Education Program

Faculty/Staff
Cheryl The, Interim Chair; Michael England, Program Director and Certification Officer;
Adjunct: Carol Campbell

Mission
The Southwestern Adventist University Education Department is committed to shaping minds, cultivating hearts, and promoting service preparing students for a profession in which they can affect the lives of others in a Christian paradigm.

Education Program Information

Students' Learning Outcomes for Education Preparation Program
1) Students demonstrate an understanding of Seventh-day Adventist beliefs, as they seek the integration of faith and learning in the classroom.

2) Students acquire critical content and concepts of the curriculum in their field of study, and practice their craft in and outside the classroom.

3) Students use a variety of pedagogical approaches for instruction to assist all students in the mastery of the concepts in their field of study with the goal of creating life-long learners.

4) Students demonstrate skillful teaching dispositions based on current research, including the pedagogical knowledge necessary in the teaching and learning process, in their area of specialization.

5) Students work with others to create a positive climate that supports individual and collaborative learning that encourages positive social interaction, and active engagement in learning.

6) Students understand and use multiple forms of assessment to engage learners to take responsibility for their own learning, and to guide the teachers and learners in the decision making process.

7) Students recognize and demonstrate respect for diversity by employing effective strategies in a multicultural setting.

8) Students show a commitment to professional development, making connections between theory and practice in order to become reflective practitioners.

9) Students demonstrate a commitment to service as they participate in outreach activities organized by department.

The Education Preparation Program
The Education Preparation Program at Southwestern Adventist University provides teacher training in elementary education, intermediate school, and secondary level. Through the School of Graduate Studies one can obtain a master's degree in Education.

The Education program is designed to prepare students for certification with the State of Texas, and thus be qualified to teach in either the public or private sector. This preparation is accomplished through a combination of campus and field-based delivery systems.

Degrees are awarded by Southwestern Adventist University, while certification is awarded by the State of Texas. Therefore, a student may seek certification upon completion of any degree, the completion of a state-approved teacher certification program, and the receipt of a satisfactory score on the TExES examinations. To be recommended for certification by Southwestern Adventist University, a minimum of 12 successful semester hours in residence is required.

The State Board of Educator Certification (SBEC) establishes the teacher certification standards. Any change in these standards must be reflected in Southwestern Adventist University's certification requirements; therefore, any modification in the state law affecting our certification requirements takes precedence over statements in the Bulletin.

Seventh-day Adventist teacher certification may be acquired simultaneously by meeting the requirements as outlined in the North American Division Office of Education, "Certification Requirements, K-12", as revised in 2016.
Admission to the University and admission to the Education Preparation Program (EPP) are two separate entities.

Requirements:

1. Take and pass the Texas Higher Education Assessment (THEA) exam. This exam is offered multiple times during the academic year at the University testing center.
2. Required THEA scores: reading 230, math 230 and writing 220 (exemption from THEA is 550 in math and verbal on SAT or ACT and composite of 21 with at least 19 in math and language).
3. Complete a minimum of 60 semester hours, or enrolled in the semester that will complete 60.
4. Have a grade point average (GPA) of 3.0 or higher.
5. Have a C or higher in Applied Math, College Algebra, Freshman Composition, and Research Writing.
6. Secondary majors must have a minimum GPA of 2.75 or higher.

Application Process

Students are responsible for initiating the application to the EPP which is available in the Office of Education. All applicants must complete the following:

1. Pay for and submit to a criminal background check. Students may request a preliminary criminal history evaluation letter from the Texas Education Agency (TEA) regarding the potential ineligibility for certification due to a previous conviction, deferred adjudication or misdemeanor offense. Previous convictions prevent eligibility to receive a Texas certification.
2. Submit a one-page typed essay describing reasons for pursuing the teaching profession.
3. Submit two letters of recommendation (no relatives or department faculty).
4. Interview with the department faculty before full acceptance into the EPP. See Technical Standard in the Pre-Service Teacher Candidate Handbook. **All documents must be provided to the department secretary before students are eligible to interview.**

Education Continuation and Progression Policies

Degree Plan

After admission, develop a degree plan with the advisor. Secondary candidates will be assigned an advisor in the department to coordinate with their major advisor. A matrix designed for elementary and secondary is available at the front desk in the department.

Retention in the EPP

To remain in the program students must:

1. Maintain a cumulative GPA of 3.0
2. Secondary candidates must maintain a cumulative GPA of 2.75.
3. Continue to develop in coursework and field experience.
4. Demonstrate professional ethics as outlined in the TEA Code of Ethics.
5. Complete all education courses within a six-year timeframe.
6. Complete all TExES review components in EDUC495/496 as outlined in the matrices.
7. In order to support student success, education graduates are required to complete TEA state testing within 12 months of graduation. Graduates who fail to meet this deadline must complete an approved remediation program prior to testing approval. Remediation costs are the responsibility of the graduate.

At the end of the junior year, the teacher education faculty will review each student's progress and advise each according to the findings. A student found in violation of any of the above criteria will be placed on probation for the preceding semester. Each semester thereafter, progress will be evaluated for continuance in the program.

Student Teaching

Student teaching is a privilege granted to the student through the courtesy of the school and/ or district to which the student
teacher is assigned. Prompt and regular attendance is required. Students are advised to become familiar with the Student Teaching Handbook prior to student teaching.

TEA dictates that substitute teaching, and paraprofessional work cannot be used towards completing the internship requirement. You must consult with the Student Internship/Field Supervision Coordinator to get additional information to complete your student teaching experience. See the eligibility requirements noted below for further instruction for appropriate placement.

Student teaching normally will be taken during the last semester. Student teaching requires full days in the schools for a minimum of 14 consecutive weeks in accordance with the calendar of the school district. Students may not take classes at the university during the hours they are scheduled to student teach, and are limited to 12 credit hours.

Students who do not graduate within six months of student teaching can lose credit for the course and may need to repeat student teaching. The Teacher Education Committee, prior to consideration for an additional student teaching assignment, must review candidates who withdraw or are withdrawn from a student teaching assignment.

**Application to Offer Out-of-State/U. S. Territory Field-Based Experiences, Internship, Student Teaching, Clinical Teaching**

Texas Administrative Code §228.35 (d) (4)

Subject to all the requirements of this section, the TEA may approve a school that is not a public school accredited by the TEA as a site for field-based experience, internship, student teaching, clinical teaching, and/or practicum. (A) All Department of Defense Education Activity (Dude) schools, wherever located, and all schools accredited by the Texas Private School Accreditation Commission (TEPSAC) are approved by the TEA for purposes of field-based experience, internship, student teaching, clinical teaching and/or practicum. (B) An educator preparation program may file an application with the TEA for approval subject, to periodic review, of a public school, a private school or a school system located within any state or territory of the United States, as a site for field-based experience, or for video or other technology-based depiction of a school setting. The application shall be in a form developed by the TEA staff and shall include, at a minimum, evidence showing that the instructional standards of the school or school system align with those of the applicable Texas Essential Knowledge and Skills (TEKS) and State Board for Educator Certification (SBEC) certification standards. To prevent unnecessary duplication of such applications, the TEA shall maintain a list of the schools, school systems, videos, and other technology-based transmissions that have been approved by the TEA for field-based experience. (C) An educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located within any state or territory of the United States, as a site for an internship, student teaching, clinical teaching, and/or practicum required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum: (i) the accreditation(s) held by the school; (ii) a crosswalk comparison of the alignment of the instructional standards of the school with those of the applicable TEKS and SBEC certification standards; (iii) the certification, credentials, and training of the field supervisor(s) who will supervise candidates in the school; and (iv) the measure that will be taken by the educator preparation program to ensure that the candidate’s experience will be equivalent to that of a candidate in a Texas public school accredited by the TEA. (D) An undergraduate university educator preparation program may file an application with the TEA for approval, subject to periodic review, of a public or private school located outside the United States, as a site for student teaching required by this chapter. The application shall be in a form developed by the TEA staff and shall include at a minimum, the same elements required in subparagraph (C) of this paragraph for schools located within any state or territory of the United States.

**Admission to Student Teaching**

To be eligible for student teaching, students must:

1. Be unconditionally admitted to the Education Preparation Program and approved for student teaching status by the Education Preparation Program Committee.
2. Maintain a grade of C or better in courses in the teaching field(s), or academic specialization area, with an overall grade point average of not less than 3.0.
3. Secondary Education certification candidates must have a minimum cumulative GPA of 2.75 in their major courses.
4. Complete a minimum of 45 clock hours in field experience prior to student teaching.
5. Have senior status.
6. Complete all required methods courses.
7. Have a commitment to high moral and ethical standards, as defined by the Bulletin and TEA Educators' Code of Ethics.
8. Students planning for Seventh-day Adventist certification from the North American Division of Office of Education
(NADOE) must complete at least one module in a combination teaching setting.

9. File an application for student teaching two semesters prior to directed teaching. A valid graduation contract from the Registrar’s Office must be in the student’s file prior to student teaching placement.

The Education Department will review all applications to determine eligibility for student teaching. Admission to the EPP does not necessarily ensure acceptance into Student Teaching. Appeals to any decision must be made in writing to the Department of Education and Psychology, and if needed, to the Vice President for Academic Administration.

Dismissal from the EPP
It is never anticipated that a student will be asked to leave the education program. There are several levels of support provided for students in order to assist them through the process of teacher certification. Please seek assistance from these resources when necessary. It is much easier to deal proactively with a potential situation than to handle it reactively. Failure to adhere to the TEA Educators’ code of Ethics is cause for immediate removal from the program with no appeals allowed.

If a student finds it necessary to withdraw from the EPP, written notification is required. It is also important to speak with the advisor for the student to be aware of potential implication of leaving the program. If necessary, a student may be placed on a growth plan, targeting areas of deficiencies, and support to address and remediate these deficiencies.

A committee will meet comprised of members familiar with the student’s situation and construct a plan including goals and a specific timeline. Failure to meet the goals in the growth plan will result in dismissal from the EPP.

Appeals:

All appeals must be submitted in writing to the Department Chair and the student's advisor. If appealing an admission or dismissal decision, the request must be provided to the department no more than 5 days after the decision is rendered.

Recommendation to the State Board for Educator Certification
To be recommended to the State Board for Educator Certification (SBEC) for teacher certification, a student must have successfully met the following criteria:

- All specified course work must be completed on the degree plan or certification plan in which certification is sought.
- Students must complete EDUC 495 and EDUC 496 and score a minimum of 80% on the post tests to receive approval to take the TExES certification exams.
- Candidates seeking Texas certification must pass all appropriate state exams (limit of four retests) and apply for appropriate state certification(s) with the State Board for Educator Certification/Texas Education Agency within six months of the completion of their student/ clinical teaching or practicum program. If a candidate allows the six-month period to go by without passing all state exams and applying for certification, additional coursework and/or state exams may be required for recommendation for certification. Additional coursework will be determined by the appropriate Program Coordinator in consultation with faculty.
- In accordance with Article 6252-13c, Texas Civil Statutes, the Texas Commissioner of Education may suspend or revoke a teaching certificate, or refuse to issue a teaching certificate, for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. All applicants for Texas certificates will be screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety. Students must make application through the SBEC website and enclose the appropriate fee required for the certificate sought. The Teacher Certification Officer will make recommendations based upon satisfactory completion of all requirements pertaining to certification.

State Certification
Early Childhood Education (EC6)

Core Subjects EC-6

Secondary 7-12

English

History
**SDA Teaching Certification**
North American Division of Seventh-day Adventists: Elementary Endorsement for Grades 1-8, Specialty Endorsement in Kindergarten, and Secondary Content Area Endorsement for Grades 7 - 12. Content areas available for Grades 7-12 are Business, English, History, Journalism, Life Science, Mathematics, Music, Physical Education, and Social Studies. Students must earn a grade of C or higher for credit in all religion courses required for NAD certification.

**Federal Title II Rating**
Southwestern Adventist University is currently ranked in the second quartile nationally for its Title II rating. This reflects a 90% pass rate by students taking the state certification exams.

**Educator Certification Examination Retake**
Beginning September 1, 2015 candidates will be limited to four attempts to retake any educator certification examination. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to HB 2205, 84th Texas Legislature, 2015

**Education Degrees and Certificates**

**Post Baccalaureate U.S. History Certificate**

<table>
<thead>
<tr>
<th>Program:</th>
<th>Education</th>
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</thead>
<tbody>
<tr>
<td>Type:</td>
<td>Grad Cert</td>
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</table>

**Post Baccalaureate U.S. History Certificate**

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>History Methods and Historiography</td>
<td>3</td>
</tr>
<tr>
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<td>Colonial America—1607 to 1783</td>
<td>3</td>
</tr>
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<td>HIST 502</td>
<td>The Early American Republic—1783 to 1837</td>
<td>3</td>
</tr>
<tr>
<td>HIST 503</td>
<td>Civil War and Reconstruction—1837 to 1919</td>
<td>3</td>
</tr>
<tr>
<td>HIST 504</td>
<td>Modern America—1919 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 505</td>
<td>Teaching College History</td>
<td>3</td>
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</table>

**Sub-Total Credits**
18

Total credits for degree: 18
Master of Education Curriculum and Instruction with Reading

Faculty
Donna Berkner, Chair of the Department of Education; Michael England, Program Director; Renard Doneskey
Adjunct: Carol Campbell, Marcel Sargeant Associate Chair

Aims of the Graduate Education Program
The Master of Education program at Southwestern Adventist University is designed to develop and deliver an education program that ensures the highest of teacher preparation and performance. Southwestern is a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The University is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

The specific aims of the MEd Program are as follows:

1. To promote excellence in graduate education through teaching, research, and service.

2. To prepare competent teachers, administrators, and other professional specialists for service in the field of education.

3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.

4. To improve human cognitive, academic, physical, emotional, social development and performance.

Comprehensive Examination
Each MEd student is required to successfully pass a comprehension examination. Detailed information about the exam is provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

Program:
Education
Type:
M.Ed.

Core Courses
Required of all MEd students:

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<td>Statistical Methods</td>
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</tr>
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<td>EDUC 560</td>
<td>Principles of Instruction</td>
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Sub-Total Credits 18
Curriculum and Instruction with Reading Concentration Requirements
Eighteen semester hours to be selected from the following courses:

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<td>EDRE 505</td>
<td>Reading Diagnosis and Remediation</td>
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<td>EDRE 515</td>
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<td>EDRE 520</td>
<td>Language: Grammar and History</td>
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<td>EDRE 525</td>
<td>Advanced Reading Methods</td>
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<tr>
<td>EDRE 550</td>
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<td>3</td>
</tr>
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Total credits for degree: 36

Master of Education Educational Leadership

Faculty
Donna Berkner, Chair of the Department of Education; Marcel Sargeant, Associate Chair; Michael England, Program Director; Renard Doneskey, Judy Myers Laue

Adjunct: Carol Campbell

Aims of the Graduate Education Program
The Master of Education program at Southwestern Adventist University is designed to develop and deliver an education program that ensures the highest of teacher preparation and performance. Southwestern is a recognized contributor in the field of educational research and practice through effective teaching, quality research, and meaningful service. The University is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students, especially graduate Christian education within the Adventist system of values.

The specific aims of the MEd Program are as follows:

1. To promote excellence in graduate education through teaching, research, and service.

2. To prepare competent teachers, administrators, and other professional specialists for service in the field of education.

3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.

4. To improve human cognitive, academic, physical, emotional, social development and performance.

Comprehensive Examination
Each MEd student is required to successfully pass a comprehension examination. Detailed information about the exam is
provided by the Program Director. The exam must be taken during the last semester before anticipated graduation.

**Program:**
Education  
**Type:**
M.Ed.

### Core Courses
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### Educational Leadership Concentration Requirements
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<td>EDAD 510</td>
<td>Legal Aspects of Education</td>
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<td>EDAD 515</td>
<td>Foundations of Educational Administration</td>
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<td>EDAD 520</td>
<td>Trends and Issues in Education</td>
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</tr>
<tr>
<td>EDAD 525</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 530</td>
<td>Internship in Education</td>
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Total credits for degree: 36

### Education Classes

**EDAD 505: Management of School Resources**
A course designed to explore the planning and management of school resources. Designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.

Credits: 3  
Program: Education

**EDAD 510: Legal Aspects of Education**
A philosophical consideration of the ethical principles, legal rights, responsibilities, and liabilities which influence the teacher's
EDAD 515: Foundations of Educational Administration
Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on
the administrative processes and professional ethics of leadership, motivation, decision making, communication,
organizational change and strategic planning. The course offers opportunities to apply theory to professional practice
through the use of case studies. Emphasis on administrative competences and planning for effective change within a
complex educational environment for effective administrators.

Credits: 3  
Program: Education

EDAD 520: Trends and Issues in Education
Provides students the opportunity to examine the process of educational change and reform from a variety of perspectives.
Emphasis is placed upon the understanding of the change process itself, factors producing, facilitating, and inhibiting change,
and the impact of major social, political, economic, and education issues on the role of school leaders and the delivery and
quality of programs and services. Highlights the changing role of our educational system in meeting demands of our post-
industrial society.

Credits: 3  
Program: Education

EDAD 525: Instructional Leadership
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and
learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of
supervisory techniques.

Credits: 3  
Program: Education

EDAD 530: Internship in Education
The application of theory, knowledge, and skills in authentic educational settings. Required of all certification candidates and
serves as the culminating experience and the capstone of the degree/certification program. During the internship, students
will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously
acquired; and become socialized into the administrative role. Grade assigned will be "credit" (CR) or "no credit" (NC). The
internship requires 180 hours of experience at either a secondary, middle, elementary, or alternative school site.

Credits: 3  
Program: Education

EDRE 505: Reading Diagnosis and Remediation
Students will learn to diagnose problems in reading and explore remedial strategies. The class will review the fundamentals
of the reading process and introduce the nature of corrective reading; describe lytic teaching and the analytic process;
present foundations of language diversity; discuss reading related factors such as physical, psychological, and environmental
correlates; and describe ways to assess and evaluate literacy performance. Specific information will also be provided on
instructional techniques for the major literacy domains of oral and written language, word recognition, reading
comprehension, meaning vocabulary, strategic reading for narrative text, strategic reading for expository text, and study
skills.

Credits: 3  
Program: Education

EDRE 510: Composition: Process and Application
The course helps students understand the principles of composition, with special emphasis on modal organization,
argumentation, and literary analysis, focusing on how best to help K-12 students improve their writing skills. We discuss
theories of composition, including the processes of writing, such as heuristic devices, writing, and editing. Students learn to
recognize and mark common errors in grammar and usage. Students will also improve their own writing skills by writing
mode-based essays (including literary analysis), poems, and a short story.

Credits: 3  
Program: Education

**EDRE 515: Advanced Children’s Literature**
Students will examine current philosophy and research supporting literature-based reading instruction. The class will review four different models for preparing students for literature circles, using response logs, Post-it notes, and role sheets; address structures for primary, intermediate, middle, and high school grades; present alternative scheduling patterns for group meetings and reading time; develop mini-lessons for training, problem solving, and book sharing; examine tools and materials for assessing and grading literature circles; discuss ideas for using literature circles with nonfiction texts across the curriculum; and address common management problems and solutions.

Credits: 3  
Program: Education

**EDSC 545: Dinosaurs for Teachers**
This class is designed for teachers who need science credit for an advanced degree in education. Content covered include developing a working knowledge of geology, consideration of all of the major dinosaur groups, detailed understanding of the Upper Cretaceous fauna of the Lance Formation, issues in each science and origins, and acquiring “hands-on” experience in how science works. Lab work will include learning excavation techniques for fossils, and excavating dinosaur bones from quarry sites, and contributing to the on-going scientific investigation of the taphonomy of dinosaurs. The class is taught in Wyoming during the month of June, 2 Lecture, 2 Lab.

Credits: 4  
Program: Education

**EDUC 505: Philosophical Foundations of Education**
This course will examine theological and philosophical foundations of major world views and critically analyze the effect of major world views and post-modernism on education, and religion from a Christian standpoint.
EDUC 525: Psychology of Learning
A study of psychological, social, environmental and biological factors affecting the ability to learn will be explored. Impact areas such as gender, culture, race, self-concept, perception, cognition and emotion will be examined. An historical review of major learning theories will also be addressed.

Credits: 3
Program: Education

EDUC 535: Educational and Psychological Research
The study of scientific and disciplined inquiry applied to educational issues. Course content includes quantitative and qualitative research approaches as well as an overview of elementary statistics. Students learn how to critically evaluate and utilize research.

Credits: 3
Program: Education

EDUC 550: Curriculum Development
Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research.

Credits: 3
Program: Education

EDUC 555: Statistical Methods
This course covers the calculation, use, and interpretation of descriptive and inferential statistics at the graduate level. This course introduces inferential statistics and their application to research design. Parametric and non-parametric approaches to the analysis of data are addressed with emphasis on application and interpretation of a number of statistical tests used in research at this level.

Credits: 3
Program: Education

EDUC 560: Principles of Instruction
An examination of foundations, principles and concepts inherent in the field of curriculum. Focuses on the qualities of a good instructor, the basic instructional methods, and the kinds of behavior that causes learning to take place. Involves knowledge of, and understanding about learning, methods and strategies for program planning, design, implementation, and evaluation. Includes the development of working skills needed in cooperative planning, curriculum revision and related research in the areas of brain-based learning, styles, and the multiple intelligences.

Credits: 3
Program: Education

HIST 500: History Methods and Historiography
A graduate-level introduction to the skills used in the profession of history. Students will use primary and secondary sources as well as historical journals, indexes, and databases as they produce a major research paper, bibliography, and book review; prepare a presentation based on their work; and engage in other activities relative to critical thinking within the discipline of history. Students will also study important trends in historiography.

Credits: 3
Program: Education

HIST 501: Colonial America—1607 to 1783
Early American history remains relevant for historians due to the brevity of American history, as well as the fascinating personages who comprise this era. The Colonial and Revolutionary period crucially laid the foundation for much of what remains in the United States today. The successes of the Founding Fathers in eradicating monarchy and establishing a new government contrasts with their failure to end the evil of slavery. Recently, scholarship surrounding this period has included the influences of women and gender, imperial history, and themes such as the Atlantic World. This course should lay a
foundation for not only the history of this period, but the historiography concerning different themes during the Colonial/Revolutionary era. At the end of this course, students should leave with a more nuanced view of the themes and figures surrounding this period.

Credits: 3
Program: Education

**HIST 502: The Early American Republic—1783 to 1837**
This course is an in-depth study of United States history from the Articles of Confederation through the Constitution, War of 1812, and Jacksonian Democracy. It is a reading and writing intensive course intended for the graduate qualification of secondary teachers who wish to teach early American history. The course is designed to build on the basic undergraduate American history courses that provide an overview of the period.

Credits: 3
Program: Education

**HIST 503: Civil War and Reconstruction—1837 to 1919**
This course explores this era as a “hinge” period of American history, as well as a “linchpin” between what the United States was in the young federal era and what it would become after WWI. It saw the United States win its internal struggle over secession and later help defeat the Central Powers in World War I. Yet in between, it struggled with the pacification of Native Americans, a misguided attempt at Empire, and the nagging question of racism. Students should leave this course with a detailed overview to help them teach these topics, plus a basic bibliography, plus a knowledge of the historiography of the various topics included.

Credits: 3
Program: Education

**HIST 504: Modern America—1919 to the Present**
This course explores the rapid transformation of politics, economics, society, and culture faced by the United States following the end of the Great War. Major themes explored throughout the quarter include the unease of the 1920s, the Great Depression, World War II, consumerism, the tenets of anti-Communism, the contention of the 1960s, civil rights and social movements, and the rise of conservatism. As the major components of this class include completing the assigned readings, generating an annotated bibliography, researching and presenting the course service learning project, and taking oral exams, students enrolled in this class will have numerous opportunities to develop the skills inherent to the field of history in particular and a liberal arts education in general.

Credits: 3
Program: Education

**HIST 505: Teaching College History**
This course is designed to prepare graduate students to teach college-level history courses, particularly in a dual-credit or dual-enrollment setting. Instruction will be delivered via Distance Education, with a one-week on-campus intensive session.

Credits: 3
Program: Education