

Graduate Programs

Master of Science

Teaching (Non-Licensure)

Code	Title	Credits
EDUCATION CORE		
EDUC 517	Research Methods	3
EDU 511	C, D, E, in Global Education	3
EDU 582	Assessment, Curriculum and Ins	3
CONTENT AREA <small>No more than two content areas may be chosen</small>		
500+ Level Course Work in Declared Content Area ^S with Advisor Approval		24
CULMINATING EXPERIENCE		
Directed Research, Thesis, Portfolio, Internship, Or Other		3
Culminating Experience determined with Advisor in Content Area		
Total		36

Master of Education

Counselor Education

Code	Title	Credits
Graduate Core		
CNSL 549	Research Methods in Counselor	3
EDUC 507	Educational Measurement	3
CNSL 530	Life Span Dev & Adjustment	3
Area of Specialization		
CNSL 506	K-12 Counseling Progm Dev & Admn	3
CNSL 551	Educational & Psychological Ap	3
CNSL 508	Theories of Counseling	3
CNSL 517	Counseling Skills & Practice	3
CNSL 571	Counseling Practicum	3
CNSL 525	Child & Adolescent Counseling	3
CNSL 565	Marriage & Family Counseling	3
CNSL 502	Professional Ethics	2
CNSL 563	Multicultural Counseling	2
CNSL 560	Crisis Intervention Counsel	2
CNSL 567	Community & Agency Counseling	2
CNSL 564	Diagnosis & Treatment in Cnsl	3
CNSL 521	Counseling & Medications	2
CNSL 522	Group Dynamics & Counseling	3
CNSL 558	Career Cnsl & Info Systems	2
CNSL 594	School Counseling Internship I	6
or CNSL 595	Com/Agncy Counseling Intern I	
CNSL 596	School Counseling Intern II	6
or CNSL 597	Comm/Agency Cnsl Intern II	
Total minimum credits required for degree		60

Students who complete the Master of Education, Counselor Education, can plan their program in a manner that may qualify them to be eligible to apply to the Licensing Board to become licensed clinical professional counselors (LCPC). Candidates for licensure must complete the Graduate Core, the Area of Specialization, a list of Specified Counseling Courses, for a minimum of (60) sixty semester credits.

Master of Science in Education Instruction and Learning Program

The Master's of Science degree, Learning Development option, is offered in a cohort format. All courses are offered on weekends (Internet support) and with a start to finish time of two years. Individuals and groups interested in starting a cohort group in their location should contact the Graduate Programs Office at 1-800-662-6132, extension 3738. Further information regarding the delivery of the program will be made available upon inquiry.

Code	Title	Credits
Required Courses		
EDUC 548	Learning Theories	3
EDUC 520	Learning Technologies	3
EDUC 517	Research Methods	3
EDUC 550	Critical and Creative Thinking	3
EDUC 522	Motivation and Learning	3
EDUC 511	Change Theory and Practice	3
EDUC 532	Assessment & Evaluation	3
EDUC 507	Educational Measurement	3
EDUC 552	Learning Systems	3
EDUC 554	Graduate Seminar	3
EDUC 558	Mastery Learning	3
EDUC 598	Graduate Action Research	3
Total minimum credits required for degree		36

Program Mission Statement

The Counselor Education Program prepares counselors who have developed sound practical skills through experiential learning; who have acquired a comprehensive theoretical knowledge base; who hold a strong counselor identity; and who possess the personal dispositions necessary to work in various professional settings with diverse clientele.

Program Responsibilities

The Counselor Education Program believes it has responsibilities to current graduate candidates and to their future clients. Additionally, the department believes it has a responsibility to collaborate with the communities within which it works, to continue to grow as a program, and to model professional involvement and identity.

Program Objectives

- The program will prepare and graduate skilled, knowledgeable, self-aware and self-reflective counselors who are prepared academically to seek licensure.
- The program will support faculty to collaborate with the community, its agencies and schools, to aid in learning opportunities for graduate students.
- The program will continually evaluate the curriculum, practices, and requirements to promote the highest quality education.
- The program will support faculty to model professional identity through involvement in professional organizations, attaining leadership positions.

Program Learning Outcomes for Counselor Education, MEd

- Graduate Candidate Competencies
- The graduate candidate implements sound practical therapeutic and relational skills that reflect current practice.
- The graduate candidate possesses a comprehensive theoretical knowledge base that can be integrated and transferred to effective counseling relationships and techniques.
- The graduate candidate expresses a strong counselor identity through involvement and participation in professional organizations, advocacy, trainings, workshops, seminars, or other continuing education opportunities.
- The graduate candidate demonstrates a self-aware and self-reflective stance that allows for growth and the personal dispositions necessary to work in the counseling field.

Program Mission Statement

The Instruction and Learning Program mission is firmly grounded in a vision of and commitment to learning environments in which all learners have access to educational opportunities, choices, and experiences that enable them to achieve at the peak of their potential. The professional education programs are designed for delivery through innovative and efficacious systems that provide professional development and excellent educational experiences to diverse populations in a geographically and economically challenged region. To this end, we provide a variety of rich, intentional, and meaningful experiences designed to support candidates' development of appropriate dispositions, knowledge, skills, traits and habits for their fields. Through this educational experience, graduate candidates prepare to impact students' lives and learning and to take leadership roles in classrooms, schools, and beyond.

Program Responsibilities

The Instruction and Learning Program believes it has responsibilities to current graduate candidates and to their future clients. Additionally, the faculty believes it has a responsibility to collaborate with the communities within which it works, to continue to grow as a program, and to model professional involvement and identity.

Program Objectives

- The program will prepare and graduate candidates capable of identifying and analyzing contemporary issues in education and examine their effect on instructional practice in culturally responsive learning environment.
- The program will prepare and graduate candidates capable of conducting classroom action research using quantitative and qualitative methods in your classroom, school district and community to improve instruction and learning.
- The program can document the effects of instruction of students using assessment and evaluation methodologies that accurately reflect student performance.
- The program will prepare and graduate candidates that demonstrate critical thinking, creative thinking, reflective thinking and self-regulation in a professional learning environments.
- The program will prepare graduate candidates that demonstrate and promote the integration of technology in professional learning environments.
- The program will prepare graduate candidates who have increased awareness and intervention skills in mental health, suicide awareness, and collaborative problem-solving change processes.

Program Learning Outcomes for Instruction and Learning, MS in Education

Graduate Candidate Competencies

- The ability to identify and analyze contemporary issues in education and examine effects on instructional practice in culturally responsive learning environments.
 - The ability to conduct research using quantitative and qualitative methods in professional learning environments to improve instruction and learning.
 - An ability to document the effects of instruction using assessment and evaluation methodologies that accurately reflect student performance.
 - Ability to demonstrate critical thinking, creative thinking, reflective thinking and self-regulation in professional learning environments.
 - The ability to demonstrate and promote the integration of technology in professional learning environments.
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