

Judith Herb College of Education

2015-2016 Graduate Catalog

Graduate Programs

The Judith Herb College of Education (JHCOE) offers flexible programs leading to a range of certificate, master's, educational specialist, and doctoral degrees in both academic and professional fields. The Judith Herb College of Education collaborates with other colleges in the university to offer specialized degrees. All students are encouraged to discuss academic programs with graduate faculty in their respective departments.

Admission to Graduate Programs

Program specific requirements are described under the individual graduate programs. General graduate program admission requirements are described in the College of Graduate Studies catalog. Admission to graduate study in the Judith Herb College of Education is open to graduates of accredited colleges and universities who meet the minimum admission requirements of the College of Graduate Studies as well as any additional, specific admission requirements of the college, department, and/or program.

Previously admitted students wishing to transfer to a different program within the Judith Herb College of Education must apply for admission to the new program. Admission to one program does not guarantee admission to another program.

Administration of Programs

All graduate programs in the Judith Herb College of Education are administered jointly by the college and the College of Graduate Studies of The University of Toledo. Students should visit the program website and/or contact specific programs for further information on admission requirements or programs. The associate dean coordinates graduate policies within the college.

Advising

Students are assigned a faculty member for the purpose of advising and developing a plan of study. It is the student's responsibility to meet all requirements for the degree as specified by the graduate program, the department, the College of Graduate Studies, and The University of Toledo. Students are strongly encouraged to complete the plan of study and other required forms, in consultation with their advisors, during the first semester of matriculation.

GRADUATE DEGREES in JHCOE

A list of degree programs offered in the JHCOE is below. To the right of each degree is the department that offers that degree program. Program descriptions are provided in the information under each department.

Master's Degree Programs

DEPARTMENT

Master of Arts and Education

- Education and anthropology
- Education and classics
- Education and economics
- Education and English
- English as a second language (ESL)
- Education and French
- Education and geography
- Education and German
- Education and history
- Education and mathematics
- Education and political science
- Education and sociology
- Education and Spanish

Curriculum and Instruction

Master of Education

Art education
 Career and technical education
 Curriculum and instruction
 Early childhood education PreK-3
 Educational administration and supervision
 Educational psychology
 Educational research and measurement
 Educational technology
 Educational theory and social foundations
 Middle childhood education (LAMP only)
 Secondary education (LAMP only)
 Special education

Curriculum and Instruction
 Curriculum and Instruction
 Curriculum and Instruction
 Early Child, & Special Ed
 Educational Found & Leadership
 Educational Found & Leadership
 Educational Found & Leadership
 Curriculum and Instruction
 Educational Found & Leadership
 Curriculum and Instruction
 Curriculum and Instruction
 Early Child, & Special Ed

Master of Music in Music Education

Music education Dept. of Music, College of Visual and Performing Arts

Curriculum and Instruction

Master of Science and Education

Education and biology
 Education and chemistry
 Education and geology
 Education and mathematics
 Education and physics

Curriculum and Instruction

Licensure And Master's Degrees

Adolescence and young adult (7-12)
 Art education (multi-age)
 Early childhood education (preK-3)
 Foreign language (multi-age)
 Intervention specialist: Mild/Moderate
 Intervention specialist: Moderate/Intensive
 Middle grade (4-9)
 Music education (multi-age)

Curriculum and Instruction
 Curriculum and Instruction
 Early Child, & Special Ed
 Curriculum and Instruction
 Early Child, & Special Ed
 Early Child, & Special Ed
 Curriculum and Instruction
 Curriculum and Instruction

Education Specialist Degree Programs

Education Specialist in Administration and Supervision

1872 Educational Found & Leadership

Education Specialist in Curriculum and Instruction

2015 - 2016 Catalog Curriculum and Instruction & ECPSE

Doctoral Degree Programs

Doctor of Philosophy in Curriculum and Instruction with concentrations in:

Curriculum and instruction
 Educational media
 Early childhood education
 Gifted and talented
 Secondary education
 Special education

Curriculum and Instruction
 Curriculum and Instruction
 Early Child, & Special Ed
 Curriculum and Instruction
 Curriculum and Instruction
 Early Child, & Special Ed

Doctor of Education in Educational Administration and Supervision

Educational Found & Leadership

Doctor of Philosophy in Foundations of Education with concentrations in:

Found & Leadership
 Educational psychology
 Areas of focus may include learning & cognition or human development
 Educational sociology
 Foundations of education
 History of education
 Philosophy of education
 Research and measurement
 Areas of focus may include statistics, measurement, or evaluation

Educational

Endorsements

Career-based intervention
Early childhood generalist (grades 4-5)
Literacy specialist
Pre-school special needs
Reading (PreK-12)
Transition to work

Curriculum and Instruction
Curriculum and Instruction
Curriculum and Instruction
Early Child, & Special Ed
Curriculum and Instruction
Early Child, & Special Ed

Certificate Programs

Foundations of Peace Education Certificate
Virtual Educator Certificate
Interprofessional Teaming in Early Childhood
Educational Assessment Specialist Certificate

Educational Foundations and Leadership
Curriculum and Instruction
Early Child, & Special Ed
Educational Foundations and Leadership

Department of CURRICULUM AND INSTRUCTION

Leigh Chiarelott, interim chair

Rebecca Schneider, assistant chair

Master's, specialist and doctoral degrees are housed within this department. In addition, graduate licensure programs in middle childhood education, adolescent and young adult education, career and technical education, foreign language education, art education, and music education as well as special programs in literacy and educational technology are available.

Educational programs at The University of Toledo are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admission to Master's Degree Programs

In addition to the College of Graduate Studies admission requirements, master's programs housed in the department of curriculum and instruction (CI) require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study. The GRE is required for students with less than a 2.7 undergraduate grade point average.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A well-written statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs

Master's programs housed in the department of curriculum and instruction require a minimum of 30 or 36 semester hours (depending on program) of approved graduate course work. No more than six semester hours of credit from any combination of workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in this department must fulfill core requirements by completing one course from each of the four foundations core areas within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.
- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.

Programs leading to licensure or endorsement may require additional semester hours to fulfill the licensure credential as well as degree requirements.

Licensure And Master's Program (LAMP)

The licensure and master's program (LAMP) is a unique program for providing an initial license for those individuals who are seeking a career change and are interested in becoming teachers. The LAMP provides a sequence of courses applicable to teacher licensure from the State of Ohio and may be combined with an appropriate master's degree.

Licensure may be obtained in the following areas: adolescence to young adult education (grades 7-12), middle childhood education (grades 4-9), art education (grades K-12) and music education (grades K-12). The program is designed to provide the student with opportunities to spend time in school settings and to put these experiences into perspective through on-campus reflective seminars. Both one year and two year programs are available. Please contact Libbey McKnight at 419-530-4967.

Admission requirements for Licensure And Master's Program (LAMP)

All applicants must have a minimum 2.7 overall undergraduate GPA and a minimum 2.7 GPA in the licensure area. Other admission requirements may include (but are not limited to) application, GRE, writing samples, interviews, passing scores on the Ohio Assessments for Educators content test, and recommendation letters. Students must be fully admitted to the College of Graduate Studies to be eligible. Students must consult with the appropriate LAMP advisor prior to applying.

LAMP (One Year Accelerated) in Middle Grades (MGE) and Adolescent/Young Adult Education (AYA)

LAMP is a highly selective master's program that combines licensure in the middle grades (grades 4-9) with a master's degree in middle childhood education (MIDD) or licensure in adolescence to young adult education (grades 7-12) with a master's degree in secondary education (SECE). The LAMP (accelerated) program is a one calendar year (August to August) full-time cohort-based program. Please see the LAMP website link from the Department of Curriculum and Instruction web page at <http://www.utoledo.edu/education/lamp/accelerated/index.html> for further details on both programs. Application deadline for this LAMP program is May 1. Early admission deadline is November 1.

LAMP (Regular) program

The department of curriculum and instruction also offers programs in middle grade (MGE) and adolescence to young adult (AYA) education for those persons whose primary interest is in obtaining licensure in MGE (grades 4-9) or AYA (grades 7-12) within their content area specialties. This program can be completed in a two-year period, with the program beginning each spring semester. Students earn a master's degree in middle childhood education (MIDD) or secondary education (SECE) while completing licensure requirements. Please see the LAMP website link from the curriculum and instruction web page for further details on this program.

LAMP programs in Art Education and Music Education

Licensure in both art education and music education are available for persons with appropriate fine arts backgrounds. Students should contact the College of Visual and Performing Arts.

Master of Arts and Education

This degree program is offered by the Judith Herb College of Education in collaboration with the College of Languages, Literature, and Social Sciences. This degree is designed for students who wish to enhance their knowledge in a humanities or social sciences field and in education. As a general rule, students will have an advisor in the Judith Herb College of Education and in the College of Languages, Literature, and Social Sciences who will jointly plan and direct the program. Students who wish to complete their culminating experience in education will work with their Judith Herb College of Education advisor. Students who wish to complete their culminating experience in their humanities or social sciences field will work with their College of Languages, Literature, and Social Sciences advisor.

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400 or 6500
 - Curriculum : CI 6800, CI 6810, CI 6830, CI 6840, CI 5860, CI 5870 or SPED 5000
- B. Specialization 21
- Select a minimum of 15 semester hours in one of the following areas:
anthropology, classics, economics, English, English as a second language,
French, German, history, political science, sociology or Spanish.
See College of Languages, Literature, and Social Sciences for specific
course requirements. Courses must be pre-approved by the faculty advisor.

- C. Seminar, project, or thesis 3

The master of arts and education ordinarily requires licensure as a prerequisite.

Master of Education in Art Education (LAMP available)

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 6500
 - Curriculum: AED 5500 or 5320
- B. Specialization 21
- AED 5000, 5320 or 5500 and 18 hours3
- Courses must be pre-approved by the faculty advisor 18
- C. Culminating experience3
- AED 5000, 6920, 6940 or 6960

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master's Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Education in Career and Technical Education

- A. Foundations core (see general requirements) 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CTE 5160, 5830, or 6900
- B. Specialization 15
- Courses must be pre-approved by the faculty advisor.
- C. Project, thesis or practicum3
- CTE 6920, 6960, or 5940

Master of Education in Curriculum and Instruction

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 6800, CI 6810, CI, 6830, CI 6840, CI 5860, CI 58790, or SPED 5000
- B. Specialization 12
Courses must be pre-approved by the faculty advisor.
- C. Theory and Research Requirement
CI 6490, 6590, 6690, 6790, or 5980 3
- D. Seminar, project or thesis 3
CI 6900, 6920 or 6960

Master of Education in Educational Technology and Performance Technology

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: ETPT 5100
- B. Specialization 15
Areas of focus may include instructional technology, educational computing or instructional design.
Courses must be pre-approved by the faculty advisor.
- C. Seminar, project, practicum, or thesis 3
ETPT 6900, 6930, 6940, or 6960

Master of Education in Middle Childhood Education (LAMP only)

- A. Foundations core 12
- Psychological Foundations: EDP 5110 recommended, or 5120, 5210, 5220, 5230, 5310, 5320, or 5330 as pre-approved by advisor
 - Research Foundations: RESM 5110 recommended, or 5210, 5310, or 5330 as pre-approved by advisor
 - Social Foundations: TSOC 5300 recommended, or 5100, 5110, 5200, 5210, 5230, or 5400 as pre-approved by advisor
 - Curriculum: SPED 5000
- B. Specialization 12
Select one area of focus from English/language arts, mathematics, science, or social studies. Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement 3
CI 6890 Theory and research in learning and teach content recommended or 6490, 6590, 6690 or 6790 as pre-approved by advisor
- D. Seminar, project or thesis 3
CI 6900 recommended, 6920 or 6960

Most requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master's Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Education in Secondary Education (Adolescence to Young Adult Education, LAMP only)

- A. Foundations core 12
- Psychological Foundations: EDP 5110 recommended, or 5120, 5210, 5220, 5230, 5310, 5320, or 5330 as pre-approved by advisor
 - Research Foundations: RESM 5210 recommended, or 5110, 5310, or 5330 as pre-approved by advisor
 - Social Foundations: TSOC 5300 recommended, or 5100, 5110, 5200, 5210, 5230, 5400, 5500 as pre-approved by advisor
 - Curriculum: CI 6800, CI 6810, CI 6830, CI 6840, CI 5860, CI 5870 or SPED 5000
- B. Specialization 12
- Areas of focus can be English/language arts, mathematics, science, or social studies.
- Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement3
- CI 6490, 6590, 6690 or 6790
- D. Seminar, project or thesis3
- CI 6900, 6920 or 6960

Most requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master's Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Music in Music Education

- A. Foundations core 12
- Curriculum core must be MED 5360
- B. Specialization 21
- MUS 5900, MUS 5340, MED 5370, Music Ensembles (2 hours), Music Electives
- Courses must be approved by the faculty adviser.*
- C. Project or thesis (choose one).....3
- MED 6920 or 6960
- Students will be required to pass comprehensive written and oral examinations, normally given during the last semester of work.

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. Students should consult their advisor for detailed information.

Master of Science and Education

This degree program is offered by the Judith Herb College of Education in collaboration with the College of Natural Science and Mathematics. The degree is designed for students who wish to enhance their knowledge in a science field or in mathematics and in education. As a general rule, students will have an advisor in the Judith Herb College of Education and in the College of Natural Science and Mathematics who will jointly plan and direct the program. Students who wish to complete their culminating experience in education will work with their Judith Herb College of Education advisor. Students who wish to complete their culminating experience in their science field or mathematics will work with their College of Natural Science and Mathematics advisor.

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 6800, CI 6810, CI 6830, CI 6840, CI 5860, CI 5870 or SPED 5000
- B. *Specialization 21
- Select a minimum of 15 semester hours in biology, chemistry, geology, mathematics or physics

* Refer to Graduate Programs in College of Natural Science and Mathematics for specific course requirements for dual degree programs.

Courses must be pre-approved by the faculty advisor.

C. Seminar, project or thesis3

The master of science and education ordinarily requires licensure as a prerequisite.

Endorsements

Career-based Intervention

Early childhood generalist (grades 4-5)

Literacy specialist

Reading (PreK-12)

Licensure Programs

Adolescence to young adult (7-12)

Art education (multi-age)

Foreign language (multi-age)

Middle grade (4-9)

Music education (multi-age)

Special education (multi-age)

Educational Specialist (Ed.S.) Degree Programs

Educational specialist (Ed.S.) degree is available through a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. Specific areas represented are curriculum and instruction, educational technology, early childhood education, secondary education, and career and technical education.

The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with the curriculum, teaching, and supervision aspects of discipline-centered areas of study. The degree provides patterns of study for teachers and supervisors who want an education beyond the master's degree as a specialist, but who are not interested in a doctoral degree. For the program and requirements of a specific area, contact a faculty advisor.

Admission to Educational Specialist Degree Programs

Admission requirements to the Ed.S. programs include a bachelor's degree from an accredited four-year institution and a master's degree from an accredited institution.

- The three (3) letters of recommendation are expected from academic professionals to support the applicant's ability and character to succeed in the graduate degree.
- A statement of purpose is required to demonstrate writing ability and to describe the applicant's goals and how the educational specialist degree supports those goals.

Requirements for Educational Specialist Programs

- Students must complete a minimum of 32 semester hours of approved graduate coursework beyond the master's level with a minimum GPA of 3.0 on a 4.0 scale.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- All course work for the Ed.S. must be taken within a six-year period immediately preceding the date the degree is awarded.
- Programs require the completion of a culminating experience, which may include field experiences, internships, or other professional projects.
- No more than a total of six semester hours of credit from any combination of workshops (7950), problems or special topics courses (7980) or independent studies (7990 or 8990) may be applied to a specialist's program.

Doctoral Degree Programs

The department offers a doctoral degree with concentrations in curriculum and instruction, educational media, and secondary education. In addition, these doctoral programs are also available as minor areas of study to support other programs. Students should discuss these alternatives with their advisors.

Admission to Doctoral Programs

Individuals applying for admission to doctoral study must meet the admission requirements of the College of Graduate Studies as well as specific program requirements.

- GRE is recommended but not required for applicants with master's degree GPA of 3.5 or higher. Please contact the program directly regarding this requirement.
- Acceptable GRE scores with 144 in both the verbal and quantitative sections and a 3.5 writing score or above preferred.
- Evidence in prerequisite academic work that the applicant can successfully complete the doctoral program in the area of study.
- An autobiographical sketch that describes why the applicant wishes to pursue the selected doctoral program. This sketch also should include information on previous study, educational experience, professional accomplishments, immediate and future professional goals, a proposed time schedule for completing the degree, and any other information that the applicant believes is relevant for admission into the desired program.
- Evidence of research and writing ability, if required by the doctoral program. Such evidence may include a master's thesis, proctored writing sample, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.

Requirements for Doctoral Programs

A minimum of 60 hours of doctoral coursework (7000/8000 level) is required. Each doctoral student is expected to:

- Identify a concentration in one area of specialization (i.e., a major) and pass a written examination (major examination) that covers the major area of concentration;
- Demonstrate proficiency in tools of research;
- Depending on the program, pass a separate written examination;
- After passing the written major examination and passing an oral examination that covers the relevant coursework;
- Present and defend a dissertation proposal;
- Present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee shall be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam, any minor exam(s) and doctoral program orals.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the associate dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed; and revisions to the original plan of study should be timely updated with the College of Graduate Studies the semester a revision occurs. After completion of the academic requirements, major/minor examinations and oral defense of the major/minor examinations, the student must form a dissertation committee to guide the development of the dissertation proposal and ultimately the dissertation.

The dissertation committee must include a minimum of four graduate faculty members including one who is not in the discipline major. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design and proposal, the student must obtain Institutional Research Board approval before beginning any phase of the research study. A public defense of the dissertation is required.

All coursework and requirements of the doctoral degree must be completed within the seven year period preceding the awarding of the degree.

Virtual Educator Certificate Program

The Online Virtual Educator Certificate program is designed for teachers, media/technology specialists, and other educational professionals to teach in a virtual school environment. The program requires completion of four (12 semester hours) of graduate courses. All courses are offered online (distance learning). Twelve credit hours earned by a non-degree seeking graduate student may be applied toward the M.Ed. degree program. This certificate will provide candidates with greater opportunities to be hired for virtual teaching positions.

Candidates in the program acquire the pedagogical skills and knowledge needed for teaching in a virtual school. These include an essential foundations in Educational Technology, which is the ability to design instruction and select strategies and media to meet the needs of diverse learners in an online environment. Candidates in this certificate program will be immersed in the learning process both as an online student and as an online teacher providing valuable experiences in understanding the needs and changing roles that exists as part of an online learning environment. Candidates will examine the application of learning theories and best practices in the design of instruction and be introduced to a variety of new and exciting technologies that can enhance teaching and learning in an online learning environment.

Prospective Students: Admission Guidelines

The application process for the Virtual Educator Certificate Program is entirely completed online. The following are minimum application requirements for admission consideration to the Certificate Program in Educational Technology. The University of Toledo application requirements and other relevant information are available on the Graduate Studies Website.

Admissions Criteria

Candidates admitted to the program must have the following:

- A baccalaureate degree from an accredited four-year institution. However, if you are planning to teach in P-12 schools, you must have a teaching licensure in a specific subject area or discipline.
- An overall grade point average (GPA) of at least 2.7 or higher on a 4.0 scale in all undergraduate work.
- Two recommendation letters concerning the prospective Virtual Educator, which may come from such sources as the undergraduate major adviser, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- All graduate degree-seeking students must apply for admission to the Virtual Educator Certificate program prior to graduation.

Program of Study

Complete 6 semester hours of required course work.

- ETPT 5000 Introduction to Educational Technology (3)
- ETPT 5100 Instructional Systems Design Principles (3)

Complete 6 semester hours from the following three elective courses:

- ETPT 6150 Designing Instruction for Diverse Learner Populations (3)
- ETPT 6510 Teaching and Learning at a Distance (3)
- EDP 5120 Alternative Approaches to Discipline (3)

Department of EARLY CHILDHOOD AND SPECIAL EDUCATION

RICHARD WELSCH, chair

Programs housed in this department include graduate programs in early childhood education and special education (intervention specialist licenses in mild/moderate, moderate/intensive; Ohio DD early intervention certificate). In addition, teacher licensure requirements may be obtained in early childhood education or special education in conjunction with the master's degree. These programs are available at the master, education specialist

(6th year program) and doctoral level. Endorsements are also available in the areas of early intervention, pre-school special needs, and transition to work.

Educational programs at The University of Toledo are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admission to Master's Degree Programs

In addition to the College of Graduate Studies admission requirements, master's programs housed in the department of early childhood and special education require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study through other objective measures. An acceptable GRE score is one of the requirements for students without the 2.7 undergraduate grade point average.
- Three recommendations regarding the prospective graduate student's potential for doing master's level work, which, depending upon the student's status at the time, may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs

Master's programs housed in the department of early childhood and special education require a minimum of 36 semester hours of approved graduate course work. No more than a total of six semester hours of credit from workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in this department must fulfill core requirements by completing one course from each of the four foundations core areas within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.
- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.
 - Programs leading to licensure or endorsement may require additional semester hours to fulfill licensure credential as well as degree requirements.

Licensure And Master's Program (LAMP)

The licensure and master's program (LAMP) is a unique program for providing an initial license for those individuals who are seeking a career change and are interested in becoming a teacher. The LAMP provides a sequence of courses which lead to teacher licensure from the State of Ohio and a master's degree in education. Licensure may be obtained in early childhood education (grades PreK-3), or special education (K-12). The program is designed to provide the student with many opportunities to participate in school settings and to put these experiences into perspective through on-campus reflective seminars.

Admission requirements for LAMP

All applicants must have a minimum 2.7 overall GPA (combined undergraduate GPA). Other admission requirements may include (but are not limited to) application, GRE scores, writing samples, interviews, and recommendation letters. Students must be fully admitted to the College of Graduate Studies to be eligible. Students must consult with the appropriate LAMP advisor prior to applying.

Licensure Programs

- Early childhood education (PreK-3)
- Intervention specialist: mild/moderate
- Intervention specialist: moderate/intensive

Endorsements

Early intervention certificate – The Ohio Department of Disabilities offers this certificate to focus on teaching children with special needs who are age 0-3. The certificate can be added to a degree in education or a related area/degree (nursing, social work, psychology, speech pathology, OT, PT, etc.) and consists of 27 semester hours.

Pre-School special needs – The Ohio Department of Education offers this endorsement on advanced skills and knowledge to work with young learners with disabilities. This endorsement maybe added to a (a) *K-12 Intervention Specialist*, or (b) *Early Childhood PK-3* teaching license. The Preschool Special Needs endorsement is 24 semester hours and can be completed 100% online.

Transition to work – The Ohio Department of Education offers this endorsement on advanced skills and practices regarding working with learners with disabilities as they move from school-age services to adult services. This endorsement maybe add to a *K-12 Intervention Specialist* license, and consist of 16 semester hours. The Transition to Work endorsement can be completed entirely online.

Requirements for endorsements may be met as part of the M.Ed. degree – see advisor for details.

Master of Education in Early Childhood Education PreK-3

- A. Foundations core12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 5500
 - Curriculum core: CIEC 5340 or 6310
- B. Specialization.....18
Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement3
CIEC 6950
- D. Seminar, project or thesis.....3
CIEC 6900, 6920 or 6960

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the licensure and master’s program (LAMP) section. Students should consult their advisor for detailed information.

Sample program of study for the master of education in early childhood education PreK-3:

	Fall Semester	Spring Semester	Summer Semester
Year 1	CIEC 6330 Lang and Concept Dev 3 CIEC 6750 Dev and Class Assess 3 EDP core 3 TSOC core 3	CIEC 6310 PreK/Primary Curr 3 RESM core 3 *Elective 3	CIEC 6320 Mean and Dev Play Beh 3 *Elective 3
Year 2	*Elective 3 CIEC 6950 Theory & Research 3	CIEC 6900 Research Seminar 3	

*Note: with pre-approval of the graduate advisor.

Master of Education in Special Education

A. Foundations core..... 12

- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
- Research Foundations: RESM 5110, 5210 or 5310
- Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 5500

Curriculum core: Students with an undergraduate degree outside of special education take SPED 5000, 5160, 5180, 5250, or 6070. Students with an undergraduate degree in special education take SPED 5820, 5860, 6470, 6490, 6590, 6800, 6810, 6830, CIEC 5340, CIEC 6310, or CIEC 6340.

B. Specialization 18

Areas of focus may include, but are not limited to, general special education, early childhood special education, transition to work, or behavior disorders.

Courses must be pre-approved by the faculty advisor.

C. Culminating experience6

SPED 6930 (Seminar) and one of the following: SPED 6930 (exam) or SPED 6920 (project), or SPED 6960 (thesis)

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the licensure and master's program (LAMP) section. Students should consult their advisor for detailed information.

Sample program of study for the master of education in special education: focus on transition to work:

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPED 5170 Supporting Youth 3 EDP core 3 TSOC core 3	SPED 6250 Issues and Research 3 RESM core 3 Curriculum core 3	SPED 5260 Career & Voc 3 CTE 5080 Principles 3
Year 2	SPED 6940 Externship 4 *Elective 3	SPED 6930 Seminar 3 SPED 6930 Comp Exam 3	

*Note: with pre-approval of the graduate advisor.

Sample program of study for the master of education in special education: focus on early childhood special education:

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPED 6070 Curr Model EC 3 SPED 5270 Team Models and Net 3 CIEC 6750 Dev and Classroom 3 EDP core 3	SPED 5280 Management ECSE 3 SPED 5980 Curr & Strat K-3 Dis 3 RESM core 3 TSOC core 3	SPED 5250 Family/Professional 3 SPED 6550 AAC 3
Year 2	SPED 6930 Seminar 3	SPED 6920 Project 3	

Educational Specialist (Ed.S.) Degree Programs

Educational specialist (Ed.S.) degree is available through a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. Specific areas represented in the Department of ECSE are special education and early childhood education.

The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with the curriculum, teaching, and supervision aspects of discipline-centered areas of study. The degree provides patterns of study for teachers and supervisors who want an education beyond the master's degree as a specialist, but who are not interested in a doctoral degree. For the program and requirements of a specific area, contact a faculty advisor.

Admission to Educational Specialist Degree Programs

Admission requirements to the Ed.S. programs include a bachelor's degree from an accredited four-year institution and a master's degree from an accredited institution.

- The three (3) letters of recommendation are expected from academic professionals to support the applicant's ability and character to succeed in the graduate degree.
- A statement of purpose is required to demonstrate writing ability and to describe the applicant's goals and how the educational specialist degree supports those goals.

Requirements for Educational Specialist Programs

- Students must complete a minimum of 32 semester hours of approved graduate coursework beyond the master's level with a minimum GPA of 3.0 on a 4.0 scale.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- All course work for the Ed.S. must be taken within a six-year period immediately preceding the date the degree is awarded.
- Programs require the completion of a culminating experience, which may include field experiences, internships, or other professional projects.
- No more than a total of six semester hours of credit from any combination of workshops (7950), problems or special topics courses (7980) or independent studies (7990 or 8990) may be applied to a specialist's program.

Doctoral Degree Programs

The department offers a doctoral degree in curriculum and instruction with a focus on special education or early childhood education.

Admission to Doctoral Programs

Individuals applying for admission to doctoral study must meet the admission requirements of the College of Graduate Studies as well as specific program requirements.

- A minimum 3.25 cumulative GPA, using a 4.0 scale, on all previous graduate academic work with a completed master's degree.
- Acceptable GRE scores with 50 percentile or higher preferred (taken within the last five years).
- Evidence in prerequisite academic work that the applicant can successfully complete the doctoral program in the area of study.
- An autobiographical sketch that describes why the applicant wishes to pursue the selected doctoral program. This sketch also should include information on previous study, educational experience, professional accomplishments, immediate and future professional goals, a proposed time schedule for completing the degree, and any other information that the applicant believes is relevant for admission into the desired program.
- Evidence of research and writing ability. Such evidence may include a master's thesis, proctored writing sample, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.
- Evidence of successful teaching experience is preferred.

Requirements for Doctoral Programs

A minimum of 60 hours beyond the master's degree is required. Each doctoral student is expected to:

- Identify a concentration in an area of specialization (i.e., a major) and pass a written examination (major examination);
- Demonstrate proficiency in tools of research;
- After passing the written major examination, pass an oral examination that covers the relevant coursework;
- Present a dissertation proposal;
- Present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee is to be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam and doctoral program orals.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the Associate Dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed. After completion of the academic requirements, the student must form a dissertation committee to guide the development of the dissertation.

Dissertation

The dissertation committee must include a minimum of four graduate faculty members including one who is not in the discipline major. The members of the dissertation often include members from the doctoral program committee. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design, the student must obtain Institutional Research Board approval before beginning the research study. A public defense of the dissertation is required.

All coursework and requirements for the doctoral degree should be completed in the seven year period immediately preceding the awarding of the degree.

Graduate Certificate in Interprofessional Teaming in Early Childhood

The goal of the graduate certificate in interprofessional teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. The Graduate Certificate in Interprofessional Teaming advances this mission. Graduate students already enrolled in professional programs in the following six disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families:

- Early Childhood Education,
- Occupational Therapy,
- Physical Therapy,
- School Psychology,
- Special Education,
- Speech Language Pathology

The criteria for eligibility for enrollment and retention in the certificate program include:

- Completion of the first semester in one's program of study with a minimum 3.5 GPA and otherwise in good standing, as verified by program director and/or academic advisor,
- Submission of a statement of purpose outlining one's desire to complete the certificate, and
- Grades of B or higher in all certificate courses.

Students will demonstrate competencies through individualized programs of study, approved by faculty members affiliated with the certificate program. Students should consult their advisor for detailed information.

While earning the certificate will entail documenting 38 competencies (in the areas of Collaboration, Advocacy, Diversity and Cultural Competence, Evidence-Based Practice, Professional and Ethical Standards, Technology, Human Development, Assessment and Evaluation, and Service Provision), the minimum total credit hours to be awarded the certificate is 12. In addition to the core courses required by the certificate, additional courses from the student's professional program will be identified by the advisor. The certificate must be awarded simultaneously with the professional degree.

Department of EDUCATIONAL FOUNDATIONS AND LEADERSHIP

Edward Janak, chair

The mission of the department of educational foundations and leadership (EDFL) is to prepare and develop educational leaders and scholars to be agents of transformation on all levels of educational systems. A learning paradigm informs our graduate programs, which are student-centered, inquiry-based, and integrated in terms of theory and practice, and lead to graduate degrees (Master's, Ed.S., Ed.D., and Ph.D.). Graduate degrees are available in educational administration and supervision, educational psychology, research and measurement, social foundations of education (including philosophy, sociology, and history of education).

The department is also the home of the Center for Nonviolence and Democratic Education (CNDE).

The educational administration and supervision program is accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admission to Master's Degree Programs

In addition to the College of Graduate Studies admission requirements, master's programs housed in the department of educational foundations and leadership (EDFL) require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study. The GRE is required for students with less than a 2.7 undergraduate grade point average.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which, depending upon the student's status at the time, may come from such sources as the undergraduate major advisor, current employer, school principal, or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs

Master's programs housed in the department of educational foundations and leadership require a minimum of 30 or 36 semester hours (depending on program) of approved graduate course work. No more than a total of six semester hours of credit from workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in this department must fulfill core requirements by completing one course from each of the four foundations core areas within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.

- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.

Programs leading to licensure or endorsement may require additional semester hours to fulfill licensure credentials as well as degree requirements.

Master of Education in Educational Administration and Supervision

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6800, 6810, 6830, 6840,
- B. Specialization..... 15
 Courses must be pre-approved by the faculty advisor from:
 EDAS 6000, 6020, 6110, 6230, 6150 or others with pre approval
- C. Seminar, project or thesis 3
 EDAS 6900 or 6920 or 6960 or 6190

Programs leading to the M.Ed. degree in educational administration and supervision also may meet some of the requirements for a principal license in Ohio. Students should consult their advisor for detailed information.

Licensure Programs include:

- Principal (PreK-6)
- Principal (4-9)
- Principal (5-12)
- Superintendent

Master of Education in Educational Psychology

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6800, 6810, 6830 or 6840
- B. Specialization 15
 Areas of focus may include learning/cognition or human development.
 Courses must be pre-approved by the faculty advisor.
- C. Project or thesis 3
 EDP 6980 or 6960

Master of Education in Educational Research and Measurement

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, , 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, , 6810, 6830 or 6840

- B. Specialization 21
Areas of focus may include statistics, measurement or evaluation.
Courses must be pre-approved by the faculty advisor.
- C. Project or thesis 3
RESM 6980 or 6960

Master of Education in Educational Theory and Social Foundations

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6810, 6830 or 6840
- B. Specialization 21
Areas of focus may include historical foundations, philosophical foundations, sociological foundations, multicultural or urban education.
Courses must be pre-approved by the faculty advisor.
- C. Project or thesis3
TSOC 6980 or 6960

Educational Specialist (Ed.S.) Degree Program

The educational specialist (Ed.S.) degree is a post-master’s graduate program in administration and supervision that provides students an area of organizational leadership or educational specialization with emphasis on practice. This 36 hour degree is designed to meet the needs of individuals whose career goals include licensure for advanced administrative positions in public and private schools (e.g., district administrator, building administrator).

Admission to Educational Specialist Degree in Educational Administration and Supervision

Admission requirements to the Ed.S. program include a bachelor’s degree from an accredited four-year institution and a master’s degree from an accredited institution.

- Three letters of recommendation from academic professionals regarding the applicant's character and potential for doing post-master's level work.
- A statement of purpose demonstrating writing ability and the applicant’s goals, and how the educational specialist degree supports those goals.

Requirements for Educational Specialist

- Completion of a minimum of 36 semester hours of approved graduate coursework beyond the master’s level (7000/8000 level courses) with a minimum GPA of 3.0 on a 4.0 scale. All course work for the Ed.S. must be completed within a six-year period immediately preceding the date the degree is awarded.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements including EDAS 8640 and EDAS 7920. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- No more than a total of six semester hours of credit from workshops (7950), problems or special topics courses (7980) and independent studies (7990 or 8990) may be applied to a specialist’s program.
- The program requires the completion of a culminating experience, which may include field experiences, internships, projects, etc.

Doctoral Degree Programs

The department offers several doctoral degrees: the doctor of education (Ed.D.) in education administration and supervision, and the doctor of philosophy (Ph.D.) in the foundations of education majors of educational psychology, educational research and measurement, educational sociology, and foundations of education. Most doctoral programs are available as minor areas of study for other doctoral programs that require a minor. Additional areas of study for the minor are available within the college, as well as areas from other colleges at The University of Toledo. Students should discuss these alternatives with their advisors.

Admission to Doctoral Programs

Individuals applying for admission to doctoral study in the Judith Herb College of Education must meet the admission requirements of the College of Graduate Studies, the Judith Herb College of Education, and the specific degree program the individual chooses. The following is a composite of the College of Graduate Studies and the Judith Herb College of Education.

- A minimum 3.25 cumulative GPA, using a 4.0 scale, on all previous graduate academic work and completed master's degree from an accredited institution.
- Acceptable GRE scores, as determined by individual programs.

Recommended GRE scores for admission into the designated doctoral programs:

Program	Verbal	Quantitative	Analytic Writing
Educational Administration and Supervision (Ed.D.)	152	146	4.5
Educational Psychology Research and Measurement	152	152	4.0
	156	151	4.0

- Evidence in prerequisite academic work that the applicant can successfully complete the doctoral program in the area of study.
- An autobiographical sketch that describes why the applicant wishes to pursue the selected doctoral program. This sketch also should include information on previous study, educational experience, professional accomplishments, immediate and future professional goals, a proposed time schedule for completing the degree, and any other information that the applicant believes is relevant for admission into the desired program.
- Evidence of research and writing ability, if required by the doctoral program. Such evidence may include a master's thesis, proctored writing sample, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.
- A personal interview, if required by the doctoral program.

Requirements for Doctoral Programs

A minimum of 61 hours beyond the master's degree is required. Each doctoral student is expected to:

- Concentrate in one area of specialization (i.e., a major) and pass a written examination (major examination) in the major area of concentration;
- Demonstrate proficiency in tools of research;
- Depending on program, pass a separate written examination for any minor area of concentration;
- After passing the written major examination and any written minor examination, pass an oral examination that covers the relevant coursework;
- Orally present and defend a dissertation proposal in a public forum;
- Orally present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee shall be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam, any minor exam(s), and the doctoral program oral.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the Executive Associate Dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed. After completion of the academic requirements, the student must form a dissertation committee to guide the development of the dissertation.

Dissertation

The dissertation committee must include a minimum of four graduate faculty members, including one who is not in the discipline major. Members of the dissertation committee may also have been members of the doctoral program committee. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design, the student must obtain Institutional Research Board approval before beginning the research study. A public, oral defense of the dissertation proposal and the completed dissertation is required.

Foundations of Peace Education Certificate Program

The Online Foundations of Peace Education Graduate Certificate program is designed for educational professionals working in a variety of educational environments, ranging from P-12 schools, community colleges, universities, and non-governmental organizations. The program requires completion of four (12 semester hours) of graduate courses. All courses are offered online. The twelve credit hours earned in the certificate program may be applied toward the Master's programs in Educational Psychology (FEPP) or Educational Theory and Social Foundations (ETSF, FOED, FEPE, FEES) or the Doctoral degree in Educational Foundations; however, an admissions application to these programs must occur separately. To be applied toward the doctoral degree the certificate courses must be taken at the doctoral (7000 or 8000) level. This certificate will provide students with the concepts, skills, and values to infuse peace education throughout the curriculum, thereby providing them with greater opportunities to be hired in a variety of educational settings.

Prospective Students: Admission Guidelines

The application process for the Certificate Program is entirely completed online. The following are minimum application requirements for admission consideration to the Certificate Program in Foundations of Peace Education. The University of Toledo application requirements and other relevant information are available on the Graduate Studies website.

Admissions Criteria

Candidates admitted to the program must have the following:

- A baccalaureate degree from an accredited four-year institution. However, if you are planning to teach in P-12 schools, you must have a teaching license in a specific subject area or discipline.
- An overall grade point average (GPA) of at least 2.7 or higher on a 4.0 scale in all undergraduate work.
- Two recommendation letters, which may come from such sources as the undergraduate major adviser, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the prospective graduate student's background and goals as well as the importance of the degree in achieving those goals.
- The program has selective admissions and may admit a limited number of graduate students. Thus, meeting all formal criteria does not guarantee admission.
- All graduate degree-seeking applicants must apply for admission to the Certificate program prior to graduation.

Program of Study

Complete 12 semester hours of required course work.

- Required Course:
TSOC 5600/7600 Foundations of Peace Pedagogy (3)
- 3 Additional Courses chosen from the following list (3 courses or 9 semester hours):
TSOC 6/8190: Theories of Justice and Educational Policy
TSOC 6/8310: Major Educational Theorists
TSOC 6/8320: Education and the Democratic Ethic
TSOC 6/8330: Ethics of War and Peace and Education
TSOC 6/8340: Human Rights Education
TSOC 6/8350: Environmental Ethics and Education
TSOC 6/8990: Independent Study in Educational Foundations

EDP 6/8120: School Violence Theory, Prevention, and Intervention
EDP 6/8150 or TSOC 6/8150: Cultural Perspectives on Learning
EDP 6/8370: News Media Literacy, Society, and the Mind
EDP 6/8360: Thinking and Reasoning in School Context
EDP 6/8990: Independent Study in Educational Psychology

Educational Assessment Specialist Certificate

The Educational Assessment Specialist certificate may be earned by students from any major and is intended to assist teachers, principals and superintendents to obtain the education needed to meet the challenges of the modern school and promote student learning. Students will acquire skills necessary to meet the data-informed decision making and accountability challenges demanded in the current educational environment.

Three fully online, three credit hour, courses are required in addition to a hands-on practicum at the student's location. The practicum is guided by University research and measurement faculty. Minimum number of credit hours for completion is 12.

The certificate may be added to a degree or completed independently.

Admission Requirements
Application
Transcripts
3 Letters of recommendation
Statement of purpose

Coursework

RESM5210 Educational Testing And Grading

Development, administration and interpretation of teacher-made tests and other pupil assessments; basic principles underlying norm- and criterion-referenced tests; problems and issues in grading systems and assigning grades.

RESM5310 Educational Research

This course offers an introduction to the history and foundations of research processes. It incorporates the purposes and strengths of both qualitative and quantitative approaches for understanding research problems.

RESM5110 Quantitative Methods I

Introduction to major concepts of statistical description; central tendency, dispersion, and relative position and relationship. Inferential methods such as t-tests, one-way analysis of variance, and multiple comparisons are also presented.

RESM6940 Internship

Supervised field experiences in measurement, evaluation, research design, or statistics in a variety of settings.