

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.

CONCEPTUAL FRAMEWORK FOR ADVANCED PROGRAMS

(Advanced Elementary, Advanced Secondary, School Counseling, Educational Administration and Supervision)

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent our goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential.

They are:

Key 1	Knowledge, Skills, and Application
Key 2	Human Relations
Key 3	Inquiry
Key 4	Professional and Ethical Behavior

Within each key component are outcomes that each candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology, and assessment.

Explanation of Keys and Examples of Evidence:

Key 1-Knowledge, Skills, and Application--The candidate will understand how students develop and learn. They will have an understanding of their area of expertise and appreciate how knowledge in this area is created, organized, linked between other disciplines, and applied to “real world” situations. Their instructional skills will allow them to create multiple paths to the subjects they teach and develop problem solving abilities. The candidate will also be able to adjust their practice based on observation and knowledge of the students’ interests, skills, abilities, knowledge, family circumstances and peer relationships.

Key 2-Human Relations--The candidate will be able to engage groups of students to ensure a disciplined learning environment that unlocks their full potential while allowing the schools’ goals for students to be met. As professional educators, they will be adept at engaging students in appropriate behavior in and out of the classroom. The candidate will be able to enlist their colleagues’ knowledge and expertise to

complement their own. They will have the ability to contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development, as well as with parents and community resource personnel, engaging them productively in the work of the school.

Key 3-Inquiry--The candidate will stay abreast of current research and incorporate new findings in their practice. Their decisions will be grounded in both the literature and their expertise. Data collection, observation, and reflective thinking are examples of powerful activities that candidates will practice to enhance their professional effectiveness. The candidate will have a clear understanding of the research process. They will be able to design and execute a plan for research, read and interpret published research of others, and apply the findings to an educational setting.

Key 3-Professional and Ethical Behavior--The candidate will be a model of the educated person, exemplifying the virtues they seek to inspire in students—curiosity, honesty, tolerance, fair-mindedness, respect for diversity, and appreciation of cultural differences. The candidate will develop the ability to cope with the unexpected and act wisely in the face of uncertainty. They will understand the importance of lifelong learning so to encourage the same in their students. They will be expected to take advantage of professional development activities.

CONCEPTUAL FRAMEWORK FOR INITIAL LICENSURE PROGRAMS

The Teacher Education Unit has adopted the theme “Educators as Facilitators of Learning” to represent our goal in preparing future teachers. Our program goals are depicted as three keys that the Unit faculty feels will unlock each candidate’s potential.

They are:

Key 1	Knowledge, Skills, and Application
Key 2	Reflective Practice
Key 3	Professional and Ethical Behavior

Within each key component are outcomes that each candidate is expected to master in order to be recommended for licensure. These keys are linked together by a solid ring representing the Unit’s commitment to diversity, technology, and assessment.

Explanation of Keys and Examples of Evidence:

Key 1-Knowledge, Skills, and Application--Candidates will be able to demonstrate expertise within the subject matter, subject must be meaningful to all students, will be knowledgeable of curriculum. They will also be able to create a positive learning environment which will promote responsible behavior among all students including those having difficulties, less prepared, and/or with exceptionalities.

Key 2-Reflective Practice--Candidates will be able to reflect appropriate and inappropriate practice, the nature of students, learning environments, and strategies to enhance learning. Candidates will also know how to improve the teaching/learning situation. They will be able to monitor their own teaching strategies and behavior in relation to student success, which may include modifying their plans and teaching approaches. The candidates will be able to use assessment techniques to reflect on student progress and to improve student learning.

Key 3-Professional and Ethical Behavior—Candidates will be able to articulate their values and beliefs, demonstrate self-respect and respect for others. The candidate will be expected to discuss intellectual freedom, equity, tolerance, and due process. They will know the professional code of ethics in their specialty area and know the consequences if violated. The candidate is expected to participate in collegial activities as well as maintain activity in professional organizations.

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 adviser 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 or 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.

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 specialties with its general-degree programs in counseling. Students should consult their adviser 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 Span3
 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 Appraisal3
 Educational Psychology and Guidance 775 Counseling Children and Adolescents with
 Psychological Dysfunction3
 Educational Psychology and Guidance 785 Counseling Laboratory3
 Educational Psychology and Guidance 783 Community Agency/Mental Health Counseling
 (Mental Health/Community Counseling) OR
 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 adviser)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
 OR
 Educational Psychology and Guidance 788 Internship in Mental Health/Community
 Counseling in a non-school setting3

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 Counseling3
 Educational Psychology and Guidance 783 Community Agency/Mental Counseling3
 Child and Family Studies 753 Assessment in Child Development and Family Relationships 3
 Special Education 660 Behavior Interventions3

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.

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.

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

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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

*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

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 advisers to pursue a coherent course of study.
2. Students seeking an add-on endorsement must work closely with the major adviser 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

Students in initial licensure programs should refer to section of catalog on undergraduate degrees in education for information on admission to Teacher Education Program, Praxis, and Licensure.