5417 Enhanced Student Teaching (seven hours) and EG 5402 Student Teaching Seminar (two hours) or EG 513V Mentoring (four hours minimum) (for individuals with alternative licenses only) in order to complete licensure requirements.

**Special Education/License Only**

With this program, students have the opportunity to pursue a Special Education teaching license. This program has been newly redesigned to meet the standards for the new Tennessee Special Education Interventionist License. Students will choose the K-8 or 6-12 license. The program will provide you with coursework in Special Education that addresses a wide range of topics from disabilities to instructional strategies to legal issues. In addition students will take two courses in applied behavior analysis. Candidates will develop effective communication and collaboration skills in special education and will master the creation, implementation, and use of Individualized Education Programs (IEPs).

Participants in the special education endorsement program are classified as “non-degree seeking.” The program adheres to similar admission standards and procedures and academic policies of the Graduate Studies in Education department.

- EG 5053 Planning, Instruction and Assessment (3)
- EG 5093 Cultural Perspectives in Schools (3)
- EG 5803 Literacy Foundations
- EGSE 5023 Special Education Disabilities (3)
- EGSE 5033 Special Education Law (3)
- EGSE 5043 Special Education Teaching Methods (3)
- EGSE 5053 Foundations of Behavior Analysis (3)
- EGSE 5213 Collaboration and Co-Teaching for Special Education (3)

Tennessee licensure requirements include an extended clinical experience. Candidates must also take either EG 5417 Enhanced Student Teaching (seven hours) and EG 5402 Student Teaching Seminar (two hours) or EG 513V Mentoring (four hours minimum) (for individuals with alternative licenses only) in order to complete licensure requirements.
Doctor of Education (Ed.D.)
(54 hours required)

Unique Features Overview

- Accelerated program offered in an on-campus (two-year) and an online (three-year) format
- Cohort model culminating with a practical, collaborative capstone project that addresses a real research need for a real educational organization and client.
- Christian ethics focus
- International experience during summer term (optional)
- Up to 15 hours of transfer credit will be considered for post-master’s course work that is directly equivalent with eligible courses.
- Emphasis on leading innovative change in education
- On-campus program format combines multiple learning venues: onsite, online and field-based course work.
- Online delivery format combines online coursework, strategic intensive experiences, and field-based course work.

Admission Requirements

Admission to the Ed.D. program follows a competitive admissions process whereby candidates are selected who meet the academic requirements for the Ed.D. degree program and who possess personal qualities and professional experiences that suggest a strong potential for success as doctoral candidates and as leaders in public and private organizations and academic institutions.

In addition to admission requirements for graduate studies in the College of Education, the Ed.D. program requires the following of applicants for admission to the doctoral program*:

- An earned baccalaureate degree and master’s degree or the equivalent from an accredited institution of higher education with a grade point average in upper division and graduate study of 3.0 or above;
- Official score report for the GRE or MAT taken within five years of application date;
- Sufficient preparation and experience engaging learners to benefit from the program;
- Three letters of professional reference that document demonstrated educational leadership potential and skills including successful experience in school, postsecondary, community and/or policy leadership (replacements for master’s reference forms):
- A reference from supervisor, administrator, etc. to whom the candidate reports, (required) and
- Two other references from those detailed below:
  1. A reference from someone who can speak to the applicant’s character and work ethic,
  2. A reference from a colleague with whom the candidate has worked in a professional capacity for at least two years, or
  3. A reference from someone who has benefited from the candidate’s work;
- Written personal statements (replacements for the master’s personal statement)
  a. A statement of faith and spiritual development and
  b. A statement of purpose for why the student wishes to pursue an Ed.D. degree and how this will serve his or her future goals and aspirations.
- A personal interview conducted by a panel chosen by the College of Education.
- Demonstrated academic excellence, problem-solving ability and an interest in critically assessing and bringing about improvements within current organizational or educational policies and practices through an artifact such as one of the following items. A copy of this artifact should be brought to the interview for discussion:
  a. A master’s thesis,
  b. A project planned and implemented by the candidate,
  c. An action research project,
  d. A school improvement plan headed by the candidate.
  e. A published book or article, or
  f. Other similar evidence

Meeting these minimum requirements qualifies an individual for admissions consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis. The dean reserves the final decision on any applicant.

*All requirements detailed for the Ed.D. program are in addition to existing requirements for graduate studies in education. Any instances for existing requirements are noted.
Course of Study – On-campus Cohort
(Two Years)
Year One: Theory and Understanding Practice
(27 hours)

Fall 2015 – Nine hours
EG 7103 Leadership Theory and Practice
EG 7113 Brain-Based Research
EG 7313 Leading Learning

Spring 2016 – Nine hours
EG 7133 Organizational Theory and Practice
EG 7183 Legal and Political Issues of Leadership
EG 7213 Qualitative Research Methods in Education

Summer 2016 – Nine hours
EG 7193 Studies in Comparative and International Education
EG 7173 Applied Research Seminar
EG 7203 Change Management

Year Two: Exper iential learning (27 hours)

Fall 2016 – Nine hours
EG 7146 Quantitative Research Methods in Education
EG 8013 Capstone Project

Spring 2017 – Nine hours
EG 7223 Entrepreneurship in Education
EG 7233 Strategic Planning and Assessment
EG 8023 Capstone Project

Summer 2017 – Nine hours
EG 7243 Contemporary Issues in Education
EG 7253 Ethical Behavior in Education
EG 8033 Capstone Project and Presentation

Course of Study – Online Cohort (Three Years)
Year One: Theory and Understanding Practice:
(18 hours)

Fall 2015 – Six hours
Intensive I (3 day experience)
EG 7103 Leadership Theory and Practice
EG 7113 Brain-Based Research

Spring 2016 – Six hours
EG 7133 Organizational Theory and Practice
EG 7313 Leading Learning

Summer 2016 – Six hours
EG 7163 Studies in Comparative and International Education
EG 7183 Legal and Political Issues of Leadership

Year Two: Exper iential learning (18 hours)

Fall 2016 – Six hours
EG 7213 Qualitative Research Methods in Education
EG 7203 Change Management

Spring 2017 – Six hours
Intensive II (3 day experience)
EG 7233 Strategic Planning and Assessment
EG 7173 Applied Research Seminar

Summer 2017 – Six hours
Intensive III (3 day experience)
EG 7146 Quantitative Research Methods in Education

Year Three: Application of learning (18 hours)

Fall 2017 – Six hours
EG 7223 Entrepreneurship in Education
EG 8013 Capstone Project

Spring 2018 – Six hours
EG 7243 Contemporary Issues in Education
EG 8023 Capstone Project

Summer 2018 – Six hours
EG 7253 Ethical Behavior in Education
EG 8033 Capstone Project and Presentation
Course Descriptions

EG 7103  Leadership Theory and Practice (3)
This course links research and theory to the practice of effective leadership in educational settings. Course content will cover the history of organizational leadership and its practical applications. Participants will study examples of leadership approaches that have been successful in creating and sustaining positive, productive organizations. Participants will reflect on themselves as leaders and their abilities to identify, analyze and appropriately respond to challenges within complex, diverse educational environments. This course will also address the relationship between leadership, decision-making, data-driven assessment and collaborative problem-solving.

EG 7113  Brain-Based Research (3)
This course includes an examination of theory and research about cognitive development and perspectives on learning and education. Course content will include learning theories, domains of learning, levels of learning and exploration of modern research pertaining to brain-based learning and its potential application to educational practice. These principles will also be related to teaching, learning and leading adults who are engaged in education-related roles within learning organizations.

EG 7133  Organizational Theory and Practice (3)
This course examines research on organizational theory as it pertains to the effective management and leadership of a dynamic learning organization. Literature, case studies and class discussion will be used to study the analysis of organizational effectiveness, primarily in educational settings. Emphasis will be placed on strategic planning, continuous improvement, benchmarking, small- scale and large-scale change issues, team leadership and the role of organizational leaders.

EG 7146  Quantitative Research Methods in Education (6)
Participants will address questions that arise in educational research developed through quantitative research methodology. Participants will formulate research questions; explore appropriate statistical techniques; consider assumptions necessary to conduct the proposed research; analyze and interpret results; and summarize the findings. Quantitative methods to be studied include the general linear model—regression, correlation, analysis of variance, and analysis of covariance—using computer-based statistical analyses.

EG 7163  Studies in Comparative and International Education (3)
Participants will study comparative and international education through analysis of policies and practices that compose the organization, content and processes of educational systems and institutions. The course explores major educational trends at primary, secondary and post-secondary levels within a diverse global context. The course will also examine topics of continuing interest to educational policy makers, researchers and practitioners alongside national and international political, economic and cultural dynamics. The course will address policy reform initiatives that address key educational global challenges, approaches for generating and analyzing policy alternatives, and educational impact on economies and communities. This course may include an optional international experience lasting between seven to 10 days. A fee will be assessed to participating students to cover the costs of travel, lodging, meals and expenses.

EG 7173  Applied Research Seminar (3)
This course will provide an overview and exploration of qualitative, quantitative and mixed research and analysis techniques and how these methodologies might apply to the action research capstone projects. Students will explore various approaches as well as consider the potential benefits and challenges of potential methodologies.
At the culmination of this course, capstone project teams will be formally engaged in the design and research of their projects.

**EG 7183  Legal and Political Issues in Leadership (3)**
This course examines the legal, political and regulatory environments and ethical issues that impact educational organizations and influence their ability to effectively meet the challenges confronting education systems. Emphasis will be placed upon issues that are important to educational leaders who must negotiate, innovate and lead strategic change within these environments. (Eligible for transfer credit)

**EG 7203  Change Management (3)**
This course examines the characteristics of successful learning organizations and the role of educational leaders as change agents. Participants will study change principles while considering various implementation challenges related to organizational structure, employee empowerment, communication, culture and strategic planning. Research within the field of change management will inform participants about how to identify, promote, achieve and sustain meaningful educational improvements and innovation. Participants will review and practice collaborative problem-solving and consensus-building techniques as well as individual and group communication strategies, among other best practices for effecting transformational change.

**EG 7213  Qualitative Research Methods in Education (3)**
This course focuses on qualitative inquiry including research design, major qualitative methods and techniques, data analysis and interpretation and ethical challenges in the qualitative research process. Participants will examine the appropriateness of qualitative research as a tool for answering research questions and explore qualitative methods/approaches including ethnography, grounded theory, phenomenological theory, case study, historical/narrative research and mixed methods. Students will explore various approaches to qualitative research and learn to formulate a research question; conduct an appropriate literature review; select the appropriate research participants; determine the data that needs to be obtained; develop the best strategies, methods and tools to be used in data collection; understand the reliability and validity concerns involved; code, store and analyze data; interpret the results; and write a quality research report.

**EG 7223  Entrepreneurship in Education (3)**
This course views the educational leader as an entrepreneur who must effectively shape and influence complex decision processes to translate vision into action. The course addresses the challenges of initiating and sustaining meaningful change in dynamic, complex and highly uncertain environments. Participants will discuss the roles of creativity and innovation in education, approaches to leading change and the significant barriers and unique opportunities for entrepreneurs in the field of education.

**EG 7233  Strategic Planning and Assessment (3)**
This course covers multiple business functions in an organization including resource allocations and financial management. The need in an organization to develop leadership teams that are equipped with group process skills is a prominent portion of the course. Developing an ability through a needs assessment to determine both short-term and long-term goals for the organization with a plan that outlines incremental steps to achieve the needs will be included. Participants will explore financial and accounting reports, resource allocation and strategies for matching resources to the desired outcomes. Strategic planning, driven by appropriate assessment of needs, will be a focal point for the course.

**EG 7243  Contemporary Issues in Education (3)**
This course is designed to familiarize participants with select key issues in education and to model systematic evaluation of research and debate related to those issues. Examples of contemporary issues to be examined are reform efforts targeting productivity.
of educational systems, such as accountability measures; restructuring classroom instruction; school choice and privatization; data driven decision making; early childhood programs; the condition of higher education; and teacher and administrator recruitment, training and compensation policies. (Eligible for transfer credit)

**EG 7253 Ethical Behavior in Education (3)**
This course builds on the program's emphasis on ethical and moral responsibilities as educational leaders inspired by the Christian mission. Participants will study approaches to ethical decision-making and constructing and defending moral judgments that teachers and administrators face in today's environments. In the course, ethical values in education and the significance of character and personal integrity for educational leaders in their professional settings and in the communities they serve will be explored.

**EG 7313 Leading Learning (3)**
This course provides students with an understanding of strategies for leading instructional improvement with research-based, and results oriented practices for leading and sustaining principled and learner-centered community cultures. Students explore strategies guiding the instructional program to close achievement gaps, focus on instructional core and promote high expectations, rigorous academics, equity, fairness and respect among all members of the community.

**EG 8013 Capstone Research (9)**
**8023, 8033**
Members of the cohort, working in teams of two to four, will undertake a capstone project that will extend throughout the year, culminating with a formal written and oral presentation to the client and to a juried review committee. The project established and monitored by program staff involves research and analysis of an issue currently being experienced by a local educational, governmental or nonprofit entity. The project will be designed and implemented in coordination with the entity being served and will include the following (or approved variations thereof dependent upon the project):

- analysis of the issue and thorough examination of the related research literature;
- design of methodology to collect data to be used in formulation of a proposed solution to the issue;
- administration of the selected methodology and collection of data;
- analysis of the collected data using appropriate quantitative or qualitative methods;
- development of recommendations that might assist the educational entity with the issue being addressed;
- formal presentation of the research and recommendations to the client and a juried review committee;
- detailed documentation of the responsibility and contributions of each team member.

EG 8013 and 8023 will be graded as satisfactory/unsatisfactory by the Ed.D. faculty adviser. EG 8033 will be graded as satisfactory/unsatisfactory by a juried review committee (see capstone project presentation).

**EG 804V Special Topics (1 – 3)**
With permission of the director of the Ed.D. program, students may be provided with opportunities to expand their understanding of educational and professional environments and to achieve the objectives of the curriculum. Course graded as satisfactory/unsatisfactory.
Graduate Education Faculty

Carrie Abood, B.A., M.A., Ed.D. (Lipscomb University), Assistant Professor of Education

Kristin Baese, B.A., M.Ed. (Lipscomb University), Instructor, Director of M.Ed. Programs

Brandon C. Banes, B.A. (Lipscomb University), M.S., Ph.D. (Middle Tennessee State University), Assistant Professor of Mathematics

Deborah Myers Boyd, B.A., M.A., Ed.S., (Middle Tennessee State University), Ed.D. (Tennessee State University), Associate Professor of Education and Interim Dean of the College of Education

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Jim Christman, B.S., M.Ed. (Middle Tennessee State University), Ed.D. (Tennessee State University), Assistant Professor of Education

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