

APPLIED LEARNING AND INSTRUCTION MASTER OF EDUCATION

Programs of study leading to the degree of Master of Education in Applied Learning and Instruction are offered with concentrations in early childhood education, elementary education, literacy, and teaching English to speakers of other languages (TESOL), and research in practice. Aimed at equipping teachers to meet the needs of students in their diverse classrooms, the M.Ed. in Applied Learning and Teaching emphasizes the application of theory and evolving practices in clinical settings, positively impacting schools and communities. The four concentrations within the M.Ed. focus enable teachers to focus their studies on an area of interest that may also lead to additional professional certifications. Teachers who select the early childhood or elementary concentration will take courses that may be applied toward the South Carolina add-on certification in early childhood and elementary education respectively. The concentration in literacy offers courses that may be applied toward the South Carolina literacy teacher add-on certification and the TESOL concentration offers courses that may be applied toward the South Carolina ESOL add-on certification. The research in practice concentration offers a flexible path for teachers to earn a variety of relevant endorsements toward their South Carolina teaching certificate (e.g. Gifted and Talented, Problem-Based Learning, etc.) and explore and apply the most current research in their field in their own classrooms.

Further information about graduate programs is available from the USC Upstate Office of Graduate Programs in Education at 864-503-5573 and at www.uscupstate.edu/graduate (<http://www.uscupstate.edu/graduate/>).

USC Upstate Master of Education degrees are not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the M.Ed. degree program.

The Master of Education degree requires successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699). The program of study should be established immediately after full admission to the program; the program of study is completed with a student's assigned advisor. Professional development courses may be considered as part of a degree program if the coursework is consistent with the program. No more than 6 hours of professional development courses may be used in a degree program. For the degree, a minimum grade point average of 3.0 (B) is required on the total graduate program. An accumulation of grades below B on 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree. Questions should be directed to the Office of Graduate Programs in the College of Education, Human Performance, and Health.

Required Courses

Code	Title	Hours
Core		
EDFO U744	Philosophy and Education	3
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDPY U705	Children and Adolescents as Learners	3
EDRM U700	Introduction to Research in Education	3

EDTE U726	Standards-Based Assessment for PK-12	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
EDTE U731	Using Innovative Technology to Support Instruction	3

Concentration Courses

Select one of the following:	15
Early Childhood Concentration (p. 1)	
Elementary Concentration (p. 1)	
Literacy Concentration (p. 1)	
TESOL Concentration (p. 1)	
Research in Practice Concentration (p. 2)	

Total Hours 36

Early Childhood Concentration

Code	Title	Hours
EDEC U608	Parent Involvement in Early Childhood Education	3
EDEC U740	The Young Child: Applying Theory and Research	3
EDEC U742	Advanced Study of Early Childhood Curricula and Program Models	3
EDEC U750	Play Theory & Early Learning	3
EDLC U721	Instructional Strategies for Reading in Grades PK-5	3

Total Hours 15

Elementary Concentration

Code	Title	Hours
EDEL U615	Science in the Elementary School	3
EDEL U642	Teaching Mathematics to Students in Grades PK-6	3
EDEL U715	The Elementary School Curriculum	3
EDEL U760	Implementing Social Studies in the Elementary/Middle School	3
EDLC U721	Instructional Strategies for Reading in Grades PK-5	3

Total Hours 15

Literacy Concentration

Code	Title	Hours
EDLC U720	Foundations of Literacy	3
EDLC U721	Instructional Strategies for Reading in Grades PK-5	3
EDLC U724	Diagnostic Assessment in Grades PK-5	3
EDLC U727	Reading and Writing in Content Areas: PK-5	3
or EDLC U728	Reading and Writing in the Content Areas	
ENSL U728	Literacy Instruction for K-12 Second Language Learners	3

Total Hours 15

TESOL Concentration

Code	Title	Hours
ENSL U708	Introduction to Linguistics	3
ENSL U718	Techniques for Teaching English to K-12 Second Language Learners	3
ENSL U728	Literacy Instruction for K-12 Second Language Learners	3
ENSL U758	Assessment of Second Language Learners	3

ENSL U760	Practicum in Teaching English to K-12 Second Language Learners	3
Total Hours		15

Research in Practice Concentration

Code	Title	Hours
EDTE U760	Research and Intervention Design Seminar	3
EDTE U761	Implementation and Evaluation Seminar	3
Concentration Course 1 ¹		3
Concentration Course 2		3
Concentration Course 3		3
Total Hours		15

¹ Concentration courses will be determined in consultation with the advisor to ensure the graduate courses selected form a coherent emphasis for the program of study.

Admission Standards for Degree Seeking Students

Individuals seeking admission to USC Upstate as a degree candidate will be considered for full admission when the USC Upstate Admissions Office receives all admissions materials. A baccalaureate or higher degree from a college or university accredited by a regional accrediting agency is required. All graduate admission decisions are made by the individual academic units where the program resides.

Applicants whose educational preparation is equivalent to that represented by a baccalaureate degree and who have sufficient preparation to undertake advanced study may be admitted after review of their application materials, including appropriate test scores, recommendations, and transcripts.

Academic units have the option of recommending the applicant for admission with conditions. This indicates that an admissions committee has met and determined that it is not yet ready to recommend full admission for the applicant. This conditional recommendation is appropriate for applicants who:

- need to take undergraduate courses or other prerequisites;
- need to prove themselves capable of graduate course work in the program by achieving a minimum GPA of 3.25 on the initial 12 hours of USC Upstate graduate program course work;
- need to satisfy any other valid conditions that the committee sets before full admission can be recommended

Application Requirements for Master of Education Programs

1. Application, application fee, residency form with all requested information and supporting documents.
2. Transcripts: Individuals seeking admission must provide official transcripts showing all post-secondary course work attempted and the award of the baccalaureate or higher degree by an accredited college or university. Official transcripts verifying all previous college-level course work are required for the University's records. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar's stamp.

3. Letters of Recommendation: Three letters of recommendation using forms provided.
4. Official Test Scores: Submission of either the Miller Analogies Test or the Graduate Record Examination (GRE) is acceptable. Note: GRE and MAT scores are valid for five years.
5. Valid Teacher Certificate
6. Personal Statement: Applicants are required to submit a 1-2 page personal statement that describes their academic and/or other interests.
7. Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

Application Requirements for Master of Arts in Teaching

1. Application, application fee, residency form with all requested information and supporting documents.
2. Transcripts: Individuals seeking admission must provide official transcripts showing all post-secondary course work attempted and the award of the baccalaureate or higher degree by an accredited college or university. Official transcripts verifying all previous college-level course work are required for the University's records. To be considered official, transcripts must be sent directly from the institution to USC Upstate or delivered in a sealed envelope bearing a registrar's stamp.
3. Letters of Recommendation: Three letters of recommendation using forms provided in the application packet.
4. Documentation of a passing score on all three sections of the state-adopted entrance examination Praxis Core. This requirement may be waived for candidates who meet SC minimum scores. Contact the College of Education, Human Performance, and Health for more details.
5. Official Test Scores: Submission of either the Miller Analogies Test or the Graduate Record Examination (GRE) is acceptable. Note: GRE and MAT scores are valid for five years. Test scores may be waived in exceptional circumstances.
6. Personal Statement: Applicants are required to submit a 1-2 page personal statement that describes their academic and/or other interests.
7. Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

Applicants Not Seeking a Degree

Students wishing to enroll in either program courses or professional development courses but who do not wish to pursue a graduate degree at USC Upstate must submit the following admission materials:

- Application for Non-Degree Seeking Graduate Students (available at www.uscupstate.edu (<http://www.uscupstate.edu>))
- Residency form with all requested information and supporting documents
- \$10 application fee
- Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.

Students admitted as non-degree students may take up to 18 hours of graduate work. In order to enroll in more than 18 hours as a non-degree student, the applicant must complete another non-degree application form, a state residency status form, and submit a copy of a teaching credential.

Suggested Course Sequence ¹

Early Childhood Concentration

Course	Title	Hours
First Year		
Fall		
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDFO U744	Philosophy and Education	3
Hours		6
Spring		
EDRM U700	Introduction to Research in Education	3
EDPY U705	Children and Adolescents as Learners	3
Hours		6
Summer		
EDEC U740	The Young Child: Applying Theory and Research	3
EDEC U742	Advanced Study of Early Childhood Curricula and Program Models	3
Hours		6
Second Year		
Fall		
EDTE U726	Standards-Based Assessment for PK-12	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
Hours		6
Spring		
EDTE U731	Using Innovative Technology to Support Instruction	3
EDEC U608	Parent Involvement in Early Childhood Education	3
Hours		6
Summer		
EDEC U750	Play Theory & Early Learning	3
EDLC U721	Instructional Strategies for Reading in Grades PK-5	3
Hours		6
Total Hours		36

Elementary Concentration

Course	Title	Hours
First Year		
Fall		
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDFO U744	Philosophy and Education	3
Hours		6
Spring		
EDRM U700	Introduction to Research in Education	3
EDPY U705	Children and Adolescents as Learners	3
Hours		6
Summer		
EDEL U715	The Elementary School Curriculum	3
EDEL U760	Implementing Social Studies in the Elementary/Middle School	3
Hours		6
Second Year		
Fall		
EDTE U726	Standards-Based Assessment for PK-12	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
Hours		6
Spring		
EDTE U731	Using Innovative Technology to Support Instruction	3
EDEL U615	Science in the Elementary School	3
Hours		6
Summer		
EDEL U642	Teaching Mathematics to Students in Grades PK-6	3

EDLC U721	Instructional Strategies for Reading in Grades PK-5	3
Hours		6
Total Hours		36

Literacy Concentration

Course	Title	Hours
First Year		
Fall		
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDFO U744	Philosophy and Education	3
Hours		6
Spring		
EDRM U700	Introduction to Research in Education	3
EDPY U705	Children and Adolescents as Learners	3
Hours		6
Summer		
EDLC U720	Foundations of Literacy	3
ENSL U728	Literacy Instruction for K-12 Second Language Learners	3
Hours		6
Second Year		
Fall		
EDTE U726	Standards-Based Assessment for PK-12	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
Hours		6
Spring		
EDTE U731	Using Innovative Technology to Support Instruction	3
EDLC U724	Diagnostic Assessment in Grades PK-5	3
Hours		6
Summer		
EDLC U727/U728	Reading and Writing in Content Areas: PK-5	3
EDLC U721	Instructional Strategies for Reading in Grades PK-5	3
Hours		6
Total Hours		36

TESOL Concentration

Course	Title	Hours
First Year		
Fall		
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDFO U744	Philosophy and Education	3
Hours		6
Spring		
EDRM U700	Introduction to Research in Education	3
EDPY U705	Children and Adolescents as Learners	3
Hours		6
Summer		
ENSL U718	Techniques for Teaching English to K-12 Second Language Learners	3
ENSL U728	Literacy Instruction for K-12 Second Language Learners	3
Hours		6
Second Year		
Fall		
EDTE U726	Standards-Based Assessment for PK-12	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
Hours		6
Spring		
EDTE U731	Using Innovative Technology to Support Instruction	3

ENSL U708	Introduction to Linguistics	3
Hours		6
Summer		
ENSL U758	Assessment of Second Language Learners	3
ENSL U760	Practicum in Teaching English to K-12 Second Language Learners	3
Hours		6
Total Hours		36

Research Concentration

Course	Title	Hours
First Year		
Fall		
EDPS U732	Enhancing Learning Environments for Diverse Cultures	3
EDFO U744	Philosophy and Education	3
Hours		6
Spring		
EDRM U700	Introduction to Research in Education	3
EDPY U705	Children and Adolescents as Learners	3
Hours		6
Summer		
EDTE U760	Research and Intervention Design Seminar	3
Concentration Course 1		3
Hours		6
Second Year		
Fall		
EDTE U761	Implementation and Evaluation Seminar	3
EDTE U728	Contemporary Issues and Trends in Teaching and Learning	3
Hours		6
Spring		
EDTE U731	Using Innovative Technology to Support Instruction	3
EDTE U726	Standards-Based Assessment for PK-12	3
Hours		6
Summer		
Concentration Course 2		3
Concentration Course 3		3
Hours		6
Total Hours		36

¹ The program of study can be completed in 18 months by taking additional courses in the summer.