
Master of Arts in Elementary Education
Department of Curriculum and Instruction
Reich College of Education

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The Department of Curriculum and Instruction offers the Master of Arts in Elementary Education (Major Code: 422A/13.1202)[T].

This program leads to North Carolina master-level (M) licensure in elementary school teaching. Students in the program will demonstrate their ability to:

1. Explain the theoretical and philosophical bases for educational practices as they relate to the elementary school curriculum, and the interrelationships of subjects.
2. Understand the nature of the elementary school-age learner in relation to the learning and evaluation process.
3. Utilize research techniques in the design and implementation of curricula and activities in classroom settings.
4. Concentrate in one or more of the instructional areas of the elementary school curriculum.
5. Make critical decisions by synthesizing information relative to the development of appropriate living/learning environments for children enrolled in elementary education.
6. Identify major movements, issues and trends impacting elementary education, including multicultural education, technology, students with special needs, and parent involvement.

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:

BE: business education (see the Curriculum Specialist program for course listing)

CI: curriculum and instruction

HED: health education (see the Curriculum Specialist program for course listing)

In addition, the Elementary Education program includes coursework offered by other departments as follows:

FDN: foundations of education courses (see the School Administration program for course descriptions)

ITC: instructional technology and computers courses (see the School Administration program for course descriptions)

LSA: leadership in school administration courses (see the School Administration program for course descriptions)

RE: reading education courses (see the Reading Education program for course descriptions)

RES: educational research courses (see the School Administration program for course descriptions)

SPE: special education courses (see the Special Education program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: <http://www.ext-dl.appstate.edu>.

PEACE CORPS MASTER'S INTERNATIONAL PROGRAM: The Elementary Education program is recognized by the Peace Corps as an MI program. Students who are admitted to the English Education program as MI students will apply to the Peace Corps during the graduate admission process or immediately following admission. These students will complete a customized program of study designed to allow for one year of coursework at Appalachian followed immediately by Peace Corps service as a teacher. Some additional academic coursework related to the Peace Corps teaching assignment will be completed during the 27 month Peace Corps rotation, and the student will typically return to Appalachian for one semester to complete the master's degree.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN ELEMENTARY EDUCATION+ (Major Code: 422A/13.1202 [T])

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree in from an accredited college or university; North Carolina "A" license or the equivalent from another state; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. **OR**

Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Hours: 39 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

CI/SPE 5045	Advanced Topics in Diversity	3
CI 5055	Connecting Learners and Subject Matter	3
CI 5130	Recent Trends and Issues in Education	2
CI 5525	Product of Learning	1
CI/LSA 5585	Teacher Leadership and School Improvement.....	3
CI 5591	Advanced Curriculum Design in Elementary Education.....	3
CI 5592	Elementary Education Teaching Strategies	3
CI 5980	Special Topics in Elementary Education	1-6
Choose one course from the three below		3
CI/RE/RES/SPE 5040	Teacher as Researcher (3 s.h.)	
RES 5000	Research Methods (3 s.h.)	
RES 5560	Classroom Assessment (3 s.h.)	
Choose one course from the two below		3
CI 5630	Instructional Technology (3 s.h.)	
ITC 5220	Computers in Educational Settings (3 s.h.)	
Choose one course from the two below		3
FDN 5840	Social and Philosophical Foundations of Education (3 s.h.)	
PSY 5555	Advanced Educational Psychology (3 s.h.)	
	REQUIRED HOURS	28-33

Teaching Field Courses: (6 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from the areas of the arts, humanities, mathematics, social sciences, natural sciences, and reading.

TEACHING FIELD HOURS 6

Electives: (0-5 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the graduate advisor.

ELECTIVE HOURS 0-5

TOTAL HOURS FOR THE MA DEGREE 39

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

NOTE: Students without grades K-6 student teaching or teaching experience in grades K-6 must take CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)

CI 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

CI 5045. Advanced Topics in Diversity/(3).F;S. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

CI 5050. Supervision of Instruction/(2-3).S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3).F;S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3).F;S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2).F;S. This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2). On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3).On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3).On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies/(3).On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.

CI 5525. Product of Learning/(1-3).On Demand. Graded on an S/U basis.

CI 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

CI 5551. Creativity/(3).On Demand. A course to discover activities, skills and talents in the fostering of creativity. Emphasis will be given to readings and to designing models for programming creativity in the classroom.

CI 5552. Advanced Video Production/(3).S. In this course, each student assumes the role of a professional producer and works with a client to create a video program. Emphasis is placed on careful pre-production planning, producing with a crew, and honing the production in the editing stage by creating several drafts. Students will have the opportunity to learn how to write good proposals and scripts, make realistic budgets, select appropriate locations and make workable shooting schedules, coordinate all the activities of a production crew, establish a good working relationship with a client, and alter a program in the editing state to respond to audience and client response. Prerequisite: CI 5840, or permission of the instructor.

CI 5576. Advanced Diagnostic-Prescriptive Teaching/(4).S. Rationale, operational models, techniques used on the implementation of the diagnostic-prescriptive approach. Supervised field experiences in the actual diagnostic-prescriptive approach.

CI 5581. Advanced Curriculum Design/(3).On Demand. The physiological and psychological basis of learning. Curriculum development for various exceptionalities and the rationale and development to meet their needs.

CI 5585. Teacher Leadership and School Improvement/(3).F;S. This course is designed to help teachers develop an understanding of and skill in assuming leadership roles and responsibilities in their schools. Those aspects of school leadership seen as most appropriate and potentially beneficial for teacher involvement will be emphasized. Particular attention is paid to the relationships among teacher leadership, school improvement, and site-based accountability. Students will have the opportunity to acquire knowledge and skills and formulate their own approaches through both university-based classroom and site-based clinical activities. Activities such as participant- observations, shadow-studies classroom-action research, problem-based learning, case studies, survey research, and qualitative research studies can be included. Students will be expected to present tangible evidence that represents, authentically, their professional growth. (Same as LHE 5585.)

CI 5591. Advanced Curriculum Design in Elementary Education/(3).F. An examination of curriculum foundations and models as related to understanding the nature of the elementary school learner and educational goals. Primary focus is on organizing, implementing and evaluating the elementary school curriculum. Includes investigation of recent research in elementary education as applied to curriculum and the classroom setting.

CI 5592. Elementary Education Teaching Strategies/(3).S. The course is designed to provide an intense study of research-based strategies for use in grades K-6. Special emphasis will be placed on the knowledge base regarding instructional strategies.

CI 5600. Middle School Philosophy and Organization/(3).F. This course provides a comprehensive study of middle school philosophy, the middle school movement, and the essential components of middle level organization and schooling. Topics included in the course are: a historical study of junior high school and middle schools, current trends and issues in middle level education, the middle level knowledge base, major organizational issues, and the future of middle level education.

CI 5630. Instructional Technology/(3).F. The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education,

business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

CI 5635. Media Literacy and Curriculum Development/(3).F. In this course, media literacy is placed within the traditional and emerging models of mass communication. The course includes an examination of British, Australian and Canadian approaches to media education within their respective school systems. Students are required to develop a rationale that links media literacy to traditional and emerging goals in American education. An interdisciplinary approach is used to explore media literacy as both a revolutionary and evolutionary concept. In addition to examining media literacy as a competency or area for specific study, literacy is also addressed in terms of classroom methodology and pedagogy. American schools are analyzed in terms of the way their organizational culture and characteristics impact innovations such as media literacy. Prerequisites: CI 5830 and CI 5940.

CI 5636. Emerging Issues and Trends in Media and Technology/(3).On Demand. Focuses on trends and developments in educational media, technology, and media literacy. Students will address contemporary issues, trends, controversies, and techniques. Topics may vary from year to year; repeatable for up to nine semester hours.

CI 5641. Media and Management/(3).S. This course provides a broad background in management theory and practice. Emphasis is placed on how to manage media effectively and efficiently within an organizational context (school, industry, etc.) with particular attention given to the utilization of resources including personnel, budget, hardware, and the work environment. Strategies are discussed that enable media to be effectively utilized in order to solve training and corporate communication problems.

CI 5642. Introduction to Web Page Design and Development for Education/(3).F;S. This course introduces the student to a range of digital tools for the design and production of web based education and information design. This class includes web page development and design, digital graphics, visual design, animation, and issues concerning information design, service, site management and a review of current research on effective instructional design for web based learning environments.

CI 5643. Advanced Production and Portfolio/(3).On Demand. This is a required individual study course which serves as a synthesis production and presentation experience, involving close faculty supervision and a client/consultant relationship. Included in the course is a Comprehensive Major Project which will be client oriented and the preparation of a production portfolio suitable for professional presentation.

CI 5700. History of Instructional Technology/(3).On Demand. A broad background and understanding of contemporary instructional technologies, processes and systems is provided. Readings and research from 450 BC to the present with emphasis on theoretical and methodological foundations for media research are examined.

CI 5740. Photography and Digital Imaging/(3).F;S. Basic theory, principles and techniques of black and white and color photography with an introduction to color photography and digital imaging. [Dual-listed with CI 4740.]

CI 5750. Teaching Young Adolescents/(3).S. This course provides middle grades teachers with a variety of research-based instructional strategies that are developmentally appropriate for young adolescents. Special emphasis is placed on the selection, implementation, and evaluation of instructional strategies that promote cognitive, physical, emotional, and social development and increase student learning.

CI 5770. Intermediate Photography and Digital Imaging/(3).F. An intermediate photographic production course which strengthens previously acquired skills in black and white photography and provides advanced project responsibility in color photography and digital imaging. [Dual-listed with CI 4770.]

CI 5800. Logistics of Mediated Programs and Presentations/(3).On Demand. Hard data and facts for programmers and presenters from facilities planning to effective showmanship are examined. The application of hardware and software for teaching and training are located against the institutional environment and contexts in which a presentation takes place.

CI 5810. Introduction to Sight and Sound/(3).F. An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including audio tape recorders; microphones and mixers; still cameras;

video cameras, monitors, and recording devices; projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices. [Dual-listed with CI 4810.]

CI 5830. Media Literacy/(3).F. The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages. [Dual-listed with CI 4830.]

CI 5840. Beginning Video Production/(3).F;S. This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production. [Dual-listed with CI 4840.]

CI 5850. Middle School Curriculum/(3).F. This course provides middle grades teachers with a framework for curriculum design that includes challenge, integration, and exploration. Emphasis is placed on major middle level curriculum theories, traditional and innovative middle level curriculum models, and trends and issues which reflect research and successful practice.

CI 5900. Internship/Practicum/(1-6).F;S. Provides direct experiences teaching in grades Kindergarten through nine. Students are required to spend 90 hours teaching in classrooms appropriate to the level(s) of licensure sought. This internship/practicum is designed only for those without appropriate experience in their Master of Arts major, as determined by the students' academic advisory committees. Graded on an S/U basis.

CI 5921. Instructional Design/(3).S. Analysis and application of systematic strategies for the identification of instructional needs, design of instructional system models to meet educational goals in both K-12 education and business, and evaluation of instructional systems.

CI 5930. Instructional Graphics/(3).On Demand. Examination of basic design principles and concepts in the selection, design, and evaluation of graphic materials. Course includes laboratory experience in design, development, production, and publication of graphical materials. The laboratory experience centers on the use of microcomputers and associated input or output devices.

CI 5940. Media: Image and Influence/(3).S. This media literacy course concentrates on media representations, media audiences and media effects. Film and television are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include race, class and gender. Case studies include representations of the family, adolescence, minorities, and school. The social and psychological consequences of media content are examined with emphasis upon child and adolescent audiences, particularly in the areas of sexuality, violence, and substance abuse. Prerequisite or corequisite: CI 5830. [Dual-listed with CI 4940.]

CI 5950. Non-fiction Film and Video/(3).F;S. Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video. [Dual-listed with CI 4950.]

CI 5980. Special Topics in Elementary Education/(1-3).F;S. This course provides a flexible curriculum of reading, studying, planning, and writing. It is designed to meet the needs of individual teachers or groups of teachers for content and pedagogy generally associated with the elementary school curriculum. Prerequisite: recommendation of the graduate advisor. Students may elect to take up to a total of six semester hours.

CI 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. CI 5989 does not count toward a degree.

CI 5999. Thesis/(4).F;S. Graded on an S/U basis.

CI 6160. Field Study in Curriculum Problems/(3).On Demand. Students develop a conceptual framework based on general system theory for guiding, developing, and evaluating school curriculum improvements. Students conduct a research project analyzing the design and development of school curriculum planning with emphasis on current trends and issues in elementary school curriculum (K-9).

CI 6310. Analysis of the Teaching Process/(3).S. Examination of the teacher-pupil and pupil-pupil interaction in the classroom through study of original relevant research disciplines concerning human behavior and society. Special attention is given to the efforts of teacher approaches to children, the organization of curriculum materials and the structure of the classroom society on the accomplishment of education objectives.

CI 6360. Survey of Research and Implications for Curriculum and Instruction/(3).On Demand. This course emphasizes the reading and interpretation of research on designated topics within the school curriculum. Through collaboration and dialogue among class members, resulting implications for classroom instruction are determined.

CI 6460. Issues, Trends, and Problems in Curriculum, K-9/(3).F. Analysis of current practices, problems, and trends in education with emphasis on improved programs.

CI 6500. Independent Study/(1-4).F;S.

CI 6530-6549. Selected Topics/(1-4).On Demand. Consideration of group and individual investigations in education.

CI 6999. Education Specialist Thesis/(1-6).F. Graded on an S/U basis.

CI 7130. Investigations into Curriculum and Instruction Problems/(3).On Demand. Investigation into curriculum and instruction problems is a course taken during the student's public school internship. The aim of this course is to provide those who have an intense interest in curriculum and instruction with an opportunity for practical application of knowledge and skills obtained from the research core, along with an opportunity to work with faculty who are researching problems.

CI 7131. Emerging Issues in Curriculum and Instruction/(3).On Demand. Within the context of educational leadership, the purpose of this course is to provide doctoral level students with an in-depth understanding of issues, problems, and trends in curriculum and instruction at the local, state and national levels. The course is also aimed at providing students with experiences which lead to an understanding of the interdisciplinary nature of problem setting, problem solving, and policy analysis in curriculum and instruction.

CI 7132. Reflective Supervision of Curriculum and Instruction/(3).On Demand. The focus of this course is on the situation-specific application of knowledge to problems in supervision. The course has two foci. First, the practical problems of supervision as they relate to teaching and implementing the curriculum at the school system, school building, and classroom levels are targeted. The second outcome is the development of a reflective practitioner who understands and approaches supervision in a deliberative manner.

CI 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. CI 7989 does not count toward a degree.