

## **Degree Requirements for College of Education and Behavioral Sciences**

### **Master of Science in Education**

Students must satisfy the university general requirements and the following requirements specific to the degree. The majors within the degree are: educational administration and supervision, counseling, and teaching.

#### **Accreditation**

The Major in Teaching and Concentration in School Counseling are approved by the National Council for the Accreditation of Teacher Education (NCATE). Major in Teaching students select either an elementary or secondary concentration. If licensed, students complete a Master Research Project; initial licensure students complete 10 semester hours of student teaching. Students without a teaching license and not pursuing one take the subject-area option.

#### **With a Major in Educational Administration and Supervision (5094)**

The Master of Science in Education with a major in Educational Administration and Supervision is available to individuals who obtained a bachelor's degree from an accredited college or university and who are professionally licensed to teach. This degree allows the candidate to complete certification requirements for the beginning administrator as an initial step towards full credentialing as a professional administrator. According to current Tennessee State Board of Education policy, full credentialing and employment of principals/supervisors is a two-step process. The first step leads to licensure as a beginning administrator; the second step supports the professional development of the new administrator and leads to licensure as a professional administrator. This may be accomplished through a Standard Program or an Internship Program. It is important for the candidate to consult with the graduate coordinator and/or advisor to identify the appropriate program to be pursued in preparing to be recommended for licensure.

#### **I. BASIC CORE (12 hours)**

Educational Evaluation 710 Educational Statistics.....	(3)
Educational Foundations 710 Research in Education.....	(3)
Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling.....	(3)
Educational Studies 710 Models of Instruction, Curriculum Development, and Advanced Teaching Strategies.....	(3)

#### **II. CONCENTRATION (18 hours)**

Educational Administration and Supervision 710 Introduction to Supervising and Leading Educational Change .....	(3)
Educational Administration and Supervision 720 Leadership Theories in the Educational Setting.....	(3)
Educational Administration and Supervision 730 Public Relations and Resource Allocation in the School Setting.....	(3)
Educational Administration and Supervision 750 Facility Management for a Safe, Efficient, and Effective Learning Environment .....	(3)

Educational Administration and Supervision 760 Law and Policy in the Educational Setting .....	(3)
Educational Administration and Supervision 765 Topics in Essential Skills for School Leaders (Topic Title).....	(3)

**III. FIELD EXPERIENCE (3 hours)**

Educational Administration and Supervision 770 Internship in School Leadership .....	(3)
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**MINIMUM HOURS REQUIRED FOR DEGREE: 33**

**Portfolio Requirement**

In addition to completing course requirements, the candidate is required to satisfactorily complete a professional portfolio. Development of a portfolio provides each candidate opportunities for reflection and self-evaluation along with spotlighting skills and accomplishments that will be of interest to future employers.

**Recommendation for Licensure**

In order to be recommended for licensure as a beginning administrator at the end of the degree program, the State Department of Education stipulates that a candidate take and pass the state required test/assessment.

\*Note: Individuals currently holding a master’s degree may pursue an additional endorsement in Educational Administration and Supervision. For information regarding specific requirements, contact the graduate coordinator.

**With a Major in Counseling (5041, 5042)**

The Master of Science in Education with a major in Counseling has two concentrations: 1) School Counseling and 2) Mental Health/Community Counseling. The school counselor concentration will prepare counselors to support teachers and other school personnel as well as parents in addressing the needs of students related to academic, career preparation, and personal growth and development. Students will be prepared to serve schools with grades pre-Kindergarten through 12. The major in Counseling is an approved preparation program for School Counseling Licensure through the Division of Teacher Education and Accreditation, Tennessee State Department of Education.

The Mental Health/Community Counseling concentration will prepare counselors for addressing the mental-health needs of the community. See below for the Tennessee Professional Licensure (TPL) requirements.

**Disclaimer**

The College of Education and Behavioral Sciences is required to follow the directives of the State Department of Education which has the authority to make changes in certification standards. The university does not claim to prepare counselors for distinct specialities with its general-degree programs in counseling. Students should consult their advisor or the coordinator to ascertain if their career goals require specialization in a certain area of counseling. Students who graduate from the counseling program and plan to enter private practice or need licensure for employment are responsible for meeting the licensure requirements in Tennessee for the Licensed Professional Counselor. Students are instructed to write the Tennessee Department of Health Related Boards, 283 Plus Park Blvd., Nashville, TN 37247-1010 for the board’s licensure standards which may exceed the university’s counseling degree program requirements.

**I. FOUNDATION CORE** (12 hours)

Educational Evaluation 710 Educational Statistics.....	(3)
Educational Foundations 710 Research in Education.....	(3)
Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling.....	(3)
Educational Psychology and Guidance 712 Learning & Instruction.....	(3)

**II. CONCENTRATION** (30-33 hours)

Educational Psychology and Guidance 716 Growth and Development Across the Life Span.....	(3)
Educational Psychology and Guidance 720 Introduction to Counseling.....	(3)
Educational Psychology and Guidance 725 Theory & Techniques of Counseling.....	(3)
Educational Psychology and Guidance 730 Career Development and Counseling.....	(3)
Educational Psychology and Guidance 740 Group Dynamics.....	(3)
Educational Psychology and Guidance 750 Personal Adjustment.....	(3)
Educational Psychology and Guidance 760 Individual Appraisal.....	(3)
Educational Psychology and Guidance 775 Counseling Children and Adolescents with Psychological Dysfunction.....	(3)
Educational Psychology and Guidance 785 Counseling Laboratory.....	(3)
Educational Psychology and Guidance 783 Community Agency/Mental Health Counseling (Mental Health/Community Counseling) <b>OR</b>	
Educational Psychology and Guidance 786 Organization and Administration of School Counseling Services/Programs (School Counseling).....	(3)
Electives (for community/mental health counseling only): Three hours of electives at the 600 level or above should be taken outside of the Educational Psychology discipline (approved by advisor).....	(0-3)

**III. CULMINATING EXPERIENCE** (3-6 hours)

Educational Psychology and Guidance 789 Internship in Secondary School Counseling and Educational Psychology and Guidance 790 Internship in Elementary School Counseling.....	(6)
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**OR**

Educational Psychology and Guidance 788 Internship in Mental Health/Community Counseling in a non-school setting.....	(3)
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**MINIMUM HOURS REQUIRED FOR DEGREE: 48\***

\*Note: In order to be recommended for licensure as a School Counselor, the State Department of Education stipulates that candidates without teaching experience will have a semester-long orientation experience in a (PreK-12) school as an early part of the preparation program. Students will meet this requirement by successful completion of Educational Studies 440 Selected Problems in Education: [Professional Orientation to Schools].

**Tennessee Professional Licensure (TPL) for Mental Health/Community Counseling**

To qualify for the Tennessee Professional License (TPL), students are required to complete sixty (60) credit graduate hours in counseling. Thus, students who desire to complete the requirements for the TPL

must complete the coursework for the Master of Science in Education with a major in Counseling Program (48 credit hours) and select four courses (12 credit hours) from the following selection:

- Educational Psychology and Guidance 781 Introduction to Marital & Family Counseling.....(3)
- Educational Psychology and Guidance 782 Alcohol & Substance Abuse Counseling.....(3)
- Educational Psychology and Guidance 783 Community Agency/Mental Counseling.....(3)
- Child and Family Studies 753 Assessment in Child Development and Family Relationships.....(3)
- Special Education 660 Behavior Interventions.....(3)

**Laboratory Requirement**

Each student in the counseling program must complete a semester-long supervised lab experience (Educational Psychology and Guidance 785). The lab requirement is available to students only upon the approval of the instructor and must be taken prior to the internship. Application for completing the laboratory requirement must be submitted one semester in advance of the semester the experience is desired. Application may be obtained from the coordinator of graduate programs in education.

**Internship**

The internship is a field experience in which students are required to apply the knowledge and skill acquired in previous coursework to actual school/community settings. An application for completing an internship is required. The internship requirements will be fulfilled at an approved site. All prerequisites, core courses, and the laboratory requirement must be completed before the internship is begun.

**Critical Paper**

Each internship student must summarize and evaluate the internship experience in a critical synthesis paper.

**Comprehensive Examination**

A comprehensive written examination must be taken by all students pursuing the Master of Science degree with a major in Counseling. The examination will test a student’s competencies and knowledge in the chosen area of specialization. The comprehensive examination should be taken after a student has met the following criteria:

1. Completed the coursework in the Foundation Core
2. Completed the coursework in the area of Specialization
3. Made application to the coordinator of graduate studies in education prior to the semester the examination is desired.

**With a Major in Teaching (5011, 5012, 5013, 5014, 5016, 5015)**

The Master of Science in Education with a major in Teaching is available for those students who have obtained a bachelor’s degree from an accredited college or university and who are professionally licensed to teach, or who are seeking to obtain initial licensure at the master’s level to teach. The program is designed for those who are qualified and interested in working on an advanced professional degree for preparation to teach in the 21st Century. The program is designed to provide the knowledge and skills required for teachers beyond the Year 2000.

The design of the conceptual framework for the Master of Science with a major in Teaching Program promotes the theme of Educators as Collaborative Leaders and Mentors and the following four indicators:

Educational Inquiry

The educator must have a clear understanding of a variety of research paradigms, as well as, a working knowledge of formal research processes. The educator should be able to design and execute a plan for research, read and interpret the published research of others, and apply the findings appropriately to an educational setting.

Instructional Processes

The educator is a facilitator of learning rather than a primary dispenser of knowledge. Facilitating learning requires the educator to be sensitive to diverse populations and have a working knowledge of resources, which may include curricular materials, technology, community members, professional colleagues, and institutional resources. The educator should be able to engage students and colleagues in higher-order thinking by asking probing questions, promoting inquiry, guiding discussion, and creating situations and scenarios that beg for exploration and explanation.

Curricular Design

The role of the educator in today's society requires an assessment-sensitive knowledge related to the formation of the various curricula. Included in this knowledge base are the philosophical, legal, social, psychological, pedagogical, and content-specific roots from which a curriculum springs. The educator's expertise must include the ability to weave the national standards, state standards, and local expectations into a curricular framework from which educationally sound practices emerge.

Ethical Behavior

The educator has the responsibility to serve as a role model to students, educational colleagues, and professional liaison to members of the community. Included in those responsibilities is the need to collaborate in an atmosphere of honesty and directness; to share one's feelings, while respecting the feelings of others; to employ respect for cultural diversity as the duties of the profession are carried out; and to analyze and present the content of the curricula in ways synonymous with the expectations of academic integrity.

The design of the conceptual framework for the students seeking initial licensure includes reflective practice, pedagogical skills, and professional and ethical behavior.

**I. FOUNDATION CORE** (15 hours)

Educational Evaluation 710 Educational Statistics .....	(3)
Educational Foundations 710 Research in Education.....	(3)
Educational Psychology and Guidance 740 Group Dynamics.....	(3)
Educational Studies 710 Models of Instruction, Curriculum Development, and Advanced Teaching Strategies .....	(3)
Educational Studies 750 Advanced Computer Applications and Technologies in Education.....	(3)

**II. CONCENTRATION** (22-28 hours)

## A. Advanced Elementary (K-8) (5011)

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions .....	(3)
Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling.....	(3)

Teacher Education 712 Learning Theory and Cognition Applied to the School Setting ..... (3)  
 Teacher Education 716 Growth and Development in School Age Students ..... (3)  
 Teacher Education 791 Master Research Project, P-12 ..... (4)  
 Electives\* ..... (6)

**OR**

**B. Advanced Secondary (7-12) (5012)**

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions ..... (3)  
 Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling..... (3)  
 Teacher Education 712 Learning Theory and Cognition Applied to the School Setting ..... (3)  
 Teacher Education 716 Growth & Development in School Age Students ..... (3)  
 Teacher Education 791 Master Research Project, P-12 ..... (4)  
 Electives (6 hours)\*

\*At least three hours should be taken in a content area and three hours should be taken outside of the discipline area and/or outside of the Departments of Educational Studies and Health and Human Performance. No more than three hours may be at the 500 level.

**OR**

**C. Initial Licensure Elementary (5013)**

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions..... (3)  
 Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling..... (3)  
 Elementary Education 793 Student Teaching Grades K-4\*\* ..... (5)  
 Elementary Education 794 Student Teaching Grades 5-8\*\* ..... (5)  
 Teacher Education 712 Learning Theory and Cognition Applied to the School Setting ..... (3)  
 Teacher Education 716 Growth and Development in School Age Students ..... (3)  
 Teacher Education 780 Principles and Techniques of Teaching\*\*\* ..... (3)  
 Teacher Education 781 Instructional and Management Strategies\*\*\* ..... (3)

**OR**

**D. Initial Licensure Secondary (5014)**

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions ..... (3)  
 Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling..... (3)  
 Secondary Education 793 Student Teaching Grades 7-8\*\* ..... (5)  
 Secondary Education 794 Student Teaching Grades 9-12\*\* ..... (5)  
 Teacher Education 712 Learning Theory & Cognition Applied to the School Setting..... (3)  
 Teacher Education 716 Growth & Development in School Age Students..... (3)  
 Teacher Education 780 Principles and Techniques in Teaching\*\*\* ..... (3)  
 Teacher Education 781 Instructional and Management Strategies\*\*\* ..... (3)

**OR**

**Degree Requirements for Education and Behavioral Sciences**

E. Initial Licensure K-12 (5016)

Educational Foundations 700 Educational Studies: Historical & Philosophical Dimensions .....	(3)
Educational Foundations 720 Educational Studies: Multicultural Issues in Education & Counseling.....	(3)
Elementary Education 795 Student Teaching Grades K-6** .....	(5)
Secondary Education 795 Student Teaching Grades 7-12** .....	(5)
Teacher Education 712 Learning Theory & Cognition Applied to the School Setting.....	(3)
Teacher Education 716 Growth & Development in School Age Students.....	(3)
Teacher Education 780 Principles and Techniques in Teaching*** .....	(3)
Teacher Education 781 Instructional and Management Strategies***.....	(3)

\*\*International students not seeking a state teaching license must enroll in the appropriate Master Research Project and sign a non-licensure disclaimer (37 hours will be required for international initial licensure degree candidates).

\*\*\*International students not seeking a state teaching license must substitute three hours of electives.

**OR**

F. Subject Area Option (5015)

Teacher Education 791 Master Research Project, P-12 .....	(4)
Subject Area Electives.....	(18)

1. Graduate students must work with their major advisors to pursue a coherent course of study.
2. Students seeking an add-on endorsement must work closely with the major advisor and the committee member from the content area in which they are pursuing the add-on endorsement. (Must pass the Praxis Specialty area exam to receive the add-on endorsement.)
3. Initial licensure students must be admitted to teacher education and have completed all coursework . and presented passing scores on appropriate PRAXIS exams. Refer to the “Admission to Teacher ..... Education” section of the catalog.

**MINIMUM HOURS REQUIRED FOR DEGREE: 37**