

For:

Special Education certified teachers with a desire to become more effective in the classroom. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Special Education may be considered for admission. Additionally, they will be required to sign the Out of Field Certification form. They will not be eligible for a certificate upgrade until passing the Special Education GACE.

This program does NOT lead to certification in Special Education.

How you learn:

This program is available in synchronous online format.

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Admission to graduate programs at Thomas University is determined by reviewing a combination of factors including the candidate's GPA, references, work experience and statement of purpose. Additional documents and/or interview may be requested as part of the admission process. The GPA will be considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants may be required to take a three (3) credit hour writing course and/or additional requirements as deemed appropriate by the Division. Applicants with a cumulative GPA lower than 2.75 may be considered for admission by the prospective graduate division. Consult with your admission representative.

Career Outcomes:

Candidates who successfully complete this program and other requirements of the state certification agency (PSC) may be eligible for Georgia Level 5 certification. Teachers with certification in this area are infield to teach students in grades P-12 with disabilities who receive instruction using the general education curriculum and participate in the general statewide assessment, as well as students in special education preschool (ages 3-5 years).

Degree Requirements:

EDU 600	Introduction to Graduate Programs	3
EDU 603	Best Practices in Teaching and Learning	3
EDU 610	Educational Research Methods	3
EDU 612	Teacher as a Researcher	3
EDU 613	Curriculum Design and Development for Student Achievement	3
EDU 620	Applying Technologies for Effective Instruction	3
EDU 624	Collaborative Classrooms through Social Emotional Learning	3
EDU 625	Diversity & Exceptionality in the 21st Century Classroom	3
EDU 648	Policies and Procedures in Special Education	3
EDU 649	Advanced Curriculum Development, Instruction, and Assessment in Special Education	3
EDU 650	Seminar in Special Education: Current Trends and Issues	3
EDU 699	Advanced Program Completion	.5
Total Hours		33.5

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Candidates admitted to the Ed. S. degree in Special Education General Curriculum must hold a Master's degree and possess a Georgia professional T-5 or higher certificate (or comparable professional certificate from another state), have at least 1 year certified teaching experience, and be certified in Special Education or a relevant field.

The goal of the EdS in Special Education is to prepare educators in the field of special education who serve as educational agency (i.e., school-building, school district, RESA, state department) leaders of special education programs, and who provide instruction or instructional support to all students in grades P-12, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments.

This program does NOT lead to certification in Special Education.

How you learn:

This program is available in synchronous online format.

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Admission to graduate programs at Thomas University is determined by reviewing a combination of factors including the candidate's GPA, references, work experience and statement of purpose. Additional documents and/or interview may be requested as part of the admission process. The GPA will be considered in context of the cumulative GPA for that bachelor's degree, work experience, relevant credentials, other undergraduate and graduate course work, the strength of the student's personal and professional goal statements, reference letters, and academic history. Applicants may be required to take a three (3) credit hour writing course and/or additional requirements as deemed appropriate by the Division. Applicants with a cumulative GPA lower than 2.75 may be considered for admission by the prospective graduate division. Consult with your admission representative.

Career Outcomes:

The goal of the EdS in Special Education is to prepare educators in the field of special education who serve as educational agency (i.e., school-building, school district, RESA, state department) leaders of special education programs, and who provide instruction or instructional support to all students in grades P-12, including those with disabilities whose individual education plan indicates instruction using the general statewide assessments.

Candidates who successfully complete this program and other requirements of the state certification agency (PSC) may be eligible for Georgia Level 6 certification. Teachers with certification in this area are in-field to teach students in grades P-12 with disabilities who receive instruction using the general education curriculum and participate in the general statewide assessment, as well as students in special education preschool (ages 3-5 years).

Degree Requirements:

EDU 600	Introduction to Graduate Programs	3
EDU 604	Observation and Analysis	3
EDU 611	Leading the Professional Learning Community	3
EDU 615	Educational Law	3
EDU 617	Using Data to Improve Schools	3
EDU 618	Building Collaborative Teams	3
EDU 619	Action Research for Teacher Leaders	3
EDU 638	Improving Colleagues Communication w/ Families and Community	3
EDU 651	Education Policies in Special Education	3
EDU 652	Advocacy and Leadership in SPED	3
EDU 653	Critical Analysis of Special Education Literature	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in an administrative role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The Ed. S. in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. The Ed. S. in Educational Leadership (Tier II) Program and successful passage of the PASL will certify the educator to serve as a principal or in a district position that supervises principals.

How you learn:

The EdS in Educational Leadership (Tier II) is a 28 hour program that can be completed in 5 semesters. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

The Ed. S. in Educational Leadership (Tier II) certifies the educator to serve as a principal or in a district position that supervises principals.

Degree Requirements:

EDU 601	Orientation to Advanced Programs in Education	.5
EDU 676	Culturally Responsive Leadership	3
EDU 677	Facilitating Professional Learning Development in a Collaborative Culture	3
EDU 678	Leadership Development	3
EDU 679	Utilizing Data to Lead School Improvement	3
EDU 682	Leading from a Culture of Care	3
EDU 683	Ethical and Legal Resource Management	3
EDU 684	Leading Curriculum and Instruction for Educational Change	3
EDU 685	Advanced Educational Research for School Leaders	3
EDU 686	Organizational Management	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		28

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in an administrative or leadership role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The Educational Leadership Tier II Certification Only program prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier II Leadership Certification. The Educational Leadership Tier II Certification Only Program and successful passage of the Educational Leadership - Tier II Assessment will certify the educator to serve as a principal or in a district position that supervises principals.

How you learn:

The Educational Leadership Tier II Certification Only program is a 19 hour program that can be completed in 1 year. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

Educational Leadership Tier II Certification certifies the educator to serve as a principal or in a district position that supervises principals.

Degree Requirements:

Semester 1		
EDU 601	Orientation to Advanced Program	.5
EDU 678	Leadership Development	3
EDU 682	Leading from A Culture of Care	3
Semester 2		
EDU 686	Organizational Management	3
EDU 684	Leading Curriculum and Instruction for Educational Change	3
Semester 3		
EDU 676	Culturally Responsive Leadership	3
EDU 677	Facilitating Professional Development in a Collaborative Culture	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		19

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in a professional role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

What you learn:

The M.Ed. in Educational Leadership prepares candidates with the content knowledge, skills, and dispositions necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. The M.Ed. in Educational Leadership (Tier I) Program and successful passage of the PASL will certify the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

How you learn:

The MEd in Educational Leadership (Tier I) is a 33.5 credit hour program that can be completed in 5 semesters. Each course is 8 weeks in length and meets online synchronously every-other-week. Candidates take one class at a time.

Career Outcomes:

The MEd in Educational Leadership (Tier I) certifies the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

Degree Requirements:

EDU 600	Introduction to Graduate Programs	3
EDU 604	Observation and Analysis	3
EDU 611	Leading a Professional Learning Community	3
EDU 618	Building Collaborative Teams	3
EDU 615	Educational Law	3
EDU 617	Using Data to Improve Schools	3
EDU 619	Action research for School Leader	3
EDU 671	Leading with a Social, Emotional, and Cultural Lens	3
EDU 672	Human and Fiscal Resources	3
EDU 673	Collaborating and Communicating with Stakeholders	3
EDU 674	Instructional Leadership for School Improvement	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council. NOTE: An interview may be required. If so, the candidate will be contacted by the program to set up the interview.

For:

The program is highly professionally oriented, and candidates for the program are expected to currently be employed in a professional role in an organization providing professional educational services (e.g., school, district office, regional educational service agency, department of education). All courses require job-embedded field experiences to provide a synthesis of the practical and theoretical knowledge necessary for today's educational leader. At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

Graduates of the Thomas University Teacher Leadership program matriculate seamlessly into the Certification-Only program. All other applicants should submit transcripts for review by the Educational Leadership faculty to develop an individualized program of study for Tier I certification.

What you learn:

The Certificate in Educational Leadership provides candidates who already hold a master's degree or higher in education with the content knowledge and credentials necessary to effectively lead schools, districts, and educational agencies. Applicants accepted into the program and completing all degree requirements, will be eligible for a Georgia Professional Standards Commission (GaPSC) Tier I Leadership Certification. Tier I Educational Leadership Program and successful passage of the PASL will certify the educator to serve as an assistant principal or coordinator at the district level who does not supervise principals.

How you learn:

The Certificate in Educational Leadership Tier I Certification-Only is an eighteen (18) hour program that can be completed in one year (classes available every fall/spring). Each course is 8 weeks in length and meets online synchronously every-other week. Candidates take one class at a time.

Career Outcomes:

At the conclusion of the program, candidates will possess the knowledge, skills, and dispositions necessary to lead schools to higher levels of achievement for all students.

Degree Requirements:

EDU 601	Orientation to Advanced Programs in Education	.5
EDU 671	Leading with a Social, Emotional, and Cultural Lens	3
EDU 672	Human and Fiscal Resources	3
EDU 673	Collaborating and Communicating with Stakeholders	3
EDU 674	Instructional Leadership for School Improvement	3
EDU 699	Advanced Candidate Program Completion	.5
ELECTIVES (6 hours)		
EDU 611	Leading a Professional Learning Community	3
EDU 615	Educational Law	3
EDU 617	Using Data to Improve Schools	3
Total Hours		19

Note: Graduates of the Thomas University Teacher Leadership program matriculate seamlessly into the Certification-Only program. All other applicants should submit transcripts for review by the Educational Leadership faculty to develop an individualized program of study for Tier I certification. Applicants with a GPA lower than 2.75 may be considered for provisional admission by the prospective Graduate Council. Any candidate provisionally admitted may be required to take a 3-credit hour writing course, and other requirements may be prescribed by the Division and/or Graduate Council.

For:

Middle Grades Math certified teachers with a desire to become more effective in the classroom. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Middle Grades Mathematics will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills: The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice: The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Middle Grades Education with a concentration in Mathematics and a level T-5 teaching certificate upgrade.

Degree Requirements:

Advanced Professional Knowledge (15 hours)		
EDU 620	Applying Technologies for Effective Instruction	3
EDU 622	Current Issues and Trends in Education	3
EDU 623	Educational Assessment and Decision Making	3
EDU 624	Collaborative Classrooms Through Social Emotional Learning	3
EDU 625	Diversity and Exceptionality in the 21st Century Classroom	3
Mathematics Specialization (9 hours)		
MTH 670	Set Theory	3
MTH 675	Developing Geometric Concepts	3
MTH 685	Concepts & Applications of Probability and Statistics	3
Research and Inquiry Skills (6 hours)		
EDU 610	Educational Research Methods	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (3 hours)		
EDU 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Secondary Mathematics certified teachers with a desire to become more effective in the classroom. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Secondary Mathematics will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills: The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice: The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Secondary Education with a concentration in Mathematics and a level T-5 teaching certificate upgrade.

Degree Requirements:

Advanced Professional Knowledge (15 hours)		
EDU 620	Applying Technologies for Effective Instruction	3
EDU 622	Current Issues and Trends in Education	3
EDU 623	Educational Assessment and Decision Making	3
EDU 624	Collaborative Classrooms Through Social Emotional Learning	3
EDU 625	Diversity and Exceptionality in the 21st Century Classroom	3
Research and Inquiry Skills (6 hours)		
EDU 610	Educational Research Methods	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (3 hours)		
RSC 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
Mathematics Specialization (9 hours)		
MTH 670	Set Theory	3
MTH 674	Developing Algebraic Concepts	3
MTH 675	Developing Geometric Concepts	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Middle Grades Language Arts certified teachers with a desire to become leaders and mentors who are critical thinkers and reflective decision-makers in their schools. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Middle Grades Language Arts will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge:** The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- **Research and Inquiry Skills :** The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- **Professional and Ethical Practice:** The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Middle Grades Language Arts and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

Advanced Professional Knowledge (12 Hours)		
EDU 620	Applying Technologies for Effective Instruction	3
EDU 622	Current Issues and Trends in Education	3
EDU 623	Educational Assessment and Decision Making	3
EDU 624	Collaborative Classrooms Through Social Emotional Learning	3
M.Ed. Middle Grades Language Arts (12 Hours)		
RDE 651	Foundations of Literacy and Assessment	3
RDE 653	Comprehension, Curricular & Programmatic Strategies for Improving Literacy Across the Curriculum	3
RDE 654	Enhancing Literacy with Literature	3
RDE 656	Patterns of Practice in the English Language Arts	3
Research and Inquiry Skills (6 Hours)		
EDU 610	Educational Research	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (3 Hours)		
EDU 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Secondary English certified teachers with a desire to become leaders and mentors who are critical thinkers and reflective decision-makers in their schools. Teachers who hold a professional certificate in another content area but have an interest in an advanced degree in Secondary English will not be eligible for a certificate upgrade until passing the GACE. Additionally, they will be required to sign the Out of Field Certification form.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- Advanced Professional and Pedagogical Knowledge: The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- Research and Inquiry Skills: The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- Professional and Ethical Practice: The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Secondary Education English and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

Advanced Professional Knowledge (15 Hours)		
EDU 620	Applying Technologies for Effective Instruction	3
EDU 622	Current Issues and Trends in Education	3
EDU 623	Educational Assessment and Decision Making	3
EDU 624	Collaborative Classrooms Through Social Emotional Learning	3
EDU 625	Diversity and Exceptionality in the 21st Century Classroom	3
M.Ed. Secondary English (9 Hours)		
ENG 603	Rhetorical Theory and the Craft of Argument	3
ENG 604	Poetry (Genre Study)	3
ENG 613	Race, Gender & Culture in Modern British Literature	3
Research and Inquiry Skills (6 Hours)		
EDU 610	Educational Research	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (3 Hours)		
EDU 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Early Childhood teachers professionally certified in Elementary Education, Birth thru K, or Special Education K-5 General Curriculum with a desire to become more effective in the classroom.

What you learn:

Thomas University's graduate programs for certified teachers are designed to enhance the role of the teacher as a leader in the school community. The program's professional practices include candidate proficiencies related to expected knowledge, skills, and professional dispositions that are aligned with the expectations in professional and state standards. Coursework and experiences will be designed to address the following advanced outcomes:

- **Advanced Professional and Pedagogical Knowledge:** The candidate uses research-based, discipline-specific knowledge and pedagogy in coordinated and engaging ways to facilitate student learning.
- **Research and Inquiry Skills:** The candidate designs and implements research and assessment practices to improve teaching and learning for all learners.
- **Professional and Ethical Practice:** The candidate possesses and practices a core set of professional and ethical dispositions, serves as a teacher leader and mentor, and models practices that embrace the importance of life-long learning.

How you learn:

The courses in this program are eight weeks in length. Each course meets online from 5:45 – 8:45 p.m. every-other-week using Zoom. These synchronous face-to-face meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Elementary Education with a Reading or K-5 Math Endorsement and will be eligible for a certificate upgrade in the state of Georgia.

Degree Requirements:

Advanced Professional Knowledge (12 Hours)		
EDU 620	Applying Technologies for Effective Instruction	3
EDU 622	Current Issues and Trends in Education	3
EDU 623	Educational Assessment and Decision Making	3
EDU 624	Collaborative Classrooms Through Social Emotional Learning	3

K-5 Math Endorsement (12 Hours)		
MTH 670	Set Theory	3
MTH 674	Developing Algebraic Concepts	3
MTH 675	Developing Geometric Concepts	3
MTH 685	Concepts & Applications of Probability and Statistics	3

Reading Endorsement (12 Hours)		
RDE 651	Foundations of Literacy and Assessment	3
RDE 653	Comprehension, Curricular, and Programmatic Strategies for Improving Literacy Across the Content Areas	3
RDE 654	Enhancing Literacy with Literature	3
RDE 656	Patterns of Practice in the English Language Arts	3

Research and Inquiry Skills (6 Hours)		
EDU 610	Educational Research	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (3 Hours)		
EDU 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the M. Ed. in Teacher Leadership must hold a Georgia professional T-4 certificate and have at least 1 year of certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Career Outcomes:

Upon completion of this program, students will have earned a Master of Education degree in Teacher Leadership. Recommendation for a Service (S) certificate P-12 requires a passing score on the Teacher Leadership GACE. Once the GACE is passed, students will receive a level T-5 certificate upgrade.

Degree Requirements:

Advanced Professional Knowledge (9 hours)		
EDU 604	Observation and Analysis	3
EDU 615	Education Law	3
EDU 620	Applying Technologies for Effective Instruction	3
Research and Inquiry Skills (6 hours)		
EDU 619	Action Research for the Teacher Leader	3
EDU 617	Using Data to Improve Schools	3
Professional and Ethical Practice (18 hours)		
EDU 600	Intro to Graduate Programs	3
EDU 602	Teacher as Leader and Mentor	3
EDU 611	Leading the Professional Learning Community	3
EDU 618	Building Collaborative Teams	3
EDU 630	Teacher Leadership Residency I	3
EDU 675	Teacher Leadership Certification Preparation	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the Ed. S. degree in Teacher Leadership must hold a Master's degree and possess a Georgia professional T-4 or higher certificate (or comparable professional certificate from another state) and have at least 1 year certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

How you learn:

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, students will have earned Education Specialist degree in Teacher Leadership. Recommendation for a Service (S) certificate P-12 requires a passing score on the Teacher Leadership GACE. Once the GACE is passed, students will receive a level T-6 certificate upgrade.

Degree Requirements:

Advanced Professional Knowledge (3 hours)		
EDU 604	Observation and Analysis	3
Research and Inquiry Skills (6 hours)		
EDU 619	Action Research for the Teacher Leader	3
EDU 617	Using Data to Improve Schools	3
Professional and Ethical Practice (24 hours)		
EDU 600	Intro to Graduate Programs	3
EDU 602	Teacher as Leader and Mentor	3
EDU 611	Leading the Professional Learning Community	3
EDU 615	Educational Law	3
EDU 616	Educational Reform	3
EDU 618	Building Collaborative Teams	3
EDU 602	Teacher Leadership Residency I	3
EDU 675	Teacher Leadership Certification Preparation	3
	Advanced Graduate Professional Dispositions	0
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above. Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

For:

Certified teachers with a desire to develop a deeper and broader knowledge of curriculum, pedagogy, and assessment. Candidates admitted to the M.Ed. degree in Curriculum & Instruction must possess a Georgia professional T-4 certificate.

What you learn:

The purpose of this program is to develop advanced practitioners who demonstrate expertise in curriculum, instruction, content knowledge, and assessment. Candidates will apply research and evidence-based practices to meet the unique needs of each student and continuously refine their professional practice. Program completers are prepared to contribute to the advancement of the teaching profession through collaboration and intellectual inquiry.

How you learn:

Synchronous Online Option: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program students will have earned a Master of Education degree in Curriculum & Instruction. Recommendation for a Service (S) certificate P-12 requires a passing score on the Curriculum and Instruction GACE.

Degree Requirements:

Advanced Professional Knowledge (21 hours)		
EDU 603	Best Practices in Teaching and Learning	3
EDU 620	Applying Technologies for Effective Instruction	3
EDU 623	Educational Assessment and Decision-Making	3
EDU 624	Collaborative Classrooms through Social Emotional Learning	3
EDU 613	Curriculum Design and Development for Student Achievement	3
EDU 625	Diversity and Exceptionality in the 21st Century Classroom	3
EDU 622	Current Issues & Trends in Education	3
Research and Inquiry Skills (6 hours)		
EDU 610	Educational Research	3
EDU 612	Teacher as Researcher	3
Professional and Ethical Practice (6 hours)		
EDU 600	Intro to Graduate Programs	3
	Advanced Graduate Professional Dispositions	0
EDU 629	Curriculum & Instruction Capstone	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		33.5

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

Certified teachers with a desire to obtain a non-administrative leadership role in their school while they continue to teach in the classroom. Candidates admitted to the Teacher Leadership Endorsement Only must hold a Bachelor degree and possess a Georgia professional T-4 or higher certificate (or comparable professional certificate from another state) and have at least 1 year certified teaching experience.

The purpose of this program is to prepare classroom teachers to develop as leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning in their schools and districts. Participants in this program will also possess the understandings that enable them to use fundamental research methods to address educational problems and assume leadership roles beyond the classroom.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

How you learn:

This program is offered in two different formats: blended and synchronous online. You will select the option that you prefer.

Blended Option: This is offered to districts/areas with 10 or more students in a cohort.* These students will meet face to face at a brick and mortar location or synchronously online for five nights out of each 8-week course, from 5:45 to 8:45 p.m.. These class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

Synchronous Online Option: All programs are offered in this format. For five nights out of each 8-week course, a synchronous online class session will be held from 5:45 to 8:45 p.m., during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. Following this schedule, you will complete the program in less than 2 years.

*Those who choose the blended format in an area that does not meet the minimum of 10 students will be switched to fully synchronous online in lieu of cancelling the cohort.

Career Outcomes:

Upon completion of this program students will have earned an endorsement in Teacher Leadership.

Endorsement Requirements:

Course Number	Course Title	Hours
EDU 601	Orientation to Advanced Programs	.5
EDU 604	Observation and Analysis	3
EDU 611	Leading the Professional Learning Community	3
EDU 618	Building Collaborative Teams	3
EDU 619	Action Research for the Teacher Leader	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		13

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

Candidates must also meet the following requirements:

- The name of a school-based mentor to serve on the Candidate Support Team throughout the program

This is a non-degree program and therefore not eligible for financial aid

For:

Early Childhood educators who seek to enhance their mathematical content and pedagogical knowledge in grades K-5. Candidates who possess a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate in one of the following fields:

Elementary Education (P-5), Middle Grades Mathematics (4-8), Special Education General Curriculum / Early Childhood Education (P-5); or Any of the following certificates combined with a core academic content concentration in mathematics: Special Education General Curriculum (P-12); Special Education Adapted Curriculum (P-12); Special Education Behavior Disorders (P-12); Special Education Learning Disabilities (P-12); Special Education Deaf Education (P-12); Special Education Physical and Health Disabilities (P-12); Special Education Visual Impairment (P-12); or Gifted Education (P-12).

*Candidates must have surpassed one year of successful teaching experience.

What you learn:

Candidates will enhance their mathematics content knowledge in grades K-5.

How you learn:

Synchronous Online: This is a fully online cohort. For five Monday nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned a K-5 Math Endorsement to be added to their current teaching certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
MTH 676	Developing Concepts of Number and Operation	3
MTH 678	Developing Concepts of Algebraic Thinking and Data Analysis	3
MTH 679	Developing Concepts of Geometry and Measurement	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		10

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Certified teachers who wish to develop specific knowledge related to reading and language development, assessment, instruction, and remediation of reading disability. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates learn how to recognize the characteristics of Dyslexia and support students with Dyslexia in the field and at the grade levels of their base certification.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned a Dyslexia Endorsement to be added to their current certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
EDU 635	Literacy Development and Dyslexia	3
EDU 636	Assessment of Reading and Language Disabilities	3
EDU 637	Interventions for Students with Dyslexia	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		10

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Candidates who seek the knowledge, skills, and dispositions to become effective online teachers. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates learn to plan, design, facilitate and deliver online instruction for P-12 students.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned an Online Teaching Endorsement to be added on to their current teaching certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
EDU 620	Applying Technology for Effective Instruction	3
EDU 621	Instructional Design and Practices for Online Instruction	3
EDU 627	Digital Learning Assessment Design and Data Analysis	3
EDU 628	Internship in Digital Learning	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		13

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

Certified teachers who wish to enhance their understanding of how gifted learners grow and develop in order to design and teach developmentally appropriate and challenging learning experiences. Candidates must hold a Georgia professional T-4 certificate or higher.

What you learn:

Candidates will learn to create academically aligned curriculum for advanced learners that helps meet their social and emotional needs, furthers their development and keeps them engaged in classwork.

How you learn:

Synchronous Online: This is a fully online cohort. For five Tuesday or Wednesday nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an M. Ed. or Ed. S. program.

*Students must report a minimum GPA of 2.75 on a 4.0 scale. Applicants with a GPA lower than 2.75 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program, candidates will have earned a Gifted In-Field Endorsement to be added to their current teaching certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
EDU 632	Characteristics of Gifted Children	3
EDU 633	Curriculum & Instruction for Gifted Children and Youth	3
EDU 634	Assessment & Program Implementation for Gifted Children and Youth	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		10

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

This is a non-degree program and therefore not eligible for financial aid

For:

The purpose of the ESOL Endorsement program is to prepare individuals to serve in ESOL teaching positions or education classrooms with an EL population in PK-12 schools including, but not limited to public, waiver, charter schools, and private schools (i.e. faith-based schools, early learning centers, hospitals, juvenile detention centers).

What you learn:

Completers of the ESOL Endorsement will be able to:

- Demonstrate knowledge of English language structures, English language use, and second language acquisition and development processes to help English Learners (ELs) acquire academic language and literacies specific to various content areas.
- Apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELs as supported by research and theories.
- Plan supportive environments for ELs, design and implement standards-based instruction using evidence based, EL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual EL outcomes and adjusting instruction.
- Apply assessment principles to analyze and interpret multiple and varied assessments for ELs, including classroom-based, standardized, and language proficiency assessments and understand the importance of communicating results to other educators, ELs, and ELs' families.
- Apply principles of effective leadership when collaborating with local and district school personnel on issues related to EL instruction, and school, district, and state policies and state and federal legislation that impact ELs educational rights.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an MAT or M. Ed. program.

*Students must report a minimum GPA of 3.0 on a 4.0 scale. Applicants with a GPA lower than 3.0 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned an ESOL Endorsement to be added on to their current certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
EDU 645	Language Development and the Classroom	3
EDU 646	Cultural Issues and English Language Learners	3
EDU 647	Methods and Resources for Teaching English Language Learners	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		10

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.

For:

The purpose of the Reading Endorsement program is to give classroom teachers additional knowledge to meet literacy needs of learners across the grade levels. Emphasis will be on understanding readers and the reading process, linking assessment and instruction, and using instructional strategies in specific content courses.

What you learn:

Completers of the Reading Endorsement will be able to:

- Utilize knowledge of the major theoretical, conceptual, and evidence-based foundations of literacy and language development and the ways in which they interrelate.
- Apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to provide a coherent and motivating literacy program that addresses both general and discipline specific literacy processes.
- Examine, select, and use appropriate assessments to gather evidence for all students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.
- Examine their own culture and beliefs; set high expectations for their students; and learn about and appreciate the cultures of their students, families, and communities to inform instruction.
- Apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies.
- Reflect upon practice, use ongoing inquiry to improve their professional practice and enhance students' literacy learning, and advocate for students and their families to enhance students' literacy learning.

How you learn:

Synchronous Online: This is a fully online cohort. For five nights out of each 8-week course, an online class session will be held from 5:45 to 8:45 p.m. during which you are required to sign in and actively participate. These synchronous online class meetings will be supplemented by additional online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities completed electronically outside of class. This program is offered as a stand-alone endorsement program or as an endorsement program embedded in an MAT or M. Ed. program.

*Students must report a minimum GPA of 3.0 on a 4.0 scale. Applicants with a GPA lower than 3.0 or an identified writing deficiency may be considered for provisional admission. Provisionally admitted students may be required to take one or more writing classes prior to or during the first semester. Decisions about additional admission requirements are determined by the University Graduate Council after a complete review of all materials presented by the applicant.

Career Outcomes:

Upon completion of this program candidates will have earned a Reading Endorsement to be added on to their current certification.

Endorsement Requirements:

EDU 601	Orientation to Advanced Programs	.5
RDE 651	Foundations of Literacy and Assessment	3
RDE 653	Comprehension, Curricular and Programmatic Strategies	3
RDE 654	Enhancing Literacy with Literature	3
RDE 656	Patterns of Practice in the English Language Arts	3
EDU 699	Advanced Candidate Program Completion	.5
Total Hours		13

Note: This course outline is tentative and is subject to change. Courses may be offered in a different order than outlined above.