MASTER OF ARTS IN TEACHING (M.A.T.) - 45 HOURS

The Master of Arts in Teaching (45 hours) degree program is designed for the purpose of initial teacher licensure.

Purpose

Liberty University strives to produce educators who model high academic, moral, and spiritual standards before their peers, and who have dedicated their lives to educational leadership. Concurrent with this goal, the graduate programs offered by the School of Education are designed to prepare candidates for effective educational leadership in Christian, public, and private schools.

Program Learning Outcomes

A graduate of the Master of Arts in Teaching (45 hours) program:

1. **Knows** Christian values, moral dimensions, and ethical implications synthesized with academic knowledge
   a. Demonstrates a broad base of professional and general knowledge.
   b. Demonstrates knowledge of content in the endorsement area.
2. **Implements** skills as a gift from God, because teaching is a calling from God
   a. Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement.
   b. Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner.
   c. Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction.
   d. Enhances the success of all diverse learners, providing for special needs and diverse backgrounds.
   e. Manages classroom climate and procedures to motivate students and maximize learning.
   f. Integrates a variety of assessment strategies to improve student learning.
   g. Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities.
   h. Provides evidence of student learning at the grade level and content appropriate for the endorsement.
3. **Believes** and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools
   a. Models personal integrity and sensitivity to human needs.
   b. Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development.

Program Specific Admission Requirements

In addition to the general admission procedures, specific admission requirements for the Master of Arts in Teaching (M.A.T.) 45-hours program are:

1. Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education (e.g., SACSCOC, TRACS, ABHE, etc.).
2. GPA of at least a 3.00 on a 4.00 scale (cautionary admission is an option if the candidate has at least a 2.50).
3. TOEFL Scores for candidates who speak English as a second language (score of 600 paper-based test; 250 computer-based test, 80 internet-based test).

Transfer of Credit

All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to 18 hours may be transferred into the M.A.T. programs. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous ten (10) years.

Credits from a prior degree on the same academic level earned through Liberty University are considered transfer credits.

Graduation Requirements

In addition to other regulations governing graduation as stated in the Liberty University Catalog, M.A.T. (45 hours) candidates must meet the following requirements:

1. Complete a minimum of 45 semester hours for the M.A.T.
2. A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level.
3. Maintain a 3.00 GPA to remain in the program.
4. No more than two grades of C may be applied to the degree (includes grades of C+ & C-).
5. No grade of D or below may be applied to the degree (including grades of D+ & D-).
6. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.
7. Additional requirements may be necessary depending upon the student’s academic background. All contracts made between the SOE Program Director and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.
8. Degree completed within five years.
9. Submission of Degree Completion Application must be completed within the last semester of a student’s anticipated graduation date.
Master of Arts in Teaching (M.A.T.) 45-hours Cognates

- Elementary Education
- Middle Grades Education
- Secondary Education
- Special Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Core Courses</td>
<td>Offered: Advanced Child Development 3 Credit Hour(s)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Offered: Development and Guidance of a Young Child</td>
<td></td>
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<td></td>
<td>Offered: Exceptionality, Teaching Methodology, Measurement, and Evaluation</td>
<td>12</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Offered: Advanced Child Development 3 Credit Hour(s)</td>
<td>9</td>
</tr>
<tr>
<td>Professional Courses</td>
<td>Offered: Advanced Child Development 3 Credit Hour(s)</td>
<td>12</td>
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<tr>
<td>Total Hours</td>
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<td>45</td>
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</table>

**Note:** Candidates seeking licensure as secondary teachers should have completed a bachelor's degree with a major in the intended endorsement area, or a degree in a related field with courses similar to that required for a bachelor's degree in the field of study. Any deficiencies in course requirements must be addressed prior to student teaching. See Content Competencies for subject area. In addition, candidates must successfully complete the appropriate Subject Assessment content exam in the area of endorsement prior to student teaching.

Candidates seeking licensure at the middle school level should have completed a bachelor's degree with a strong background in one or more of the following four subject areas: English, History/Social Science, Mathematics, or Science. Any deficiencies in course requirements must be addressed prior to student teaching. [See Content Competencies for elementary/middle education.] In addition, candidates must successfully complete the appropriate Praxis II middle school content exam in the area(s) of endorsement prior to student teaching.

Programs of Study

Delivery Format: Online Only

- Teaching (M.A.T) - Elementary Education (45 hrs.)
- Teaching (M.A.T) - Middle Grades Education (45 hrs.)
- Teaching (M.A.T) - Secondary Education (45 hrs.)
- Teaching (M.A.T) - Special Education (45 hrs.)

Career Opportunities

- Elementary Teacher
- Middle School Teacher
- High School Teacher
- Special Education Teacher

Courses

**EDUC 500 Learning Theory 3 Credit Hour(s)**

An overview of the teaching-learning process. Topics include learning theory, individual differences, motivation, human development, exceptionality, teaching methodology, measurement, and evaluation. 

**Offered:** Online

**EDUC 501 Advanced Child Development 3 Credit Hour(s)**

An examination of physical, cognitive, spiritual and social/emotional development, and guidance of a young child.

**Offered:** Online

**EDUC 504 Historical and Philosophical Foundations of Education 3 Credit Hour(s)**

A comprehensive survey of the historical and philosophical development of education. Emphasis is placed upon analysis of religious and public educational trends in the past and present. The candidates will be required to formulate a personal, Christian worldview philosophy.

**Registration Restrictions:** Background Check Required

**Offered:** Online

**EDUC 507 Educational Statistics 3 Credit Hour(s)**

An examination of descriptive statistics and basic inferential statistical techniques. Also, hypothesis testing, confidence intervals and correlation techniques will be studied.

**EDUC 518 Educational Research and Assessment 3 Credit Hour(s)**

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

**Offered:** Online

**EDUC 521 Foundations of Exceptionality 3 Credit Hour(s)**

**Online Prerequisite:** EDUC 500 (may be taken concurrently)

A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues. Recommended as the first special education course.

**Offered:** Online

**EDUC 523 Principles of Behavior Management 3 Credit Hour(s)**

**EDUC 524 Collaborating for Successful Inclusive Classrooms 3 Credit Hour(s)**

**Online Prerequisite:** EDUC 500

A study of the types and characteristics of students with learning disabilities. Emphasis will be placed on classroom intervention strategies. Field experience required.

**Offered:** Online

**EDUC 525 Collaborating for Successful Transitions 3 Credit Hour(s)**

**Online Prerequisite:** EDUC 500 and (Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5)

A study of the characteristics of students with intellectual disabilities. Curriculum and techniques will be investigated to enable achievement of individual potential academically, socially, and functionally.

**Offered:** Online

**EDUC 526 Principles and Practices in Gifted Education 3 Credit Hour(s)**

Candidates will explore the characteristics of gifted students as well as the emotional, academic, and social needs of gifted learners, with emphasis on those from special populations. Theories and strategies for differentiating curriculum designed for gifted students in heterogeneous and homogeneous groups will be analyzed.

**Offered:** Online

**EDUC 527 Characteristics of Autism Spectrum Disorder and Assessment 3 Credit Hour(s)**

This course provides an overview of autism across the lifespan and examines characteristics, definitions, eligibility criteria, incidence rates, and etiology. Assessment, diagnostic and identification criteria are described, and methods for monitoring the impact of interventions in a variety of service delivery models will be explored.

**Registration Restrictions:** Completed background check
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hour(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 528</td>
<td>Communication, Language and Sensory Aspects for Autism</td>
<td>3</td>
<td>Offered: Online</td>
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<tr>
<td></td>
<td>This course provides students with an overview of the components of communication and strategies to increase an individual's communication abilities, with emphasis on visual aspects of language. Sensory systems, sensory processing and sensory motor development, and the implication of sensory processing when developing a complete educational program for students with autism spectrum disorders will be discussed.</td>
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<tr>
<td>EDUC 530</td>
<td>Teaching Mathematics</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>Online Prerequisite: EDUC 500 and (Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5)</td>
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<td></td>
<td>An in depth study of the theory and processes of teaching mathematics to students in preschool through eighth grade, the course includes the instructional process in the area of numeration, operations and computations, geometry and logic. Candidates will participate in hands-on, modeled instruction, will construct and demonstrate models and teaching tools, and will complete a research project.</td>
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<tr>
<td>EDUC 531</td>
<td>Teaching the Natural and Social Sciences</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>Using a thematic approach, the integration of the natural and social sciences with other areas of the curriculum is the focus of this course. Candidates will complete assignments in the areas of the natural sciences, social sciences, language arts, and Bible/character education. Candidates will also generate and implement a thematic teaching unit that includes instructional activities for the natural sciences, social sciences, language arts, and Bible/character education.</td>
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<tr>
<td>EDUC 533</td>
<td>Teaching Writing Across the Curriculum</td>
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<td>Offered: Online</td>
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<td></td>
<td>This course investigates theories and applications of writing to learn, using writing as a means of learning in the English classroom and within the disciplines.</td>
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<tr>
<td>EDUC 535</td>
<td>Secondary Instructional Procedures</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>A course in secondary methodology focusing on competencies associated with individualizing instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. An emphasis will be placed on transferring theory into practice through selection and use of materials appropriate for the secondary classroom.</td>
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<tr>
<td>EDUC 536</td>
<td>Sec Instructional Procedures P</td>
<td>1</td>
<td>Offered: Online</td>
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<td></td>
<td>Micro-teaching will be used as a means of providing an opportunity for students to model and role play appropriate teaching methods and activities in the secondary school. Candidates will be required to observe in secondary classrooms, prepare a lesson, teach the lesson, and evaluate the experience.</td>
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<tr>
<td>EDUC 539</td>
<td>Current Issues in Content Areas</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>An examination of current content standards in a subject area. Research in the subject area will enhance content knowledge in preparation for content assessment required for teachers.</td>
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<tr>
<td>EDUC 540</td>
<td>Historical Perspectives in Urban Education</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>An introduction to urban education and contemporary urban life in the United States of America. Candidates will examine educational issues in urban communities and learn strategies for developing partnerships between home, school, and community.</td>
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<tr>
<td>EDUC 542</td>
<td>Culturally Responsive Teaching</td>
<td>3</td>
<td>Offered: Online</td>
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<td>An introduction to the culturally responsive teaching pedagogy that acknowledges, responds to, and celebrates cultural differences and offers equitable educational access to students from all cultural backgrounds. Students will explore the dynamics of race, class, and culture and how they affect diverse school populations.</td>
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<td>EDUC 543</td>
<td>Urban Schools and Communities</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>The social context of urban communities is tied to the success of urban schools. This course will analyze the connection between urban schools and communities and provide strategies for working with families and community stakeholders to advocate for children and improve educational outcomes for students from diverse backgrounds.</td>
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<td>EDUC 544</td>
<td>Research in Urban Education</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>An examination and analysis of research related to urban communities and urban education. Students will synthesize research findings to develop strategies for improved educational outcomes in urban schools.</td>
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<td>EDUC 547</td>
<td>The Differentiated Classroom</td>
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<td>Offered: Online</td>
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<td>An introduction to the process of differentiation in K-12 classrooms, including differentiation of content, process, and product, in an attempt to maximize the potential for student success. Emphasis will be placed on the identification of individual student needs and learning styles.</td>
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<tr>
<td>EDUC 550</td>
<td>Directed Practicum</td>
<td>6</td>
<td>Offered: Online</td>
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<tr>
<td>EDUC 551</td>
<td>Comparative Educations</td>
<td>3</td>
<td>Offered: Online</td>
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<tr>
<td>EDUC 554</td>
<td>Reading and Language Acquisition</td>
<td>3</td>
<td>Offered: Online</td>
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<td></td>
<td>Online Prerequisite: (Background Clear Out of State with a score of 5 or Background Clear International with a score of 5 or Background Clear Virginia with a score of 5)</td>
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<td>This course is designed to impart a thorough understanding of the complex nature of language acquisition and the reading process. Emphasis will be placed on language acquisition, foundations of reading and writing, and the development of language use within and across different social and cultural contexts and developmentally appropriate levels.</td>
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<tr>
<td>EDUC 556</td>
<td>Teaching Content Area Reading</td>
<td>3</td>
<td>Offered: Online</td>
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<td>Develops instructional competencies necessary for teaching reading and study skills essential in learning the concepts of content subjects. Applicable to teaching in grades 4-12.</td>
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<td>EDUC 562</td>
<td>Introduction to Higher Education</td>
<td>3</td>
<td>Offered: Online</td>
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<td>This course is intended to give the candidate a broad overview of the postsecondary education system in the United States. The course will examine major trends, issues, and problems facing colleges and universities from a variety of perspectives, including historical, administrative, public policy, governance, and faculty.</td>
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**Note:** Course offered beginning in Spring 2020

**Offered:** Online
EDUC 571  Curriculum Fundamentals  3 Credit Hour(s)  
An introduction to basic concepts and issues related to curriculum design, development, change and evaluation.  
**Note:** To be taken the semester directly before student teaching or during student teaching.  
**Offered:** Online

EDUC 588  Practicum in Education I: External  0 Credit Hour(s)  
**Online Prerequisite:** Education Gate 2 with a score of 5 and (Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5) and (EDUC 554 (may be taken concurrently) or EDUC 656 (may be taken concurrently))  
Candidates will participate in a supervised 45-hour practicum designed to link theory with practice. This practicum may be repeated one time with prior approval from the program chair.  
**Registration Restrictions:** Background Check  
**Offered:** Online

EDUC 590  Student Teaching I: Local  3 Credit Hour(s)  
Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility. Lab fee.  
**Registration Restrictions:** Employment as a full-time K-12 teacher  
**Offered:** Online

EDUC 591  Student Teaching II: Local  3 Credit Hour(s)  
Teaching in an accredited K-12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed. Lab fee.  
**Registration Restrictions:** Employment as a full-time K-12 teacher  
**Offered:** Online

EDUC 592  Student Teaching I: External  3 Credit Hour(s)  
**Online Prerequisite:** Education Gate 3 with a score of 5  
Co-teaching with a responsible classroom teacher in an accredited K-12 institution and participation in professional activities. Applies what has been learned to the actual process of teaching and guiding K-12 students. Offers practice in all phases of teacher responsibility. Lab fee.  
**Offered:** Online

EDUC 593  Student Teaching II: External  3 Credit Hour(s)  
**Online Prerequisite:** Education Gate 3 with a score of 5  
Teaching in an accredited K-12 institution and participation in related professional activities. Applies what has been learned to the actual process of the classroom for which the candidate has been employed. Lab fee.  
**Registration Restrictions:** Employment as a full-time K-12 teacher  
**Offered:** Online

EDUC 598  Field Experience Practicum  3 Credit Hour(s)  
**Online Prerequisite:** Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5  
This course will be used to provide field experiences for students desiring licensure in conjunction with certificate programs.  
**Offered:** Online

EDUC 600  Human Development Across the Lifespan  3 Credit Hour(s)  
This course includes a survey of the organic, social, and physical factors that influence the development of the individual. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of learning and personality development, particularly as they relate to questions of values and religious commitment.  
**Offered:** Online

EDUC 601  Professional Development in Middle Grades Education  3 Credit Hour(s)  
This class will heighten Middle Grade Educators’ understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.  
**Registration Restrictions:** Background Check Required  
**Offered:** Online

EDUC 602  Young Adolescents, Schools and Communities  3 Credit Hour(s)  
An overview of the characteristics and issues related to transescence and their implications for educational practice. Understanding of preadolescent physical, social, emotional, intellectual, and spiritual development will be applied to school processes and the teacher’s interaction with middle school students and families.  
**Registration Restrictions:** Background Check Required  
**Offered:** Online

EDUC 603  Comparative Education  3 Credit Hour(s)  
**Online Prerequisite:** Background Check Receipt with a score of 5  
A study of selected national systems of education in their differing cultural settings, with particular reference to administration, curriculum development and educational opportunity.  
**Offered:** Online

EDUC 604  Foundations of Education  3 Credit Hour(s)  
This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.  
**Registration Restrictions:** Background check  
**Offered:** Online

EDUC 606  Tests and Measurements  3 Credit Hour(s)  
Focuses on the development of the ability to evaluate and interpret standardized tests, and to construct, evaluate and interpret the results of teacher-made tests. (Formerly EDUC 506)  
**Offered:** Online

EDUC 608  Technological Appl in Educ Res  3 Credit Hour(s)  
EDUC 618  Applications of Educational Research  3 Credit Hour(s)  
Principles and techniques in the utilization of research methods to solve problems and answer questions in educational settings. This course requires completion of a major research project, along with demonstration of skills is using technology as a tool in qualitative and quantitative educational research and assessment.  
EDUC 620  Organization and Design of Gifted Education Programs  3 Credit Hour(s)  
Candidates will examine model programs for gifted students that include organizational strategies for heterogeneous and homogeneous groupings. The study will include programs that are field specific, integrated content, and extracurricular models. Strategies for securing funding for gifted programs will be explored.  
**Offered:** Online

EDUC 621  Educational Assessment for Special Needs  3 Credit Hour(s)  
This course examines the processes and strategies for assessing students with special needs.  
**Registration Restrictions:** Background Check  
**Offered:** Online
EDUC 622 Educational Assessment and Intervention 3 Credit Hour(s)
This course is designed to provide theoretical and experiential knowledge regarding basic principles of educational assessment and intervention for all learners. Emphasis is placed on connections from research to practice and making instructional decisions based on systematically collected data.
Registration Restrictions: Background Check Required
Offered: Online

EDUC 623 Principles of Behavior Management 3 Credit Hour(s)
An examination of the principles of behavior management as applied to children and youth in the classroom setting. Positive approaches for dealing with behavior problems are emphasized. Contemporary research in the area is analyzed and discussed.
Registration Restrictions: Background Check Required
Offered: Online

EDUC 624 Instructional Methods for Behavior and Learning 3 Credit Hour(s)
This course will explore research and instructional approaches and methods for managing behaviors effectively. Emphasis will be placed on individualized, classroom and school-wide behavior support to prepare candidates for the special education classroom as well as student’s going into the general education classrooms and community settings.
Offered: Online

EDUC 625 Content Instructional Procedures 3 Credit Hour(s)
Online Prerequisite: Education Gate 2 with a score of 5 and (Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5)
A course in content methodology focusing on competencies associated with individualizing instruction, grouping students for cognitive subject-matter learning, and preparing advanced organizers for cognitive instruction. An emphasis will be placed on transferring theory into practice through selection and use of materials appropriate for the secondary classroom.
Registration Restrictions: Background Check Clearance and Gate 2
Offered: Online

EDUC 626 Characteristics of Autism Spectrum Disorder and Assessment 3 Credit Hour(s)
This course provides an overview of autism across the lifespan and examines characteristics, definitions, eligibility criteria, incidence rates, and etiology. Assessment, diagnostic and identification criteria are described, and methods for monitoring the impact of interventions in a variety of service delivery models will be explored.
Registration Restrictions: Completed background check
Offered: Online

EDUC 627 Reading and Research in Gifted Education 3 Credit Hour(s)
Candidates will explore the contemporary issues and research in gifted education including the systematic gathering, analyzing, and reporting of formative and summative data and current issues on a local, state, and national level.
Offered: Online

EDUC 628 Communication, Language and Sensory Aspects for Autism 3 Credit Hour(s)
This course provides students with an overview of the components of communication and strategies to increase an individual’s communication abilities, with emphasis on visual aspects of language. Sensory systems, sensory processing and sensory motor development, and the implication of sensory processing when developing a complete educational program for students with autism spectrum disorders will be discussed.
Registration Restrictions: Background check required
Offered: Online

EDUC 629 Technology and Diversity 3 Credit Hour(s)
This course focuses on the nature of individual learners as it impacts instructional design with the use of technology in education. Specifically, the course covers topics on tools, methods and approaches to meet learning needs of children with special learning, those of differing socioeconomic and cultural backgrounds, and those of varying learning styles and preferences. The course attempts to bridge the gap between theoretical implications and practical applications of diversity considerations in the context of educational technology integration.
Registration Restrictions: Background Check Required
Offered: Online

EDUC 630 Technology Practices for Instructional Improvement 3 Credit Hour(s)
This course has students research and engage best practices in educational technology usage for the purposes of inclusion in instructional practice for student learning and for assessment of student achievement as a result of instruction. Students practice and demonstrate competency in using productivity tools for professional and pedagogical practice. Further, students will develop means of effectively using technologies for communication and collaboration to improve teaching and learning.

EDUC 631 Foundations of Educational Technology and Online Learning 3 Credit Hour(s)
An introduction to the historical, theoretical, and philosophical foundations of educational technology and online learning systems; an overview of education technologies including online, classroom, and administrative; and an examination of effective techniques for teaching and learning within these systems.
Offered: Online

EDUC 632 Language Acquisition and Instruction 3 Credit Hour(s)
This course incorporates instructional strategies for a variety of methods for developing critical thinking in the areas of literacy and language arts. Emphasis is placed on teaching strategies in reading and the other language arts based on current theory and research.
Offered: Online

EDUC 633 Principles of Design and Management in Educational Technology and Online Learning 3 Credit Hour(s)
This course is designed to assist the education professional in developing a solid foundation in instructional design and current research. The student will develop the skills and knowledge to advance their instructional effectiveness in varied settings through application of technology theory and practice.
Offered: Online

EDUC 634 Teaching Science in the Elementary School 3 Credit Hour(s)
Contemporary methods and research for teaching science to elementary-aged students.
Offered: Online
EDUC 635 Teaching Science in the Middle School  3 Credit Hour(s)
Contemporary methods and research for teaching science to middle school students.
Offered: Online

EDUC 636 Teaching Social Studies in the Elementary School  3 Credit Hour(s)
An analysis of trends and practices of teaching social studies in the elementary school. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very materials and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines. Teaching candidates will be required to prepare these instructional elements focused on the Virginia Standards of Learning.
Offered: Online

EDUC 637 Teaching Social Studies in the Middle School  3 Credit Hour(s)
An analysis of trends and practices of teaching social studies in the middle school, and its contextual relationship to elementary and secondary instruction in social science. An emphasis will be made on how to transfer theory into practice through preparation of activities and materials appropriate for the elementary classroom and critical reflection on those very material and approaches. Students will plan instruction considering student-based diversity, instructional demands of the field and the best integration of other tools and disciplines.
Offered: Online

EDUC 638 Leadership in Educational Technology  3 Credit Hour(s)
This course will examine the roles of leadership in community, leadership in administration and leadership in the schools from a Christian worldview. This course will provide educators with both the theoretical and the practical considerations for planning and implementing technology, particularly computer applications, in schools. Basic concepts of technology and planning that use systems theory are presented. Emphasis is placed on the importance of the total application of technology as opposed to any individual component, be it hardware, software, facilities, personnel, or finances. This course will form a foundation from which educators will provide leadership and become agents for realizing the powerful potential of technology in their schools.
Offered: Online

EDUC 639 Trends and Issues in Educational Technology  3 Credit Hour(s)
Trends and Issues examines current trends in the research area of educational technology, having students engage literature to understand theoretical underpinnings of the field, current research projects in effect, and future trends as technology in learning evolves as a practice and as a research interest. The course uses foundational concepts of learning in the fields of psychology, sociology and educational research to understand critical implications of the current body of literature.
Offered: Online

EDUC 640 School Administration  3 Credit Hour(s)
Online Prerequisite: Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5
An examination of the administration roles in the design, implementation and improvement of the total educational program in private and public schools. Specific areas of study include curriculum and instruction, pupil and staff personnel, student activities, school organization and management.
Offered: Online

EDUC 641 Supervision of Instruction  3 Credit Hour(s)
Methods, theories and research applying to supervision at all levels of education: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, supervising principals department heads; study of supervisory methods, current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.
Offered: Online

EDUC 642 Leadership and Supervision in Education  3 Credit Hour(s)
Methods, theories and research applying to supervision and leadership: analyses made concerning the work of curriculum directors, general supervisors, special supervisors, and department heads; study of supervisory methods current plans for staff utilization and use of instructional materials; and stress on evaluation of educational programs and the effects of supervision.
Offered: Online

EDUC 643 Contemporary Issues in Educational Policy  3 Credit Hour(s)
This course examines current issues and trends in education. Emphasis will be placed on how policy at the federal, state, and district levels affect the school-level decision-making process.
Offered: Online

EDUC 644 School Leadership in Diverse Settings  3 Credit Hour(s)
This course focuses on differences in educational leadership in diverse settings to include: private, charter, and traditional public schools with a focus on urban schools, as well as alternative and online schools.
Offered: Online

EDUC 645 Foundations for Educational Leaders  3 Credit Hour(s)
A study in the philosophy, precepts, and principles of education applied to Christian leadership in the educational setting. Emphasis is placed on self-investigation and analysis of leadership skills, strengths, and styles.
Offered: Online

EDUC 646 School-Community Relations  3 Credit Hour(s)
Online Prerequisite: Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5
Concepts and specific techniques in school-community relations involving the development and maintenance of purposeful programs of communication and collaboration between school personnel and the community. Includes appropriate field projects relating theory to practice.
Offered: Online

EDUC 647 School Law  3 Credit Hour(s)
Online Prerequisite: Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5
An examination of the legal aspects of education affecting administrators, teachers, students, parents and board members; various forms of liability; separation of church and state.
Offered: Online

EDUC 648 School Finance and Management  3 Credit Hour(s)
Online Prerequisite: EDUC 641 and (Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5 or Background Check Clearance with a score of 5)
Basic methods of school finance and business management and principles of plant, finance, budgeting and accounting will be discussed. Federal and State regulations and grants will be studied.
Offered: Online
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hour(s)</th>
<th>Offered</th>
<th>Registration Restrictions</th>
<th>Online Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 650</td>
<td>Specialists for Reading/Math Programs</td>
<td>3</td>
<td>Online</td>
<td>Background Check Clearance with a score of 5 or Background Check Clearance with a score of 5</td>
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<td><strong>Online Prerequisite:</strong> Background Clear Out of State with a score of 5</td>
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<td>or Background Clear Virginia with a score of 5 or Background Clear International with a score of 5</td>
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<tr>
<td></td>
<td>An investigation of research-based intervention for reading or math programs.</td>
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<td>背景检查或收据</td>
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<td><strong>Note:</strong> May be repeated for credit. Program Specialists: To be taken the semester directly before or during internship.</td>
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<tr>
<td>EDUC 652</td>
<td>Current Issues in Reading/Math</td>
<td>3</td>
<td>Online</td>
<td>Background Check Clearance with a score of 5 or Background Check Clearance with a score of 5</td>
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<td><em>Online Prerequisite:</em> Background Clear Out of State with a score of 5 or</td>
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<tr>
<td></td>
<td>An examination of current standards and exploration of controversies related to reading or math programs.</td>
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<td><strong>Note:</strong> May be repeated for credit. Program Specialists: To be taken the semester directly before or during internship.</td>
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<tr>
<td>EDUC 653</td>
<td>Current Issues in Early Childhood Education</td>
<td>3</td>
<td>Online</td>
<td>Background Check Clearance with a score of 5 or Background Check Clearance with a score of 5</td>
<td>背景检查或收据</td>
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<tr>
<td></td>
<td>An <em>examination of current standards and exploration of controversies related to early childhood education.</em></td>
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<td>背景检查或收据</td>
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<tr>
<td>EDUC 655</td>
<td>Organization and Administration of Pre-Schools</td>
<td>3</td>
<td>Online</td>
<td>Background Check Receipt</td>
<td>背景检查或收据</td>
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<tr>
<td>EDUC 656</td>
<td>Teaching Content Area Reading</td>
<td>3</td>
<td>Online</td>
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<td></td>
<td>Develops instructional competencies necessary for teaching reading and study skills essential in learning the concepts of content subjects.</td>
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<td></td>
<td>Applicable to teaching in grades 4-12.</td>
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<tr>
<td>EDUC 659</td>
<td>Foundations and Theories of Literacy Instruction</td>
<td>3</td>
<td>Online</td>
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<td><strong>Online Prerequisite:</strong> EDUC 701 or Background Check Clearance with a score of 5 or Background Check Clearance with a score of 5</td>
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<td></td>
<td>A study of the major theories, models, and components of literacy.</td>
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<td><strong>Note:</strong> Foundational knowledge will be utilized to design effective literacy instruction. Field experience is required.</td>
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<tr>
<td>EDUC 660</td>
<td>Social and Political Aspects in Higher Education</td>
<td>3</td>
<td>Online</td>
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<td></td>
<td>This survey course introduces students to the major social and political</td>
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<td>issues and trends facing contemporary higher education in the United States.</td>
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<td></td>
<td>Students examine, discuss, and debate various perspectives on critical issues at postsecondary campuses.</td>
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<tr>
<td>EDUC 664</td>
<td>Economics and Finance of Higher Education</td>
<td>3</td>
<td>Online</td>
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<td></td>
<td>This course is an introductory survey of financial and economic issues in higher education. Students will learn about these issues in relation to three primary levels: students and families, institutions, and the postsecondary industry at large.</td>
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<td>EDUC 665</td>
<td>Student Support Services &amp; Retention</td>
<td>3</td>
<td>Online</td>
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<td></td>
<td>This course discusses approaches to optimizing post-secondary student outcomes, particularly in support of critical programs designed to meet students' academic, developmental and economic needs. Topics include orientation programming, academic support, student retention, campus life, academic advising, and career guidance, among others.</td>
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<td>EDUC 666</td>
<td>Teaching Mathematics in the Middle School</td>
<td>3</td>
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<td></td>
<td>This course will explore, develop, and use instructional strategies,</td>
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<td>technologies, and activities to promote development of attitudes and concepts in mathematics. Emphasis is on mathematical teaching and learning practices anchored in mathematical concepts, diagnostic and assessment methods, and leadership skills.</td>
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<td>EDUC 667</td>
<td>Teaching Literacy in the Middle School</td>
<td>3</td>
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<td></td>
<td>This course focuses on promoting the middle level learner's literacy</td>
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<td>development. Emphasis is placed on current theories, models, and methods of teaching, learning and communicating through the language processes of reading, writing, listening and speaking in the content areas. Students will explore, analyze, and critique research in reading, and the relationship of other disciplines to reading in the context of the middle school.</td>
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<td>EDUC 668</td>
<td>Curriculum and Methods for Early Childhood</td>
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<td>The course is designed to show current trends in curriculum organization, the effects of environment on learning and adapting curriculum content and methods to maturity level of the young child. Emphasis will be placed on designing individual educational programs for all children.</td>
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<td>EDUC 669</td>
<td>Curriculum Evaluation</td>
<td>3</td>
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<td></td>
<td>A study of the curriculum evaluation process focusing on the beliefs and practices of curriculum evaluation, the relationship between evaluation and curriculum improvement, and the relationship between theory and practice of curriculum evaluation.</td>
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<td>EDUC 670</td>
<td>Curriculum Development (Elementary/Secondary)</td>
<td>3</td>
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<td>A study of the construction, organization and function of the curriculum. Special attention is given to objectives, sequence, major problems and recent developments in each school program area.</td>
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<tr>
<td>EDUC 671</td>
<td>Curriculum and Methods for Effective Instruction</td>
<td>3</td>
<td>Online</td>
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<td>A review of the history of education as it affects the development across schools. Emphasis on characteristics of preadolescents, personalizing curriculum for the K12 student, and strategies for motivating curriculum improvement planning to involve teachers and community.</td>
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</table>
EDUC 675  Elementary Curriculum and Methods  3 Credit Hour(s)
An overview of the current issues and trends in the field of elementary
teaching and curriculum.

EDUC 676  Middle Grades Curriculum and Methods  3 Credit Hour(s)
An overview of the current issues and trends in the field of middle grades
teaching and curriculum.

Offered: Online

EDUC 688  Practicum in Education II: External  0 Credit Hour(s)
Online Prerequisite: Education Gate 2 with a score of 5 and (Background
Check Clearance with a score of 5 or Background Clear International
with a score of 5 or Background Clear Out of State with a score of 5 or
Background Clear Virginia with a score of 5) and (EDUC 530 (may be
taken concurrently) or EDUC 625 (may be taken concurrently))
Candidates will participate in a supervised 45-hour practicum designed to
link theory with practice. This practicum may be repeated one time with
prior approval from the program chair.

Registration Restrictions: Background Check

Offered: Online

EDUC 690  Thesis Defense  3 Credit Hour(s)
Research project completed on an educational topic related to the
concentration in the master’s degree. Credit is not awarded until the
thesis has been accepted.

EDUC 695  Directed Research  1-6 Credit Hour(s)
Offers opportunity and challenge of self-directive, independent study;
that is, it develops the individual’s ability as an independent student and
enables the student to pursue needed study or to pursue a particular
interest (thesis or project). May be repeated for credit to a maximum of 6
hours.

EDUC 696  Current Issues in Education Capstone  3 Credit Hour(s)
Online Prerequisite: Non-Licensure Gate 3 with a score of 5 or EDUC 665
This is a capstone course. It should be the last course taken. An
examination of current issues in the field of education with classroom
implications and case study.

Offered: Online

EDUC 697  Seminar in Education  3-6 Credit Hour(s)
Topics of special interest not included in the regular department
offerings, may be taken more than once, but no topic may be repeated.

EDUC 698  Directed Practicum  3 Credit Hour(s)
Online Prerequisite: (Background Clear Virginia with a score of 5 or
Background Clear International with a score of 5 or Background Clear Out
of State with a score of 5 or Background Check Clearance with a score of 5)
and Non-Licensure Gate 3 with a score of 5
A planned program of practice in an educational setting under the direct
supervision of University faculty and/or appropriate school administrator.
May be repeated to a maximum of six hours.

Note: Completed application and approval of Department Chair

Offered: Online

EDUC 699  Internship  3 Credit Hour(s)
Requires completion of the projects and minimum number of hours as
specified in proposal. May be repeated to a maximum of six hours. (A01:
Administration/Supervision; A02: School Counseling; A03: Program
Specialist)

Note: Proposal submitted one semester in advance and approved by the
Chair of the Graduate Program.