COLLEGE OF EDUCATION
Changes to Note

The following changes for the College of Education were approved by the USF Graduate Council on the date noted.

Programs

Autism Spectrum Disorders/ISD
  Change to Spring Admission only
  5/5/14

Counselor Ed MA
  Corrected typo to Core requirements
  n/a

Curriculum & Instruction Ed.S.
  Clarified courses for thesis/project
  n/a

Curriculum & Instruction Ed.S.
  Placed Interdisciplinary Ed and Reading Ed Concentrations Inactive
  5/5/14

Curriculum & Instruction MEd.
  Change Fall Deadline to Jan 15 for CSA Concentration
  5/5/14

Curriculum & Instruction MEd.
  Correct Educational Studies to Regular Admission
  n/a

Curriculum & Instruction Ph.D.
  New Courses for Science Ed Conc (SCE 7090, SCE 7099)
  10/28/13

Curriculum & Instruction Ph.D.
  Placed Student Affairs Admin Concentration Inactive
  5/5/14

Curriculum & Instruction Ph.D.
  Revise Adult Education Concentration electives
  1/13/14

Early Childhood Ed MA
  Program Termination
  2/7/14

Elementary Education MA
  Place Early Childhood and Language Arts Concentrations Inactive
  5/5/14

English Ed MA
  Program Termination
  2/7/14

Exceptional Student Ed. MA
  Add elective options, GRE percentiles
  11/4/13

Exercise Science MS
  Updated program description, research areas
  5/5/14

Mathematics Ed MA
  Program Closed for Admission (being terminated)
  5/5/14

Reading Ed MA
  Corrected CIP, clarified certification and projects
  5/5/14

School Psychology MA
  Corrected CIP
  5/5/14

School Psychology PhD
  Corrected CIP
  5/5/14

Science Education MA
  Program Closed for Admission (being terminated)
  5/5/14

Science Education MAT
  Update course option
  5/5/14

Second Language Ac/IT PhD
  Noted “Teaching Out”
  5/5/14

Social Science ED MA
  Program Termination
  2/7/14

Special Ed, Behavior Dis. MA
  Program Termination
  2/7/14

Special Ed, Gifted MA
  Course Title Updates, GRE Scale Update
  5/5/14

Special Ed, Intell Dis MA
  Program Termination
  2/7/14

Special Ed, Motor Dis MA
  Program Closed for Admission (being terminated)
  5/5/14

Special Ed, Spec Learning Dis MA
  Program Termination
  2/7/14

New Accelerated Programs

Biomedical Sciences (BS) /Science Ed (MAT)
  3/3/14

Chemistry (BA)/Science Ed (MAT)
  3/3/14

Interdisc Natural Science (BS) /Science Ed (MAT)
  3/3/14

Graduate Certificates

Research Methods
  Terminate Certificate
  1/13/14

Department Reorganization

  Effective 6/1/14

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<th>Teaching and Learning</th>
<th>Educational and Psychological Studies</th>
<th>Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)</th>
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University of South Florida
College of Education
4202 E. Fowler Ave, EDU162
Tampa, FL 33620

Web address:  http://www.coedu.usf.edu/college/
Phone: 813-974-3406
Fax: 813-974-3391

College Dean:  Vasti Torres, Ph.D.
Associate Dean:  Harold Keller, Ph.D.

Accreditation:
In addition to the University’s regional accreditation by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the College is accredited by the National Council for the Accreditation of Teacher Education (NCATE) for the preparation of P-12 educators. Its initial certification programs are approved by the Florida Department of Education.

Vision/Mission Statement:
The USF College of Education envisions itself as a leader in regional, national and international education. Leadership in Education encompasses:

1) academic excellence,
2) research, scholarship and inquiry that renews the educational process,
3) collaboration that serves communities, institutions and individuals,
4) educator preparation that builds on academic excellence, scholarship, and clinical practice, and
5) collaboration that contributes to a just and productive society.

The College of Education fulfills this vision by: offering challenging learning opportunities in a supportive and diverse environment; creating and supporting research, scholarship, and inquiry in education; preparing the next generation of educators, scholars, and leaders for P-12 and the professoriate through exemplary undergraduate and graduate degree programs; serving the community through collaborative relationships; and, working with schools, agencies, and communities to offer educator preparation programs that prepare professionals who work competently, collaboratively, and ethically to improve educational outcomes for all.

Many concentrations are offered under the umbrella of “Curriculum and Instruction.” Graduate Certificates are also offered in a number of areas. For information about the different degree programs refer to program section of the Graduate Catalog. Students seeking initial certification must be admitted to one of the degree programs offered in the College. Individuals seeking additional information should contact the College of Education Graduate Support Office at 813-974-3406, or http://www.doedu.usf.edu/main/sas/sas_graduate.html. Students who have identified a degree program should contact directly the advisor for that program. Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria. In instances where college or program requirements exceed university minimum requirements, students must meet the highest order of requirements presented. Always check with the advisor in your program of interest to determine whether or not there are programmatic variations. Please note also that COEDU college and program requirements are stated always as minimum requirements.
Degree, Programs, Concentrations:

**Master of Arts (M.A.)**
- Adult Education (AAE)
  - Human Resource Development (HRD)
  - Autism Spectrum Disorder and Intellectual Disabilities (ASD)
- Career and Technical Education (ACT)
- Counselor Education (AGC)
  - Career Counseling (CRC)
  - Clinical Mental Health Counseling (CMH)
  - School Counseling (SCL)
- Elementary Education (AEE)
  - Early Childhood (MEA) *inactive*
  - Elementary Curriculum (MEL)
  - Language Arts (MLG) *inactive*
  - Science & Mathematics (MSM)
- Exceptional Student Education (AVE)
- Foreign Language Education (FLE) – *Being Terminated*
  - French (AFF)
  - German (AFG)
  - Spanish (AFS)
- Mathematics Education (AMA) *inactive- Being Terminated*
- Music Education (offered through the College of The Arts)
- Physical Education (APH)
- Reading Education (ARD)
- School Psychology (ASP) *M.A. only available when combined with the Ed.S. or Ph.D. degree*
- Science Education (SCE) *inactive- Being Terminated*
  - Biology (ASB) *inactive*
  - Chemistry (ASC) *inactive*
  - Physics (ASY) *inactive*
- Special Education, Gifted Education (AGI)
- Special Education, Motor Disabilities (AMD) *inactive- Being Terminated*

**Master of Arts in Teaching (M.A.T.)**
- Elementary Education (TEE)
- English Education (TEN)
- Exceptional Student Education (TVE)
- Foreign Language Education (TFL)
  - General Education (GNE)
  - Chinese (CHN)
  - French (AFF)
  - German (AFG)
  - Italian (ITA)
  - Japanese (JPN)
  - Latin (LAT)
  - Russian (BFR)
  - Spanish (AFS)
- Mathematics Education (6-12) (TSM)
- Middle Grades Math (TMA)
- Science Education (TSC)
- Social Science Education (TSS)
Master of Education (M.Ed.)

Curriculum and Instruction (CUR)
- Adult Education (CAE)
- College Student Affairs (CSA)
- Early Childhood Education (CNK)
- Elementary Education (CEE)
- Educational Studies (CST)
- Interdisciplinary Education (CIE) inactive
- Measurement and Evaluation (CME)
- Middle School Education (General) (CMG)
- Middle School Education, Mathematics (CJM)
- Middle School Education, Science (CJS)
- Middle School Education, English (CJE)
- Middle School Education, Social Studies (CJH)
- Reading Education (CRD) inactive
- Secondary Education (CES)
- Secondary Education: Biology (CBI)
- Secondary Education: Chemistry (CCH)
- Secondary Education: English (CEN)
- Secondary Education: Foreign Language (CFE)
- Secondary Education: Instructional Technology (CCO)
- Secondary Education: Mathematics (CMA)
- Secondary Education: Physics (CPY)
- Secondary Education: Social Science (CSO)
- Secondary Education: TESOL (CTL)
- Special Education, Behavior Disorders (CBD)
- Special Education, Gifted (CGI)
- Special Education, Mental Retardation (CMR)
- Special Education, Motor Disabilities (CMD)
- Special Education, Specific Learning Disabilities (CLD)

Educational Leadership (CAS)

Master of Science (M.S.)

Exercise Science (EDP)
- Health and Wellness (EHW)
- Strength and Conditioning (EST)
Educational Specialist (Ed.S.)
Curriculum & Instruction (CUR)
  Adult Education (SAE)
  Counselor Education (SGC)
  Early Childhood Education (SNK)
  Elementary Education (SEE)
  Higher Education, Administration (SHA)
  Higher Education, Community College Teaching (SCT)
  Instructional Technology (SIT)
  Interdisciplinary Education (SIE)
  Mathematics Education (SMA)
  Measurement and Evaluation (SME)
  Reading-Language Arts Education (SRD)
  School Psychology (SSP)
  Science Education (SSC)
  Special Education (SSE)
  Vocational Education (SVO)
  Educational Leadership (EAS)

Doctor of Education (Ed.D.)
Educational Program Development (EPD)
  Administration of Special Education (ESE)
  Adult Education (EAE)
  Elementary Education (EEE)
  Vocational Education (EVO)

Doctor of Philosophy (Ph.D.)
Curriculum and Instruction (CUR)
  Adult Education (DAE)
  Career and Workforce Education (DVO)
  Counselor Education (DGC)
  Early Childhood Education (DNK)
  Educational Psychology (EPC)
  Elementary Education (DEE)
  English Education(DCE)
  Higher Education
  Higher Education, Community College Teaching (DCC)
  Instructional Technology (DIT)
  Interdisciplinary Education (DIE)
  Literacy Studies (DRD)
  Mathematics Education (DMA)
  Measurement and Evaluation (DME)
  Science Education (DSC)
  Secondary Education (DSD)
  Social Science (DSO)
  Special Education (DSE)
  Student Affairs Administration (DSA) inactive
  Teaching & Learning in the Content Area; General Education (DTL)
  Educational Leadership (EAS)
  School Psychology (DSG)
  Second Language Acquisition and Instructional Technology (SLAIT) (DLT)* -Teaching out  
  *joint program with the College of Arts & Sciences
Accelerated Degree Programs
B.A./B.S. to M.A.T. Degree Program (Inactive)
  Foreign Languages – French, Latin, Spanish
  Interdisciplinary Natural Sciences
  Interdisciplinary Social Sciences – History/Geography, History/Politics, History/Psychology,
  Geography/Politics, Geography/Psychology, Social Science

B.A./B.S. to M.A.T. Degree Program (Active)
  Chemistry/Science Education
  Biomedical Sciences/Science Education
  Interdisciplinary Natural Science/Science Education

Graduate Certificates Offered:
  Autism Spectrum Disorder (XAU)
  Career Counseling* (XCC)
  College Teaching* (SCT)
  Disabilities Education: Severe and/or Profound (XDI)
  Diversity in Education (XDV)
  ESOL** (XES)
  Evaluation
  Foreign Language Education: Culture and Content (XFL)
  Foreign Language Education: Professional (XFP)
  Instructional Technology: Distance Education** (XDD)
  Instructional Technology: Florida Digital Educator (XFD)
  Instructional Technology: Instructional Design* (XID)
  Instructional Technology: Multimedia Design (XMM)
  Instructional Technology: Web Design** (XWD)
  Integrated STEM Ed Grades 6-9
  Leadership in Developing Human Resources* (XHR)
  Mental Health Counseling (XMH)
  Post-Master’s Educational Leadership (K-12) (XEL)
  Post-Master’s in Higher Education Leadership
  Reading Certificate and Endorsement Program (XRC)
  School Counseling Post-Masters (XSO)
  Teacher Leadership for Student Learning
  *Partially online curriculum
  **Fully online curriculum

For all certificates; access www.usf.edu; click on Academics; click on Graduate Certificates; click on Education.
College of Education Minimum Requirements

All degree requirements are stated below as college minimums. Please consult the program section of the catalog for variations.

Master’s Degree Programs and Requirements
The master’s programs offered in the College of Education lead to a Master of Arts degree (M.A.), a Master of Arts in Teaching degree (M.A.T.), a Master of Education (M.Ed.) degree, or a Master of Science (M.S.). Students pursuing a Master’s degree must have an earned baccalaureate degree from a regionally accredited institution, or an equivalent foreign degree as determined by an evaluation conducted by an agency approved for foreign credential evaluation. Most programs offer through their M.A.T. degrees, a plan of study that leads to initial teacher certification for holders of a non-education baccalaureate degree. The M.A. degree is primarily designed to increase competence in a teaching specialization or to provide professional preparation in one of the service areas of education. For most programs, two plans of study are available depending on the student’s background and professional goals.

College of Education Requirements for the Master of Arts (M.A.) Degree
A minimum of 30 semester hours is required for the master’s degree, at least 16 hours of which must be at the 6000 level. Courses at the 7000 level are advanced graduate level courses and thus are not approved to be part of the master’s degree program.

The M.A., Plan I
Program of graduate study is for those with a degree or appropriate initial teacher certification in the area of concentration who desire to increase their competence in a subject specialization or to receive additional professional preparation in an educational service area. The Plan I program is not available in all concentration areas. Contact the desired degree program for information.

Plan I Degree Requirements
Plan I students must take a minimum of one of the following Process Core (Foundation) courses. Additional requirements are described under the Program descriptions.

Process Core 3 hours minimum
- EDF 6211, Psychological Foundations of Ed. OR EDF 6215, Learning Principles Applied to Instruction
- EDF 6481, Foundations of Educational Research
- EDF 6432, Foundations of Measurement

Current Trends in Teaching Specialization – 3 hours
Concentration - 18 hours
Comprehensive Examination – Students must be registered for at least 2 graduate hours in the semester during which this exam is taken.
Thesis (Some programs have a Thesis option available)

Note: Check with the program of interest for programmatic variations.

The M.A., Plan III (not available in all areas)
This is a program of graduate study for the holder of a non-education baccalaureate degree who does not desire to meet initial certification requirements in the State of Florida. This plan is not available in all concentration areas. Please contact the program for information.
Plan III Minimum Program Requirements:
Undergraduate Pre-requisites as necessary

Process Core 12 hours
EDF 6432, Foundations of Measurement
EDF 6481, Foundations of Educational Research
EDF 6211, Psychological Foundations of Education or EDF 6215, Learning Principles Applied to Instruction
EDF 6517, Historical Foundations of American Education or EDF 6606, Socio-Economic Foundations of American Education
Current Trends Course in Teaching Specialization – 3 hrs.
Concentration– 18 graduate hrs. Minimum
Comprehensive Examination

Note: Check with the program of interest for programmatic variations.

M.A.T. Degree
The M.A.T. degree is designed for holders of a non-education baccalaureate degree who desire to meet initial teacher certification requirements as part of a graduate program. The baccalaureate degree must be appropriate (as deemed by program faculty) for the teaching field in which certification is sought. Hours in the M.A.T. degree vary by discipline. Reference the program section of the Graduate Catalog for specific M.A.T. degree requirements.

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

M.Ed. Degree
The M.Ed. degree is designed for individuals who have a minimum of two years of relevant educational or professional experience in the concentration selected, as judged and with written academic justification by the program faculty. This degree option is offered to students pursuing graduate study in educational leadership or curriculum and instruction with an associated specialization/concentration.

College of Education Requirements for the Master of Education degree (M.Ed.)
Two degree programs are offered.

1. Educational Leadership The M.Ed. in Educational Leadership is designed to improve performance in K-12 school leadership. The degree provides coursework that meets Florida Educational Leadership Core Curriculum requirements in public school curriculum and instruction, organizational management and development, human resource management and development, leadership skills, communication skills, technology, educational law, and educational finance. Successful completion of the program fulfills degree and core curriculum requirements for Florida certification in Level I, K-12 Educational Leadership-Administrative Class. The M.Ed. degree in Educational Leadership requires a minimum of 36 semester hours with 60 percent or more of the courses at the 6000 level. Courses at the 7000 level are advanced graduate level courses and thus are not approved to be part of the master’s degree program.

2. Curriculum and Instruction The M.Ed. degree in Curriculum and Instruction, with a concentration (specialization) area – This degree is designed for the individual who has a minimum of two years of
relevant educational or professional experience (as judged by program faculty) in a specialization area who wishes to pursue advanced study in that area. The primary objective is to prepare instructional leaders through courses in curriculum, methods, supervision, learning principles, human interaction, and areas of concentration/specialization. The foundation areas (professional studies) receive greater emphasis in the M.Ed. programs than the M.A. programs. Coursework in the concentration/specialization may include courses in colleges other than the College of Education.

The M.Ed. degree in Curriculum and Instruction requires a minimum of 33 semester hours with 60 percent or more of the courses at the 6000 level. Courses at the 7000 level are advanced graduate level courses and thus are not approved to be part of the master's degree program.

**Master of Education (M.Ed.) Degree Requirements:**

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<th>Program of Study</th>
<th>9 hours minimum</th>
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<tr>
<td><strong>Foundations and Curriculum Core</strong></td>
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<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
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<td>Or</td>
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<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
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<td>EDG 6627</td>
<td>Foundations of Curriculum &amp; Instruction</td>
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<td>Psychological/Social Foundations (Choice from list below)</td>
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<td>EDF 6211</td>
<td>Psychological Foundations of Education</td>
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<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
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<tr>
<td>EDF 6217</td>
<td>Behavior Theory and Classroom Learning</td>
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<td>EDF 6354</td>
<td>Human Development and Personality Theories</td>
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<tr>
<td>EDF 6165</td>
<td>Group Processes</td>
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<tr>
<td>(available only to students in College Student Affairs)</td>
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<tr>
<td>EDF 6517</td>
<td>Historical Foundations of American Education</td>
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<tr>
<td>EDF 6606</td>
<td>Socio-Economic Foundations of American Education</td>
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**Concentration**

18 hours minimum

See Curriculum and Instruction Program listing and specific individual concentration areas for specific requirements.

**Electives**

6 hours

**Comprehensive Examination**

Total 33 hours minimum

**Note:** More credit hours may be required for a concentration in the Foundations & Curriculum Core, which may be substituted for electives or concentration hours. Foundations and Curriculum core for the College Student Affairs concentration is 6 hours minimum (EDF 6481 and EDF 6165), additional hours in the concentration required.

See individual program descriptions and contact the program of interest for programmatic variations within the concentration area.
Advanced Graduate Degree Programs

The advanced graduate degree programs lead to the Education Specialist (Ed.S.) degree, the Doctor of Education (Ed.D.) degree, and the Doctor of Philosophy (Ph.D.) degree. To be considered for admission to any advanced graduate degree program, students must have earned degrees from regionally accredited institutions, or hold equivalent foreign degrees as determined by an evaluation conducted by an agency approved for foreign credential evaluation, meet the program and/or college-specified minimum GRE and/or GPA-requirements and be favorably recommended also by program faculty or a program admissions committee. Additionally, students must comply with any other college or program requirements specified for the prospective degree program. **Note: Please check with the program of interest for programmatic variations.** The Ed.S. and Ph.D. degrees in Curriculum and Instruction with a concentration in Interdisciplinary Education are administered by the Interdisciplinary Education Program Coordinator.

**Education Specialist Degree Program (Ed.S.)**

This degree is offered in the areas of Educational Leadership and in Curriculum and Instruction with a concentration area.

**College of Education Requirements for the Education Specialist Degree (Ed. S.)**

The Ed. S. degree consists of a minimum of 36 hours beyond the master’s degree and is flexible in its requirements. The degree is designed to provide professional educators with an opportunity to develop competencies in areas of special needs and interests. Consequently, the degree program has few required courses, and each student’s program is individually planned in consultation with a faculty program committee. Courses at the 5000 level are inappropriate; and a minimum of 15 hours should be taken at the 7000 level.

**Program of Study**

Concentration coursework - 27 hours minimum.  
Thesis (Project) - 9 hours minimum: Thesis EDG 6971 or Project EDG 6970  
Comprehensive Examination (oral and/or written)  
Oral defense of the project/thesis

**Thesis/Project – Ed.S. Degree.** The student is required to plan and successfully complete an individual thesis or project. The purpose is to provide an opportunity for the student to apply knowledge gained in the program to the resolution of significant needs arising from professional practice. A minimum of 9 semester hours of thesis enrollment is required in the Ed.S. degree program. Students are required to enroll for a minimum of 2 semester hours in the 6971 thesis course or EDG 6970 project course each semester while working on the Ed.S. thesis/project and for 2 graduate semester thesis hours in the semester during which the student plans to graduate. Students who have not completed the thesis/project after enrolling in the required 9 hours must continue to enroll in a minimum of 2 graduate credit hours each semester, including the semester in which the thesis/project is submitted to the College Associate Dean for Academic Affairs (project) or the University Graduate Studies Office (Thesis; School Psychology students). Students must have an oral defense of the project/thesis with their project/thesis supervisory committee.
**Doctor of Education Degree Program (Ed. D.)**

The Doctor of Education degree is available in Educational Leadership and in Educational Program Development with concentrations/ specializations in Adult Education, Educational Leadership (K-12 and College Leadership), Elementary Education, and Special Education Administration and Supervision. The focus of this degree program is on the improvement of educational practice. Although research skills are recognized as being the basis of any doctoral program, the Ed.D. is considered more a practitioner’s than a research degree. Currently, the degree in Special Education with a concentration in Administration and Supervision is closed to new admissions.

**College of Education Minimum Requirements for the Doctor of Education Degree (Ed. D.)**

**Program of Study**
The Ed. D. requires a minimum of 76 hours beyond the master’s degree.
- Concentration - 24 hours minimum
- Curriculum and Instruction - 6 hours minimum
- Statistics/Measurement/ Research Design - 11 hours minimum
- Psychological and Social Foundations - 11 hours minimum
- Dissertation - 24 hours minimum

**Dissertation**
Beginning with the semester immediately following admission to candidacy, students must be enrolled continuously for a minimum of 2 credit hours of dissertation per semester including summers until degree completion. Exceptions to the continuous enrollment policy may be approved if the major professor writes a letter of petition to the Associate Dean for Academic Affairs, indicating specifically the nature and duration of the exception and the justification. Unless an exception has been approved, failure to enroll as specified may result in dismissal of the student from the program. Failure to enroll as specified for three consecutive semesters results in the student being placed on inactive status, and the student must apply for readmission and be readmitted. To be readmitted, the student must secure permission from the major professor and write a letter of request, co-signed by the major professor, to the Associate Dean for Academic Affairs, outlining in detail a timeline for completing the dissertation. The Associate Dean for Academic Affairs will approve or deny the request. This process will be independent of, and will not replace, any procedures required for readmission by the University Office of Graduate Studies, or the Department.

**Residency**
There is no residency requirement for doctoral students in the College of Education.

**Doctoral Qualifying Examination**
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination, and have completed all required coursework with satisfactory grades prior to admission to candidacy.
Doctor of Philosophy Degree Program (Ph.D.)

The Doctor of Philosophy degree is available in Curriculum and Instruction with concentrations in the following areas: Adult Education, Career and Workforce Education, Counselor Education, Early Childhood Education, Educational Psychology, Elementary Education, English Education, Higher Education (Administration), Instructional Technology, Interdisciplinary Education, Literacy Studies, Mathematics Education, Measurement and Evaluation, Science Education, Secondary Education, Social Science Education, Special Education, The Ph.D. degree is also available in School Psychology, and Second Language Acquisition and Instructional Technology (a joint program with the College of Arts and Sciences; joint program is being phased out – note under revision. Contact the College of Visual and Performing Arts for information on the Ph.D. in Music Education.

College of Education Minimum Requirements for the Doctor of Philosophy Degree Program (Ph.D.) in Curriculum and Instruction.
The Curriculum and Instruction program is only offered in conjunction with a concentration area. Please see the area of concentration listed alphabetically under the program entry in the catalog to determine whether or not the Curriculum and Instruction program is available in the area of interest.

Refer to the Program listing for the Ph.D. in Curriculum and Instruction and to the specific Concentration for information.

Refer to the program sections for Ph.D. requirements for School Psychology and Second Language Acquisition/Instructional Technology (SLAIT).

Program of Study

Common Core
EEX 7743 Philosophies of Inquiry 3

Research Methods & Tools – Refer to the concentration for minimum hours and specific requirements

Concentration – Refer to the concentration for minimum hours and specific requirements
Subspecialty within Concentration – optional requirement in some concentrations
Cognate – optional requirement in some concentrations
Interdisciplinary Focus – optional requirement in some concentrations

Dissertation
Refer to the concentration for specific minimum hours required

Residency
There is no residency requirement for doctoral students in the College of Education..

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination, and have completed all required coursework with satisfactory grades prior to admission to candidacy.

EEX 7743 Philosophies of Inquiry
International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).
About the Catalog

The University of South Florida Graduate Catalog is organized with the degree programs offered listed in the section of the College that offers them. For example, the Master of Science degree with a "program" (also known as major) in Biology is listed in the College of Arts and Sciences section. Some colleges offer areas of specialization, or "concentrations" within a degree program.

PROGRAMS

CURRICULUM AND INSTRUCTION PROGRAM

Doctor of Philosophy (Ph.D.) Degree

CONCENTRATIONS

Concentration Requirements are listed separately under each Program.

The Program and Concentration are listed on the official transcript. Other areas, such as application tracks, are not listed on the transcript.

Example:
Doctor of Philosophy in Curriculum and Instruction
with a Concentration in Adult Education
ADULT EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.1201
Dept. Code: LEA
Program (Major/College): AAE ED
Approved: 1962

Concentrations:
Human Resource Development (HRD)

PROGRAM INFORMATION

Program Description
The Adult Education program provides professional development opportunities to individuals concerned with the learning of adults. It includes courses and experiences for persons employed in or intending to enter the field of adult education. This degree is intended to help individuals work with adult learners in a wide variety of school and non-school settings. It is intended for holders of a non-education baccalaureate degree who do not wish to meet teacher certification requirements in the State of Florida. This Adult Education degree is a Plan III, non-certification option.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
Admission to the M.A. program in Adult Education is based on a holistic evaluation of the applicants’ demonstrated potential to complete successfully all of the course and research requirements specific to the degree. Applications are considered on a continuous basis throughout the year. Success in the program requires excellent presentation and high quality writing skills, scholarship, and a commitment to systematic inquiry. The admissions committee will consider each applicant in light of his or her qualifications and likelihood of success. The faculty takes into account all of the information, and balances previous grade point averages, test scores, previous success in graduate course work, recommendations, and professional goals.

Admission Process
For consideration for admission, students must submit the following:

- A clear and detailed statement of professional and personal goals describing the reasons that earning the degree is important to those goals;
- Two letters of recommendation, preferably at least one from a current or former professor who will attest to the applicant’s likelihood of success in a graduate program;
• A grade point average while classified as an upper division student in a baccalaureate degree at a regionally accredited university of 3.0 on a 4.0 scale; or a Master’s degree in a related field from a regionally accredited institution with an overall GPA of at least 3.5 on a 4.0 scale; or if the upper division undergraduate GPA is less than 3.0, the applicant must also have GRE Scores;
• have proof of educational or professional experience;
• obtain favorable recommendations for admission at the department and college levels; and
• satisfy any additional academic requirements or prerequisites identified by the program.

In exceptional cases, students not meeting the above criteria may be considered for admission by successfully completing at least 6 graduate semester hours of coursework taught by an adult education program faculty member. Students may additionally submit documentation of their potential for success with inclusion of the following:

• Successful professional experiences related to the academic program and professional goals of the applicant;
• Demonstrated commitment to personal and professional growth and development and to the completion of the coursework and project demands of the program; and
• Excellent communication skills.

International Students:
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

• An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
• A social security number in degree programs requiring practica or internships; and
• Other information as required by the program of interest, (e.g. GRE scores, etc.)

DEGREE PROGRAM REQUIREMENTS

A minimum of 36 semester hours is required for the master’s degree, at least 16 hours of which must be at the 6000 level. Courses at the 7000 level are advanced graduate level courses and thus are inappropriate for the master’s degree program. This program is available as a Plan III non-certification option.

Total Minimum Hours (non-thesis option) 36 hours

Core Requirements 6 hours
EDF6481 Foundations of Educational Research 3
or EDF6432 Foundations of Measurement 3
and one approved Psychological or Social Foundations course 3

General Adult Education Requirements 11 hours
ADE 6080: Foundations of Adult Education 4
ADE 6385: The Adult Learner 3
ADE 6966: Final Master’s Seminar (prior approval needed) 4

Concentration Requirements 18 hours
HUMAN RESOURCE DEVELOPMENT (HRD)
Offered from the Department of Educational Measurement and Research.

Description
The Adult Education program provides professional development opportunities to individuals concerned with the learning of adults. It includes courses and experiences for persons employed in or intending to enter adult education as a field of study. This degree is intended to help individuals work with adult learners in a wide variety of school and non-school settings. It is intended for holders of a non-education baccalaureate degree who do not wish to meet teacher certification requirements in the State of Florida. This Adult Education degree is a Plan III, non-certification option. A concentration in Human Resource Development (HRD) is available to currently enrolled students in the Master of Arts Adult Education degree. The HRD concentration specializes in Business and Industry learning and organizational development.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Concentration Requirements –13 hours minimum
In addition to the Program requirements, students must complete the following concentration requirements:

Remaining hours to be selected from among:
- ADE6160 Program Management in Adult Education 3
- ADE6197 Adult Basic Education 4
- ADE6280 Administration in Local Adult Education Programs 4
- ADE6287 Supervision of Local Adult Education Programs 4
- ADE6370 Human Resource Development 3
- ADE6946 Practicum in Adult Education 2-6
- ADE6161 Curriculum Construction in Adult Education 4
- ADE6360 Methods of Teaching Adult Education 3
- ADE6906 Independent Study 2-19
- ADE6198 Effective Continuing Education for Professional Groups 3

Requirements Outside the Concentration (12 hours)
At least one course (3 credits minimum) must be taken outside the Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE) department. Other courses may be selected as part of the remaining hours needed for degree completion based upon the student’s selection and program advisor’s approval, and may be selected from coursework throughout the university.

Comprehensive Examination
Written Exam Required

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards and accreditation criteria.

COURSES
See http://ugs.usf.edu/course-inventory
AUTISM SPECTRUM DISORDER AND INTELLECTUAL DISABILITIES PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>Program Admission Deadlines:</th>
<th>CONTACT INFORMATION</th>
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<tbody>
<tr>
<td>Spring Cohort:</td>
<td>College: Education</td>
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<tr>
<td></td>
<td>Department: Teaching and Learning</td>
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<td>Minimum Total Hours:</td>
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<td>Program (Major/College): ASD/ED</td>
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<td>Approved 2011</td>
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</tbody>
</table>

PROGRAM INFORMATION

Program Description
The purpose of this online Master’s program is to prepare teachers to be highly qualified and provide access to the general curriculum in least restrictive school environments to students with Autism Spectrum Disorder (ASD) and Intellectual Disabilities (InD).

Accreditation:
The Master of Arts in ASD and InD meets the accreditation standards required by the College of Education, University of South Florida. The proposed curriculum in the program is aligned with the conceptual framework of the College of Education and will meet the specific standards of the National Council for the Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS).

Major Research Areas
The program benefits the university, local community and the state can be summarized in two ways. In a quantitative way, the program meets the need of preparing effective teachers to work with the growing number of students in general and special education who are identified as having ASD and/or InD labels. This is demonstrated through the critical shortage of data at a national and state level and also in the surveys of local school districts to USF. In a qualitative way, the program meets the need to prepare effective teachers to work with this group of students that represents a paradigmatic shift in where and how these students learn. Students with ASD and/or InD labels need meaningful access to general education curriculum and their typically developing peers and this program meets this need.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
- An earned baccalaureate degree in education or a related field that has a relationship with autism and/or intellectual disabilities from a regionally accredited college of university.
- Scholastic evidence to successfully perform in the academic program, as indicated by one of the following:
  - An earned graduate degree from a regionally accredited college or university,
  - An undergraduate GPA of 3.00 or higher in all work attempted while registered as an upper division student working for a baccalaureate degree, or
USF Graduate Catalog 2014-2015

Autism Spectrum Disorder and Intellectual Disabilities (M.A.)

- A preferred GRE Verbal score of 520 or higher and Quantitative score of 480 or higher, and an Analytical Writing score of 3.5 or higher, or
- Completion of 9 hours of specified graduate course work in special education with a GPA of 3.00 or higher, and the endorsement of a Special Education faculty member.

- A letter of application that addresses why the candidate desires to pursue a master’s degree in ASD and InD.
- At least two (2) letters of recommendation from persons who have seen the candidate teach and/or work with children and youth who have labels of ASD and/or InD.

Graduation Requirements: Portfolio System
The Master’s Portfolio System is a means through which each master’s level student demonstrates his/her competency in the “best practices” of special education. Commensurate with the belief that the merging of research and practice is desirable and beneficial; the Department of Teaching and Learning has identified eight areas in which students are required to demonstrate their competency:

- Professional and personal self-awareness
- Assessment of exception students
- Behavior management
- Classroom instruction
- Collaboration
- Knowledge of the professional literature
- Research in critical areas such as child development, learning and teaching
- Professional development

The department has also developed a list of suggested artifacts through which students can document their competency in each area.

Students should meet with their advisor to discuss and plan their individualized portfolio. A copy of the Master’s Portfolio System complete with policies and procedures, as well as suggested artifacts, is available with the Program Coordinator.

Each student will be required to present his/her individualized portfolio to the Portfolio Review Committee in the Department of Teaching and Learning upon completion of their program. This presentation will be the master’s comprehensive exam. A comprehensive exam is required of all master’s level students in the College of Education.

DEGREE PROGRAM REQUIREMENTS

Total Minimum Program Hours 36 hours

Required Courses:
Process Core Requirement
- EDF 6481 Foundations of Educational Research 3

Concentration Requirements
- EEX 6731 Consultation and Collaboration 3
- EEX 6234 Identification & Assessment 3
- EEX 6065 Collaborative Transitions 3
- EEX 5752 Working with Families 3
- EEX 6476 Curriculum & Instruction 3
- EEX 6939 Advanced Seminar 3
- EEX 6943 Practicum 3

Content Specialization* (18 hours minimum)
(*Note: A Practicum/Field Experience (1-2 hours) is to be included as part of the Content Specialization coursework.)
- EBD 6246 Educating Students with Autism 3
- EEX 6619 Positive Behavior Support 3
- EEX 6767 Assistive Technology 3
- EMR 6052 Adv. Theories & Practices InD 3

Total Credit Hours 36 hours
Plan III Co/Prerequisite Additional Requirements as negotiated with program coordinator:
- EEX 6025 Trends and Issues in Special Education 3
- EDF 64232 Foundations of Measurement 3
- EDF 6211 or EDF 6215 Psychological Foundations 3-4
- EDF 6606 or EDF 6517 or Social/Hist 4
Total minimum 36 hours

COURSES
See http://www.ugs.usf.edu/course-inventory/
CAREER AND TECHNICAL EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

<table>
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<th>Program Admission Deadlines:</th>
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<td></td>
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<td>Dept. Code: ACT ED</td>
<td>Program (Major/College):</td>
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</table>

PROGRAM INFORMATION

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. Must meet University requirements (see Graduate Admissions), College of Education minimum requirements, as well as requirements listed below.

Faculty in the CTE program use a process for consideration of admission that encompasses the following items:

- B.A.
- Relevant experience in the field of Career & Technical Education (or closely related field):
- Certification in a CTE program area or closely related area (a statement of current certification status in letter of application is sufficient documentation). Certification is not required for admission to Plan III;
- A grade point average in upper division undergraduate coursework from a regionally accredited university (or international equivalent) of 3.00 on a 4.00 scale;
- In exceptional cases, a student with an upper-level undergraduate GPA of 2.50-2.99 may be considered for admission (based on age of the degree, discipline, institution and other considerations). In each of those cases, the student must earn a 3.5 GPA in the first two courses in the program to be permitted to continue:
- A letter of application containing a statement of professional goals
- A current resume or vita.

Special Instructions for International Students:
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course-by-course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships; and
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).
DEGREE PROGRAM REQUIREMENTS

(Plan I, 30 hours minimum; Plan III, 30 hours minimum)

Core Requirements:

Plan I: Psychological or Social Foundations course – 3 hrs. min. from the college’s approved course listing or ADE 6385

Plan III: Psychological or Social Foundations courses – 6 hrs. min. from the college’s approved course listing or ADE 6385. (Selection may also include MHS 6340 Career Development)

Research – Improving CTE Programs, ECT 6767 or EDF 6481 Foundations of Educational Research – 3 hours

Concentration Requirements: 18 SH in Career & Technical Education (15 SH for those holding National Board Certification)

Proof of National Board Certification must be provided.

Students must select concentration coursework from the courses below.
ECT5386 Preparation & Development for Teaching 4
ECT6661 Trends and Issues in CTE, 3 SH Trends 3
EVT6665 School & Community Relations (formerly 6664) -
ECT6197 Enhancing CTE Curriculum 3
ECW6264 Administration of Vocational Programs -
ECW6696 Equity and Access in the New Economy 3
ECW6265 Supervision of Vocational Programs -
ECT6948 Practicum 3-6
ADE6360 Methods of Teaching Adult Education 3

Electives: Electives may be substituted for selected concentration courses with the advisor's approval.

Field Experience: 3 hours minimum
ECT6766 Emerging Workplace Competencies 3

Another course may be considered for substitution if the student has recent experience in their occupational field.

The substitution requires approvals at the program and the college levels.

Comprehensive Examination:
Students will maintain a comprehensive portfolio and submit it at the end their program.

Thesis: there is no thesis option in this program.

COURSES

See http://www.ugs.usf.edu/course-inventory/
COUNSELOR EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: January 7
  - Fall admission only

Minimum Total Hours: 52
Program Level: Masters
CIP Code: 13.1101
Dept. Code: EDF
Program (Major/College): AGC ED
Approved: 1965

Concentrations:
- Career Counseling (CRC)
- Clinical Mental Health Counseling (CMH)
- School Counseling (SCL)

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
This is a limited access program with internal deadlines. Please check with the program prior to applying. The Counselor Education program provides students with the general counseling skills needed to become professional counselors. Graduates are trained to assess problems, counsel clients, select appropriate intervention strategies and consult with other professionals and administrators. All students complete a common core of courses plus additional courses appropriate to their chosen program. Included are courses in communication skills, counseling theory, research, practicum, and internship. In addition to the Master’s degree, the Educational Specialist degree, and the Doctoral degree, the program offers Graduate Certificates in Career Counseling, Mental Health Counseling, Play Therapy, and School Counseling (post masters). The program offers three plans for a Master of Arts degree.

School Counseling (Plan II)
A concentration in School Counseling is available to currently enrolled students in the Master of Arts Counselor Education program. The School Counseling concentration is CACREP-accredited, and offers specialized coursework in school counseling. Graduate students pursuing a concentration in School Counseling must take the core course requirements of their graduate program.

Plan III--Community Counseling
Plan III programs are for students who prefer to work in community based counseling positions rather than in elementary or secondary schools. There are two Plan III program options: (a) Mental Health Counseling and (b) Career Counseling.

Clinical Mental Health Counseling
A concentration in Clinical Mental Health Counseling is available to currently enrolled students in the Master of Arts Counselor Education program. The Clinical Mental Health Counseling concentration is CACREP-accredited, and offers specialized coursework in mental health counseling. Graduate students pursuing a concentration in Clinical Mental Health Counseling must take the core course requirements of their graduate program.

A concentration in Career Counseling is available to currently enrolled students in the Master of Arts in Counselor Education Program. The Career Counseling concentration is CACREP-accredited, and it specializes in career counseling.
with a cognate in student affairs. Graduate students pursuing a concentration in Career Counseling must take the core course requirements of their graduate program.

**Accreditation:**
Accredited by the Commission on Colleges of the Southern Association of College and Schools, and Council for the Accreditation of Counseling and Other Educational Related Programs (CACREP).

**Major Research Areas:**
Multicultural counseling and development, career development, play therapy, cognitive-behavioral interventions, community mental health, and counselor education and supervision

### ADMISSIONS INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

**Program Admission Requirements**
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

Requirements also include:
- Graduate Record Examination (GRE) Score is required with a preferred score of at least the 50th percentile Verbal and the 50th percentile Quantitative (writing not required) or a Miller’s Analogy Test (MAT) score of at least 50
- GPA of at least 3.00 on a 4.00 scale for work done while an upper division student in a Baccalaureate degree. Students who have GRE subtest scores of less than the 50th percentile or MAT scores of less than 50 must have GPAs above 3.2 in order to be considered for admission.
- CLAST/GKT Required (School Track only)
- Proof of educational or professional experience
- Three Letters of recommendation
- Personal Statement
- Interview
- Resume

**International Students**
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:
- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. GRE scores, etc.)

### DEGREE PROGRAM REQUIREMENTS

Contact the program assistant for detailed information prior to applying.

**Total Minimum Program Hours:** 52 hours minimum

**Core Requirements**
7 hours minimum
- Process Core – 7 hours
  - EDF6354 Human Development and Personality Theories 4
  - EDF6481 Foundations of Educational Research 3
Other Core Courses:  
- MHS6006 Trends and Principles of the Counseling Profession 4
- MHS6420 Multicultural Counseling with Diverse Populations 3
- MHS6200 Assessment and Appraisal Procedures 4
- MHS6340 Career Development 4
- MHS6400 Counseling Theories and Practices 4
- MHS6311 Online Services in Counseling and Helping Professions 3
- MHS6509 Group Counseling Theories and Practices 4
- MHS6700 Legal and Ethical Issues in the Counseling Profession 3

29 hours minimum

**CONCENTRATION REQUIREMENTS**

**CAREER COUNSELING CONCENTRATION**  
- MHS6800 Practicum in Counseling Adolescents and Adults 4
- MHS6601 Consultation for the Counseling Profession 3
- MHS6341 Career Program Design and Evaluation 3
- MHS6887 Internship in Career and College Counseling 6

Comprehensive Examination  
Students must successfully pass a comprehensive examination prior to graduation.

**SCHOOL COUNSELING CONCENTRATION (PLAN II)**  
- EDF6217 Behavior Theory and Classroom Learning 4
- MHS6450 Counseling Substance Abuse in School and Community 4
- MHC6470 Human Sexuality Issues for Counselors 4
- MHS6800 Practicum in Counseling Adolescents and Adults 4
- OR
- SDS6801 Practicum in Counseling Children 4
- MHS6413 School Counseling Accountability 3
- MHS6601 Consultation for the Counseling Profession 3
- MHS6417 Human Sexuality Issues 4
- EDG6931 Reading and Research Methods 3
- EDF6217 Behavior Theory and Classroom Learning 3
- SDS6820 Internship in School Counseling 6
- RED6786 Research & Methods in Reading 3
- TSL6700 ESOL for School Counselors and Psychologists 3

Comprehensive Examination  
Students must successfully pass a comprehensive examination prior to graduation.

Students must also present official passing scores on the following examinations prior to graduation:  
- Florida Professional Education Exam  
- Florida Subject Area Examination in Guidance and Counseling

**CLINICAL MENTAL HEALTH COUNSELING CONCENTRATION**  
- MHS6800 Practicum in Counseling Adolescents and Adults 4
- MHS6620 Counseling in Community Setting 3
- MHS6070 Study of Mental Disorders for Counselors 3
- MHS6450 Counseling Substance Abuse in School and Community 3
- MHS6470 Human Sexuality Issues for Counselors 3
- MHS6885 Internship in Community Agency Counseling 9

Comprehensive Examination  
Students must successfully pass a comprehensive examination prior to graduation.
OTHER INFORMATION
Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida Department of Education program approval standards, and accreditation criteria. Graduate Certificates are also available in several areas.

COURSES
See http://www.ups.usf.edu/course-inventory/
CURRICULUM AND INSTRUCTION PROGRAM

Master of Education (M.Ed.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Refer to individual concentration areas for information on deadlines that may be earlier than the University deadlines of:
- Fall: February 15
- Spring: October 15
- Summer: February 15

International Admission Deadlines:
- Fall: January 2

Minimum Total Hours: 33
CIP Code: 13.0301
Dept. Code: CNI
Program (Major/College): CUR ED
Approved: 1974

Concentrations:
- Adult Education (CAE) *
- College Student Affairs (CSA) Deadline - Jan 15 fall admission
- Early Childhood Education (CNK)
- Educational Studies (CST)
- Elementary Education (CEE)
- Interdisciplinary Education (CIE) *
- Measurement & Evaluation (CME)
- Middle School Education (General) (CMG) *
- Middle School Education, Mathematics (CJM) *
- Middle School Education, Science (CJS) *
- Middle School Education, English (CJE) *
- Middle School Education, Social Studies (CJH) *
- Reading Education (CRD) *
- Science Education (CSC)
- Secondary Education (CES)
- Secondary Education: Biology (CBI)
- Secondary Education: Chemistry (CCH)
- Secondary Education: English (CEN)
- Secondary Education: Foreign Language (CFE)
- Secondary Education: Instructional Technology (CCO)
- Secondary Education: Mathematics (CMA)
- Secondary Education: Physics (CPY)
- Secondary Education: Social Science (CSO)
- Secondary Education: TESOL (CTL)
- Special Education, Behavior Disorders (CBD) *
- Special Education, Gifted (CGI) *
- Special Education, Mental Retardation (CMR) *
- Special Education, Motor Disabilities (CMD) *
- Special Education, Specific Learning Disabilities (CLD) *

*Not open for admissions

CONTACT INFORMATION

College: Education
Departments:
- Leadership, Counseling,
- Adult, Career, and Higher
- Education
- Teaching and Learning
- Educational and Psychological Studies

Contact Information: www.grad.usf.edu

http://www.coedu.usf.edu/
PROGRAM INFORMATION

The Curriculum and Instruction degree is only offered in conjunction with a concentration area. Please see the area of concentration (listed alphabetically in the catalog) to determine whether or not the Curriculum and Instruction degree is available in your area of interest.

Program Description
This degree is designed for the professional educator who wishes to pursue advanced study. The primary objective is to prepare instructional leaders through courses in curriculum, methods, supervision, learning principles, human interaction, and areas of specialization. The foundation areas (professional studies) receive greater emphasis in the M.Ed. programs than the M.A. programs. Coursework in the concentration may include courses in colleges other than the College of Education. The Curriculum and Instruction program is offered with concentration areas. General program requirements are listed below. For specific specialization requirements, contact the appropriate department.

Accreditation
Programs in the College are accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Refer to each area of concentration for additional admission requirements or contact the program for assistance.

For International applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL test score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based). See http://web.usf.edu/iac/admissions/language.html for further clarification and possible exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://admissions.grad.usf.edu/international.html

DEGREE PROGRAM REQUIREMENTS

College of Education Program Requirements for the Master of Education degree (M.Ed.).

The M.Ed. degree in Curriculum and Instruction normally requires a minimum of 33 semester hours with 60 percent or more of the courses at the 6000 level. Courses at the 7000 level are advanced graduate level courses and thus are not approved to be part of the master’s degree program.

Program of Study Degree Requirements

Program of Study

33 hours minimum

CORE PROGRAM REQUIREMENTS

Program of Study

9 hours minimum

EDF 6432 Foundations of Measurement
3

OR

EDF 6481 Foundations of Educational Research
3

And

EDG 6627 Foundations of Curriculum & Instruction
3

Psychological/Social Foundations (Choose from list below)
3

EDF 6211 Psychological Foundations of Educations
3

EDF 6215 Learning Principles Applied to Instruction
3

EDF 6217 Behavior Theory and Classroom Learning
3

EDF 6534 Human Development and Personality Theory
3
EDF 6165 Group Processes 3
(Available only to students in College Student Affairs)
EDF 6517 Historical Foundations of American Education 3
EDF 6606 Socio Economic Foundations of American Education 3

Concentration Requirements
Refer to specific concentration for requirements

Comprehensive Exam
Comprehensive exam required. Refer to specific concentration for requirements

Electives
5000 or 6000 level coursework subject to area advisor approval. These courses are intended to complement the specialization. (Note: Secondary Education: Social Science (CSO) requires 15 hours of electives minimum)

Notes:
• More credit hours may be required for a concentration in the Foundations & Curriculum Core, which may be substituted for electives or concentration hours
• Foundations and Curriculum core for the College Student Affairs concentration is 6 hours minimum (EDF 6481 and EDF 6165), additional hours in the concentration required.

CONCENTRATION REQUIREMENTS
In addition to completing the required Program Requirements, students select one of the following concentrations. Minimum hours noted are for the concentration requirements only and do not reflect the total program hours that result.

ADULT EDUCATION (CAE) Not open for admissions.
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

This concentration is designed for the professional educator who wishes to pursue advanced study. The primary objective is to prepare instructional leaders through courses in curriculum, methods, supervision, learning principles, human interaction, and areas of specialization. The foundation areas (professional studies) receive greater emphasis in the M.Ed. programs than the M.A. programs. Coursework in the concentration may include courses in colleges other than the College of Education. The Curriculum and Instruction program is offered with concentration areas. General program requirements are listed below. For specific specialization requirements, contact the appropriate department.

Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

COLLEGE STUDENT AFFAIRS (CSA)
Offered from the Leadership, Counseling, Adult, Career, and Higher Education

The CSA Concentration at the University of South Florida emphasizes three major components: Foundational Studies, Professional Studies, and Supervised Practice, as recommended by the Council for the Advancement of Standards in Higher Education. The curriculum includes theories of human growth and development, environmental influences, and social science based interventions as applied to student affairs practice. The instructional method of relating theory-to-practice is accomplished by involving students in rigorous classroom activity along with internships in specialized areas of student affairs work.
Deadline for Admissions: Fall Admission only
Domestic: January 15
International: January 2

Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements
- SDS6042 Introduction to Student Affairs 3
- SDS6624 Ecology of Campus Life 3
- SDS6645 Student Development Theory 3
- SDS6701 Issues in Diversity 3
- SDS6703 The Law & Student Affairs 3
- EDF6935 Wellness Seminar 3

EARLY CHILDHOOD EDUCATION (CNK)
Offered from the Department of Teaching and Learning
The M.Ed. Degree in Curriculum and Instruction with a concentration in Early Childhood Education is designed for those students who hold a degree in early childhood education or a related field and wish to improve their skills in teaching young children, and prepare to take leadership roles in the field of early childhood education. When previous academic preparation is not in the field of early childhood education, prospective students will be expected to complete undergraduate courses as determined through conference with a faculty advisor upon admission to the program. This program is not a teacher certification preparation program.

Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements
- EEC 6415 EC: Diversity in Home and School 3
- EEC 6626 EC Play and Learning 3
- EEC 6678 Research Seminar: Issues, Trends and Advocacy in EC 3

Select a focus in Reading, Teachers Leadership, Positive Behavior Support, or Interdisciplinary Studies and choose four electives:

Reading Focus 12
- RED 4749 History and Foundations of Reading: Prevention and Intervention of Reading Difficulties 3
- RED 6544 Cognition, Comprehension, and Content Area Reading 3
- RED 6545 Vocabulary and Word Study 3
- RED 6540 Assessment in Literacy 3
- RED 6846 Practicum in Reading 3

Teacher Leadership Focus 12
- EDE 6076 Teacher Leadership for Student Learning 3
- EDE 6486 Teacher Research for Student Learning 3
- EDE 6556 Coaching for Student Learning 3
- EDE 6366 Professional Development for Student Learning 3

Positive Behavior Support Focus 12
- MHS 6410 Intensive Individualized Positive Behavior Support 3
- MHS 6900 Consultation and Collaboration 3
- MHS 6608 School-Wide Positive Behavior Support 3
- MHS 6605 Addressing Behavior Challenges in Young Children 3

Interdisciplinary Focus 12
- EDF 6407 Statistical Analysis for Educational Research I 4
- EEC 6055 Advocacy and Leadership in ECE 3
- EEC 6205 EC: Curriculum and Authentic Assessment 3
- EEC 6525 EC Program Development and Administration 3
- EEC 6265 EC Programs and Adv Curriculum 3
Other electives taken in COED at the 6000 level 3

Comprehensive Exam Requirements
Students must apply to take their comprehensive exam. Students must be enrolled at least two credit hours during the semester of their comprehensive exam.

EDUCATIONAL STUDIES (CST)
Offered from the Leadership, Counseling, Adult, Career, and Higher Education
The interdisciplinary study of education using social science and humanities perspectives.

[HC2]Fall Admission only - No Spring or Summer Admissions

Total Program requirements with this concentration: 33 hours minimum

Concentration Admission Requirements:
• Undergraduate GPA of at least 3.00
• A record of consistent success in humanities and social science courses taken as an undergraduate or (if the applicant has prior graduate-school experience) at the graduate level.
• GRE required with preferred scores of at least V-60%, Q – 50%, and AW – 50%. Only current scores (within the past 5 years).
• Names of and contact information for two full-time faculty at a regionally-accredited college or university familiar with the applicant’s undergraduate or graduate work and who are willing to serve as references, and the completion by the references of a standardized online reference form.
• A 300-word statement describing the applicant’s intellectual interests in the program

In addition to the Program Core Requirements:

Concentration Requirements – 18 hours minimum
EDF 6407 Statistical Analysis of Education I 4
EDF 6517 Historical Foundations of American Education 4
EDF 6883 Issues in Multicultural Education 4

In addition, a minimum of six hours from the following courses:
EDF 5607 Trends in Education Politics 3
EDF 6531 History of Childhood, Disability, and Deviance 3
EDF 6606 Socio-Economic Foundations of American Education 4
EDF 6705 Gender and the Educational Process 3
EDF 6736 Education, Communication, and Change 3
EDF 6765 Schools and the Future 4

Electives
Six hours of electives, minimum, either from the list below or upon advisor’s approval:
EDF 5607 Trends in Education Politics. 3
EDF 6531 History of Childhood 3
EDF 6606 Socio-Economic Foundations of American Education 4
EDF 6705 Gender and the Educational Process 3
EDF 6736 Education, Communication, and Change 3
EDF 6765 Schools and the Future 4
EDF 6906 Independent Study: Educational Foundations 1-6
EDF 6938 Selected Topics

Comprehensive Exam
The Comprehensive exam will be a portfolio of work from courses taken for the degree, including a capstone paper written over a 4-week period in response to a specific prompt
Other information – All course grades must be a “B” or above. Concentration course credits must be earned at USF Tampa.

**ELEMENTARY EDUCATION (CEE)** Not open for admissions.  
Offered from the Department of Teaching and Learning  
Total Program requirements with this concentration: 33 hours minimum  
Concentration Requirements 18 hours minimum

**INTERDISCIPLINARY EDUCATION (CIE)** Not open for admissions.  
Total Program requirements with this concentration: 33 hours minimum  
Concentration Requirements 18 hours minimum

**MEASUREMENT AND EVALUATION (CME)**  
Offered from the Department of Educational and Psychological Studies  
This degree program is designed to prepare mid-level testing and evaluation personnel for employment in school districts, government agencies, commercial test development companies, and program research and evaluation enterprises. The program prepares personnel with specialized skills in test construction, data analysis, program evaluation, and research design.  
Total Program requirements with this concentration: 37 hours minimum  
Program Core – see Program Degree Requirements above 9 hours minimum  
Students are required to take both EDF 6481 and EDF 6432 from the Program Core  
Concentration Requirements 22 hours minimum  
*Note: Both EDF 6432 and EDF 6481 from the Program Core must be taken, one of which fulfills a Core requirement and the other fulfills a Concentration requirement.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6461 Foundations of Applied Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6407 Statistical Analysis for Educational Research I</td>
<td>4</td>
</tr>
<tr>
<td>EDF 7408 Statistical Analysis for Educational Research II</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6491 Practicum in Measurement, Evaluation and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 7488 Problems in Educational Data Analysis</td>
<td>2</td>
</tr>
<tr>
<td>EDG 6931 Special Topics: Introduction to Qualitative Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective in Instructional Technology selected from the following:  
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EME 6613 Development of Technology-Based Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6284 Problems in Instructional Design for Computers</td>
<td>3</td>
</tr>
<tr>
<td>EME 6930 PLE: Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>EME 6207 Web Page Design</td>
<td>3</td>
</tr>
</tbody>
</table>

OR a course recommended by the academic advisor  
Electives – see Program Degree Requirements above 6 minimum  

**Comprehensive Exam:** Students must perform satisfactorily on a written comprehensive examination taken on completion of coursework or during the last semester of enrollment in the program. Students must be enrolled for a minimum of two graduate hours during the semester in which this examination is taken.

**MIDDLE SCHOOL EDUCATION (GENERAL) (CMG)** Not open for admissions  
Total Program requirements with this concentration: 33 hours minimum  
Concentration Requirements 18 hours minimum

**MIDDLE SCHOOL EDUCATION, ENGLISH (CJE)** Not open for admissions  
Total Program requirements with this concentration: 33 hours minimum  
Concentration Requirements 18 hours minimum
**MIDDLE SCHOOL EDUCATION, MATHEMATICS (CJM)** Not open for admissions

Offered from the Department of Teaching and Learning

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Hours</th>
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<tbody>
<tr>
<td>Total Program requirements with this concentration</td>
<td>33</td>
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<tr>
<td>Concentration Requirements</td>
<td>18</td>
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</tbody>
</table>

**MIDDLE SCHOOL EDUCATION, SCIENCE (CJS)** Not open for admissions

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Hours</th>
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<tbody>
<tr>
<td>Total Program requirements with this concentration</td>
<td>33</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>18</td>
</tr>
</tbody>
</table>

**MIDDLE SCHOOL EDUCATION, SOCIAL STUDIES (CJH)** Not open for admissions

Offered from the Department of Teaching and Learning

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Total Program requirements with this concentration</td>
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</tr>
<tr>
<td>Concentration Requirements</td>
<td>18</td>
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</table>

**READING EDUCATION (CRD)** Not open for admissions

Offered from the Department of Teaching and Learning

This concentration is replaced by the M.A. in Curriculum & Instruction with a Concentration in Reading Education

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Hours</th>
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<tr>
<td>Concentration Requirements</td>
<td>18</td>
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</tbody>
</table>

**SCIENCE EDUCATION (CRC)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Hours</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Concentration Requirements</td>
<td>18</td>
</tr>
</tbody>
</table>

**SECONDARY EDUCATION (CES)** Not open for admissions

Offered from the Department of Teaching and Learning

This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and Schools and NCATE.

<table>
<thead>
<tr>
<th>Requirement</th>
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<td>33</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td>18</td>
</tr>
</tbody>
</table>

18 hours in the area of emphasis, to include courses in the content and/or teaching of this content

**SECONDARY EDUCATION: BIOLOGY (CBI)**

Offered from the Department of Teaching and Learning

This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and Schools and NCATE.
### SECONDARY EDUCATION: CHEMISTRY (CCH)

**Offered from the Department of Teaching and Learning**

This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and School and NCATE.

<table>
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<tr>
<th>Total Program requirements with this concentration:</th>
<th>33 hours minimum</th>
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<tbody>
<tr>
<td>Concentration Requirements</td>
<td>18 hours minimum</td>
</tr>
<tr>
<td>18 hours in the area of emphasis, to include courses in content and/or the teaching of this content one of which must be:</td>
<td></td>
</tr>
<tr>
<td>SCE 6634 Current Trends in Secondary Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### SECONDARY EDUCATION: ENGLISH (CEN)

**Offered from the Department of Teaching and Learning**

This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and Schools and NCATE.

<table>
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<tr>
<th>Total Program requirements with this concentration:</th>
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<tbody>
<tr>
<td>Concentration Requirements</td>
<td>18 hours minimum</td>
</tr>
<tr>
<td>18 hours in the area of emphasis, to include courses in content and/or the teaching of this content one of which must be:</td>
<td></td>
</tr>
<tr>
<td>LAE 6637 Current Trends in Secondary English Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

### SECONDARY EDUCATION: FOREIGN LANGUAGE (CFE)

**Offered from the Department of Teaching and Learning**

This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and Schools and NCATE.

<table>
<thead>
<tr>
<th>Total Program requirements with this concentration:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Concentration Requirements</td>
<td>18 hours minimum</td>
</tr>
</tbody>
</table>
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content one of which must be:

FLE 6665  Current Trends in Foreign Language Ed  3

SECONDARY EDUCATION: INSTRUCTIONAL TECHNOLOGY (CCO)
Offered from the Department of Teaching and Learning

The Concentration in Secondary Education in Instructional Technology is intended for students interested in working as instructional designers/developers in industry or academic environments. Accredited by the Commission on Colleges of the Southern Association of College and Schools and the National Association for the Accreditation of Teacher Education.

Total Program requirements with this concentration:  33 hours minimum

Concentration Requirements  18 hours minimum
18 hours in the area of emphasis, to include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EME 6055</td>
<td>Current Trends in Instructional Technology</td>
<td>3</td>
</tr>
<tr>
<td>EME 6208</td>
<td>Interactive Media</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6284</td>
<td>Problems in Instructional Design for Computers</td>
<td>3</td>
</tr>
<tr>
<td>EME 6930</td>
<td>Web Programming or Flash</td>
<td>3</td>
</tr>
<tr>
<td>EME 6458</td>
<td>Distance Learning</td>
<td>3</td>
</tr>
<tr>
<td>EME 6631</td>
<td>Development of Technology-Based Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives  6 hours minimum
Selected with advisor from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EME 5403</td>
<td>Computers in Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 6053</td>
<td>Internet in Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 6207</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>EME 6215</td>
<td>Instructional Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CGS 6210</td>
<td>Computer Hardware Systems for Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 6209</td>
<td>Digital Video</td>
<td>3</td>
</tr>
<tr>
<td>EME 6631</td>
<td>Technology Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

SECONDARY EDUCATION: MATHEMATICS (CMA)
Offered from the Department of Teaching and Learning

The Concentration in Secondary Education in Mathematics Education is a flexible program intended to improve the skills of the classroom teacher. The program will be planned with the student’s advisor. At least 60 percent of the program hours must be at the 6000 level. Accredited by the Commission on Colleges of the Southern Association of College and Schools and NCATE.

Total Program requirements with this concentration:  33 hours minimum

Concentration Requirements  18 hours minimum
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content one of which must be:

MAE 6136  Current Trends in Secondary Mathematics Education  3

SECONDARY EDUCATION: PHYSICS (CPY)
Offered from the Department of Teaching and Learning

The Concentration in Secondary Education in Physics is a flexible program intended to improve the skills of the classroom teacher. The program will be planned with the student’s advisor. At least 60 percent of the program hours must be at the 6000 level. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration:  33 hours minimum
Concentration Requirements 18 hours minimum
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content one of which must be:
- SCE 6634 Current Trends in Secondary Science Education 3

SECONDARY EDUCATION: SOCIAL SCIENCE (CSO)
Offered from the Department of Teaching and Learning
This Concentration does not include teaching certification. Individuals interested in certification should consult the Master of Arts in Teaching in Social Science Education. This concentration is designed for educators who have at least two years of relevant experience in the field, typically, teachers certified in socialscience education with a baccalaureate degree from a College of Education. The aim is to provide advanced preparation in the theories and practices of social studies educators. Accredited by the Commission on Colleges of the Southern Association of College and Schools, and NCATE.

Total Program requirements with this concentration: 36 hours minimum
Concentration Requirements 21 hours minimum
- SSE 5946 Practicum Social Science Education 3
- SSE 6932 Selected Topics 3
- SSE 6932 Selected Topics 3
- SSE 6636 Trends in Social Science Education 3

Electives: 15
Taken in COEDU and/or CAS at the 5000 or 6000 level

Comprehensive Exam
The Comprehensive exam is taken while enrolled in SSE 6636 Trends and Issues. Consult the Program website, http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_HomePage.html, or the program’s coordinator for specific requirements.

SECONDARY EDUCATION: TESOL (CTL)
Offered from the Department of Teaching and Learning
This concentration is designed for professionals who have at least two years of relevant experience in the field, typically, teachers certified in social science education with a baccalaureate degree from a College of Education. Within the M.Ed. framework, the degree is an individually planned program based on the student’s background and professional goals. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Concentration Admission Requirements
Requirements for all applicants include:
- Minimum GPA of 3.0 upper division undergraduate coursework
- Proof of 2 years of relevant educational or professional experience as judged by program faculty
- Proof of teaching certification

Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content

Comprehensive Exam
A comprehensive exam must be taken in the College of Education at the completion of all coursework.
SPECIAL EDUCATION, BEHAVIOR DISORDERS (CBD) Not open for admissions.
Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

SPECIAL EDUCATION, GIFTED (CGI) Not open for admissions.
Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

SPECIAL EDUCATION, MENTAL RETARDATION (CMR) Not open for admissions.
Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

SPECIAL EDUCATION, MOTOR DISABILITIES (CMD) Not open for admissions.
Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

SPECIAL EDUCATION, SPECIFIC LEARNING DISABILITIES (CLD) Not open for admissions.
Total Program requirements with this concentration: 33 hours minimum
Concentration Requirements 18 hours minimum

COURSES
See http://www.ugs.usf.edu/course-inventory/
CURRICULUM AND INSTRUCTION PROGRAM

Education Specialist (Ed.S.) Degree

DEGREE INFORMATION
Program Admission Deadlines:
Refer to individual concentration areas for information on deadlines that may be earlier than the University deadlines of:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 36
Program Level: Specialist
CIP Code: 13.0301
Dept. Code: CNI

Program (Major/College): CUR ED
Approved: 1971

Concentrations:
- Adult Education (SAE)
- Counselor Education (SGC)
- Early Childhood Education (SNK)*
- Elementary Education (SEE)
- Higher Education, Administration (SHA)*
- Higher Education, Community College Teaching (SCT)*
- Instructional Technology (SIT)
- Interdisciplinary Education (SIE)
- Mathematics Education (SMA)
- Measurement and Evaluation (SME)
- Reading-Language Arts Education (SRD)
- School Psychology (SSP)
- Science Education (SSC)*
- Special Education (SSE)*
- Vocational Education (SVO)

*Not open for admissions

CONTACT INFORMATION
College: Education
Departments:
- Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
- Educational and Psychological Studies
- Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

The Curriculum and Instruction degree is only offered in conjunction with a concentration area. Please see the area of concentration (listed alphabetically in the catalog) to determine whether or not the Curriculum and Instruction degree is available in your area of interest.

Program Description
The Ed.S. degree consists of a minimum of 36 hours beyond the master's degree and is flexible in its requirements. The degree is designed to provide professional educators with an opportunity to develop competencies in areas of special needs and interests. Consequently, the degree program has few required courses, and each student's program is individually planned in consultation with a faculty program committee. Courses at the 5000 level are inappropriate; and a minimum of 15 hours should be taken at the 7000 level.

http://www.coedu.usf.edu/
Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Refer to each area of concentration for program admission requirements or contact the program for assistance.

For International applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL test score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based). See http://web.usf.edu/iac/admissions/language.html for further clarification and possible exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://admissions.grad.usf.edu/international.html.

DEGREE PROGRAM REQUIREMENTS

Minimums 36 hours minimum

CORE REQUIREMENTS

Concentration Requirements 27 hours minimum
See concentrations below

Comprehensive Exam (Oral and/or written)

Thesis/Project 9 hours minimum
EDG 6971 – Thesis
EDG 6975 – Project: Master’s Specialist

The student is required to plan and successfully complete an individual thesis or project. The purpose is to provide an opportunity for the student to apply knowledge gained in the program to the resolution of significant needs arising from professional practice. A minimum of nine (9) semester hours of thesis enrollment is required in the Ed.S. degree program. Students are required to enroll for a minimum of 2 semester hours in the thesis or project course each semester while working on the Ed.S. thesis or project and for 2 semester hours in the semester in which the student plans to graduate. Students who have not completed the project after enrolling in the required 9 hours must continue to enroll in a minimum of two (2) credit hours of Thesis or Project each semester, including the semester in which the thesis or project is submitted to the College Associate Dean for Academic Affairs or the Office of Graduate Studies (School Psychology students). Students must have an oral defense of the project/thesis with their project/thesis supervisory committee. Individual areas of specialization may have additional requirements. For information contact the department/program offering the concentration.

Oral defense of the thesis/project

CONCENTRATION REQUIREMENTS 27 hours minimum

ADULT EDUCATION (SAE) – 36 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
This Ed.S. program prepares practitioners and teachers for the broad field of Adult Education. This includes public and proprietary schools, and non-school based settings such as business and industry, the professional associations, community agencies, and governmental units.
Concentration Requirements

APE7388 Adult Development and Learning 3
APE7947 Advanced Internship 2-4
APE7910 Directed Research 1-4

ADE7076 Continuing Education in the Community College and Higher Education 3
ADE7281 Organization and Management of Adult and Continuing Education and HRD 3
ADE7169 Instructional Development using Adult Education Principles and Practices 4
(If not used for the Curriculum Course Requirement)
ADE7261 Leadership in Adult and Continuing Education and HRD 3
ADE7676 HRD Policy Seminar 3
ADE7911 Issues and Trends: Critical Race Theory 3
ADE6931 Adult Learning and Cognitive Styles 3
ADE6911 Learning and Change 3
ADE6906 Independent Study 1-19 (Varies)
ADE6911 Participatory Action Research for Educators 3
ADE6911 International Adult Education 3
ADE6198 Effective Continuing Education for Professional Groups 3

Elective Courses

Elective courses (9) are chosen based upon the student’s individual needs and are approved by the program advisor.

COUNSELOR EDUCATION (SGC) – 39 HOURS

Offered from the Leadership, Counseling, Adult, Career, and Higher Education

Description:
The Ed.S. Degree in Curriculum and Instruction with concentration in Guidance and Counseling is designed to provide professional counselors with an opportunity to develop competencies in areas of special needs and interests. Consequently, each student’s program is individually planned in consultation with a faculty advisor.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Concentration Requirements

MHS 7401 Adv. Counseling Theories 4
MHS 7610 Consultation and Supervision Theory 4
MHS 7930 Advanced Seminar in Counseling 4
EDG 7931 Adv. Practicum in Counseling 4
SDS 7830 Adv. Internship in Counseling 3 minimum
EDG 7931 Cognitive Behavioral Res. Seminar 3
EDF 6407 Statistical Analysis I 4
EDF 7408 Statistical Analysis II 4

EARLY CHILDHOOD EDUCATION (SNK) – Not open for admissions

Offered from the Department of Childhood Education and Literacy Studies

Concentration Requirements

ELEMENTARY EDUCATION (SEE) – 36 HOURS

Offered from the Department of Childhood Education and Literacy Studies
Prepares in-school leaders with expertise in instruction and program development in a variety of educational settings. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.
Concentration Requirements –27 hours minimum

HIGH EDUCATION, ADMINISTRATION (SHA) – Not open for admissions
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

HIGH EDUCATION, COMMUNITY COLLEGE TEACHING (SCT) – 36 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

INSTRUCTIONAL TECHNOLOGY (SIT) – 36 HOURS
Offered from the Department of Teaching and Learning
This concentration is designed to prepare students for leadership in technology related positions. Courses include an array of topics including instructional design, distance learning, authoring, instructional graphics, and project management.

Concentration Requirements –27 hours minimum
EDF 6284 - Problems in Instructional Design for Computers 3
EME 7631 - Research in Technology Project Management 3
EME 6613 - Development of Technology-Based Instruction 3
EME 7938 - Computer-Augmented Instructional Paradigms in Education 3
EME 7910 - Independent Study 3
EME 7458 - Research in Distance Education 3

Electives: (9 appropriate hours)
From among
CGS 6210 - Computer Hardware 3
EME 6930 - PLE: Flash 3
EME 6930 - PLE: Web Programming 1 3
EME 6930 - PLE: Web Programming 2 3
EME 6208 - ACET: Interactive Media 3
EME 6207 - ACET: Web Design 3
EME 6215 - ACET: Instructional Graphics 3
EME 6209 - Digital Video 3
EME 6055 Current Trends in Instructional Technology 3
Other appropriate course(s) as approved by the student’s program committee

INTERDISCIPLINARY EDUCATION (SIE) – 36 HOURS
Offered from the College of Education
The purpose of the Interdisciplinary track in the Ph.D. degree is to provide a framework to support innovative, boundary-crossing inquiry among students and faculty across campus. Designed to foster research that approaches problems in education from interdisciplinary perspectives, the program allows students who have academic backgrounds and interests that span multiple disciplines to construct an individualized program of study grounded in at least two fields, one of which may be outside the College of Education. Students who have the ability and desire to integrate study and research among at least two disciplines/fields to address questions in education broadly defined are encouraged to apply to the Interdisciplinary track. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Concentration Requirements –18 hours minimum
At least 15 semester hours must be at the 7000 level, or 6000 level courses requiring advanced graduate standing. 5000 level courses are not acceptable. Note: Due to the variability of program goals in the Interdisciplinary Education Program, students should select their coursework in consultation with the major professor.
MATHEMATICS EDUCATION (SMA) – 36 HOURS
Offered from the Department of Teaching and Learning
The Ed.S. Degree in Curriculum and Instruction with concentration in Mathematics Education prepares specialists for classroom instruction or leadership/supervisory roles. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Concentration Requirements  18 hours minimum

MEASUREMENT AND EVALUATION (SME) – 36 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
This Ed.S. program prepares practitioners and teachers for the broad field of Adult Education. This includes public and proprietary schools, and non-school based settings such as business and industry, the professional associations, community agencies, and governmental units.

Concentration Requirements  27 hours minimum
The Concentration is individually planned with an advisor to include coursework in systematic planning, test development, program evaluation, research design, and statistical analysis

READING-LANGUAGE ARTS EDUCATION (SRD) – 36 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
This concentration prepares leaders in the field of literacy. The program is designed to promote expertise in literacy research, theory, and practice. An Ed.S. degree in Reading/Language Arts emphasizes a critical analysis of reading policy and the need for applied, community-based research. The Ed.S. program extends students’ research and analysis skills so they may conduct program evaluations to guide classroom practice and school-based reform.

Concentration Requirements  27 hours minimum

SCHOOL PSYCHOLOGY (SSP) – 82 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
This Ed.S. program concentration prepares practitioners and teachers for the broad field of Adult Education. This includes public and proprietary schools, and non-school based settings such as business and industry, the professional associations, community agencies, and governmental units. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Concentration Requirements  18 hours minimum
School Psychology is offered as a concentration under the Ed.S. Curriculum and Instruction degree program. The Educational Specialist (Ed.S.) degree consists of approximately 82 graduate semester hours beyond the bachelor’s degree, and includes two years of practica experiences and a full year, 1,500 clock hour internship, and a thesis or research project. Completion of the Ed.S. degree requires three 3 years of full-time study, including summer semesters beyond the bachelors degree. A Master of Arts (M.A.) degree is earned by most students during the first year of their Ed.S. program. However, the M.A. is not considered a terminal degree and is not sufficient for state certification in school psychology.

<table>
<thead>
<tr>
<th>Course</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>SPS 6700 Psychoed Interventions I</td>
<td>4</td>
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<tr>
<td>SPS 6701 Psychoed Interventions I</td>
<td>4</td>
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<tr>
<td>SPS 6702 Psychoed Interventions III</td>
<td>4</td>
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<tr>
<td>SPS 6940 Psychoed Interv Pract I</td>
<td>2</td>
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<tr>
<td>SPS 6941 Psychoed Interv Pract II</td>
<td>2</td>
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<tr>
<td>SPS 6196 Personality Assessment</td>
<td>4</td>
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<tr>
<td>EDF 6213 Biological Bases</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6938 Social Psych Applied to Education</td>
<td>3</td>
</tr>
<tr>
<td>SPS 6101 Behavior Disorders in Child</td>
<td>3</td>
</tr>
</tbody>
</table>
EDF 6883 Multicultural Education  4
TSL 6700 ESOL for School Psychologists and Guidance Counselors  3
SPS 6947 Internship  12

Note: Students may be required to take additional hours depending on the course of study and or academic deficiencies.

SCIENCE EDUCATION (SSC) – Not open for admissions
Offered from the Department of Teaching and Learning

SPECIAL EDUCATION (SSE) – Not open for admissions
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

VOCATIONAL EDUCATION (SVO) – 36 HOURS
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

Students are considered for this degree on a case by case basis. Please contact the Program Coordinator prior to applying.

COURSES
See http://www.ugs.usf.edu/course-inventory/
CURRICULUM AND INSTRUCTION PROGRAM

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Refer to individual concentration areas for information on deadlines that may differ from the Program deadlines of:

- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 59* post-masters

*minimum hours vary with each concentration

Program Level: Doctoral
CIP Code: 13.0301
Dept. Code: CNI
Program (Major/College): CUR ED
Approved: 1970

Concentrations:
- Adult Education (DAE)
- Career and Workforce Education (DVO)**
- Counselor Education (DGC)
- Early Childhood Education (DNK)
- Educational Psychology (EPC)
- Elementary Education (DEE)
- English Education (DCE)
- Higher Education, Administration (DHA)
- Higher Education, Community College Teaching (DCC)*
- Instructional Technology (DIT)
- Interdisciplinary Education (DIE)
- Literacy Studies (DRD)***
- Mathematics Education (DMA)
- Measurement & Evaluation (DME)
- Science Education (DSC)
- Secondary Education (DSD) *
- Social Science (DSO)
- Special Education (DSE)
- Student Affairs Administration (DSA) *
- Teaching and Learning in the Content Area: General Education (DTL) *

*Not open for admissions
**Fall admission only on a two-year cycle
***Fall admission only

CONTACT INFORMATION

College: Education
Departments:
Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
Teaching and Learning
Educational and Psychological Studies

Contact Information: www.grad.usf.edu
PROGRAM INFORMATION

The Curriculum and Instruction degree is only offered in conjunction with a concentration area. Please see the area of concentration (listed alphabetically) to determine whether or not the Curriculum and Instruction degree is available in your area of interest.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Major Research Area
Information available by accessing the concentration areas, listed alphabetically in the catalog.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Refer to each area of concentration for program admission requirements or contact the program for assistance.

PROGRAM DEGREE REQUIREMENTS

General Program Requirements for the Curriculum and Instruction degree (minimum requirements):

Program of Study:

Common Core
EEX 7743 Philosophies of Inquiry 3

Research Methods & Tools (refer to the concentration for specific requirements)

Concentration
Subspecialty within Concentration (Optional requirements in some Concentrations)
Cognate (Optional requirement in some Concentrations)
Interdisciplinary Focus (Optional requirement in some Concentrations)

Note: Effective Fall 2011, all concentrations must take EEX 7743 and may be used as a substitute for one of the courses in Psychological & Social Foundations for those concentrations requiring foundations courses.

Dissertation
Refer to the concentration area for specific dissertation requirements.

Residency
Consistent with the Office of Graduate Studies there is no residency requirement.

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. (See current College of Education Graduate Handbook, www.coedu.usf.edu, click on information; also consult Faculty Program contact).

Individual areas of concentration may have variations in the requirements. For information contact the department/program offering the specialization of interest. Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.
CONCENTRATIONS
Students select one of the following concentrations. Concentration requirements are listed on the subsequent pages, in alphabetical order

ADULT EDUCATION (DAE)
Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
Prepares leaders, researchers, university faculty, and related personnel to serve in the broad field of adult education. Programs in the College are accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration: 64 hours minimum

Program Core Requirement:
EEX 7743 Philosophies of Inquiry 3
Note: students who enter without a master’s in adult education must take ADE 6080.

Research Methods and Tools 15 hours minimum
EDF6407 Statistical Analysis for Educational Research I 4
EDF7408 Statistical Analysis for Educational Research 4
EDF7410 Design of Systematic Studies in Education 4
PHC 6706 Focus Group Research Strategies 3
EDF 7477 Qualitative Research in Education 4
EDF 7478 Qualitative Research II 4
Or other approved course by major professor and/or program committee

Concentration Requirements 18 hours minimum

Required Adult Education Concentration Courses: 10 hours minimum
ADE 7388 Adult Development and Learning 3
ADE 7930 Beginning Doctoral Seminar 4
ADE 7937 Final Doctoral Seminar 3

Electives within specialization 15 hours minimum
Students may select from the following course options but are not limited to these. Selection of course options should be made in consultation with doctoral committee:
ADE 7947 Advanced Internship 2-4
ADE 7910 Directed Research 1-4
ADE 7076 Continuing Education in the Community College and Higher Ed 3
ADE 7269 Organization and Administration of Adult and Continuing Ed HRD 3
ADE 7169 Instructional Development using Adult Ed Principles and Practices 3
ADE 7268 Leadership in Adult Continuing Education and HRD 3
ADE 7676 HRD Policy Seminar 3
ADE 7767 Emerging Trends in Adult Ed: Critical Race Theory 3
ADE 6389 Adult Learning and Cognitive Styles 3
ADE 7931 Learning and Change 3
ADE 6070 International Adult Education 3
ADE 6198 Effective Continuing Education for Professional Groups 3
ADE 6197 Adult Basic Education 4
ADE 6370 Human Resource Development 3

Interdisciplinary Focus 3-4 hours minimum
1 or more courses/experiences that foster interdisciplinary collaboration selected depending on individual student interest in consultation with doctoral committee

EDF 7145 Cognitive Issues in Instruction 4
EDF 6883 Issues in Multicultural Education 4

http://www.coedu.usf.edu/
Offered by the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

Prepares leaders, researchers, university faculty and related personnel to serve in the broad field of Career and Workforce Education.

**Note:** Fall admission only on a two-year cycle.

**Admission requirements**

- GRE scores on verbal and quantitative reasoning required. If a score in one area is below the 33rd percentile, the other should be considerably higher. GRE scores may be waived in exceptional cases for applicants who have graduated from a master’s degree program in the Adult, Career, and Higher Education Department at USF with a GPA of 3.9 or higher 9 on a scale of 4.00) and received excellent ratings from program faculty (i.e. recommendation forms).

- Official transcripts from previous education institutions. Applicants should have completed a master’s degree from a regionally accredited university with a 3.5 or higher graduate grade point average (GPA) on a 4.00 scale.

International students whose native language is not English, in addition to meeting standard language proficiency requirements, must take the Internet-based TOEFL (IBT) and score at least a 26 on the spoken portion of or a 50 on the SPEAK test administered through INTO-USF. Meeting this additional requirement will allow international students to participate in teaching engagement opportunities expected of all students in the program.

In addition, the following application materials must be submitted directly to the program coordinator:

- Current professional vita or resume.
- A cover letter including a statement of professional and personal goals, and reasons that earning the doctorate is important to those goals.
- Three Program Recommendation Forms (available for downloading at program website) completed by former professors or supervisors rating the applicant’s likelihood of success in the doctoral program.

The application materials should provide evidence of: (a) significant successful professional experiences supporting the fit between professional background, goals, and the applicant’s potential doctoral program of study; (b) commitment to personal and professional growth and development and to the completion of the rigorous course and research demands of the Ph.D. program; and (c) excellent academic, analytical and communication skills. To this end, an on campus or phone interview should be arranged with the program coordinator as an opportunity for both prospective students and faculty to gauge the fit with the program.

Applications are considered on a continuous basis throughout the year, although students are formally admitted into the program every two years beginning in the fall semester of even years. Applicants should be aware that meeting admissions requirements does not guarantee admission to the program. To ensure appropriate faculty support, the program will accept only a limited number of students every two years and
in some cases applicants meeting or exceeding admission requirements may not be accepted for the requested starting date. To this end, applicants are strongly encouraged to apply early to the program.

Total Program requirements with this concentration: 70 hours minimum

Program Core Requirement:
EEX 7743 Philosophies of Inquiry 3

Research Methods and Tools 25

Research Methods 14 hours minimum
EDF7408 Statistical analysis in Education II 4
EDF7410 Design of Systematic Studies in Education 4
EDG 6931 Introduction to Qualitative Research 3
Specialized Research Method Course TBD 3

Tools and Applications
ECT 7791 Research Seminar in Career and Workforce Education I 3
ECT 7791 Research Seminar in Career and Workforce Education II 3
ECT 7791 Research Seminar in Career and Workforce Education III 3
ECT 7768 Information Research Strategies 1
ECT 7770 Scholarly Writing for Doctoral Students 1

Concentration Requirements 30 hours minimum
Required CWE Core Courses (18 hours minimum)
ECT7066 Foundations of Career and Workforce Education 3
EVT7168 Principles of Contextual Teaching and Learning 3
EVT 7155 Career Development in Vocational Technical and Adult Ed 3
ECW7105 Program Plan and Implementation 3
EDG 7931 Comparative Systems 3

Cognate
Courses TBD Depending on Individual Interests 12

Doctoral Qualifying Exam:
Students must take and successfully complete a qualifying examination prior to becoming a candidate for a doctoral degree:

Doctoral Candidacy:
Students must be admitted to candidacy before they are permitted to enroll in dissertation hours.

Dissertation: 12 hours
ECT7980 Dissertation 12
COUNSELOR EDUCATION (DGC)
Offered from the Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
The Ph.D. Degree in Curriculum and Instruction with Concentration in Counselor Education is a research and theory intensive experience designed to provide a balance of intellectual and experiential learning resulting in professional educators who have multiple competencies as researchers, theorists, and problem-solvers in human growth and development. The doctoral program emphasizes research and theory as opposed to clinical skill development and is designed primarily for students who wish to pursue careers in academic institutions. Accredited by the Commission on Colleges of the Southern Association of College and Schools. Major Research Areas include: Career development, clinical supervision, mental health counseling, and multicultural counseling.

Total Program requirements with this concentration: 95 hours minimum

**Core Requirement:**
- EEX 7743 Philosophies of Inquiry 3

**Cognate:**
Courses in cognate are planned in consultation with the major professor and doctoral committee. Courses in the cognate must be taken at the graduate and/or advanced graduate level.

**Measurement/Statistics/Research Design:** 11 hours minimum
- EDF 6407 Statistical Analysis I 4
- EDF 7408 Statistical Analysis II 4
- Plus (select one from the listing below) 4
  - EDF 7484 Statistical Analysis III
  - EDF 7437 Advanced Educ. Measurement 3
  - EDG 7931 Qualitative Res., Des., & Data Coll. 3

**Foundations:** 7 hours minimum
- Philosophical/Social Foundations (select one) 3
  - EDF 6705 Gender and the Ed. Process
  - ESF 7586 Classics in Ed. Research 4
  - ESF 7682 Ed. In Metropolitan. Areas 4

- Psychological Foundations (select one) 4
  - EDF 7145 Cognitive Issues in Instruction OR
  - EDG 7931 (Seminar of choice) 4
  - Requires the approval of the major professor and the college.

**Concentration Requirements** 38 hours minimum
- EDF 7946 Supervised Exp. In College Teaching 1
- MHS 6311 On-line Services in Counseling 2
- MHS 7740 Planning, Eval., & Accountability OR 3
- EDF 7493 Sys. Approaches for Program Plan & Eval. 4
- MHS 7401 Adv. Counseling Theories 4
- MHS 7610 Consultation and Supervision Theory 4
- MHS 7930 Advanced Seminar in Counseling 4
- EDG 7931 Adv. Practicum in Counseling 4
- SDS 7830 Adv. Internship in Counseling 3
- EDG 7931 Cognitive Behavioral Research. Seminar 3
- EDG 7931 Practicum in Supervision of Counseling 3
- EDG 7931 Proposal Preparation 3
- EDG 7910 Directed Research 3

**Dissertation:**
- MHS 7980 Dissertation 24
**EARLY CHILDHOOD EDUCATION (DNK)**

Offered from the Department of Teaching and Learning

This concentration promotes scholarly and multidisciplinary inquiry that further empowers advanced graduate students through the development of knowledge, skills, and dispositions to assume roles as leaders, advocates, and scholars in the development and implementation of high quality and innovative early childhood practices. The program provides a sound theoretical background that is integrally linked to the practice of Early Childhood Education in a diverse, global community with an emphasis on child advocacy and social justice. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

**Total Program requirements with this concentration:** 66 hours minimum
(post-master’s)

**Core Requirement:**

3 hours minimum

EEX 7743 Philosophies of Inquiry 3

**Research Methods and Tools**

20 hours minimum

EDF 7408 Statistical Analysis Education II 4
EDF 7410 Design of Systematic Studies in Education 4
EDF 7437 Advanced Measurement or EDF 7484 Statistical Anal Education III or equivalent course in Statistics/Measurement/Research Design 3
EDF 7477 Qualitative Research in Education I or introductory equivalent selected 3-4
In conjunction with program committee
EDF 7478 Qualitative Research in Education II or equivalent qualitative course selected in conjunction with program committee 3-4

Specialized Research Methods Course determined in conjunction with program committee based on the student’s research agenda 3-4

**Concentration Requirements**

39 hours minimum

**Required Concentration Courses (18 hours minimum)**

EEC 7056 Leadership and Advocacy Concerning Issues Affecting Young Children 3
EEC 7057 Critical Perspectives in Early Childhood Education 3
EEC 7306 Teaching and Learning in Early Childhood 3
EEC 7416 Sociocultural Approaches to Working with Children and Families 3
EEC 7317 ICT in the Early Years 3
EEC 7627 Arts & Aesthetics in Early Childhood Ed: Curriculum in Context 3

**CELS Professional Development Courses (12 hours minimum)**

EDG 7938 Adv Grad Seminar; Intro to Research in Childhood Ed & Lit Studies 3
EDG 7939 Advanced Grad Seminar: Research in Progress 3
EDH 7325 Supervised Teaching in Childhood Ed & Lit Studies I 3
EDH 7326 Supervised Teaching in Childhood Ed & Lit Studies II 3

**Cognate:**

9 hours minimum

The cognate can be described as a secondary concentration or sub-specialization area. Coursework must be taken at the graduate level, and is developed in consultation with the major professor and the doctoral committee. The coursework in the cognate is developed in support of the student’s research objectives.

**Qualifying Examination**


**Dissertation:**

4 hours minimum
EDUCATIONAL PSYCHOLOGY (EPC)

Offered from the Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

The Concentration in Educational Psychology is within the College of Education’s Ph.D. program in Curriculum and Instruction at the University of South Florida. This concentration will prepare graduates to be conscientious researchers who apply the scientific method specifically to real-world educational problems. Primary concentration goals are: (1) to engage students in cutting-edge collaborative research; (2) to provide a solid foundation that enables students to integrate theory, research, and practice and fosters a commitment to excellence in research and scholarship; and (3) to help students acquire a deep understanding of human development and learning for the preparation of future educators and educational professionals in all contexts.

Concentration Admission Deadline: Fall: February 1

Concentration Admission Requirements
• A completed application to graduate studies (see admissions at: http://www.grad.usf.edu/graduate-admissions-checklist.asp
• The application fee ($30)
• Preferred GRE scores: verbal minimum of 400 (prior scale)/146 (new scale), quantitative minimum of 400 (Prior scale)/140 (New scale)
• GPA minimum 3.00 on a 4.00 grading scale in master’s program
• Two official transcripts from the master’s program and baccalaureate program
• Master’s degree from an accredited institution
• Current resume or vita
• Personal statement: in a 2-3 page statement, please describe why you want to pursue this degree, why you feel USF would be a good fit, which Educational Psychology faculty you would seek to work with and why, and your long term goals.
• Preference to students with psychology background
• Preference to students with some research experience
• Official TOEFL results are required of all international applicants whose native language is not English and who have not studied in an English speaking country for at least one academic year.
• Three letters of recommendation. The letters should be written by persons who are in a position to comment on the likelihood of success within the department and who are not related to the applicant.
• Phone or personal interviews will be conducted in order to determine the level of fit between the concentration, faculty, and students, but will not be required initially.

Total Program requirements with this concentration 70 hours minimum

Core Requirement
EEX 7743 Philosophies of Inquiry 3

Concentration Requirements 30 hours minimum

Specialization Coursework:
(At least 12 hours must be 7000 or 6000 level courses requiring advanced graduate standing)
EDF 7357 Applications of Developmental Theories* 4
EDF 7138 Adolescent Development* 4
EDF 7145 Cognitive Issues in Instruction* 4
EDF 7265 Psychology of Oral and Written Language Development 4
EDF 7359 Resilience in Human Development 4
EDF 7947 Research Practicum (1 hour, taken 4 times) 4
EDF 7930 Professional Seminar (1 hour, taken 4 times) 4
EDG 7946 Super. Experience in College Teaching 1

Cognate Area 12 hours minimum

Measurement/Statistics/Research Design 11 hours minimum
EDF 7408 Statistical Analysis in Education II 4

http://www.coedu.usf.edu/
EDF 7410 Design of Systematic Studies in Education 4
Select at least one of the following courses:
EDF 7437 Advanced Educational Measurement I 3
EDF 7484 Statistical Analysis in Education III 4
EDF 7493 Systems Approaches for Program Planning, Evaluation & 4
EDF 7477 Qualitative Research in Education I AND Development 4
EDF 7478 Qualitative Research in Education II 4

Foundations 3 hours
Any graduate level course taught by Philosophical/Social/Historical Foundations 3

Comprehensive / Qualifying Exam Requirements
Up to half of credits from EDF 7910 can be converted to dissertation requirements

Dissertation: 12 hours minimum

ELEMENTARY EDUCATION (DEE)

Offered from the Department of Teaching and Learning
The doctoral program in Curriculum and Instruction with a Concentration in Elementary Education prepares scholars to understand elementary practice through research and innovation that unites community engagement and rigorous intellectual inquiry.

The program features opportunities to:
- Participate in engaged scholarship through collaborative work focused on current educational problems with partner schools and community centers.
- Develop integrated and interdisciplinary perspectives on elementary educational practice with a commitment to diversity and exploring global perspectives.
- Explore issues of equity both locally and globally
- Work both independently and in collaboration with faculty to pursue rigorous research agendas, publish in scholarly journals, and present widely at state, national and international conferences.
- Engage in learning experiences that ensure the candidate possesses an innovative response to key issues in the field.

Total Program requirements with this concentration: 75 hours minimum

Core Requirement
EEX 7743 Philosophies of Inquiry 3

Research Methods and Tools 20 hours minimum
EDF 7408 Statistical Analysis Education II 4
EDF 7410 Design of Systematic Studies in Education 4
EDF 7437 Advanced Measurement or EDF 7484 Statistical Anal Education III or equivalent course in Statistics/Measurement/Research Design 3
EDF 7477 Qualitative Research in Education I or introductory equivalent selected in conjunction with program committee 3-4
EDF 7478 Qualitative Research in Education II or equivalent qualitative course selected with approval from program committee 3-4
Specialized Research Methods Course determined in conjunction with program committee based on the student’s research agenda and prior presentation 3-4

Concentration Requirements 42 hours minimum
Required Courses
EDE 7206 Critical Analysis of Curriculum in Elementary Schools (NEW) 3
EDE 7481 Research in Teaching and Learning in Elementary Schools 3
EDG 7046 Trends & Issues Ed Policy: Lit & T Ed 3
Select 4 courses from the following:
ECE 7317 ICT in the Early Years 3
EEC 7627 Arts & Aesthetics in Early Childhood Education 3
EEC 7416 Socio-Cultural App to Working w Child 3
EEC 7056 Leadership & Advocacy Issues Affecting Young Children 3
EDG 7931 Working in Schools 3
EDG 7201 Differentiated Supn & Prof Development 3

CELS Professional Development Courses 12 hours minimum
EDG 7938 Adv Grad Seminar; Intro to Research in Childhood Ed & Lit Studies 3
EDG 7939 Adv Grad Seminar: Research in Progress 3
EDH 7325 Supervised Teaching in Childhood Ed & Lit Studies I 3
EDH 7326 Supervised Teaching in Childhood Ed & Lit Studies II 3

Cognate 9 hours minimum
The cognate can be described as a secondary concentration or sub-specialization area. Coursework must be taken at the graduate level, and is developed in consultation with the major professor and the doctoral committee. The coursework in the cognate is normally developed in support of the student’s research objectives.

Qualifying Examination

Dissertation 4 hours minimum

ENGLISH EDUCATION (DCE) – 59 HOURS
Offered from the Department of Teaching and Learning
The Curriculum and Instruction degree is offered with a concentration area in English Education. Candidates’ programs are planned with the approval of a faculty committee based upon previous experience and future goals. This Program is accredited by the Commission on Colleges of the Southern Association of College and Schools.

Concentration Admission Information
To be admitted to the English Education Concentration of the doctoral program prospective students must meet the university’s minimum admissions requirements which include presenting an earned Bachelor’s and Master’s degree. A 3.00 grade point average is required for all work completed as an upper division student in the Bachelor’s degree, OR a 3.50 grade point average for any work completed in the Master’s degree. Additionally, students must provide the following documents to the doctoral program coordinator:

- A current curriculum vitae
- Three letters of recommendation from people who can attest to the candidate’s capacity to do doctoral work and/or excellence as a classroom teacher
- A written statement of professional goals
- Transcripts from previous academic work
- A writing sample. This could be a published article or a scholarly paper prepared for a previous class that demonstrates capacity as a thinker and writer
- Official scores from the Graduate Record Exam.

Formal application to the Office of Graduate Studies must also be made at the time the above documents are submitted. Following a review of the written documentation, prospective students are expected to participate in an interview with the program faculty.
Admission Criteria
The admissions committee will consider each candidate in light of his or her unique submission and qualifications. The expectations used by the faculty are:

- 3.50 GPA on a 4.00 scale for all graduate work and 3.00 for the last 60 hours of undergraduate studies,
- An undergraduate major in the English, humanities, English education or a closely related field from a regionally accredited institution,
- A master’s degree in English education or closely related field from a regionally accredited institution,
- Successful teaching experience in a K-12 setting,
- Demonstrated commitment to personal professional growth and development,
- Strong academic, analytic and communications skills.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

Total Program requirements with this concentration: 

59 hours minimum

Core Requirement
EEX 7743 Philosophies of Inquiry 3

Secondary Education Core
ESE 7343 Teaching and Learning in the Content Areas 3
ESE 7944 Collegiate Teaching in Secondary Education 3
ESE 7937 Advanced Seminar in Secondary Education 3-6
LA 6906 Independent Study (optional and may be substituted for one of above with approval of Doctoral Committee) 3

Statistics/Measurement/Research Design
EDF 7408 Statistical Analysis II 4
Note: EDF 6407 pre-req for this course
EDF 7410 Design of Systematic Studies in Education 4
EDF 7477 Qualitative Research in Education I 4
EDF 7478 Qualitative Research in Education II 4
Additional courses to be determined by the program faculty based on the orientation of the student’s research agenda and prior preparation.

Cognate
LAE students may complete a cognate or a set of electives. These courses must be consistent with the student’s program of study and selected with the approval of a program committee. Courses in the Cognate must be taken at the graduate level.

Concentration Requirements
24-30 hours minimum

The following four seminars are required:
LA 7735 Advanced Seminar in English Education: Language and Literacy 3
LA 7735 Advanced Seminar in English Education: Teacher Education 3
LA 7735 Advanced Seminar in English Education: Writing 3
LA 7735 Advanced Seminar in English Education: Research 3
LAE 7910 Directed Research in LAE 12*
*3 hours repeated with LAE 7735 each semester. This course engages students in establishing a current active research/scholarly agenda that leads toward independent scholarship and successful, timely completion of the doctoral degree. Additional courses in this area will be determined by the student’s research interests.

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. English Education uses the College of Education Qualifying Exam Option. Consult Faculty Program contact for specific information.

Dissertation 4 hours minimum

HIGHER EDUCATION (DHA)
Offered from the Department of Educational and Psychological Studies
The Higher Education Administration program is a research degree that prepares individuals interested in teaching, research, and policy positions in both community colleges and universities. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration: 63 hours minimum

Core Requirements 3 hours minimum
EEX 7743 Philosophies of Inquiry 3

Measurement/Statistics/Research Design 12 hours minimum
Research, evaluation or measurement to be determined with the student’s committee’s approval with the goal to build a robust and varied academic research background. Student should not take research courses without committee advisement.

Higher Education Core 15 hours
EDH 7xxx Introduction to Research Studies in Higher Education* 3
EDH 6051 Higher Education in America OR
EDH 6081 Community College American Higher Education 3
EDH 6938 Seminar in College Teaching 3
EDH 7225 Curriculum Development in Higher Education 3
EDH 7935 Higher Education Capstone Seminar 3
(*must be taken early after admitted to the program)

Concentration Requirements 21 hours minimum
Specialization courses to be chosen and approved with the student’s program committee, from the following list:
EDH 7505 Higher Education Finance 3
EDH 7632 Leadership in Higher Education 3
EDH 7633 Governing Colleges and Universities 3
EDH 7635 Organization and Administration in Higher Education 3
EDH 7636 Organizational Theory and Practices in Higher Education 3
EDH 7145 Cognitive Issues in Higher Education 3
EDH 7530 History of Higher Education 3
EDH 7931 Critical Issues in Higher Education 3-9
EDH 6906 Independent Study 3-9
EDH 6947 Internship in Higher Education 3-6
EDH 7910 Directed Research 3-9
ADE 6385 Adult Learner 3
SDS 7640 Student Affairs Administration 4
Residency
There is no residency requirement.

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy.

Dissertation
EDH 7980 Dissertation 12 hours minimum
The Office of Graduate Studies policy is that after being admitted to candidacy, the student must register for two hours of EDH 7980 each semester until graduation.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

HIGHER EDUCATION, COMMUNITY COLLEGE TEACHING (DCC)
Not Open for Admissions

Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
The Higher Education Administration program is a research degree that prepares individuals interested in teaching, research, and policy positions in both community colleges and universities. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration: 81 hours minimum

Core Requirements
EE 7743 Philosophies of Inquiry 3
EDH 6081 The Community College in America OR 3
EDH 6051 Higher Education in America 3
AND
EDH 7225 Curriculum Development in Higher Education 3
EDH 7636 Organizational Theory in Higher Education 3

Concentration Requirements
Select from the following courses:
ADE 6385 The Adult Learner 3
EDG 6938 Seminar in College Teaching 3
EDG 7931 Special Topics 3
EDH 6947 Internship 1-6
EDH 7505 Higher Education Finance 3
EDH 7632 Leadership in Higher Education 3
EDH 7633 Governing Colleges & Universities 3
EDH 7635 Organization & Administration of Higher Education 3
EDH 7935 Higher Education Capstone Course 3

Cognate
12 hours minimum
Depending on individual interests, each student selects 3-4 courses in the student’s teaching area or another area approved by the program committee.

Measurement/Statistics/Research Design
Recommended courses but other courses possible with committee approval:
EDF 6407 Statistical Analysis I 4
EDF 7408 Statistical Analysis II 4
EDF 7410 Design of Systematic Studies 4
Psychological and Social Foundations
Students must take
one Psychological Foundations course
one Social Foundations course

Dissertation
EDH 7980 Dissertation 24

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

INSTRUCTIONAL TECHNOLOGY (DIT) – 68 HOURS MINIMUM
Offered from the Department of Teaching and Learning
Instructional Technology is the theory and practice of design, development, utilization, management and evaluation processes and resources for learning.” (Seels & Richey, 1994, p.9). The USF Ph.D. in Curriculum and Instruction with a Concentration in Instructional Technology is designed to prepare scholars for leadership roles in colleges, universities, corporations, the military, and other venues where research, development, and implementation of technology-based instructional methods and materials take place.


Total Program requirements with this concentration: 68 hours minimum
Core – 3 hours
Prof Core – 7 hours
Internship – 3 hours
Stats – 16 hours
Specialization – 9 hours
Electives – 12 hours
Cognate – 12 hours
Dissertation – 6 hours

Core Requirement
EEX 7743 Philosophies of Inquiry 3

Interdisciplinary Professional Core
Choice of ONE of the following adult education or foundation courses (3) (required)
ADE 6385 The Adult Learning 3
EDG 7931 Globalization and Higher Education 3
ADE 6070 International Adult Education 3
EDF 7357 Applications of Developmental Theories 3
EDF 7486 Classics in Ed Research 4
EDF 6736 Education Communication and Change 3
EDF 6745 Schools and the Future 4
EDF 6883 Issues in Multicultural Education 4
EDF 6217 Behav. Theory/Class learning 3
EDF 7530 History of Higher Ed in the U.S. 3
EDH 7225 Curr Dev in Higher Ed 3

Students may substitute an alternative 6000/7000 level course with approval of their major professor.

The Following course is required:
EDF 7145 Cognitive issues in Instruction 4
However, with major professor approval, a substitution can be made to another ed psych course
College Teaching Internship
ESE 7346 College Teaching in Secondary Education (Required) 3
One to three credits of directed research (EME 7910) may be substituted for doctoral students with documented substantial teaching experience with adult learners, as determined by the student’s major professor.

Statistics/Measurement/Research Design
EDF 6407 Statistical Analysis I 4
EDF 7408 Statistical Analysis II 4
EDF 7410 Design of Systematic Studies in Education 4
EDF 7477 Qualitative Res in Education I 4
OR EDF 7478 Qualitative Research in Ed. II (Required) 4

Program Specialization
EME 6613 Development of Technology-Based Instruction 3
EME 7938 Computer-Augmented Instructional Paradigms in Education 3
EME 7939 Research in Technology-Based Education 3

Electives
Choice of FOUR electives from among appropriate IT course offerings below (Required):
EME 7910 Directed Research 3
EME 7458 Research in Distance Learning 3
EME 7631 Research in Technology Project Management 3
EME 7615 Game Design for Ebooks EME 6209 Digital Video 3
EME 6930 Web programming 3
EME 6930 Flash 3
EME 6215 Instructional Graphics 3
EME 6207 Web Design 3
Or other doctoral courses as determined by the program faculty to be appropriate

Cognate
12 graduate hours
Courses selected are consistent with the student’s program of study and selected with the approval of a program committee and should be coursework other than in the concentration area. Courses in the cognate area must be taken at the graduate level.

Qualifying Examinations
All students will be required to pass a written qualifying examination of twelve hours duration (three successive four-hour days) that integrates work in the specialization area, cognate area and foundations area.

Dissertation
6 hours minimum
EME 7980 – Dissertation

INTERDISCIPLINARY EDUCATION (DIE) – 69 HOURS MINIMUM
Offered from the College of Education
The purpose of the Interdisciplinary track in the Ph.D. degree is to provide a framework to support innovative, boundary-crossing inquiry among students and faculty across campus. Designed to foster research that approaches problems in education from interdisciplinary perspectives, the program allows students who have academic backgrounds and interests that span multiple disciplines to construct an individualized program of study grounded in at least two fields, one of which may be outside the College of Education. Students who have the ability and desire to integrate study and research among at least two
disciplines/fields to address questions in education broadly defined are encouraged to apply to the Interdisciplinary track. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration: 69 hours minimum

Core Requirements
EEX 7743 Philosophies of Inquiry 3

Foundations of Education – minimum of 9 credits or 3 courses
Courses selected from among areas of curriculum, social/historical foundations, and educational psychology, or equivalent, with approval of doctoral committee. Examples of appropriate courses identified on list on concentration website.

Research Methods and Tools – minimum of 15 credits
Minimum of 15 credits, or 2 courses addressing Quantitative Methods and 2 courses addressing Qualitative Methods. Examples of appropriate courses identified in list on concentration website, or equivalent, with the approval of the doctoral committee. Note that the student’s doctoral committee may require more than the minimum number of courses/experiences.

Concentration Requirements
Courses must be distributed across two/three disciplines, with the approval of the doctoral committee.

Doctoral Dissertation
6 hours minimum

Note that upon attainment of Doctoral Candidacy student must register for a minimum of 2 credit hours of Dissertation every semester (including summers) until successful completion and graduation.

Note that the student’s doctoral committee may require more than the minimum number of hours. Note that the student’s doctoral committee will be responsible for ensuring that the student will acquire a comprehensive understanding of the theory and application of multiple research methods and design, that the student is actively engaged in research throughout the program of study, and that the student will have a supervised teaching experience.

LITERACY STUDIES (DRD)
Offered from the Department of Teaching and Learning
The doctoral program in Curriculum and Instruction with a Concentration in Literacy Studies prepares research scholars with expertise in literacy processes, literacy instruction, and literacy teacher education.

The program features in-depth exploration of literacy theories and research, the broad study of systematic inquiry skills, apprenticeship learning of various research methodologies, the development of personalized strands of research, and a mentored residency experience in literacy studies.

The program features:
• Literacy research based on the highest standards of discovery, creativity, and intellectual attainment.
• Teaching as a process of interactivity and community involvement in which literacies are viewed as mediated competencies within a participatory culture.
• Service to the Community to enrich the lives of students and teachers by promoting the importance of advocacy and autonomy through the development of literacies in the lives of children, adolescents, and adults.
• Global Perspectives broadened through partnerships in diverse communities that embrace multiple perspectives and globalized literacy practices.
- Technology as a tool for playing, performing, simulating, appropriating, multitasking, distributing cognition, collecting intelligence, judging, networking, navigating, and visualizing. In other words, technology as new media literacies. www.newmedialiteracies.org
- Student Success as a shared responsibility and mutual goal of the doctoral student, faculty, and program.

This Concentration is Fall Admission Only

<table>
<thead>
<tr>
<th>Total Program requirements with this concentration:</th>
<th>69 hours minimum</th>
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<tbody>
<tr>
<td><strong>Core Requirement</strong></td>
<td></td>
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<tr>
<td>EEX 7743 Philosophies of Inquiry</td>
<td>3</td>
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<tr>
<td><strong>Research Methods and Tools</strong></td>
<td>20 hours minimum</td>
</tr>
<tr>
<td>EDF 7408 Statistical Analysis for Educational Research II</td>
<td>4</td>
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<tr>
<td>EDF 7410 Design of Systematic Studies in Ed</td>
<td>4</td>
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<tr>
<td>EDF 7437 Advanced Measurement 1</td>
<td>3</td>
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<tr>
<td>OR</td>
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<tr>
<td>EDF 7484 Statistical Analysis for Ed Research III</td>
<td>4</td>
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<tr>
<td>OR an equivalent course in statistics/measurement/research design</td>
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<tr>
<td>EDF 7477 Qualitative Research in ED 1</td>
<td>4</td>
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<tr>
<td>OR introductory equivalent selected in consultation with program committee</td>
<td>3-4</td>
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<tr>
<td>EDF 7478 Qualitative Research in Ed II</td>
<td>4</td>
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<tr>
<td>OR introductory equivalent selected in consultation with program committee</td>
<td>3-4</td>
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<tr>
<td>Specialized Research Methods Course selected in conjunction with program Committee</td>
<td>3</td>
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<tr>
<td><strong>Concentration Requirements</strong></td>
<td>42 hours minimum</td>
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<tr>
<td>Literacy Studies Courses (21 hours minimum: students select 7 courses)</td>
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<tr>
<td>RED 7745 Research in Reading Instruction</td>
<td>3</td>
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<td>LAE 7868 Symbolic Processes of Multimedia Literacy</td>
<td>3</td>
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<tr>
<td>LAE 7794 Survey of Research on Writing Development and Instruction</td>
<td>3</td>
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<tr>
<td>RED 7798 Research in Trans-disciplinary Texts and Teaching</td>
<td>3</td>
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<tr>
<td>LAE 7718 Linguistic Foundations in Literacy</td>
<td>3</td>
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<tr>
<td>EDG 7046 Trends and Issues in Ed Policy: Literacy and Teacher ED</td>
<td>3</td>
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<tr>
<td>LAE 7745 Literary Theory and Research in Children’s Literature</td>
<td>3</td>
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<tr>
<td>RED 7931 Special Topics in Reading</td>
<td>3</td>
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<tr>
<td><strong>CELS Professional Development Courses</strong></td>
<td>12 hours minimum</td>
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<tr>
<td>EDG 7938 Advanced Graduate Seminar; Intro to Research</td>
<td>3</td>
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<tr>
<td>EDG 7939 Advanced Grad Seminar: Research in Progress</td>
<td>3</td>
</tr>
<tr>
<td>EDH 7325 Supervised Teaching in Childhood Ed and Literacy Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDH 7326 Supervised Teaching in Childhood Ed and Literacy Studies</td>
<td>3</td>
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<tr>
<td><strong>Cognate</strong></td>
<td>9 hours</td>
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<td>Recognizing the social, cultural, and developmental factors that affect literacy teaching and learning, we encourage doctoral students to explore fields of study that broaden their knowledge of other disciplines and that offer a different lens through which students may understand and explore literacy studies. We ask students to identify a minimum of three courses to form a cognate. Coursework must be taken at the graduate level, and the cognate is developed in consultation with the major professor and the doctoral committee. The coursework in the cognate is developed in support of the student’s research objectives.</td>
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Dissertation
This concentration includes 20 hours of coursework in research methods and tools as well as 6 hours of seminar courses that specifically apprentice students into the research role. In addition, our annual review process ensures that students engage in research throughout their programs and they receive mentorship from faculty. As a result, we have set the dissertation hours to reflect the minimum needed for enrollment during one academic year.

MATHEMATICS EDUCATION (DMA) – 65 HOURS
Offered from the Department of Teaching and Learning
The Curriculum and Instruction degree is offered with a concentration area in Mathematics Education. Each program is highly individualized. Candidates’ programs are planned with the approval of a faculty committee based upon previous experience and future goals.

Concentration Admission Information
The admissions committee will consider each candidate in light of his or her unique submission and qualifications. The expectations used by the faculty are:

- An earned master’s degree from regionally accredited institutions or an international equivalent
- Undergraduate or master’s degree should be in an appropriate education or mathematics related field
- Official GRE scores within the last 5 years with Preferred scores of 600 on the quantitative portion and at least 475 on the verbal portion are expected
- “B” (3.00 on a 4.00 scale) average or higher in all work attempted while registered as an upper division student in the Baccalaureate degree or minimum of 3.0 grade point at the master’s level
- Successful teaching experience in a K-12 or college level setting preferred
- Demonstrated commitment to personal professional growth and development
- Strong academic, analytic and communications skills
- Statement of purpose
- Three letters of recommendation

Total Program requirements with this concentration: 65 hours minimum

College Core
EEX 7743 Philosophy of Scholarly Inquiry 3

Secondary Education Core
ESE 7415 Teaching and Learning in Content Areas (required) 3
ESE 7937 Advanced Seminar in Sec Ed (required) 3
ESE 7944 Collegiate Teaching in Secondary Education (Required) 3

Statistics/Measurement/Research Design
EDF 7408 Statistical Analysis II 4
Note: EDF 6407 is a pre-req to enroll in this course
EDF 7410 Design of Systematic Studies in Ed 4
EDF 7477 Qualitative Res in Ed I 4
Additional research methodology course to be determined by the program faculty based on the orientation of the student’s research agenda and prior preparation

Concentration Requirements
MAE 7655 Research Issues in Technology 3
MAE 7xxx Curriculum History and Policy 3*  
MAE 7xxx Curriculum Design and Research 3*
MAE 7794 Preparing K-12 Math teachers 3
MAE 7796 Research Issues 3
MAE 7138 Assessment Issues 3
MAE 7xxx Learning Theories in Math Ed 3
MAE 7945 Practicum 3
OR MAE 7910 Directed Research 3

Cognate or Electives 9 hours minimum
MAE students are required to complete a cognate or a set of electives. Courses consistent with the student’s program of study selected with the approval of a program committee. Courses in the Electives or Cognate must be taken at the graduate level.

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. The Qualifying Exam is composed of three distinct sections that represent expected areas of student competency (Synthesis of Math Education Research, Utilization of Professional Expertise, and Evaluation and Design of Research Studies). A student’s cognate area is viewed as connected to his or her math experiences, rather than a separate and unrelated area. As such, the cognate will be embedded into the QE as appropriate.

Dissertation 4 hours
Residency
Students must be registered for nine (9) hours of coursework, two semesters in a twelve month period. The expectation is that students will work no more than half time employment during the residency period.

MEASUREMENT AND EVALUATION (DME) – 71 HOURS
Offered from the Department of Educational and Psychological Studies
The Department of Educational Measurement and Research offers the Ph.D. in Curriculum and Instruction with a concentration in Measurement, Research and Evaluation. Skills in inquiry and methodology are developed within a programmatic context that encourages growth of knowledge about education, considers important principles of research, and provides an applied setting in which these elements can be fused into professional applications. The intent of the program is to develop personnel to work in colleges and universities, research centers, school districts, government agencies, commercial test publishing, and program evaluation enterprises. The program includes the Common Core course, Philosophies of Inquiry (3 hours), a minimum of 29 hours in the areas of Statistics, Measurement, Evaluation, and Research, a minimum of 12 hours in the area of concentration (Statistics or Measurement or Evaluation or Research), 9 hours in Education taken outside the Department of Educational Measurement and Research, which are aligned with the students’ research interests, and a dissertation (18 hours). The program includes a minimum of 71 hours beyond the master’s degree.

Total Program requirements with this concentration: 71 hours minimum

Core Requirements
EEX 7743 Philosophies of Inquiry 3

Concentration Requirements
Research Methods and Tools: Statistics, Measurement, Evaluation and Research 29 hours minimum
EDF 7408 Statistical Analysis for Educational Research II 4
EDF 7484 Statistical Analysis for Educational Research III 4
EDF 7437 Advanced Educational Measurement I 3
EDF 7438 Advanced Educational Measurement II 4
EDF 7485 Theory and Practice of Program Evaluation 3
EDF 7940 Supervised Practicum in Applied Evaluation 3
EDF 7410 Design of Systematic Studies in Education 4
EDF 7477 Qualitative Research in Education 4
Concentration Courses in Statistics, Measurement, Evaluation, and Research Methods 12 hours minimum

*Note:* Students, in consultation with their major professor and committee, will select one area and a minimum of 12 hours. Courses listed are examples of courses.

**Statistics**
- EDF 7412 Application of Structural Equation Modeling in Education 3
- EDF 7474 Applied Multilevel Modeling in Education 3
- EDG 7498 Analysis for Single Case Experiments 3
- PHC 7059 Advanced Survival Analysis 3

**Measurement**
- EDF 7439 Foundations of Item Response Theory 3
- EDF 7469 Introduction to Computer-Based Testing 3
- EDG 7931 Rasch Model 3
- SOP 6669 Factor Analysis 3

**Evaluation**
- EDF 7491 Consulting and Project Management Skills for Evaluators 3
- EDF 7462 Metaevaluation 3
- EDF 7493 Systems Approaches for Prog Planning Evaluation & Development 3
- PHC 6545 Evaluation in Mental Health 3

**Research Methods**
- EDG 7931 Survey Methods 3
- EDF 7477 Qualitative Research in Education II 3
- ANG 7750 Research Methods in Anthropology 3
- PHC 7606 Focus Group Research Strategies 3

**Educational Focus** 9 hours minimum

*Note:* Students, in consultation with their major professor and committee, will take a minimum of 9 hours in Education that are outside the Department of Measurement and Research at the graduate level that will support the student’s research objectives. Courses may come from one or more department (i.e., Adult, Career and Higher Education; Childhood Education and Literacy, Educational Leadership and Policy; Physical Education and Exercise Science; Secondary Education; Social and Psychological Foundations; and Special Education).

For example a students with an interest in methodological issues relative to literacy may take the following 3 courses:
- RED 7745 Research in Reading Instruction 3
- LAE 7868 Symbolic Processes of Multimedia Literacy 3
- LAE 7794 Survey Research on Writing Development & Instruction 3

**Qualifying Examination**
The student will be required to take the doctoral comprehensive qualifying examination on completion of formal coursework as outlined on the approved program of study (or in the semester in which all formal coursework will be completed). The student in consultation with his/her major professor and/or doctoral committee will select one of the two options for the qualifying examinations: a) a 12-hour written examination administered over a 3-day period that will integrate the work in the student’s area of concentration, or b) the development of a comprehensive scholarly paper that requires the student to demonstrate a depth of understanding and appropriate application of principles in the areas of measurement, evaluation, research design, statistical analyses, and educational foundations.

**Dissertation** 18 hours minimum

Students may be required to take additional hours depending on the course of study and or academic deficiencies. Please check with the program before applying.
SCIENCE EDUCATION (DSC) – 60 HOURS

Offered from the Department of Teaching and Learning

The Curriculum and Instruction degree is offered with a concentration area in Science Education. Candidates’ programs are planned with the approval of a faculty committee based upon previous experience and future goals. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Concentration Admission Requirements

- Earned degrees from regionally accredited institutions or an international equivalent
- Submit official GRE scores. Scores of 600 on the quantitative portion and 475 on the verbal portion are expected.
- Three letters of recommendation
- Interview (preferably in person or in some cases, conducted over the phone or internet)
- Personal Statement of goals and philosophy related to science education
- Recommendations from Program Faculty
- 3.50 GPA on a 4.00 scale for all graduate work and 3.00 for the last 60 hours of undergraduate studies,
- An undergraduate major in the STEM fields (science, Technology, engineering or mathematics) or science education or a closely related field form a regionally accredited institution,
- A master’s degree in science education or closely related field form a regionally accredited institution
- Successful teaching experience in a formal or informal education K-12 setting,
- Demonstrated commitment to personal professional growth and development

International Students

All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

Total Program requirements with this concentration: 60 hours minimum

Core Requirement

EEX 7743  Philosophies of Inquiry 3

Secondary Education Core

ESE 7343  Teaching and Learning in the Content Areas AND 3
ESE 7937  Advanced Seminar in Secondary education 3-6
ESE 7944  Collegiate Teaching in Secondary Education 3

In extenuating circumstances, program may substitute an independent study course if needed by a student. However no more than 3 credit hours in this category can be independent study hours.

Statistics/Measurement/Research Design

EDF 6407  Statistical Analysis I 4
EDF 7408  Statistical Analysis II 4
Selection of one qualitative course with approval from program committee 3-4
Selection of additional 7000 level quantitative, qualitative and/or methodological course approved by program committee 3-4

Concentration Requirements

Courses may include, but not be limited to:
SCE 7090  Philosophy and Nature of Science 3
SCE 7931 Historical, Social & 3
  Epistemological Foundations of Science Education
SCE 7345 Theories and practice of science teaching and learning  3
SCE 7636 Advanced Trends in Science Education  3
SCE 7697 Socioscientific Issues in Science Education  3
SCE 7740 Doctoral Research in Science Education  3
SCE 7910 Directed Research  9-15

Courses from related program areas may be used in this area with permission of the individual’s doctoral program committee.

Cognate  9 hours
SCE students may complete a cognate or a set of science education electives.
Science Education electives include:
SCE 6634 Current Trends in Science Education  3
SCE 7931 Community Building in Science Education  3
SCE 6645 Mathematics and Science Ed. Policy, Change & School Improvements  3

Courses consistent with the student’s program of study selected with approval of the individual’s doctoral program committee. Courses in the Cognate must be taken at the graduate level.

Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy.

Dissertation  4 hours minimum

SECONDARY EDUCATION (DSD) – Not open for admissions

Offered from the Department of Teaching and Learning
The department of Secondary Education offers this program with a concentration entitled Teaching and Learning in the Content Area: General Education. A minimum of 75 hours beyond the Master’s degree is required. This program is highly individualized. Candidates’ programs are planned (with approval by a faculty committee) based upon previous experience and future goals.

Total Program requirements with this concentration:  75 hours minimum
Concentration Requirements  18 hours minimum

SOCIAL SCIENCE (DSO) – 60 HOURS

Offered from the Department of Teaching and Learning
The Curriculum and Instruction degree is offered with a concentration area in Social Science Education. Each program is highly individualized. Candidates’ programs are planned with the approval of a faculty committee based upon a student’s previous experience and future goals.

Concentration Admission Requirements
For consideration for admission, students must submit:
- Official GRE scores (dating back no longer than five years)
- Official transcripts from regionally accredited institutions
- A statement of professional goals
- 3 letters of recommendation from prior professors, and/or school administrators and
- Complete an interview with the doctoral program coordinator.

Admission Criteria
The admissions committee will consider each candidate in light of his or her unique submission and qualifications. The expectations used by the faculty are:
- 3.50 GPA on a 4.00 scale for all graduate work and 3.00 for the last 60 hours of Undergraduate
- An undergraduate major in the social sciences or humanities, social sciences education
or a closely related field from a regionally accredited institution,
• A master’s degree in social sciences education or closely related field from a regionally accredited institution,
• Successful teaching experience in a K-12 setting,
• Demonstrated commitment to personal professional growth and development,
• Strong academic, analytic and communications skills.

Total Program requirements with this concentration:  
60 hours minimum

Core Requirements:

College Core  
3 hours minimum
EEX 7743 Phil. Of Scholarly Inquiry  3

Secondary Education Core  
6 hours minimum
ESE 7343 Teaching & Learning in Content Area (Required)  3
ESE 7937 Advanced Seminar in Secondary Education (Required)  3
ESE7346 Collegiate Teaching in Secondary Education(Optional)  3
SSE 7910 Independent Study (Optional)  3

Note: Under special circumstances, program may substitute an independent study course if needed by a student. However, no more than 3 credit hours in this category can be independent study hours.

Statistics/Measurement/Research Design  
14 hours minimum
EDF 7408 Statistical Analysis II  4
Note: EDF 6407 is a prerequisite to enrolling in EDF 7408
EDF 7410 Design of Systematic Studies in Education  4
Selection of one qualitative course with approval from program committee.  3-4

Selection of additional 7000 level quantitative, qualitative and/or methodological course approved by program committee.  3-4

Or courses to be determined by the program faculty based on the orientation of the student’s research agenda and prior preparation.

Concentration Requirements:  
24 hours minimum
Social Science Education:
The requirements are as follows or as recommended by the doctoral coordinator, program faculty, or doctoral committee, and approved by the college and/or Office of Graduate Studies.
SSE 7700 Social Science Curriculum and Instruction Issues  4
SSE 7710 Research in Social Science Education  4
SSE 7720 Social Science Education Technological Innovations  4
SSE 7730 Philosophy of Social Science Education  4
SSE 7945 Applied Rsch Soc Sc Ed – SSE  8*
*(2 hours repeated with SSE 7730, SSE7720, SSE7700 and SSE 7710 This course engages SSE students in establishing an active research/scholarly agenda that leads toward independent scholarship and successful, timely completion of the doctoral degree.)

Cognate:  
9 hours
SSE students are required to complete a cognate or a set of electives. Courses consistent with the student’s program of study are selected with the approval of the student’s program committee. Courses in the Cognate must be taken at the graduate level. Although it is expected that all SSE Ph.D. students will satisfy the “teaching in higher education” requirement through direct experience teaching courses in the program, they may opt to take the proposed “college teaching” course under consideration by the department as an elective or part of their Cognate.
Doctoral Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy.

Dissertation: 4 hours minimum
SSE 7980 Dissertation Research

Residency
Students must be registered for nine (9) hours of coursework, two semesters in a twelve month period. The expectation is that students will work no more than half time during the residency period.

SPECIAL EDUCATION (DSE) – 82 HOURS (MINIMUM)
Offered from the Department of Teaching and Learning
The doctoral program in Curriculum and Instruction with a Concentration in Special Education focuses on urban special education and university-school partnerships in preparing researchers, teacher educators, and school leaders. Graduates of the program will have an informed perspective on ethical issues in the interactions of race, ethnicity, social class, gender, and disability; and the impact of these issues on special education policies, research, teacher education and services.

Program graduates will demonstrate knowledge and skills in the design, implementation and maintenance of university-school partnerships; an interdisciplinary grounding in and respect for multiple genres and methods of inquiry; the ability to conceptualize, plan and conduct research; and the ability to value the conceptual and analytical skills of a scholar. The Department emphasizes interdisciplinary research and development. Faculty members in several departments have joint appointments in special education. After admission to a program, the student will be assigned a doctoral program advisor who will assist in identifying a major professor. Accredited by the Commission on Colleges of the Southern Association of College and Schools

Concentration Admission Requirements:
Requirements for all applicants:
- Have a master’s or educational specialist’s degree, or equivalent, from a regionally accredited college or university (or international equivalent).
- Have earned a GPA of at least 3.00 on a 4.00 scale in upper division undergraduate coursework, or a minimum GPA of 3.50 on a 4.00 scale in graduate coursework.
- Have submitted official Graduate Record Examination (GRE) scores.
- Provide three letters of recommendation from professionals who are familiar with their scholarship and work history.
- Provide evidence of at least three years of successful work experience in relevant professional roles.
- Present self professionally in an oral interview with two or more faculty members.
- Demonstrate the ability to write professionally by submitting a spontaneous writing sample at the time of the interview.
- Provide a statement of professional goals (immediate, intermediate, and long term) and research interests. Professional goals and research interests should be compatible with the opportunities provided through a doctoral degree in special education.
- Receive endorsement by majority of tenured and tenure-earning faculty members in the department.

For international applicants: Applicants whose native language is not English or who have earned a degree outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores). In addition to these university requirements, applicants to the college of Education must provide the following: 1) An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts; 2) A social security number in degree programs requiring practica or internships; 3) Other information as required of all other applicants to the Ph.D. Program in Special Education.

Total Program requirements with this concentration: 82 hours minimum

Core Requirement 3 hours
EEX 7743 Philosophies of Inquiry 3
Statistics/Research Methods 14 hours
In addition to the specialization requirements, all students must complete at least 18 hours of coursework in Measurement/Statistics/Research Design, including:
- EDF 7408 Statistical Analysis for Education II 4
- Two qualitative research methods courses (6 hrs. minimum) 4
- EDF 7477 Qualitative Research in Special Education 4
- EEX 6307 Qualitative Research in Special Education (Qual II) 3
- Research Elective (Qualitative or Quantitative) 3/4

Concentration Requirements 38 hours
- EEX 7744 C&I Issues in Urban Special Education 3
- EEX 7815 Research Seminar/Field Study 9
- EEX 7xxx Special Education Teacher Education 3
- EEX 7939 Teacher Education in Special Education: Pedagogy 3
- EEX 7754 Language & Learning Variability 3
- EDF 7230 Special Education Law 3
- EEX 7xxx Special Education Leadership Seminar 2
- EEX 7xxx Critical Analysis Theory and Research 3
- EEX 7xxx Critical Analysis of Compensatory, Remedial & SPED 3
- EEX 7745 Historical, Ethical, & Disciplinary Foundations of Special Education 3
- EEX 7xxx Ethics in Teacher Education and Teacher Development 3

Cognate (Minimum) 15 hours
Courses selected are consistent with the student’s program of study and selected with the approval of a program committee and should be coursework other than in the concentration area. Courses in the cognate area must be taken at the graduate level.

Doctoral Qualifying Examination:
All students must perform successfully on a doctoral qualifying examination as part of the criteria for admission to candidacy.

Dissertation 12 hours
Dissertation hours may not be taken until after Candidacy is attained. Students must be registered for a minimum of 2 credit hours every semester following candidacy until dissertation is defended, including semester in which student graduates.
- EEX 7980: Dissertation: Doctoral 12

STUDENT AFFAIRS ADMINISTRATION (DSA) – Not open for admissions
Offered from the Department of Teaching and Learning
This concentration is intended for experienced/certified educators (broadly defined to include not only teachers but all those working in educational agencies, educational publishing, supervision and administration, technology agencies, and so forth) as well as individuals, who hold an undergraduate degree in some field relevant to the area of specialization, interested in advanced study of education but who are not seeking teacher certification. The aim is to provide advanced preparation for professional educators who are willing to apply what they learn to the creation, implementation, and evaluation of effective instructional programs. Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Total Program requirements with this concentration: 75 hours minimum

Concentration Requirements 18 hours minimum
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content.

Electives: 6 hours
5000 or 6000 level coursework subject to area advisor approval. These courses are intended to complement the specialization.
TEACHING AND LEARNING IN THE CONTENT AREA: GEN. ED. (DTL) – Not open for admissions
Offered from the Department of Teaching and Learning
A minimum of 75 hours beyond the Master’s degree is required. This program is highly individualized. Candidates’ programs are planned (with approval by a faculty committee) based upon previous experience and future goals.

Total Program requirements with this concentration: 75 hours minimum

Concentration Requirements 18 hours minimum
18 hours in the area of emphasis, to include courses in content and/or the teaching of this content

Electives: 6 hours
5000 or 6000 level coursework subject to area advisor approval.
These courses are intended to complement the specialization.

COURSES
See http://www.ugs.usf.edu/course-inventory/
EDUCATIONAL LEADERSHIP PROGRAM

Master of Education (M.Ed.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Fall: February 15

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): CAS ED
Approved: 1974

CONTACT INFORMATION

College: Education
Department: Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
The Master of Educational Leadership (M.Ed.) degree consists of a minimum of thirty-six (36) credits for coursework beyond those received at the Bachelors degree. Research, data use, and evaluation are used to develop socially just decision-making strategies, to inform stakeholders, to sustain motivation for change, and to build academic improvement opportunities for all children. Emphasis is placed on the study and exploration of how the traditional management roles of budgeting, personnel selection and assignments, technology integration, facilities allocation, and program evaluation can be executed to serve the best interests of academic and organizational improvement. Accordingly, the M.Ed. educational leadership prepares school leaders to perform their designated task in effective, equitable and ethical manners aligned to the Florida Principal Leadership Standards for K-12 schools. Successful completion of the program fulfills curriculum and degree requirements for Florida certification in Level I K-12 Educational Leadership – Administrative Class. For further information, please see http://www.coedu.usf.edu/main/departments/edlead/edlead.html

Accreditation
Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS); The National Council for the Accreditation of Teacher Education (NCATE); and the Florida Department of Education.

ADMISSION INFORMATION

Admission to the Master of Educational Leadership (M.Ed.) program in Educational Leadership occurs each spring. Admission to the M.Ed. program is based on a holistic evaluation of each applicants’ demonstrated academic potential to complete all of the degree requirements successfully. Success in the M.Ed. program requires a commitment to utilizing rigorous inquiry, applying excellence in research methods, and to developing exceptional policy writing skills. The program faculty will consider each applicant within the context defined by her or his personal and professional qualifications.

Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
- An earned bachelor’s degree from a regionally accredited institution of higher education or an international equivalent.
- A minimum 3.00 GPA on a 4.00 scale in upper division undergraduate coursework.
- A valid Florida Professional Educator’s Certificate showing border and State
USF Graduate Catalog 2014-2015

Educational Leadership (M.Ed.)

- Two years of teaching experience
- A letter of intent (brief statement outlining experience and goals for the degree).
- Three letters of professional recommendation from persons knowledgeable about the applicant’s academic and professional competence.
- Proof of English for Speakers of Other Languages (ESOL) training (e.g. ESOL endorsement; completion of ESOL certification exam plus 120 hours of ESOL district in-service training; or, completion TSL 5085; ESOL 1 or equivalent.)

Note: Contact the department if you do not meet the above criteria. Non-degree seeking coursework or the Graduate Record Examination scores may be required if an applicant’s GPA is below 3.00.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An course-by-course evaluation of official transcripts from foreign institutions by an approved external agency;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Total Minimum Hours</th>
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<tbody>
<tr>
<td>Educational Leadership Core Requirements</td>
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<td>EDA 6192 Educational Leadership</td>
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<td>EDA 6061 Principles of Educational Administration</td>
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<tr>
<td>EDA 6215 Culturally Relevant Leadership</td>
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<td>EDG 6627 Foundations of Curriculum and Instruction</td>
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<tr>
<th>Educational Leadership Knowledge Requirements</th>
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<tr>
<td>EDA 6106 Administrative Analysis and Change</td>
<td>3</td>
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<tr>
<td>EDA 6423 Data-Based Decision Making</td>
<td>3</td>
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<tr>
<td>EDA 6232 School Law</td>
<td>3</td>
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<td>EDA 6242 School Finance</td>
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<tr>
<th>Education Leadership Praxis Requirements</th>
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<td>EDA 6503 The Principalship</td>
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<td>EDG 6285 School Curriculum Improvement</td>
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<td>EDA 6194 Educational Leadership II: Building Capacity</td>
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<tr>
<th>Practicum</th>
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<tbody>
<tr>
<td>EDA 6945 Administrative Practicum</td>
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</tbody>
</table>

Comprehensive Exam
A comprehensive portfolio is submitted for evaluation in lieu of a comprehensive examination.

Graduation Requirement
The Florida Educational Leadership Exam (FELE) must be passed prior to graduation. Official FELE score report submission required.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.
Modified Educational Leadership Program

Program Description
The modified program in educational leadership is for those individuals with an earned master’s degree in a field other than educational leadership and who wish to add educational leadership to their Florida Professional Educator’s Certificate. The modified program is a non-degree program consisting of approximately 24-30 hours of coursework that meets Florida Principal Leadership Standards for K-12 schools. Successful completion fulfills core curriculum requirements for Florida certification in Level I K-12 Educational Leadership—Administrative Class. The number of courses required will vary, depending upon the student’s master’s degree coursework. See http://www.coedu.usf.edu/main/departments/edlead/certification.html

Admission Information
Admission to the Master of Educational Leadership (M.Ed.) program in Educational Leadership occurs each spring. Admission to the M.Ed. program is based on a holistic evaluation of each applicant’s demonstrated academic potential to complete all the degree requirements successfully. Success in the M.Ed. program requires a commitment to utilizing rigorous inquiry, applying excellence in research methods, and to developing exceptional policy writing skills. The program faculty will consider each applicant within the context defined by his or her personal and professional qualifications.

Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission requirements:
- A Master’s degree from a regionally accredited institution with a minimum 3.00 GPA
- Official (original & sealed) Master’s and Bachelor’s transcripts.
- A valid Florida Professional Educator’s Certificate clearly showing border and State seal.
- Evidence of teaching under a full-time contract for a minimum of two years.
- A letter of intent (brief statement outlining experience and goals).
- Three letters of professional recommendation

Program Requirements
In addition to 30 hours of coursework, successful completion of the Florida Educational Leadership Exam (FELE) is required for certification. Upon successful completion of the necessary courses, students will receive a stamp on their transcript indicating completion of a modified educational leadership program; however, the student must apply to the FLDOE for state certification.

Courses
Please see the Educational Leadership M.Ed. course listing (http://www.ugs.usf.edu/course-inventory/). The number of courses required will vary depending upon the student’s master’s degree coursework. Applicants wanting consideration of previous Master’s coursework must supply a university catalog course description for each course they want reviewed and indicate which USF course may be comparable. The M.Ed. program coordinator will evaluate coursework to determine acceptability and applicants will be provided with a list of recommended courses for completion of the Modified Program.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

COURSES
See http://www.ugs.usf.edu/course-inventory/
EDUCATIONAL LEADERSHIP PROGRAM

Education Specialist (Ed.S.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Summer: February 15

Minimum Total Hours: 36
Program Level: Specialist
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): SAS ED
Approved: 1981

CONTACT INFORMATION

College: Education
Department: Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

The Ed.S. degree is an advanced graduate degree beyond the master’s degree but below the doctorate. The Ed.S. provides professional educators who already possess certification in educational leadership (K-12) with an opportunity to develop competencies in areas of special needs and interests. The degree is flexible, and each student’s program is individually planned in consultation with a 3-member faculty program committee. The Ed.S. program requires 15 semester hours of major coursework at the doctoral level, 9 semester hours at the master’s or advanced graduate level, and 3 semester hours in the area of research methods. A thesis/project is also required (9 semester hours) for a minimum total of 36 semester hours. There is also a comprehensive examination required. The student must have a supervisory committee consisting of three faculty members credentialed for advanced graduate committee work.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS); the National Council for the Accreditation of Teacher Education (NCATE).

ADMISSION INFORMATION

Applicants should contact the Program Advisor prior to applying to Graduate Admissions. Admissions for the Specialist program occur each fall. Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Admission Requirements
Admission to the Education Specialist (Ed.S.) program in Educational Leadership occurs each spring. Admission to the Ed.S. program is based on a holistic evaluation of each applicant demonstrated academic potential to complete all of the degree requirements successfully. Success in the Ed.S. program requires a commitment to utilizing rigorous inquiry, applying excellence in research methods, and to developing exceptional policy writing skills. The program faculty will consider each applicant within the context defined by her or his personal and professional qualifications. Applicants meeting a set of initial criteria will be asked to submit a writing sample and complete an oral interview.

Preferred Applicants should have the following:
- An earned master’s degree from an accredit institution of higher education
- An earned grade point average of 3.50 in their master’s degree and an earned undergraduate GPA of 3.00 in the last half of the baccalaureate
- An official Graduate Record Examination score taken within the last five years [verbal, quantitative, and analytical writing] with no Quantitative or Verbal sub-test score below 500

http://www.coedu.usf.edu/
A statement of purpose
A current resume or CV
Writing sample based on a DELPs prompt
Three letters of recommendation from persons knowledgeable about the applicant’s academic and professional competence

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Total Minimum Hours</th>
<th>36 hours</th>
</tr>
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<tbody>
<tr>
<td>Concentration Requirements:</td>
<td>15 hours</td>
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<tr>
<td>EDA 7222 Administration Of School Personnel Policies and Practices</td>
<td>3</td>
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<tr>
<td>EDA 7233 Legal Dimensions Of School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 7247 Advanced School Finance</td>
<td>3</td>
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<tr>
<td>EDS 7130 Teacher Evaluation: Process and Instruments</td>
<td>3</td>
</tr>
<tr>
<td>EDA 7667 Analysis of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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<tr>
<td>EDG 7692 Issues in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Electives</td>
<td>9 hours</td>
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<tr>
<td>May be taken at the Master’s and/or Advanced Graduate (6000 or 7000) levels from the areas of Educational Leadership, K-12; Higher Education-Community College, Adult or Vocational Education; or Instructional Technology</td>
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<tr>
<td>Core Elective</td>
<td>3 hours</td>
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<tr>
<td>Taken from the Department of Educational Measurement/Research at the graduate level.</td>
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<tr>
<td>Comprehensive Exam</td>
<td>9 hours</td>
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<tr>
<td>EDA 6971 Thesis/Project</td>
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<tr>
<td>Includes written comprehensive examination and oral defense of thesis/project.</td>
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<tr>
<td>Residency Requirement</td>
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<tr>
<td>There is no residency requirement for the Ed.S. program.</td>
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<tr>
<td>Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.</td>
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</table>

COURSES
See http://www.ugs.usf.edu/course-inventory/
EDUCATIONAL LEADERSHIP PROGRAM

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Summer: February 15

Minimum Total Hours: 63 post-masters
Program Level: Doctoral
CIP Code: 13.0401
Dept. Code: LEA
Program (Major/College): EAS PhD
Approved: 1981

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

The Ph.D. in Educational Leadership degree is designed for those individuals who intend to build an academic career focused on conducting research in the multidisciplinary field of education; or, an administrative career focused on innovative and inquiry-based leadership. Accordingly, this program will prepare individuals for careers in research universities and teaching colleges; private, non-profit, state, federal, or international educational agencies; or analyzing K-12 education systems. Individual students will work alongside a collection of highly-regarded educational leadership faculty with expertise in multiple areas including: school accountability, curriculum and pedagogy, education law, educational leadership, organization theory, politics of education, economics of education, and education reform. Once admitted into the program, students will be engaged in coursework organized around curriculum, leadership, and policy studies; and, will be matched with a faculty advisor whose research interests are congruent with the student’s. Ultimately, each student will design a unique, policy-based study that reflects specific research interests and prepares them to conduct, evaluate, and utilize high-quality research; write and present scholarly papers at professional conferences; and submit research articles for publication in education journals. For further information, please see http://coedu.usf.edu/main/departments/edlead/edlead.html

Accreditation:
Accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS), and the National Council for the Accreditation of Teacher Education (NCATE).

ADMISSION INFORMATION

Admission to the Doctor of Philosophy (Ph.D.) program in Educational Leadership occurs each spring and is based on a holistic evaluation of each applicants’ demonstrated academic potential to complete all of the degree requirements successfully. Success in the Ph.D. program requires a commitment to utilizing rigorous inquiry, applying excellence in research methods, and developing exceptional policy writing skills. The program faculty will consider each applicant within the context defined by personal and professional qualifications.

Applicants must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements

Admission to the Ph.D. program is based on a holistic evaluation of each applicant’s demonstrated academic potential to complete all of the degree requirements successfully. Applicants meeting a set of initial criteria
will be asked to submit a writing sample and may be asked to complete an oral interview. Preferred applicants should:

- Have earned a Master’s degree from an accredited institution of higher education
- Have earned an undergraduate grade point average of 3.00 (B) in the last half of the baccalaureate or a grade point average of 3.50 in the master’s degree;
- Have an official GRE score with a preferred score greater than 300 (new scoring) taken within the last five years with no Quantitative or Verbal sub-test score below 150;
- Submit a letter of intent (statement outlining experiences and goals-3 page maximum);
- Submit a current resume;
- Submit three letters of professional reference, each enclosed in a sealed envelope and signed across the flap by the recommender or emailed by recommender to Denise Montgomery (dmont@usf.edu). Please ask references to include your name and “letter of reference” in subject line when emailing the letter.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

Total Minimum Hours: 63 hours

Educational Leadership Core Requirements 12 hours
EDA 7197  Critical Readings and Discourses in Educational Leadership 3
EEX 7743  Philosophies of Inquiry 3
EDA 7069  Ethics in Educational Leadership 3
EDA 7205  Educational Politics and Policy: Theory & Issues 3

Educational Leadership Knowledge Requirements 18 hours
EDA 7193 Organizational Leadership & Systems Theory 3
EDA 7233  Legal Dimensions of School Administration 3
EDA 7281  Policy Analysis and Implementation 3
EDA 7280  Curriculum Theory 3
EDA 7692  Issues in Curriculum 3
And either
EDA 7667  Curriculum Analysis 3
Or
EDA 7247  Advanced School Finance 3

Educational Leadership Specialization Requirements 12 hours

Note: A minimum of four (4) courses must be taken at 7000-level, or 6000-level courses requiring advanced graduate standing from outside the Department of Educational Leadership & Policy Studies.

Educational Leadership Methods Courses 15 hours
EDF 7410 Qualitative Case Methods (or equivalent) 4
EDF 7478 Qualitative Research in Education II (or equivalent) 4
EDF 6407 Statistical Analysis Education I (or equivalent) 4
EDF 7408 Statistical Analysis Education II (or equivalent) 4
Note: A minimum of five (5) advanced qualitative or quantitative methods courses must be taken. Two courses must be qualitatively oriented; and two courses must be quantitatively oriented. The final methods course is chosen in conjunction with individual program committees.

**Dissertation**

EDG 7980 Dissertation: Doctoral  
6 hours

**Required Examinations**

A qualifying examination is required prior to admission to candidacy. Upon approval of major professor, the qualifying examination can be scheduled after a candidate has completed a minimum of 48 credit hours of all required coursework.

**Residency**

There is no on-campus residency requirement for the Ph.D.

**COURSES**

See [http://www.ups.usf.edu/course-inventory/](http://www.ups.usf.edu/course-inventory/)
EDUCATIONAL PROGRAM DEVELOPMENT PROGRAM

Doctor of Education (Ed.D.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 76
Program Level: Doctoral
CIP Code: 13.0301
Dept. Code: CNI
Program (Major/College): EPD ED
Approved: 1991

Concentrations:
- Administration of Special Education (ESE)*
- Adult Education (EAE)
- Elementary Education (EEE)*
- Vocational Education (EVO)
  *not open for admissions

CONTACT INFORMATION

College: Education
Departments: Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

Contact Information: www.grad.usf.edu
Refer to individual concentrations for Contact Information.

PROGRAM INFORMATION

Refer to individual areas of concentration for information.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Refer to each area of concentration for program admission requirements or contact department.

For international applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test). See the Office of Graduate Studies website for further clarification and possible exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://www.grad.usf.edu/graduate-admissions-checklist.asp.

DEGREE PROGRAM REQUIREMENTS

Pre-Requisites
Students may be required to take any or all of the following pre-requisites:
- ADE6080 Foundations of Adult Learning 4
- ADE6385 The Adult Learner 3
- EDF6407 Statistical Analysis for Educational Research I 4
### Core Requirements

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<th>Course Title</th>
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<td>ADE7388</td>
<td>Adult Development and Learning</td>
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<td>EVT7761</td>
<td>Research Seminar in Vocational, Technical and Adult Education</td>
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<td>ADE7947</td>
<td>Advanced Internship: Adult Education</td>
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Total: 13 hours

### Curriculum and Instruction

Select one of the following:

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<th>Course Code</th>
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<td>Research Seminar in Vocational, Technical and Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ADE7947</td>
<td>Advanced Internship: Adult Education</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Total: 3 hours

### Research And Measurement Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF7408</td>
<td>Statistical Analysis for Educational Research II</td>
<td>4</td>
</tr>
<tr>
<td>EDF7410</td>
<td>Design of Systematic Studies in Education</td>
<td>4</td>
</tr>
<tr>
<td>EDF7438</td>
<td>Advanced Educational Measurement I</td>
<td>4</td>
</tr>
<tr>
<td>EDF7484</td>
<td>Statistical Analysis for Educational Research III</td>
<td>4</td>
</tr>
<tr>
<td>EDF7493</td>
<td>Systems Approaches for Program Planning, Evaluation and Development</td>
<td>4</td>
</tr>
<tr>
<td>EDF7477</td>
<td>Qualitative Research in Education Part I</td>
<td>4</td>
</tr>
<tr>
<td>EDF7478</td>
<td>Qualitative Research in Education Part II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 7 hours

### Psychological and Social Foundations Requirement

Select one course from each Foundation area.

**Psychological Foundations (Suggested Courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF7145</td>
<td>Cognitivie Issues in Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDF7655</td>
<td>Organization Development in Educational Institutions</td>
<td>4</td>
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</table>

**Social Foundations (Suggested Courses)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDF6883</td>
<td>Issues in Multicultural Education</td>
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<tr>
<td>EDF7934</td>
<td>Seminar in Social Foundations of Education</td>
<td>4</td>
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<tr>
<td>EDF6938</td>
<td>History of Higher Education in the United States</td>
<td>3</td>
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</table>

Total: 6 hours

### Dissertation

24 hours

### Concentration Requirements:

**ADMINISTRATION OF SPECIAL EDUCATION (ESE) – Not open for admissions.**

**ADULT EDUCATION (EAE) – 62 HOURS**

Offered from the Department of Leadership, Counseling, Adult, Career, and Higher Education (L-CACHE)

Description:

Prepares leaders for adult, continuing education, and human resource development positions in a variety of employment settings. The program is designed to develop the competencies of educational practitioners and to obtain and synthesize knowledge for the solution of educational problems and practices.

Concentration Requirements

In addition to the Program requirements, students must complete the following concentration requirements:

Students must take the courses listed under the specialization of choice or receive approval from their program of study committee to take other courses. For those who have not earned a master’s degree in adult education, the continuing education and human resource development specialization is the only specialization choice available.
Continuing Education and Human Resource Development Specialization
ADE6198 Effective Continuing Education for Professional Groups 3
ADE7076 Continuing Education in the Community College and Higher Ed. 3
ADE7676 Human Resource Development Policy Seminar 3
OR
Career and Workforce Development Specialization
ECT7066 Foundations and Philosophy of Vocational-Technical Education 3
ECW7105 Vocational and Adult Ed. Program Planning and Implementation 3
ECT6661 Trends and Issues in Career and Technical Education 3
OR
Community College and Higher Education Specialization
EDH6051 Higher Education in America 3
EDH6061 The Community College in America 3
EDH7225 Curriculum Development in Higher Education 3
EDH7636 Organizational Theory and Practice in Higher Education 3
EDH6081 The Community College in Higher Education 3

ELEMENTARY EDUCATION (EEE) – Not open for admissions.
Offered from the Department of Teaching and Learning

VOCATIONAL EDUCATION (EVO)
Offered from the Department of Teaching and Learning
The Ed.D. in Vocational Education is designed to develop the competencies of career and workforce education practitioners in a variety of employment settings. Practitioners will also obtain and synthesize knowledge for the solution of education problems and practices in the field.

Concentration Requirements 24 hours minimum
In addition to the Program requirements, students must complete the following concentration requirements:
ECW 7066 Foundations And Philosophy Of Vocational, Technical And Adult Education 3
ECW 7168 Instructional Development For Vocational, Technical And Adult Education 4
ECW 7105 Vocational And Adult Education Program Planning And Implementation 3
ECT 7791 Research Seminar In Vocational, Technical And Adult Education 3
EDG 7931 Comparative Study Of Career And Workforce Education Systems 1-4
EDG 6931 Equity And Access In The New Economy 1-4
Other coursework needed to complete the 24 hours in concentration should be selected in consultation with the major professor and doctoral committee.

Electives
Selected specialization courses may be substituted with elective courses with the approval of the major professor.

Dissertation 24 hours minimum
Students must be admitted to candidacy before they are permitted to enroll in dissertation hours.

COURSES
See http://www.ugs.usf.edu/course-inventory/
ELEMENTARY EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 33
Program Level: Masters
CIP Code: 13.1202
Dept. Code: EDR
Program (Major/College): AEE ED
Approved: 1964

Concentrations:
- Early Childhood (MEA)*
- Elementary Curriculum (MEL)
- Language Arts (MLG)*
- Science & Mathematics (MSM)
*not open for admissions

The M.A.T. degree in Elementary Education is available for students seeking initial teacher certification.

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description (Plan I Option)
A program of study designed for those with a bachelor’s degree and certification in the discipline who desire to increase their competence in elementary education curriculum. This program is not designed for those seeking initial certification. The Plan III non-certification option is not available in this degree program.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent in order to be considered for admission, first-time or transferring graduate applicants must:
- Have an earned bachelor’s degree or equivalent from a regionally accredited university.
- Have earned a “B” (GPA of 3.0 on a 4.0 scale) average or higher in all work attempted while registered as an upper division student working in a baccalaureate degree in a regionally accredited institution, or GRE with a preferred score of 540 for math and 460 for verbal if the GPA is between 2.5 and 2.999.
- Have an earned, valid, professional teaching certificate OR
- Be eligible for professional certification through the completion of a Bachelor’s Degree (state-approved program) in Elementary Education.

Exceptions to minimum requirements will be considered for applicants who have earned National Board Certification and who have maintained an outstanding professional record.
For international applicants: All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest (e.g. GRE scores, etc.).

DEGREE PROGRAM REQUIREMENTS

A minimum of 33 hours including 6 hours of process core, 6 hours of program core, and 21 hours of emphasis area courses. National Board Certified Teachers will be permitted to substitute 3 hours from NBC studies for one elective course with receipt of transcript from National Board Program. Please contact program coordinator for more information.

Program of Study 33 hours
Core Requirements
Process Core:  
EDF 6215 Learning Principles Applied to Instruction or 4
EDF 6120 Child Development -
EDF 6481 Foundations of Educational Research 3
LAE 6315 Writing and Writers 3
RED 6449 Literacy and Technology 3
RED 6748 Teacher Researcher Methods in Reading -
Elective Trends Course in area of focus

Concentration Requirements 6 hours
Students select from one of the following concentration areas:

EARLY CHILDHOOD (MEA) – Not open for admissions.
ELEMENTARY CURRICULUM (MEL)  
Offered from the Department of Teaching and Learning
Concentration Requirements
RED 6748 Teacher Research or -
EDG 6935 Seminar in Curriculum Research 1-3
LAE 6316 Trends in Literacy in a Diverse Society or -
LAE 6415 Literature and the Learner 3

LANGUAGE ARTS (MLG) – Not open for admissions.
SCIENCE & MATHEMATICS (MSM)

Electives 21 hours
Elective courses may be chosen from a variety of Departments. Possibilities are 6000 level courses in math, science, social studies, ESOL, and technology (all located in Secondary Education Department). Students may also choose from Early Childhood (EEC) courses located in the Childhood Education and Literacy Studies Department.

Comprehensive Examination: Transition Point Projects
Students must successfully complete a Transition Point Project after each block of courses, culminating in an action research project.

Program and/or course requirements are subject to change, per state legislative mandates, and Florida State Department of Education program approval standards. Please contact Program for more information.

COURSES - See http://www.ugs.usf.edu/course-inventory/
ELEMENTARY EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>February 15</td>
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<tr>
<td>Spring</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer</td>
<td>February 15</td>
</tr>
</tbody>
</table>

*applications accepted on an on-going basis

Minimum Total Hours: 53
Program Level: Masters
CIP Code: 13.1202
Dept. Code: EDR
Program (Major/College): TEE ED
Approved 2001

PROGRAM INFORMATION

Program Description
This program is designed for students who have a non-elementary bachelor’s degree and who wish to become elementary teachers for grades K-6. Students earn an ESOL endorsement at the same time as a Master’s degree in Elementary Education.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

Requirements for applicants include:

- Have one of the following
  - bachelor’s degree or equivalent from a regionally accredited university, and have earned a “B” (3.0 on a 4.0 scale) average or higher in all work attempted cumulatively or as an upper division student.
  - A graduate degree from a regionally accredited institution with at least a 3.0 GPA for the preceding baccalaureate, or a 3.5 GPA for the graduate degree.
- A personal statement indicating reasons for applying to the program, pertinent personal and professional dispositions, and experiences and/or credentials relevant to teaching.

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.
For international applicants:
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test) with the admissions application. See the Graduate Admission website for further clarification and exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://www.grad.usf.edu/graduate-admissions-checklist.asp

International students entering this degree program must obtain a social security number for purposes of practicum, internship and certification testing. An external course by course evaluation of the foreign degree is required with the admissions application

DEGREE PROGRAM REQUIREMENTS

A minimum of 53 hours of coursework (including internships). Students are expected to meet State of Florida testing requirements and Florida State Department of Education program approval standards, and accreditation criteria.

Program of Study: 53 hours

Core Requirements: 9 hours
LAE 6427 Children’s Literature: Teaching Literature Appreciation 3
RED 6315 Emergent Literacy: Skills, Strategies, and Assessment 3
EDE 6326 Instructional Planning for Diverse Learners 3

Process Core: 6 hours
EDF 6211 Psychological Foundations or EDF 6938 Child Development 3
EDF 6432 Measurement for Teachers 3

Concentration Requirements: 11 hours
EDE 6446 Practicum Field Experience 3
EDG 6947 MAT Final Internship 1-9
EDE 6458 I and EDE 6458 II Selected Topics: Reflect. on Inst. Decision Making (I and II) 1-3

Content Specialization: 27 hours
TSL 5085 ESOL I: Theory and Practice for Teaching English Language Learners 3
TSL 5086 ESOL II: Second Language and Literacy Acquisition in Children and Adolescents 3
TSL 5242 ESOL III: Language Principles, Acquisition, and Assessment for Teaching English Language Learners 3
MAE 6117 Teaching Elementary Math 3
SCE 6135 Teaching Elementary (K-5) School Science 3
SSE 6617 Trends in K-6 Social Science Education* 3
RED 6317 Intermediate Literacy: Assessment Skills & Strategies Using Transdisciplinary Text 3
LAE 6314 Teaching Composition in the Elementary Classroom: Research into Practice 3
EDE 6506 Managing and Differentiating the Instructional Environment in Elementary Schools 3

*Students at USF-SM may substitute SSE 4313 Trends in Elementary Social Studies with Program Advisor Approval.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

Practicum and Internship
All students are required to complete a two-day a week practicum during their program and a final full-time internship in their last semester. Placements are made for students in local school districts.
Comprehensive Examination
Students are required to pass a comprehensive exam to be taken during their final internship semester or in the semester immediately prior to internship.

Tests or Examinations
Students must pass all sections of the Florida Teacher Certification Exam and have an original copy of the results sent to the department prior to internship.

COURSES
See http://www.ugs.usf.edu/course-inventory/
ENGLISH EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 41
Program Level: Masters
CIP Code: 13.1305
Dept. Code: EDI
Program (Major/College): TEN ED
Approved: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

A program of study designed to prepare students for initial certification in English education.

Program Description
The M.A.T. in English Education is designed to include initial certification to teach English, grades 6-12 with ESOL Endorsement while working towards a masters degree. It is planed for graduates of B.A. Liberal Arts English programs or for graduates of other programs who have completed the following within their programs of study: grammar/language development, adolescent literature, American literature, British literature, female/minority literature, expository writing, and creative writing. All students must make an appointment with an advisor to ensure that all certification requirements either within the degree itself or in addition to it have been met, and to develop a Graduate Planned Program.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools. Includes the state of Florida Accomplished Practices as well as NCATE/NCTE accreditation standards, and program approval by the Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
Requirements for all applicants include:

- Minimum GPA of 3.0 in upper division work completed while in the Baccalaureate degree. OR
- An earned graduate degree with a minimum GPA of 3.5 in coursework for that degree.

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.
International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

The courses required for the M.A.T. in English Education are listed below. Please check with the program for other program requirements.

Core Requirements 18 hours minimum
- EDF 6432 Measurement for Teachers 3
- ESE 5342 Teaching the Adolescent Learner 3
- ESE 5344 Classroom Management for a Diverse School and Society 3
  including ESOL Endorsement:
- TSL 5430 ESOL I – Theory and Practice of Teaching English Language Learners 3
- TSL 5086 ESOL II Secondary Language and Literacy Acquisition 3
- TSL 5241 ESOL III Language Principles, Acquisition & Assessment 3
  for English Language Learners

Current Trends in Teaching Concentration 3 hours
- LAE 6637 Current Trends in English Education 3

Concentration Requirements 14 hours minimum
- LAE 6738 Teaching Reading in English Curriculum 3
- LAE 5862 Classroom Communication 3
- LAE 6325 Methods of Teaching Middle School Language Arts 4
- LAE 6339 Methods of Teaching Secondary Language Arts 4

Practicum, Internship, Field Work, etc. 6 hours
- LAE 6947 Internship: English Education (PR: CI and passing scores on FTCE) 6

Comprehensive Examination:
All candidates must take and successfully pass a Master’s Comprehensive Examination in English Education the last spring semester of their program.

Completion of State of Florida Tests is also a requirement.

Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

COURSES
See http://www.coedu.usf.edu/main/departments/seced/English/Engma_courswk.htm

http://www.coedu.usf.edu/
EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>Program Admission Deadlines:</th>
<th>CONTACT INFORMATION</th>
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</thead>
<tbody>
<tr>
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<td>College: Education</td>
</tr>
<tr>
<td>Spring: October 15</td>
<td>Department: Teaching and Learning</td>
</tr>
<tr>
<td>Summer: February 15</td>
<td>Contact Information: <a href="http://www.grad.usf.edu">www.grad.usf.edu</a></td>
</tr>
</tbody>
</table>

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.1001
Dept. Code: EDS
Program (Major/College): AVE ED
Approved: 1985

PROGRAM INFORMATION

Program Description
The Master’s Programs in the Department of Teaching and Learning prepare special education teacher leaders for work in public and private schools and in state, federal, or community settings. Specific areas of education and training include behavior disorders, intellectual disabilities, specific learning disabilities, and varying exceptionalities (exceptional student education). The program is designed to ensure that all graduates are prepared to be reflective practitioners, able to evaluate and continuously learn from their own teaching; collaborate with professionals who affirm diversity; knowledgeable of theory and research; and skilled in the best practices of special education. Graduates of this program will have advanced clinical and pedagogical skills in working with children with disabilities and their families. The program is structured so that students can maintain full-time employment while pursuing their degrees through on-line course delivery. After admission to a program, the candidate and the department advisor together chart a program of study incorporating both core requirements and courses of specific interest to the student. All programs stress field application.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. Other requirements include:
- An earned baccalaureate degree or its equivalent from a regionally accredited college or university, or its international equivalent.
- Scholastic evidence to successfully perform in the academic program, as indicated by one of the following:
  - An earned graduate degree from a regionally accredited college or university.
  - A minimum GPA of 3.0 on a 4.0 scale in upper division undergraduate coursework.
  - The following preferred minimum GRE scores:
    1. Verbal 60th percentile
    2. Quantitative 45th percentile
    3. Analytical Writing 60th percentile
- A Professional Goals Statement that addresses why the candidate desires to pursue an MA degree in education.
For international applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test). See the Graduate Admissions website for further clarification and possible exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://www.grad.usf.edu/graduate-admissions-checklist.asp.

DEGREE PROGRAM REQUIREMENTS

Plan I
The M.A. program in education is a 36-hour program, designed for students with an undergraduate degree in education. This program is delivered fully online. Students usually take one or two courses a semester and complete their program of study within two to four years. Students are required to take courses two of the three semesters each calendar year and they must complete their program of study within 7 years of their admission date.

Program of Study

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>36 hours minimum</th>
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<tbody>
<tr>
<td>EDF 6481 Foundations of Educational Research</td>
<td>24 hours</td>
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<tr>
<td>EEX 6025*Trends and Issues in Special Education</td>
<td></td>
</tr>
<tr>
<td>EEX 6612 Management and Motivation of Exceptional and At-Risk Students</td>
<td></td>
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<tr>
<td>EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students</td>
<td></td>
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<tr>
<td>EEX 6245 Transitional Programming for the Adolescent and Young Adult Exceptional Student</td>
<td></td>
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<tr>
<td>EEX 6732 Consultation and Collaboration in Special Education</td>
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</tr>
<tr>
<td>EEX 5752 Working with Families: A Pluralistic Perspective</td>
<td></td>
</tr>
<tr>
<td>EEX 6248 Instructional Approaches for Exceptional Populations</td>
<td></td>
</tr>
<tr>
<td>EEX 6939 Advanced Seminar: paradigms, Practices, and Policies in Special Education</td>
<td></td>
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<tr>
<td>* Not required, if equivalent course taken in undergraduate program.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Varying Exceptionalities courses (Choose one)</th>
<th>9 hours</th>
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<tbody>
<tr>
<td>EBD 6215 Adv Theories and Practices in Behavior Disorders</td>
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<tr>
<td>LLD 6015 Adv Theories and Practices in Specific Learning Disabilities</td>
<td></td>
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<tr>
<td>EMR 6052 Advanced Theories and Practices in Intellectual Disabilities</td>
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<tr>
<td>Elective</td>
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<td>Elective</td>
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<table>
<thead>
<tr>
<th>Comprehensive Examination</th>
<th>3 hours</th>
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</thead>
<tbody>
<tr>
<td>A project is required to fulfill the comprehensive examination requirement.</td>
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</tr>
<tr>
<td>EEX 6943</td>
<td></td>
</tr>
</tbody>
</table>

Plan III
This option is available for students who do not hold an undergraduate degree in education.

COURSES
See http://www.ugs.usf.edu/course-inventory/
EXCEPTIONAL STUDENT EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.1001
Dept. Code: EDS
Program (Major/College): TVE ED
Approved: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
The Master of Arts in Teaching (MAT) is a graduate program in special education for individuals teaching with temporary certification and/or individuals who hold an undergraduate degree in an area other than special education. The Master of Arts in Teaching program leads to certification in Exceptional Student Education (ESE) and endorsement in Reading and ESOL. Students can be admitted to the program during any semester throughout the year; however, the special education core course sequence begins in the fall. Students in the M.A.T. Program benefit from an integrated curriculum taught in six-hour blocks; mentors who are master teachers within the district that provide one-on-one mentoring for each program participant; and accelerated delivery of course content which allows for completion of the degree in one summer and four academic semesters. All students are required to conduct action research in their classrooms, investigating how they can more effectively use research-based interventions. This requires that students link theory and practice and encourages an inquiry approach to teaching.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Admission Requirements
- An earned baccalaureate degree or its equivalent from a regionally accredited college or university.
- Evidence of ability to perform successfully in the academic program, as indicated by one of the following:
  - An earned graduate degree from a regionally accredited college or university, OR
  - An undergraduate GPA of 3.0 or higher in all work attempted while registered as an upper division student working for a baccalaureate degree, OR
  - Preferred minimum GRE scores of: 430 Verbal; 470 Quantitative; and 4 Analytical Writing.
- A letter of application that addresses why the candidate desires to pursue a master’s degree in special education.
- At least two (2) letters of recommendation, one from a person who has seen the candidate teach and/or work with children/youth and the other from an administrator or supervisor.
- A completed application submitted to the Office of Graduate Studies.
USF Graduate Catalog 2014-2015

Exceptional Student Education Program (ESE) (M.A.T.)

- Interview with the M.A.T. program faculty.

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

For International Applicants

Applicants whose native language is other than English or who have earned a degree from an institution outside the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, or 550 on the paper-based test, are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:

- The applicant’s native language is English, or
- Has scored 500 or higher on the GRE Verbal Test, or
- Has earned a college degree at a U.S. institution of higher learning, or
- Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
- Has scored 6.5 on International English Language Testing System (IELTS) http://www.ielts.org/

DEGREE PROGRAM REQUIREMENTS

Program of Study

(Students entering with an ESOL endorsement and certification in Elementary Education have a minimum of 36 hours required to complete the program)

College Requirements

<table>
<thead>
<tr>
<th>Core Requirements:</th>
<th>6 hours minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6211 Psychological Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481 Foundations of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentration Requirements</th>
<th>29 hours minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 6051 Creating Positive Learning Environments for Students with Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>EEX 6224 Developing Individualized Educational Programs for students with Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>EEX 6247 Implementing and Evaluating Individualized Programs for Students with Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>EEX 6943 Practicum in Exceptional Student Education</td>
<td>2</td>
</tr>
<tr>
<td>RED 6514 The Reading Process in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544 Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6117 Math Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESOL Requirements</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSL 5085 Theory and Practice of Teaching English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5086 Second Language Acquisition and Literacy in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5240 Language Principles, Acquisition, and Assessment for Teaching English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

NOTE: The special requirements for ESOL endorsement through infusion are as follows: Successful completion of (1) TSL 5085, TSL 5086, and TSL 5240, with a minimum grade of 70% or better on all three sections of the ESOL Comprehensive Exam administered in the three ESOL courses; (2) a 20-hour early ESOL field experience in ESOL 1; 3 a late ESOL field experience...
where students plan, implement, and evaluate lessons for one or more ESOL students over a series of weeks; and 4 an ESOL folder, containing all assignments and test results from ESOL 1, 2, and 3.

Note: If a student obtains a state approved ESOL Endorsement prior to internship, consideration will be given to waiving TSL 5085, TSL 5086 and TSL 5240 with the appropriate program and college approvals.

**Internship**

EDG 6947 Internship and Classroom Research

**6 hours**

**Practicum and Internship**

**Practicum Requirements**

All students are required to register for and complete a 1-hour practicum (EEX 6943) during the semesters they are taking EEX 6225 Developing Individualized Educational Programs for Students with Disabilities and EEX 6247 Implementing and Evaluating Individualized Programs for Students with Disabilities. Students who are employed as an ESE-teacher, or as teaching assistant/paraprofessional may complete the practicum in the classroom where they are employed. Students who are not employed as a teacher or teaching assistant/paraprofessional will be placed in a classroom practicum setting with a mentor teacher in the local school district.

**Internship Requirements**

All students are required to complete a full-time semester long internship as a special education teacher in a K-12 classroom setting. The internship can be a supervised paid internship which an employed teacher can complete in his/her own classroom. If a student is not employed as a special education teacher, he/she must complete the internship (non-paid) in a supervising teacher’s (Professional Practice Partner) classroom.

**Comprehensive Exam**

The successful completion of a comprehensive exam in the form of an action research project is required of all students in their final semester of the program. If the student does not successfully complete the action research project in the last semester of the program, the student must pass 2 hours of EDG 6970 – Project Master’s the following semester for a maximum of two attempts.

**Tests and Examinations**

All students must pass the following examinations:

- General Knowledge Test (all four subtests) – if the CLAST (taken after July 1, 2002) was used to fulfill admission requirements instead of the General Knowledge Test (GKT), the GKT must be passed before internship.
- Florida Teacher Certification Professional Education Test – must be passed prior to graduation.
- Florida Teacher Certification ESE Subject Area Test – must be passed prior to graduation.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

**COURSES**

See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
EXERCISE SCIENCE PROGRAM

Master of Science (M.S.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: No admission
- Summer: No admission

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 31.0505
Dept. Code: EXC
Program (Major/College): EDP / ED
Approved 2011

Concentrations available in:
- Strength and Conditioning (EST)
- Health and Wellness (EHW)

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
The purpose of the program is to prepare fitness professionals that are equipped to meet the needs of adults in their pursuit of improved health and performance. Exercise science professionals work with adults in leadership roles in areas such as strength & conditioning, directors of corporate worksite health promotion, commercial fitness centers, wellness clinical rehabilitation, personal fitness consultant, and sport performance positions. In addition, graduates of this program will have the educational background to pursue doctoral education and other advanced degree programs.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Major Research Areas
- Environmental and Occupational Health/Heat Stress
- Legal Liability, Risk Management, and Fitness Safety
- Physical Activity Behavior and Adherence
- Psychobiology of Exercise
- Sports Nutrition and Performance Enhancement
- Strength & Conditioning

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
- Personal Statement required – two page double-spaced statement of professional and research interests
- Writing Sample required
Admission into the program will be based on successful completion of prerequisite courses related to the degree program or their equivalent (BSC 2085: Anatomy and Physiology I; BSC 2086: Anatomy and Physiology II; HUN 2201: Nutrition; PET 3353: Exercise Physiology; PET 3312: Biomechanics/Kinesiology).

Students with extensive biology/biomedical science backgrounds may have one or more prerequisite courses waived if the Exercise Science faculty believes that such a waiver is warranted.

DEGREE PROGRAM REQUIREMENTS

Total Minimum Program Hours

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core (required of all students)</td>
<td>7 hours minimum</td>
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<tr>
<td>Core courses</td>
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<tr>
<td>EDF 6407 Statistical Analysis</td>
<td>4</td>
</tr>
<tr>
<td>PET 6536 Research Methods in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>Concentrations</td>
<td>21 hours minimum</td>
</tr>
<tr>
<td>STRENGTH AND CONDITIONING</td>
<td></td>
</tr>
<tr>
<td>PET 6086 Lifespan Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PET 6098 Topics in Strength and Conditioning</td>
<td>3</td>
</tr>
<tr>
<td>PET 6216 Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>APK 6116 Neuromuscular Aspects of Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>APK 6109 Cardiorespiratory Aspects of Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PET 6367 Sports Nutrition and Exercise Metabolism</td>
<td>3</td>
</tr>
<tr>
<td>PET 6389 Fitness Assessment and Prescription</td>
<td>3</td>
</tr>
<tr>
<td>HEALTH AND WELLNESS</td>
<td></td>
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<tr>
<td>APK 6406 Psychology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PET 6003 Theories and Models of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PET 6081 Lifespan Fitness</td>
<td>3</td>
</tr>
<tr>
<td>PET 6085 Body Composition Assessment and Management</td>
<td>3</td>
</tr>
<tr>
<td>APK 6109 Cardiorespiratory Aspects of Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PET 6388 Physical Activity, Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>PET 6389 Fitness Assessment and Prescription</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>5 hours min. (thesis students) or 8 hours min. (non-thesis students)</td>
</tr>
<tr>
<td>Electives can be selected from the following, or other graduate course as approved by the Graduate Program Director.</td>
<td></td>
</tr>
<tr>
<td>All electives must be approved by the faculty advisor and graduate coordinator.</td>
<td></td>
</tr>
<tr>
<td>APK 6406 Psychology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PET 6003 Theories and Models of Health and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PET 6085 Body Composition Assessment and Management</td>
<td>3</td>
</tr>
<tr>
<td>PET 6256 Sport in Society</td>
<td>3</td>
</tr>
<tr>
<td>PET 6388 Physical Activity, Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>PET 6494 Legal Aspects of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PET 6906 Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>PET 6910 Research Project</td>
<td>3</td>
</tr>
<tr>
<td>PET 6947 Internship in Exercise Science</td>
<td>(1-6 hours)</td>
</tr>
<tr>
<td>PET 6971 Thesis: Physical Education</td>
<td>(1-5 hours)</td>
</tr>
</tbody>
</table>

Comprehensive Exam

A comprehensive exam is required. For students in the thesis option, the thesis serves in lieu of the comprehensive exam.
Thesis
PET 6971 Thesis (3-5 hours)
Thesis is not required but considered as elective hours for those who select to do a thesis.

Non-Thesis
Students in the non-thesis option take an additional 3 hours of electives

COURSES
See http://www.ugs.usf.edu/course-inventory/
FOREIGN LANGUAGE EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15*
- Spring: October 15*
- Summer: February 15*

*This Program is Closed for Admissions – being terminated

Minimum Total Hours: 30
Program Level: Masters
CIP Code: 13.1306
Dept. Code: EDI
Program (Major/College): FLE EJ
Approved

Concentrations
Foreign Language Ed., French (AFF)
Foreign Language Ed., German (AFG)
Foreign Language Ed., Spanish (AFS)

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
Prepares educators for teaching foreign language in a K-12 environment.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Major Research Areas
German, Spanish, French, Latin, Foreign Language Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. The admissions committee will consider each applicant in light of his or her qualifications and likelihood of success. The faculty employs a holistic approach to the admissions consideration, taking into account all the information and balancing previous grade point averages, test scores, previous success in graduate coursework, recommendations, and professional experiences as well as fit of the program to the applicants’ personal and professional goals. In order to be admitted to the graduate program in Foreign Language Education, students must present the following:

Requirements for all applicants include the following:

- Minimum GPA of 3.00 in upper division coursework in the Baccalaureate degree
- Proof of relevant educational or professional experience
- A current resume
For DEGREE USF CONCENTRATION Students M.A.

Description Offered In

At FRENCH Concentration For Language Applicants foreign the International EDF [HC3]

 EDF 6665 5291 6481 6606 5211 6432 6517 6432 6432 6432 6432 6432
Select or  - FLE

Select from the following:
EDF 6517 Historical Foundations of American Education
or
[HIC3]EDF 6606 Socio-Economic Foundations of American Education

EDF 6481 Foundations of Educational Research
EDF 6432 Foundations of Measurement
FLE 6665 Current Trends
FLE 5291 Applications of Technology to FLE (except if taken as part of the B.A.)

For International Applicants

Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test). See http://web.usf.edu/iac/admissions/language.html for further clarification and exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://web.usf.edu/iac/admissions

DEGREE PROGRAM REQUIREMENTS

For M.A. - Plan I

Program of Study 36 hours

CORE REQUIREMENTS
Professional Education
EDF 6211 or EDF 6215

Select one from the following:
EDF 6517 Historical Foundations of American Education
or
[HIC3]EDF 6606 Socio-Economic Foundations of American Education

EDF 6481 Foundations of Educational Research
EDF 6432 Foundations of Measurement
FLE 6665 Current Trends
FLE 5291 Applications of Technology to FLE (except if taken as part of the B.A.)

CONCENTRATION REQUIREMENTS 18 hours

Students select one of the following concentrations:

FRENCH (AFF) – 18 HOURS
Offered from the Department of Teaching and Learning
Description: Prepares educators for teaching French in a K-12 environment.
Concentration Requirements
In addition to the Program requirements, students must complete the following concentration requirements:

At the 5000 and 6000 Level: Six (6) courses in the French language are taken at the 5000 and 6000 level in the World Language Education Department in the College of Arts & Sciences to provide students with further specialization in the foreign language. With their advisor, students are encouraged to select a mix of courses based on the areas (literature,
civilization, linguistics) they wish to examined on during their comprehensive examination. Please refer to the USF course catalogue as well as your advisor for course selection.

**GERMAN (AFG) – 18 HOURS**  
**Offered from the Department of Teaching and Learning**  
**Description:** Prepares educators for teaching German in a K-12 environment.  
**Concentration Requirements**  
In addition to the Program requirements, students must complete the following concentration requirements:

At the 5000 and 6000 Level: Six (6) courses in the French language are taken at the 5000 and 6000 level in the World Language Education Department in the College of Arts & Sciences to provide students with further specialization in the foreign language. With their advisor, students are encouraged to select a mix of courses based on the areas (literature, civilization, linguistics) they wish to be examined on during their comprehensive examination. Please refer to the USF course catalogue as well as your advisor for course selection.

**Comprehensive Examination**  
A Comprehensive Examination must be taken in the final semester in the program. It is a 3-hour exam where the candidate will be expected to answer questions that display knowledge about the broad subjects that were covered in your program of studies.

**SPANISH (AFS) – 18 HOURS**  
**Offered from the Department of Teaching and Learning**  
**Description:** Prepares educators for teaching Spanish in a K-12 environment.  
**Concentration Requirements**  
In addition to the Program requirements, students must complete the following concentration requirements:

At the 5000 and 6000 Level: Six (6) courses in the French language are taken at the 5000 and 6000 level in the World Language Education Department in the College of Arts & Sciences to provide students with further specialization in the foreign language. With their advisor, students are encouraged to select a mix of courses based on the areas (literature, civilization, linguistics) they wish to be examined on during their comprehensive examination. Please refer to the USF course catalogue as well as your advisor for course selection.

**Comprehensive Examination:** Required in both Foreign Language and Foreign Language Education.

**Plan II** – inactive.

**Plan III** - A Plan III, non-certification option is also available for those who do not desire teacher certification. For information on Plan III, contact the program coordinator. This plan is **closed for new applications for the German Concentration.**

**COURSES**  
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
FOREIGN LANGUAGE EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:

<table>
<thead>
<tr>
<th>Fall</th>
<th>February 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer</td>
<td>February 15</td>
</tr>
</tbody>
</table>

Minimum Total Hours: 33
Program Level: Masters
CIP Code: 13.1306
Dept. Code: EDI
Program (Major/College): TFL ED
Approved: 2002

Concentrations:
General Education – Fast-Track Concentration (with no ESOL Endorsement) – Not Available
Chinese
French
German
Italian
Japanese
Latin
Russian
Spanish

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
The M.A.T. degree is designed for individuals with a Bachelor’s degree in a field other than education who wish to become certified teachers in foreign language at the middle or high school level in the following Languages: Spanish, French, German, Latin, Italian, Chinese, Japanese, or Russian. Students can earn ESOL endorsement at the same time as the Master’s degree.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools, the National Council for the Accreditation of Teacher Education, and the Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions), including an earned degree from regionally accredited institutions or an international equivalent as well as requirements listed below.

Admission Program Requirements
Requirements for all applicants include the following:
- Minimum GPA of 3.0 in upper division coursework completed in the baccalaureate degree, OR
- An earned graduate degree with a minimum GPA of 3.5
- Two Letters of recommendation (1 personal and 1 professional) stating the ability of the student to complete graduate studies.
• Concept Paper or goal statement
• Evidence of 30 credit hours in foreign language coursework or evidence of native language proficiency.
• An appropriate level of proficiency in the foreign language demonstrated by an interview with the program faculty (in person or by telephone, by presenting an ACTFL OPI score of intermediate high or higher, or by any equivalent measure as approved by the program faculty.

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

• An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
• A social security number in degree programs requiring practica or internships; and
• Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

A program of study designed for the holder of a non-education baccalaureate degree who is functionally competent and proficient in the target language. This program meets initial certification requirements (K-12) as well as full ESOL endorsement. There is also a fast-track concentration without ESOL endorsement.

**Minimum Program Hours**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 (without ESOL)</td>
<td></td>
</tr>
<tr>
<td>42 (with ESOL)</td>
<td></td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement OR TSL 5440, Language Testing</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5342</td>
<td>Teaching the Adolescent Learner</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5344</td>
<td>Classroom Management for a Diverse School &amp; Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Current Trends in Teaching Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 6665</td>
<td>Current Trends in Foreign Language Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**ESOL Endorsement Track**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSL 5085</td>
<td>ESOL I</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5086</td>
<td>ESOL II</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5242</td>
<td>ESOL III</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5291</td>
<td>Applications of Technology to FLE</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5313</td>
<td>Methods of Teaching FL &amp; ESOL in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5331</td>
<td>Methods of Teaching FL &amp; ESOL in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5895</td>
<td>Dual Language Education</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5946</td>
<td>Practicum in FL Teaching in the Secondary School</td>
<td>3</td>
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</tbody>
</table>
CONCENTRATION REQUIREMENTS

Students select one of the following Concentrations:

**GENERAL EDUCATION-- Fast-Track Concentration, with No ESOL Endorsement**  15 hours minimum

- Not Available
  - The fast track program is designed for the individuals who wish to become certified teachers in foreign language at the elementary, middle, or high school level (K-12), in the following languages: Spanish, French, German, Latin, Italian, Chinese, Japanese, or Russian, but do not want or need the ESOL Endorsement.

- TSL 5932  L2 Reading for ESOL Students Across Content Areas  3
- FLE 5313  Methods of Teaching FL & ESOL in the Elementary School  3
- FLE 5331  Methods of Teaching FL & ESOL in the Secondary School  3
- FLE 5895  Dual Language Education  3
- FLE 5946  Practicum in FL Teaching in the Secondary School  3

<table>
<thead>
<tr>
<th>CHINESE</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
<tr>
<td>• Student’s content degree or equivalent (an admissions requirement)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRENCH</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
<tr>
<td>• Student’s content degree or equivalent (an admissions requirement)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GERMAN</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
<tr>
<td>• Student’s content degree or equivalent (an admissions requirement)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITALIAN</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
<tr>
<td>• Student’s content degree or equivalent (an admissions requirement)</td>
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</table>

<table>
<thead>
<tr>
<th>JAPANESE</th>
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<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
<tr>
<td>• Student’s content degree or equivalent (an admissions requirement)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LATIN</th>
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<tbody>
<tr>
<td>FLE 6947 Internship</td>
<td>6 hours</td>
</tr>
<tr>
<td>• Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.</td>
<td></td>
</tr>
<tr>
<td>• Passing score on the appropriate subject area exam.</td>
<td></td>
</tr>
</tbody>
</table>
Foreign Language Education (M.A.T.)

- Student’s content degree or equivalent (an admissions requirement)

**RUSSIAN**

FLE 6947 Internship 6 hours
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
- Passing score on the appropriate subject area exam.
- Student’s content degree or equivalent (an admissions requirement)

**SPANISH**

FLE 6947 Internship 6 hours
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
- Passing score on the appropriate subject area exam.
- Student’s content degree or equivalent (an admissions requirement)

**Comprehensive Examination**
A Comprehensive Examination must be taken in the final semester in the program. It is a 3-hour exam where the candidate will be expected to answer questions that display knowledge about the broad subjects that were covered in the program of studies.

**Practicum, Internship, Field Work, etc.** 6 hours
A 6-credit hour internship provides an essential practical and evaluative exit to the program. It is highly recommended to complement it with a 2-credit hour Senior Seminar to debrief and enhance the internship experience.

FLE 6947 Internship (PR: CI and passing scores of FTCE) 6
FLE 5936 Senior Seminar (optional)

Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria.

**COURSES**
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
FOREIGN LANGUAGE EDUCATION ACCELERATED PROGRAM

Bachelor of Arts (B.A.) / Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

This Program is Closed for Admissions

Minimum Total Hours: 42
Program Level: Bachelors/Masters
CIP Code: 13.1306
Dept. Code: EDI
Program (Major/College): TFL ED

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
The Accelerated B.A. or B.S. to M.A.T. Degree Program offers benefits for students who decide to pursue a career in the teaching profession. It provides the background within specific liberal arts disciplines and then allows students to take that knowledge into an accelerated master’s degree in teaching, designed around collaboration, academic excellence, progressive research, and ethical practices within diverse environments.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Admission Program Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. Requirements for all applicants include:

The B.A./B.S. to M.A.T. Program is designed for academically talented and educationally mature students who meet the following criteria:

- Are admitted to one of the participating undergraduate majors in the College of Arts and Sciences (French, Spanish, or Latin programs)
- Have completed at least 90 semester hours of coursework in one of the participating programs
- Have an earned grade point average of at least 3.0 both overall and in the major coursework
- Have no arrest record or have disclosed any record of previous arrests and/or convictions

Applying to the B.A./B.S. to M.A.T. Program
It is very important that students interested in the BA/BS to MAT Program work closely with their undergraduate academic advisor to ensure timely application to the program and a seamless transition from undergraduate to graduate status.

Please review and follow these steps carefully:
1. Contact your undergraduate academic advisor in the relevant subject area:
   - World Languages: Osiris Albrecht

http://www.coedu.usf.edu/
2. File an Accelerated Degree Program Interest Form.
3. Submit the Interest form to your undergraduate advisor (instructions are on the form).
4. When the time comes to apply for the graduate program, submit the Accelerated Degree Program Application.
5. Provide an official copy of the General Knowledge Test (GKT) score report verifying passing scores on all four sections of the exam when submitting the Accelerated Degree Program Application. For more information about the GKT, please visit the following link: http://www.fl.vesinc.com/FL_testselection.asp. NOTE: The GKT information can be found under the “Florida Teacher Certification” of this webpage. The test code for the GKT is 082.

For international applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test). See http://web.usf.edu/iac/admissions/language.html for further clarification and exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://web.usf.edu/iac/admissions

DEGREE PROGRAM REQUIREMENTS

A program of study designed for a student currently in the World Language Education French, Spanish, or Latin BA program, who has already completed a minimum of 90 credits of course work in that program.

Core Requirements 18 hours minimum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6432 Foundations of Measurement or</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5440 Language Testing</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5344 Classroom Management for a Diverse School &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5342 Teaching the Adolescent Learner Including ESOL Endorsement</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5085 ESOL I</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5086 ESOL II</td>
<td>3</td>
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<tr>
<td>TSL 5242 ESOL III</td>
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Current Trends in Teaching Specialization 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 6665 Current Trends in FLE</td>
<td>3</td>
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</table>

Course Requirements 15 hours minimum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLE 5313 Methods of Teaching FL &amp; ESOL in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5331 Methods of Teaching FL &amp; ESOL in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5895 Dual Language Education</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5946 Practicum in FL Teaching in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>FLE 5291 Applications of Technology to FLE</td>
<td>3</td>
</tr>
</tbody>
</table>

Comprehensive Examination:
A Comprehensive Examination must be taken in the final semester in the program. It is a 3-hour exam where the candidate will be expected to answer questions that display knowledge about the broad subjects that were covered in your program of studies.

Practicum, Internship, Field Work, etc. 6 hours

A 6-credit hour internship provides an essential practical and evaluative exit to the program. FLE 6947 Internship (PR: CI and passing scores of FTCE) 6
(The internship is planned observation and teaching, supervised by a member of the University faculty and a school staff member.) Please refer to www.coedu.usf.edu/sas for specific internship entrance and State of Florida testing requirements.

COURSES
See http://www.ugs.usf.edu/course-inventory/
MATHEMATICS EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>Program Admission Deadlines*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall: February 15</td>
</tr>
<tr>
<td>Spring: October 15</td>
</tr>
<tr>
<td>Summer: February 15</td>
</tr>
</tbody>
</table>

This Program is Closed for admissions

Minimum Total Hours: 33
Program Level: Masters
CIP Code: 13.1311
Dept. Code: EDI
Program (Major/College): AMA EJ
Approved: 1966

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
This degree is designed primarily for secondary school teachers desiring to improve their skills in the teaching of mathematics to secondary students,

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

MA Plan I
Meet one of the following criteria:

- Shall have earned a “B” (3.0 on a 4.0 scale) average or better in all upper division level undergraduate coursework in the baccalaureate degree.
  OR Shall have GRE preferred scores of 450 verbal and 550 quantitative or higher taken within five years.

- Certification in mathematics education (Include copy of your Florida State Teaching Certification with your application. Temporary Certificates are not acceptable).

MA Plan II Inactive
MA Plan III Inactive

For international applicants
Applicants whose native language is not English or who have not earned a degree in the U.S. must, according to university policy, submit a TOEFL score (minimum of 550 paper-based, 213 computer-based, or 80 internet-based test). See the Graduate Admissions website for further clarification and possible exemptions. Please check with program regarding the policy on evaluation of transcripts. For more information, please visit http://www.grad.usf.edu/graduate-admissions-checklist.asp.
DEGREE PROGRAM REQUIREMENTS

Plan I Option

Core Requirements 9 hours minimum
- EDF 6432 Foundation of Measurement 3
- EDF 6481 Foundation of Ed Research 3
- EDF 6211 Psychological Foundations of Education or 3
- EDF 6215 Learning Principles Applied to Instruction 4

Current Trends
- MAE 6136 Current Trends in Secondary School Mathematics 3

Course Requirements 18 hours minimum
Graduate level mathematics courses to be approved by the student’s advisor.
Courses with the following prefixes are acceptable: MAA, MAD, MAE, MAP, MAT, MHF, and STA

Elective:
3 hours of mathematics education

Comprehensive Examination
The comprehensive examination will consist of a written and/or oral examination in the concentration area.

A Plan III option is available for individuals who are neither certified nor desire certification.

Process Core: 9 hours minimum
- EDF 6432 Foundation of Measurement 3
- EDF 6481 Foundation of Ed Research 3
- EDF 6211 Psychological Foundations of Education or 3
- EDF 6215 Learning Principles Applied to Instruction 4

The Master of Arts in Teaching (M.A.T.) in Mathematics Education Degree program is currently available at the middle grades (5-9) level and secondary grades (6-12). Please check the Mathematics Education website for an update as well as other sections of this catalog.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria

COURSES
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
MATHMATICS EDUCATION PROGRAM (6-12)

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:

- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 40
Program Level: Masters
CIP Code: 13.1311
Dept. Code: EDI
Program (Major/College): TSM ED
Approved: 2005

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description: The MAT in Mathematics Education (6-12) is designed for individuals seeking initial certification to teach High School or Middle School mathematics (grades 6-12) while working towards a Master’s degree. It is planned for graduates of B.A. Liberal Arts Mathematics programs or for graduates of other programs who have completed at least 30 credit hours of mathematics courses that include 6 hours of calculus, 3 hours of linear or abstract algebra, 3 hours of number theory. Please be advised that program and/or course requirements are subject to change per state legislative mandates, Florida Department of Education program approval standards and accreditation criteria.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools, the Florida Department of Education, and the National Council for the Accreditation of Teacher Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions), including an earned degree from regionally accredited institutions or an international equivalent as well as requirements listed below.

Program Admission Requirements

Other Admissions Requirements include:

- A bachelor’s degree or equivalent from a regionally accredited university or its international equivalent

- An earned minimum grade point average of 3.0 on a 4.0 scale average or higher in all upper division undergraduate coursework in the baccalaureate degree (usually the last two years of coursework).

- Meet one of the following criteria: Have passed the Florida Subject Area Exam in Mathematics 6-12 (FTCE) Or Have completed at least 30 credit hours in mathematics to include 6 hours of calculus, 3 hours of linear or abstract algebra, 3 hours of number theory

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.
International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEF scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

Total Minimum Hours 40 hours

Program Pre-requisites
Students without appropriate ESOL training and/or a measurement course must complete graduate course(s) to satisfy those two program prerequisites. Students admitted without a 30 hour mathematics background will have to take undergraduate course work to insure that their background reflects at least:

- 6 hours of Calculus
- 3 hours of linear algebra or abstract algebra
- 3 hours of Number Theory or Discrete Mathematics
- 3 hours of geometry
- 3 hours of History of Mathematics
- 3 hours of Probability or Statistics

Core Requirements

Required Courses 12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5344</td>
<td>Classroom Management for a Diverse School and Society</td>
<td>3</td>
</tr>
<tr>
<td>ESE 5342</td>
<td>Teaching the Adolescent Learner</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5325</td>
<td>ESOL Strategies for Content for Content Area Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Current Trends in Teaching Concentration 3 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 6136</td>
<td>Current Trends Secondary Math Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration 15 minimum

Students may waive up to 6 hours of course credit based upon approval of their academic advisor and the department.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 6643</td>
<td>Communication Skills in Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6337</td>
<td>Topics in Teaching Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6338</td>
<td>Topics in Teaching Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6317</td>
<td>Topics in Teaching Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6336</td>
<td>Topics in Teaching Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6370</td>
<td>Mathematics for High School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6362</td>
<td>Senior High Mathematics Methods</td>
<td>3</td>
</tr>
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</table>

Practicum, Internship, Field Work, etc. 10 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MAE 6945</td>
<td>Practicum in Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6947</td>
<td>Internship in Secondary Education for Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>MAE 6899</td>
<td>Internship Seminar in Mathematics Education</td>
<td>1</td>
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</tbody>
</table>

Testing
All portions of the General Knowledge Test (GK) of the Florida Teacher Certification Exam (FTCE) must be passed prior to internship. Both the Mathematics 6 – 12 test and the Professional Education test of the FCTE must be passed prior to completion of internship.
Comprehensive Examination:
Passing a comprehensive exam is required prior to graduation. Students should contact their academic advisor to make arrangements to take the comprehensive exam in last fall or spring semester. It can only be taken while enrolled in at least 2 credits. Making these arrangements two semesters prior to graduation is advised.

COURSES

See http://www.ugs.usf.edu/course-inventory/
MIDDLE GRADES MATHEMATICS PROGRAM (5-9)

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 39
Program Level: Masters
CIP Code: 13.1311
Dept. Code: EDI
Program (Major/College): TMA ED
Approved: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

The M.A.T. in Middle Grades Mathematics Education (5-9) is designed for individuals seeking initial certification to teach mathematics at the middle grades level. Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida Department of Education program approval standards, and accreditation criteria.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools, the Florida Department of Education and the National Council for the Accreditation of Teacher Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions), including an earned degree from a regionally accredited institutions or an international equivalent as well as requirements listed below.

Program Admission Requirements
Admissions Requirements include:
- A bachelor’s degree or equivalent from a regionally accredited university or its international equivalent
- Have an earned minimum grade point average of 3.0 on a 4.0 scale average or higher in all upper division level undergraduate coursework taken in the baccalaureate degree
- Shall have preferred GRE scores of 450 Verbal and 550 Quantitative or higher taken within five years
- Meet one of the following criteria:
  - Have passed the Florida Subject Area Exam in Mathematics 5-9
  - Have completed at least 18 credit hours in mathematics at the level of college algebra

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether
admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

**International Students**
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

### DEGREE PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Total Minimum Hours</th>
<th>39 hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>6 hours</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement (Or Equivalent) 3</td>
</tr>
<tr>
<td>FLE 5366</td>
<td>ESOL Competencies in Content Area 3</td>
</tr>
<tr>
<td><strong>Core Requirements</strong></td>
<td>6 hours</td>
</tr>
<tr>
<td>ESE 5344</td>
<td>Classroom Management 3</td>
</tr>
<tr>
<td>ESE 5342</td>
<td>Teaching the Adolescent Learner 3</td>
</tr>
<tr>
<td><strong>Concentration Requirements</strong></td>
<td>9 hours</td>
</tr>
<tr>
<td>MAE 6328</td>
<td>Algebra for Middle Grade Teachers 3</td>
</tr>
<tr>
<td>MAE 6329</td>
<td>Geometry for Middle Grade Teachers 3</td>
</tr>
<tr>
<td>MAE 6127</td>
<td>Probability &amp; Statistics for Middle Grade Teachers 3</td>
</tr>
<tr>
<td><strong>Math Education</strong></td>
<td>18 hours</td>
</tr>
<tr>
<td>MAE 6356</td>
<td>Teaching Pre-secondary Math 3</td>
</tr>
<tr>
<td>MAE 6126</td>
<td>Current Trends Middle Grade Math 3</td>
</tr>
<tr>
<td>MAE 6643</td>
<td>Comm. Skills in Math 3</td>
</tr>
<tr>
<td>MAE 6945</td>
<td>Practicum in Math Education 3</td>
</tr>
<tr>
<td>MAE 6947</td>
<td>Graduate Internship in Math Education 6</td>
</tr>
</tbody>
</table>

**Project**
Action Research Project to be taken in the last fall or spring: Can only be taken while enrolled in at least two credits.

**COURSES**
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
PHYSICAL EDUCATION PROGRAM
Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 30
Program Level: Masters
CIP Code: 13.1314
Dept. Code: EDP
Program (Major/College): APH ED
Approved: 1962

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu
Other Resources: www.usf4you

PROGRAM INFORMATION

Program Description
The master’s degree in Physical Education is offered online only. The degree is designed for anyone interested in the lifelong process of becoming a reflective, effective teacher who is prepared to lead youngsters to become physically active for a lifetime.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools, National Council for Accreditation of Teacher Education, National Association for Sport and Physical Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent. Requirements:

- A bachelor’s degree from a regionally accredited institution or international equivalent and satisfying at least one of the following criteria:
  - A “B” average (3.0 on a 4.0 scale) or higher in all work attempted while registered as an upper division student in a Baccalaureate degree OR A previous graduate degree from a regionally accredited institution with a grade point average of at least 3.5
- Proof of initial certification (Plan I)

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).
DEGREE PROGRAM REQUIREMENTS

Physical Education K-12
Two plans are available (Plan I and Plan III).

Plan I
Program of Study 30 hours minimum

Core Requirements: 6 hours minimum
EDF 6432 Foundations of Measurement 3
EDF 6481 Foundations of Educational Research 3

OR (Exercise Science Concentration)
EDF 6407 Statistical Analysis for Educational Research 1 4

Other 24 hours determined by Program.

Plan III
Program of Study 30 hours minimum

Core Requirements 6 hours minimum
EDF 6432 Foundations of Measurement 3
EDF 6481 Foundations of Educational Research 3

Other Requirements
PET 6419 Clinical Supervision in Physical Education 3
PET 6443 Instructional Design and Content: Games 3
PET 6444 Instructional Design and Content: Dance and Gymnastics 3
PET 6516 Learner Assessment in School Based Physical Education 3
PET 6706 Analysis of Research in Physical Education 3
PET 6716 Analysis of Teaching in Physical Education 3

Electives 6 hours
PET 6419 Sport Psychology 3
PET 6447 Grant Writing in PE 3
PET 6447 Adapted PE 3

Comprehensive Exam
A written comprehensive examination is required during the semester in which the student completes the requirements for the master’s degree.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria

COURSES
http://www.ugs.usf.edu/course-inventory/
READING EDUCATION PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>Program Admission Deadlines:</th>
<th>CONTACT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall: February 15</td>
<td>College: Education</td>
</tr>
<tr>
<td>Spring: October 15</td>
<td>Department: Teaching and Learning</td>
</tr>
<tr>
<td>Summer: February 15</td>
<td>Contact Information: <a href="http://www.grad.usf.edu">www.grad.usf.edu</a></td>
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Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.1315
Dept. Code: EDR
Program (Major/College): ARD ED
Approved 1962

PROGRAM INFORMATION

Program Description
This degree is designed to prepare special reading teachers, clinicians, supervisors, directors, and coordinators of reading for school systems, as well as non-educational contexts.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools, the National Council for the Accreditation of Teacher Education, and the Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

In order to be considered for admission, first-time or transferring graduate applicants must:

- Have a bachelor’s degree or equivalent from a regionally accredited university,
- Have earned a “B” (3.0 on a 4.0 scale) average or higher in all work attempted while registered as an upper division student working in a baccalaureate degree in a regionally accredited institution
- Have an earned, valid teaching certificate for Plan II OR Be eligible for professional certification through the completion of a Bachelor’s degree in Education OR enroll in the Plan III MA in Reading which does not grant Reading Certification

Exceptions to minimum requirements will be considered for National Board Certification and an outstanding professional record.

For International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts.
- A social security number for purposes of State testing, internship and practica.

http://www.coedu.usf.edu/
DEGREE PROGRAM REQUIREMENTS

Program of Study  36 hours minimum

Two options are available:

Option 1:

Core Requirements
Process Core
EDF 6481: Foundations of Educational Research  3 hours

Research
LAE 6316: Trends in Literature in a Diverse Society  3 hours

Concentration Requirements:  30 hours
RED 6247: District and School Level Supervision in Reading  3
RED 6449: Literacy and Technology  3
RED 6540: Assessment in Literacy  3
RED 6544: Cognition, Comprehension, and Content Area Reading: Remediation of Reading Problems  3
RED 6545: Issues in Vocabulary and Word Study  3
RED 6747: History and Models of Reading: Prevention and Intervention of Reading Difficulties  3
RED 6748: Teacher Research Methods in Reading  3
RED 6846: Practicum in Reading  3
LAE 6315: Writers and Writing: Trends and Issues  3

Psychological
TSL 5085: ESOL I: Teaching limited English Proficiency Students in K-12  3
TSL 5085 may be waived with appropriate documentation by the COEDU ESOL Coordinator.

Option 2: Reading Education Plan III

Core Requirements
Process Core
EDF 6481: Foundations of Educational Research  3 hours

Research
LAE 6316: Trends in Literature in a Diverse Society  3 hours

Concentration Requirements:  30 hours
RED 6247: District and School Level Supervision in Reading  3
RED 6449: Literacy and Technology  3
RED 6540: Assessment in Literacy  3
RED 6544: Cognition, Comprehension, and Content Area Reading: Remediation of Reading Problems  3
RED 6545: Issues in Vocabulary and Word Study  3
RED 6747: History and Models of Reading: Prevention and Intervention of Reading Difficulties  3
RED 6748: Teacher Research Methods in Reading  3
RED 6846: Practicum in Reading  3
LAE 6315: Writers and Writing: Trends and Issues  3
EDF 6517 Historical Foundations of American Education OR EDF 6211 Psychological Foundations of Education  3
Comprehensive Examination
Successful performance on a Comprehensive Examination is required for degree completion.

Practicum
Students are required to take RED 6846 Practicum in Reading.

Critical Tasks and Projects
Students must successfully complete Critical Tasks/Projects in designated courses. These tasks/projects are posted to a Chalk and Wire account.

COURSES
See http://www.ugs.usf.edu/course-inventory/
SCHOOL PSYCHOLOGY PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Fall: January 1
Fall Admission Only

Minimum Total Hours: 32
Program Level: Masters*
Program Status: Active
CIP Code: 42.2805
Dept. Code: EDF
Program (Major/College): ASP EJ
Approved 1972

*Only available when combined with the Ed. S. or Ph.D.

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
The M.A. degree in School Psychology is offered only when combined with the Ed.S. and/or Ph.D. degrees. The M.A. in School Psychology is not a terminal degree and cannot be used for certification or licensure as a school psychologist.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Admission occurs once each year for the Fall class. The School Psychology program is a limited access program. This means that only a limited number of students are able to be accepted each year.

Program Admission Requirements
For all admission, all programs require earned degrees from regionally accredited institutions. International students are also required to:
1. Provide a course-by-course evaluation of foreign transcripts from an approved external agency
2. Submit passing TOEFL scores

Prerequisite Coursework for Admission
- Bachelor’s degree or higher
- An undergraduate (or graduate) course in Statistics
- An undergraduate (or graduate) course in Tests and Measurements (including issues such as reliability, validity, standard error of measurement, etc.)
- An undergraduate (or graduate) course in Research Methods or Experimental Design with a lab component.

Required Admissions Materials
All admissions materials should be submitted directly to our program. A complete application includes the following:

- A completed Application to Graduate Studies. All applications must be submitted online and can be located on our program website: http://www.coedu.usf.edu/schoolpsych/
- The application fee ($30) - payable by credit card.
- Submit official GRE scores (Note: Verbal, Quantitative, and Analytical Writing scores are required; scores should not be more than 5 years old).
- Provide official transcripts from all colleges and universities where you have completed coursework. Applicants must have an undergraduate GPA of 3.5 or higher in upper division level undergraduate coursework.
• Provide a statement of professional goals. In a 2-3 page statement, explain your immediate, intermediate, and long term goals as well as your research interests. Professional goals and research interests must be compatible with the School Psychology Program.
• Submit three letters of recommendation from professionals who are familiar with your scholarship and work history.
• Demonstrate the ability to write professionally by submitting a scholarly paper completed as part of your prior course work.
• If invited for an interview, a) present self professionally in an oral interview with two or more faculty members and graduate students, and b) provide a writing sample related to a relevant topic to the field of school psychology during the interview process.

For International Applicants
Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, or 550 on the paper-based test, are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:
• The applicant’s native language is English, or
• Has scored 500 or higher on the GRE Verbal Test, or
• Has earned a college degree at a U.S. institution of higher learning, or
• Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
• Has scored 6.5 on International English Language Testing System (IELTS) [http://www.ielts.org/](http://www.ielts.org/).

### DEGREE PROGRAM REQUIREMENTS

**Core Requirements**
- EDF 6938 Issues in Child Development 3
- EDF 6214 Classroom Learn 4
- EDF 6217 Behavior Learn 4

**Concentration Requirements**
- SPS 6936 Seminar in School Psychology 3
- EDF 6407 Statistics I 4
- SPS 6197 Assessment I 4
- SPS 6198 Assessment II 4
- EDF 6288 Instructional Des 3
- EDF 6166 Consultation 3

Note: Students may be required to take additional hours depending on the course of study and or academic deficiencies.

**Practicum**
Students must complete a school-based practicum consisting of eight (8) hours per week for a minimum of 32 weeks (2 semesters) for a total of 256 contact hours.

**Comprehensive Exam**
Prior to clearance for the MA degree, candidates must satisfactorily complete a portfolio of performance-based accomplishments that is evaluated by the School Psychology faculty.

### COURSES
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/) and [www.coedu.usf.edu/schoolpsych](http://www.coedu.usf.edu/schoolpsych)
SCHOOL PSYCHOLOGY PROGRAM

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
Fall: January 1
Fall Admission Only

Minimum Total Hours: 84 (post-masters)
Program Level: Doctoral
Program Status: Active
CIP Code: 42.2805
Dept. Code: EDF
Program (Major/College): DSG ED
Approved: 2001

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description

The Ph.D. program in School Psychology at the University of South Florida is offered through the College of Education’s Leadership, Counseling, Adult, Career, and Higher Education. The program has been designed specifically for training in school psychology and has been developed to meet all relevant national accreditation standards. The Ph.D. program is fully accredited by the American Psychological Association and fully approved by the National Association of School Psychologists and the Florida Department of Education. Students who complete the School Psychology Training Program at USF automatically meet the academic and field training requirements for certification as a Nationally Certified School Psychologist (N.C.S.P.)

The Ph.D. program in School Psychology is committed to training professionals who have expertise in the depth and diversity of both psychology and education. This training is accomplished within a scientist-practitioner model that emphasizes comprehensive school psychological services using a social and cognitive behavioral learning theory orientation that recognizes the impact of children’s individual differences and the importance of multicultural awareness and skills. Graduates of the Ph.D. program move to positions of employment as university faculty and researchers, as psychologists in school, hospital, and agency settings, and as program leaders in applied settings. The program also offers professional development opportunities for practitioners in the field.

Accreditation

Accredited by the Commission on Colleges of the Southern Association of College and Schools, NCATE, and the American Psychological Association, and Approved by the National Association of School Psychologists.

Major Research Areas

Pediatric School Psychology, Organizational Development and Consultation, Academic Assessment and Intervention, Problem-Solving and Response to Intervention, School-Based Mental Health Services, Positive Psychology, Behavior Disorders, Home-School Collaboration, Gender-Related Issues in Education and Adolescent Development, and ADHD.

http://www.coedu.usf.edu/
ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below. Admission occurs once each year for the Fall class. The School Psychology program is a limited access program. This means that only a limited number of students are able to be accepted each year

Program Admission Requirements
For all admission, all programs require earned degrees from regionally accredited institutions. International students are also required to:
1. Provide a course-by-course evaluation of foreign transcripts from an approved external agency
2. Submit passing TOEFL scores

Prerequisite Coursework for Admission
- Bachelor’s degree or higher
- An undergraduate (or graduate) course in Statistics
- An undergraduate (or graduate) course in Tests and Measurements (including issues such as reliability, validity, standard error of measurement, etc.)
- An undergraduate (or graduate) course in Research Methods or Experimental Design with a lab component.

Required Admissions Materials
- All admissions materials should be submitted directly to our program. A complete application includes the following:
- A completed Application to Graduate Studies. All applications must be submitted online and can be located on our program website: http://www.coedu.usf.edu/schoolpsych/
- The application fee ($30) - payable by credit card.
- Submit official GRE scores (Note: Verbal, Quantitative, and Analytical Writing scores are required; scores should not be more than 5 years old).
- Provide official transcripts from all colleges and universities where you have completed coursework. Applicants must have an undergraduate GPA of 3.5 or higher in upper division level undergraduate coursework.
- Provide a statement of professional goals. In a 2-3 page statement, explain your immediate, intermediate, and long term goals as well as your research interests. Professional goals and research interests must be compatible with the School Psychology Program.
- Submit three letters of recommendation from professionals who are familiar with your scholarship and work history.
- Demonstrate the ability to write professionally by submitting a scholarly paper completed as part of your prior coursework.
- If invited for an interview, a) present self professionally in an oral interview with two or more faculty members and graduate students, and b) provide a writing sample related to a relevant topic to the field of school psychology during the interview process.

For international applicants
Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, or 550 on the paper-based test, are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:
- The applicant’s native language is English, or
- Has scored 500 or higher on the GRE Verbal Test, or
- Has earned a college degree at a U.S. institution of higher learning, or
- Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
- Has scored 6.5 on International English Language Testing System (IELTS) http://www.ielts.org/
DEGREE PROGRAM REQUIREMENTS

The Doctor of Philosophy (Ph.D.) degree consists of approximately 84 semester hours beyond the Masters degree in School Psychology and includes advanced leadership coursework and practica experiences, concentration and area of emphasis courses in school psychology, a 2,000 clock hour internship, and the dissertation. A Master of Arts (M.A.) degree is earned by most students during the first year of their Ph.D. program. However, the M.A. is not considered a terminal degree and is not sufficient for state certification in school psychology.

Core Requirements

Research Competencies

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<th>Hours</th>
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<tr>
<td>EDF 7410</td>
<td>Research Design</td>
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<tr>
<td>EDF 6407</td>
<td>Statistics I</td>
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<td>EDF 7408</td>
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<td>EDF 7484</td>
<td>Statistics III</td>
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<tr>
<td>SPS 7980</td>
<td>Dissertation</td>
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*or similar course as recommended by doctoral committee and approved by the College and/or Office of Graduate Studies.

Psychological Foundations

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<td>Behavior Disorders</td>
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<td>EDF 6938</td>
<td>Social Psychology</td>
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<td>EDF 6883</td>
<td>Issues in Multicultural Education</td>
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<tr>
<td>EDF 6213</td>
<td>Biological Bases of Behavior</td>
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Consultation/Intervention/Problem-Solving

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<td>SPS 6700</td>
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<td>SPS 6701</td>
<td>Intervention II</td>
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<td>SPS 6702</td>
<td>Intervention III</td>
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<td>SPS 7205</td>
<td>Advanced Consultation</td>
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<td>SPS 7700</td>
<td>Advanced Behavioral Intervention</td>
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Professional Practice

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<td>SPS 7936</td>
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<td>SPS 6940</td>
<td>Intervention Practicum</td>
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<td>SPS 6941</td>
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<td>EDG 7931</td>
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<td>SPS 7090</td>
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<td>SPS 6947</td>
<td>Internship</td>
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Note: Students may be required to take additional hours depending on the course of study and or academic deficiencies.

Area of Emphasis

All doctoral students in School Psychology must specialize in at least one Area of Emphasis. An area of emphasis is defined by course work, practice, research, and internship experiences taken by the student. Possible Areas of Emphasis include: Pediatric School Psychology, Organizational Development and Consultation, Academic Assessment and Intervention, Problem-Solving and Response to Intervention, School-Based Mental Health Services, Positive Psychology, Behavior Disorders, Home-School Collaboration, Gender-Related Issues in Education and Adolescent Development, and ADHD.

Qualifying Examination

The purpose of the qualifying examination is to evaluate the student’s ability to apply and synthesize the skills and knowledge acquired during graduate study. Students must successfully complete the qualifying examination and complete all required coursework before admission to doctoral candidacy.
Tests or Examinations
All students must complete the General Knowledge Exam prior to internship. It is recommended that students take both the General Knowledge Examination and the Professional Education Examination (required for degree completion) at the same time. Both of these requirements should be completed as a part of the Ed.S. Degree. All students are required to take and pass the National Association of School Psychology Certification Exam during the internship year, prior to graduation.

Residency Requirement
University academic residency is defined as registration for at least 9 semester hours, two semesters in a 12 month period.

COURSES
See http://www.ups.usf.edu/course-inventory/
SCIENCE EDUCATION PROGRAM [HC4]

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15
This Program is Closed for Admission

Minimum Total Hours: 33
Program Level: Masters
CIP Code: 13.1316
Dept. Code: EDI
Program (Major/College): SCE EJ
Approved:
Concentrations:
- Biology (ASB)
- Chemistry (ASC)
- Physics (ASY)

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
Plan I – The Plan I track is a program of graduate study designed for those with initial certification in the area of concentration (typically with a baccalaureate degree from a college of education) who desire to increase their competence in the subject specialization. It is an individually planned program of study in consultation with a departmental advisor.

Accreditation: Accredited by the Commission on Colleges of the Southern Association of College and Schools, the National Council for Accreditation of Teacher Education, and the Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions), including an earned degree from regionally accredited institutions or an international equivalent as well as requirements listed below.

Program Admission Requirements

- A bachelor’s degree in a science field (biology, chemistry, physics, geology, etc.) or coursework in a science teaching field acceptable to the program faculty. Students should provide a typed listing of science courses as part of their application. Students who do not meet this requirement can enroll in undergraduate courses prior to application. These courses will not be counted toward the master’s degree and can be taken at any regionally accredited university or community college.

- A “B” (3.0 on a 4.0 scale) average or higher in all work attempted while registered as an upper division student working for a baccalaureate degree, or students seeking admission by completing three graduate courses with a B or higher in each course while a non-degree seeking student should take: * EDF 6432 Foundations of Measurement and * EDF 6211 or 6215 Psychological Foundations and * SCE 5337 or SCE 5364, and
- CLAST, GKT, Praxis I or GRE is required. For the GRE the following score minimums are preferred: V:430, Q:570, AW:4.

- Proof of educational or professional experience.

- Proof of initial certification or relevant degree (Plan I).

**International Students**

All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;

- A social security number in degree programs requiring practica or internships; and

- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

### DEGREE PROGRAM REQUIREMENTS

**Plan I**

**Program of Study**

33 hours minimum

**Core Requirements**

12 hours minimum

- EDF 6432 Foundations of Measurement 3
- EDF 6211 Psychological Foundations of Education or 3
- EDF 6215 Learning Principles Applied to Instruction 3

Select one from the following:

- EDF 6517 Historical Foundations of American Education 4
- EDF 6606 Socio-Economic Foundations of American Education 4
- EDF 6481 Foundations of Educational Research 3

OR an equivalent research methods course.

**Current Trends in Teaching Concentration**

3 hours minimum

- SCE 6634 Current Trends in Science Education 3

**Concentration Requirements**

18 hours minimum

Students select from the following concentrations:

- **BIOLOGY (ASB)**
- **CHEMISTRY (ASC)**
- **PHYSICS (ASY)**

Courses to be taken in the College of Arts and Sciences based on the prior background and interests of the student.

**Comprehensive Examination**

The comprehensive exam will consist of a written and/or oral examination in the major area.

**COURSES**

See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
SCIENCE EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 39
Program Level: Masters
CIP Code: 13.1316
Dept. Code: EDI
Program (Major/College): TSC ED
Approved: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
The Masters of Arts in Teaching (M.A.T.) in Science Education is designed for individuals with a bachelor’s degree in science (or equivalent) who wish to become certified teachers in science education at the middle or senior high school level. This program leads to teaching certification in grades 6-12 science education as part of the master’s degree program. For the general program structure, admission and program requirements, please see contact the program coordinator.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) including an earned degree in science discipline taught in school from regionally accredited institutions or an international equivalent as well as requirements listed below.

Program Admission Requirements
Requirements for all applicants include:
- Minimum GPA of 3.0 in upper division coursework in the Baccalaureate degree

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).
DEGREE PROGRAM REQUIREMENTS

Total Minimum Program Hours 39 hours minimum
The courses required for the M.A.T. in Science Education are listed below. Please check with the program for other program requirements.

Core Requirements
Process Core 33 hours minimum
EDF 6432 Measurement for Teachers 3
ESE 5342: Teaching the Adolescent Learner 3
ESE 5344: Classroom Management for a Diverse School and Society 3
TSL 5325: ESOL Education in Content Areas 3
SCE 5564: Reading and Communication Science Education 3
SCE 5325: Methods for Middle Grades Science Education 3
SCE 5337 Methods for Secondary Science Education 3
SCE 6416 Teaching Secondary School Biology 3
SCE 6456: Teaching Secondary School Physical and Earth Science 3
SCE 6634: Current Trends in Secondary Science Education 3
SCE 6938: Topics in Science Education: Field Practicum 3

Concentrations
Students select from the following Concentrations:

Biology
SCE 6947 Internship 6 hours
(PR: CI and passing scores of FTCE exam)
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
- Passing score on the appropriate subject area exam.
- Student’s content degree or equivalent (an admission’s requirement).

Chemistry
SCE 6947 Internship 6 hours
(PR: CI and passing scores of FTCE exam)
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
- Passing score on the appropriate subject area exam.
- Student’s content degree or equivalent (an admission’s requirement).

Earth & Space Science
SCE 6947 Internship 6 hours
(PR: CI and passing scores of FTCE exam)
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
- Passing score on the appropriate subject area exam.
- Student’s content degree or equivalent (an admission’s requirement).

Physics
SCE 6947 Internship 6 hours
(PR: CI and passing scores of FTCE exam)
- Student’s participation in the internship experience in classes that correspond to the specific area in which he or she will be certified.
• Passing score on the appropriate subject area exam.
• Student’s content degree or equivalent (an admission’s requirement)

**Comprehensive Examination**
A written narrative exam tailored to the individual student. Exam needs to be completed by two weeks before final exam week of the student’s graduating semester. Exams will only be accepted during fall or spring semester, unless previous contract is established with the student’s advisor.

**TOTAL** 39 hours

**Accelerated B.S./M.A.T. Program in Biomedical Sciences /Science Education**
The accelerated Bachelor’s to M.A.T. in Science Education program is a collaborative effort between the College of Arts and Sciences and the College of Education. This program is an attractive and viable career path for students in the College of Arts and Sciences degree programs that results in secondary science teacher certification. Students who complete this program receive the necessary science content and pedagogy coursework to be highly qualified science teachers at the secondary level.

This program intends for students to complete a B.S. in Biomedical Sciences (College of Arts and Sciences) and a M.A.T. in Secondary Science (College of Education) over the span of five years. Students completing this program will be eligible for high school and/or middle school science teacher certification. Completion of this program requires students to complete 12 credits toward the M.A.T. in Science Education during their senior year of their B.S. in Biomedical Sciences. This accelerated program shares 12 credits between already existing degrees/concentrations:

- B.S. in Biomedical Sciences
- M.A.T. in Science Education

**Shared B.S./M.A.T. Requirements**
According to the BOG Articulation Regulation 6A-10.030; earn a minimum of 48 semester hours of upper-level work (courses numbered 3000 and above), therefore, the B.S. in Biomedical Sciences students will take 21 credits of additional 3000+ level coursework in addition to their required major and exit courses listed below. Out of this 21 credits, 12 credits will be shared with the MAT Science Education program. The shared courses are listed below:

SCE 6938 Topics in Science Education: Field Practicum (3 credits)
SCE 5325 Methods for Middle Grades Science Education (3 credits)
SCE 5337 Methods for Secondary Science Education (3 credits)
SCE 6456 Teaching the Physical Sciences (3 credits)

**Timeline and benchmarks:**
1. To be considered for acceptance into the Accelerated B.S./M.A.T. Science Education students must have completed a minimum of 15 credit hours in the Biomedical Science undergraduate major.
2. Students must have a minimum undergraduate GPA of 3.0 overall, and a minimum GPA of 3.25 in the major and passing scores on all sections of the General Knowledge Test (GKT) to be eligible for the accelerated degree program. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: [http://www.fl.nesinc.com/](http://www.fl.nesinc.com/)
3. Following completion of a minimum of 15 hours in the undergraduate major, students may be considered for acceptance into the accelerated program through faculty nomination or student self-nomination, via submission of an *Accelerated Program Application Form*. Both B.S. and M.A. T. programs will review the applications and approve the nominations. All applications require the approval of the College of Education Graduate Program, the College of Arts and Sciences, and the USF Graduate School.
4. To be promoted to graduate status, students must meet all admission requirements of the M.A.T. in Science Education in the College of Education. Specifically, the following materials must be submitted:
   a. Undergraduate transcripts; and evidence of possessing a degree in a science discipline (biology, chemistry, physics, geology, etc.) that is taught in a middle or high school, or comparable coursework in a science teaching field acceptable to the program faculty. A minimum of 21 hours in a major science content area of concentration (e.g., chemistry, biology, physics) plus 9 hours in minor science content area are required to teach secondary school. Note,
to teach secondary science in a specialty area (e.g. chemistry, biology, physics) the state of Florida requires: A bachelor’s or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in that specialty area with associated laboratory experiences.

d. Documentation of GKT scores.

5. Students must earn a minimum of a “B” (3.00) in all graduate courses. Failure to earn at least a “B” in a graduate course will result in academic review by the graduate program. Failure to maintain a minimum 3.0 GPA will result in academic probation, according to the procedures of the USF Office of Graduate Studies. A comprehensive plan of study to complete the integrated B.S./M.A.T program will be developed with the guidance of an advisor and a faculty member.

**Admission Requirements**

For admission to the program a student must:

1. Have completed 15 hours in the B.S. in Biomedical Sciences major upon applying and thirty (30) semester hours in science (includes twenty-one (21) semester hours in a science concentration (e.g. chemistry, biology, physics) plus 9 hours in minor science content area) with associated laboratory experiences to be fully admitted as a graduate student in the M.A.T. Science Education Program. Evidence of successfully completing all sections of the General Knowledge Test (GKT) is also required for full admission to the graduate program.

2. Have a minimum 3.0 GPA overall; and

3. Have a minimum undergraduate 3.25 GPA in the major.

**Degree Requirements**

Students must satisfy the degree requirements for both the Univergraduate and Graduate Degree programs as posted in the respective Catalogs. B.S. in Biomedical Sciences requirements: [http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf](http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf)

M.A.T. in Science Education: see above

**Accelerated B.A./M.A.T. Program in Chemistry /Science Education**

The accelerated Bachelor’s to M.A.T. in Science Education program is a collaborative effort between the College of Arts and Sciences and the College of Education. This program is an attractive and viable career path for students in the Department of Chemistry degree programs that results in secondary science teacher certification. Students who complete this program receive the necessary science content and pedagogy coursework to be highly qualified chemistry teachers at the secondary level.

This program intends for students to complete a B.A. in Chemistry (College of Arts and Sciences) and a M.A.T. in Secondary Science (College of Education) over the span of five years. Students completing this program will be eligible for high school and/or middle school science teacher certification. Completion of this program requires students to complete 12 credits toward the M.A.T. in Science Education during the senior year of their B.A. in Chemistry.

This accelerated program shares 12 credits between already existing degrees/concentrations:

- B.A. in Chemistry
- M.A.T. in Science Education

**Shared B.A./M.A.T. Requirements**

According to the BOG Articulation Regulation 6A-10.030; earn a minimum of 48 semester hours of upper-level work (courses numbered 3000 and above), therefore, the Chemistry, B.A. students will take 21 credits of additional 3000+ level coursework in addition to their required major and exit courses listed above. Of this 21 credits, 12 credits will be shared with the M.A.T. Science Education program. The shared courses are listed below:

- SCE 6938 Topics in Science Education: Field Practicum (3 credits)
- SCE 5325 Methods for Middle Grades Science Education (3 credits)
- SCE 5337 Methods for Secondary Science Education (3 credits)
- SCE 6456 Teaching the Physical Sciences (3 credits)
Timeline and benchmarks:
1. To be considered for acceptance into the Accelerated B.A./M.A.T. Chemistry/Science Education students must have completed a minimum of 15 credit hours in the Chemistry undergraduate major.
2. Students must have a minimum undergraduate GPA of 3.0 overall, and a minimum GPA of 3.25 in the major and passing scores on all sections of the General Knowledge Test (GKT) to be eligible for the accelerated degree program. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: http://www.fl.itescinc.com/
3. Following completion of a minimum of 15 hours in the undergraduate major, students may be considered for acceptance into the accelerated program through faculty nomination or student self-nomination, via submission of an Accelerated Program Application Form. Both B.A. and M.A. T. programs will review the applications and approve the nominations. All applications require the approval of the College of Education Graduate Program, the College of Arts and Sciences, and the USF Graduate School.
4. To be promoted to graduate status, students must meet all admission requirements of the M.A.T. in Science Education in the College of Education. Specifically, the following materials must be submitted:
   a. Undergraduate transcripts; and evidence of possessing a degree in a science discipline (biology, chemistry, physics, geology, etc.) that is taught in a middle or high school, or comparable coursework in a science teaching field acceptable to the program faculty. A minimum of 21 hours in major science content area of concentration (plus 9 hours in minor science content area) are required to teach secondary school. Note, to teach secondary chemistry the state of Florida requires: A bachelor’s or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in chemistry with associated laboratory experiences.
   d. Documentation of GKT scores.
5. Students must earn a minimum of a “B” (3.00) in all graduate courses. Failure to earn at least a “B” in a graduate course will result in academic review by the graduate program. Failure to maintain a minimum 3.0 GPA will result in academic probation, according to the procedures of the USF Office of Graduate Studies.

A comprehensive plan of study to complete the integrated B.A./M.A.T program will be developed with the guidance of an advisor and a faculty member.

Admission Requirements
For admission to the program a student must:

1. Have completed 15 hours in the B.A. in Chemistry major upon applying and thirty (30) semester hours in science (includes twenty-one (21) semester hours in chemistry plus 9 hours in minor science content area) with associated laboratory experiences to be fully admitted as a graduate student in the M.A.T. Science Education Program. Evidence of successfully completing all sections of the General Knowledge Test (GKT) is also required for full admission to the graduate program
2. Have a minimum 3.0 GPA overall; and
3. Have a minimum undergraduate 3.25 GPA in the major.

Degree Requirements
Students must satisfy the degree requiremens for both the Univergraduate and Graduate Degree programs as posted in the respective Catalogs.

BA in Chemistry - All Chemistry, BA students will complete FLENT, FLEX and Summer Enrollment requirements as well as graduation requirements listed in the catalog: http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf
M.A.T. in Science Education: see above
Accelerated B.S./M.A.T. Program in Interdisciplinary Sciences /Science Education

The accelerated Bachelor’s to M.A.T. in Science Education program is a collaborative effort between the College of Arts and Sciences and the College of Education. This program is an attractive and viable career path for students in the College of Arts and Sciences degree programs that results in secondary science teacher certification. Students who complete this program receive the necessary science content and pedagogy coursework to be highly qualified science teachers at the secondary level.

This program intends for students to complete a B.S. in Interdisciplinary Natural Sciences (College of Arts and Sciences) and a M.A.T. in Secondary Science (College of Education) over the span of five years. Students completing this program will be eligible for high school and/or middle school science teacher certification. Completion of this program requires students to complete 12 credits toward the M.A.T. in Science Education during their senior year of their B.S. in Interdisciplinary Natural Sciences.

This accelerated program shares 12 credits between already existing degrees/concentrations:

- B.S. in Interdisciplinary Sciences
- M.A.T. in Science Education

Shared B.S./M.A.T. Requirements

According to the BOG Articulation Regulation 6A-10.030; earn a minimum of 48 semester hours of upper-level work (courses numbered 3000 and above), therefore, the B.S. in Interdisciplinary Sciences students will take 18 credits of additional 3000+ level coursework in addition to their required major and exit courses listed below. Of this 18 credits, 12 credits will be shared with the MAT Science Education program. The shared courses are listed below:

- SCE 6938 Topics in Science Education: Field Practicum (3 credits)
- SCE 5325 Methods for Middle Grades Science Education (3 credits)
- SCE 5337 Methods for Secondary Science Education (3 credits)
- SCE 6456 Teaching the Physical Sciences (3 credits)

Timeline and benchmarks:

1. To be considered for acceptance into the Accelerated B.S./M.A.T. Science Education students must have completed a minimum of 15 credit hours in the Interdisciplinary Natural Sciences undergraduate major.

2. Students must have a minimum undergraduate GPA of 3.0 overall, and a minimum GPA of 3.25 in the major and passing scores on all sections of the General Knowledge Test (GKT) to be eligible for the accelerated degree program. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: [http://www.fl.nesinc.com/](http://www.fl.nesinc.com/)

3. Following completion of a minimum of 15 hours in the undergraduate major, students may be considered for acceptance into the accelerated program through faculty nomination or student self-nomination, via submission of an Accelerated Program Application Form. Both B.S. and M.A.T. programs will review the applications and approve the nominations. All applications require the approval of the College of Education Graduate Program, the College of Arts and Sciences, and the USF Graduate School.

4. To be promoted to graduate status, students must meet all admission requirements of the M.A.T. in Science Education in the College of Education. Specifically, the following materials must be submitted:
   a. Undergraduate transcripts; and evidence of possessing a degree in a science discipline (biology, chemistry, physics, geology, etc.) that is taught in a middle or high school, or comparable coursework in a science teaching field acceptable to the program faculty. A minimum of 21 hours in a major science content area of concentration (e.g., chemistry, biology, physics) plus 9 hours in minor science content area are required to teach secondary school. Note, to teach secondary science in a specialty area (e.g., chemistry, biology, physics, geology) the state of Florida requires: A bachelor’s or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in that specialty area with associated laboratory experiences.
   d. Documentation of GKT scores.

5. Students must earn a minimum of a “B” (3.00) in all graduate courses. Failure to earn at least a “B” in a graduate course will result in academic review by the graduate program. Failure to maintain a minimum 3.0 GPA will result in academic probation, according to the procedures of the USF Office of Graduate Studies.
A comprehensive plan of study to complete the integrated B.S./M.A.T program will be developed with the guidance of an advisor and a faculty member.

**Admission Requirements**
For admission to the program a student must:

1. Have completed 15 hours in the B.S. in Interdisciplinary Sciences major upon applying and thirty (30) semester hours in science (includes twenty-one (21) semester hours in a science concentration (e.g. chemistry, biology, physics) plus 9 hours in minor science content area) with associated laboratory experiences to be fully admitted as a graduate student in the M.A.T. Science Education Program. Evidence of successfully completing all sections of the General Knowledge Test (GKT) is also required for full admission to the graduate program.
2. Have a minimum 3.0 GPA overall; and
3. Have a minimum undergraduate 3.25 GPA in the major.

**Degree Requirements**
Students must satisfy the degree requiremens for both the Unvergraduate and Graduate Degree programs as posted in the respective Catalogs.

BS Interdisciplinary Science - All INS students will complete FLENT and Summer Enrollment requirements as well as graduation requirements listed in the catalog: [http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf](http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf)

Specifically, according to the BOG Articulation Regulation 6A-10.030; earn a minimum of 48 semester hours of upper-level work (courses numbered 3000 and above), therefore, INS students will take 21 credits of additional 3000+ level coursework in addition to their required major and exit courses listed below. Of this 21 credits, 12 credits will be shared with the M.A.T. Science Education program. The entire undergraduate program will total no more than 120 credits.

**M.A.T. in Science Education: see above**

**COURSES**
See [http://www.ugs.usf.edu/course-inventory/](http://www.ugs.usf.edu/course-inventory/)
SECOND LANGUAGE ACQUISITION AND INSTRUCTIONAL TECHNOLOGY PROGRAM (SLAIT)

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Program Admission Deadlines*:
Domestic applicants:
Fall: January 15
Fall Admission Only

International applicants not in the U.S.:
Fall: January 15
Fall Admission Only

International applicants currently in the U.S.:
Fall: January 15
Fall Admission Only

Minimum Total Hours: 74
Program Level: Doctoral
CIP Code: 13.1401
Dept. Code: EDI
Program (Major/College): DLT EJ
Approved: 1999

Cross-listed under the College of Arts and Sciences, the College of Education, and the Interdisciplinary Programs Sections. Teaching Out.

CONTACT INFORMATION

Colleges: Education and Arts and Sciences
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

This is an interdisciplinary program between the College of Education and the College of Arts and Sciences. It combines the expertise of both faculties to provide a curriculum in pedagogy, second language acquisition, sociocultural theory, sociolinguistics, instructional technology, statistics, and research design. The goal of the program is to prepare students for careers in academia.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools.

Major Research Areas

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements listed below.

Admission Requirements
In addition to the general admission requirements under the advanced graduate education programs, applicants must do the following:
USF Graduate Catalog 2014-2015  Second Language Acquisition and Instructional Technology (Ph.D.)

- Submit a “Statement of Purpose” relating their career goals specifically to this doctoral program and describing their experience with instructional technology and language teaching and offering evidence of research experience and/or scholarly promise;
- Supply a current curriculum vitae;
- Provide 3 letters of recommendation from professors or other individuals who can attest to the applicant’s experience and background;
- Meet with the graduate faculty for a personal/phone interview; and
- In addition to proficiency in their native language (L1), students must demonstrate proficiency in two other world languages (L2, L3). Proficiency in speaking the L2 must be at the “Advanced” level or higher, as measured on the Oral Proficiency Guidelines (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL). Speaking proficiency in L3 must be at the “Novice” level or higher, again as measured by ACTFL. For specific information, consult [www.actfl.org](http://www.actfl.org). The program advisors will determine whether the students have met this requirement based on these as well as other criteria identified by the SLA/IT faculty.

Most students admitted to this program will:

- Possess a Master’s degree (or equivalent academic level) from a regionally accredited institution or its international equivalent;
- present a minimum GPA of 3.5 at the Master's level (or international equivalent);
- preferred score at or above 500 on the GRE verbal reasoning (or 153 on New GRE) and 4 on the GRE analytical writing section; and
- Submit a TOEFL score of minimum 550 (paper-based), 213 (computer-based), or 80 (internet-based), if applicable.

The faculty will evaluate each applicant’s dossier based on a composite of variables and appropriateness of fit with the program.

For international applicants

Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, or 550 on the paper-based test, are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:

- The applicant’s native language is English, or
- Has scored 500 or higher on the GRE Verbal Test, or
- Has earned a Master’s degree (or equivalent academic level) at a U.S. institution of higher learning, or
- Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or

In addition to these university requirements, applicants to the College of Education must provide the following:

An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts; A social security number in degree programs requiring practica or internships; Other information as required by the program of interest.

**DEGREE PROGRAM REQUIREMENTS**

**Program of Study**

74 hours minimum

44 hours of core requirements (with suggested credit hours for different sub-categories);
12 credit hours of electives; and
18 hours of dissertation work.

See each section (immediately below) for specific information and course suggestions.

http://www.coedu.usf.edu/
Core Requirements

44 hours

Statistics/Measurement/Research Design

14 hours minimum

Select Option 1 or Option 2

Option 1:

- EDF 6407 Statistical Analysis of Education I
- EDF 7408 Statistical Analysis of Education II
- EDF 7477 Qualitative Research I
- EDF 7478 Qualitative Research II

Option 2:

- EDF 6407 Statistical Analysis of Education I
- EDF 7408 Statistical Analysis of Education II

And two of the following:

- EDF 7410 Design for Systematic Studies in Education
- EEX 7743 Philosophies of Inquiry
- EDG 7931 Introduction to Qualitative Research

Other relevant research course(s) as needed.

Second Language Acquisition:

18 hours

- SLA 7776 Research Lab A3
- SLA 7776 Research Lab B3
- SLA 7776 Research Lab C3
- SLA 7938 Advanced Seminar in SLA
- SLA 7939 Advanced Seminar in FLE

And one of the following:

- EDG 7367 Sociocultural Theory in SLA
- 6601 Sociolinguistics

Instructional Technology:

12 hours

- FLE 6932 Applications of Technology to SLA/FLE
- EDF 6284 Problems in Instructional Design (prereq. for EME 6613)
- EME 7938 Computer-Augmented Instructional Paradigms

And one of the following:

- EME 6208 Interactive Media
- EME 6613 Development of Technology-Based Instruction
- EME 7939 Research Methods in Technology-Based Education

Electives:

12 hours

Courses (not inclusive of these) are selected with the approval of the student’s program advisor or committee. Elective coursework must be taken at the graduate and/or advanced graduate level. Select a total of 12 hours of electives from the following three groups (A, B, and C).

Group A: Second Language Acquisition (6-9 hours are required from Group A)

- LIN 6018 Topics in Theoretical Linguistics
- LIN 6117 History of Linguistic Thought
- LIN 6748 Contrastive Analysis
- LIN 6722 Writing Processes in SLA
- EDG 6931 Heritage Language Teaching & Learning
- EDG 7931 Advanced Seminar in Heritage Language Teaching & Learning

- LIN 6932 Special Topics
  - Discourse Analysis
  - Individual Differences in SLA
  - English for Academic/Specific Purposes
Case Study Research in Applied Linguistics 3
Other topics to vary by instructor
FLE 6932 Special Topics
Dual Language in Education 3
Second Language Reading and Literacy 3
Other topics to vary by instructor.

Group B: Technology
EME 6613 Development of Technology-Based Instruction 3
EME 6930 PLE: Web Programming I 3
EME 6209 Digital Video 3
EME 6215 Instructional Graphics 3
EME 6055 Current Trends in Instructional Technology EME 6207 Web Design 3
EME 6053 Internet in Education 3
EME 7458 Research in Distance Learning 3

Group C: Education, Anthropology, Psychology
LIN 5700 Applied Linguistics SLA 3
LIN 6081 Introduction to Graduate Studies 3
LIN 6720 Second Language Acquisition 3
TSL 5371 Methods of TESOL 3
TSL 5372 ESOL Curriculum and Instruction 3
TSL 5440 Language Testing 3
FLE 5331 Methods of Teaching Foreign Languages 3
FLE 6665 Current Trends in Foreign Language Education 3
EXP 6643 Psychology of Language 3
EDF 7145 Educational Psychology 3
EDF 6883 Issues in Multicultural Education 4
EDF 7586 Classics in Educational Research 4
EDF 7934 Seminar in Social Foundations of Ed. 4
EDG 7692 Issues in Curriculum and Instruction 3
EDG 7931 Practicum in Teacher Education 3
EDG 7931 Curriculum Frameworks in Teacher Education 3

Dissertation 18 hours
SLA 7980 – SLAIT Dissertation 18

Qualifying Examination
All students will be required to pass a written qualifying examination (QE). The QE integrates work in the specialization, cognate, and foundations areas, in this case, in Second Language Acquisition, Instructional Technology, and Teacher Education.

Residency requirements
Students must enroll in a minimum of 9 hours for each of two semesters in a 12 month period to fulfill the residency requirements. Students in the Ph.D. program should be engaged in no more than half-time employment during the residency period.

Please be advised that program and/or course requirements are subject to change, per state legislative mandates, Florida Department of Education program approval standards and accreditation criteria.

COURSES
See http://www.ugs.usf.edu/course-inventory/
SOCIAL SCIENCE EDUCATION PROGRAM

Master of Arts in Teaching (M.A.T.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 39
Program Level: Masters
CIP Code: 13.1317
Dept. Code: EDI
Program (Major/College): TSS ED
Effective: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

The MAT degree is for individuals with a bachelor’s degree in a field other than education who wish to become certified teachers in social science at the middle or senior high school level. This program leads to teaching certification in grade 6-12 social sciences as part of the master’s degree program.

Accreditation
Accredited by the Commission on Colleges of the Southern Association of College and Schools, the Florida State Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions), including an earned degree from regionally accredited institutions or an international equivalent as well as requirements listed below.

Program Admission Requirements
The requirements are as follows or as recommended by the program advisor and approved by the college and/or Office of Graduate Studies.

Prerequisites:
- Major: A bachelor’s degree in a social studies field that is taught at the 6-12 grade level.
- Specific Courses: In addition, the applicant’s transcript should include the following prerequisite courses:
  - Survey of American History 1 & 2;
  - Survey of Western Civilization, World History or Humanities 1 & 2; and
  - Geography, economics, psychology, and either anthropology or sociology

Students who do not have these 8 courses can submit passing scores on the Florida 6-12 Social Sciences Subject Area Exam with their application.
Requirements for all applicants include:

- Minimum GPA of 3.0 in upper division coursework in the Baccalaureate degree
- 3.0 in graduate coursework can be used to augment the undergraduate GPA.
- Resume
- 250-word letter of interest stating your objectives in pursuing this course of study
- Two letters of recommendation attesting to the applicants’ potential success as a graduate student and his/her ability to work with adolescents.
- The Florida FTCE General Knowledge Test (GKT) an original version of the passing scores must be on file in the COEDU Graduate Office.
- Disclosure of arrest and conviction information

Note that all M.A.T. programs include as an admission requirement the passing of all sections of the General Knowledge Test (GKT). Applicants who can document they lived outside the state or country and did not have access to take the GKT before the application deadline may submit passing Praxis scores or GRE scores to be considered for admission. Whether admitted with passing Praxis scores or acceptable GRE scores, the applicant must submit passing scores on the GKT before the last day of classes of the semester of first enrollment, or admission to the College of Education will be revoked.

International Students
All applicants whose native language is other than English or who have earned a degree from an institution outside the United States must meet the University requirements relative to international graduate admission, (e.g. TOEFL scores, etc.). In addition to these university requirements, applicants to the College of Education must provide the following:

- An external, course by course evaluation of the foreign degree by an approved external agency, and based on official transcripts;
- A social security number for degree programs requiring practica or internships;
- Other information as required by the program of interest, (e.g. Graduate Record Exam scores, etc.).

DEGREE PROGRAM REQUIREMENTS

Program of Study
The requirements are as follows or as recommended by the program advisor and approved by the college and/or Office of Graduate Studies.

Core Requirements
ESE 5342 Teaching the Adolescent Learner 3
TSL 5325 ESOL Strategies for Content Area Teachers 3
EDF 6432 Foundations of Measurement 3
ESE 5344 Classroom Management for the Diverse School & Society 3

Current Trends in teaching Concentration
SSE 6636 Trends in Social Science Education 3

Concentration Requirements
SSE 5331 Foundations, Curriculum & Instruction 3
SSE 5332 Methods and Strategies in Social Science Education 3
SSE 5641 Reading & Basic Skills 3
SSE 6932 Special Topics 6

Practicum, Internship, Field Experiences, etc.
SSE 5946 Practicum in SSE (Prereq: SSE 5331) 3
SSE 6947 Internship 6

All sections of the GKT, the FTCE Prof., and Educ. & Subj. Area: Social Science 6-12 must be passed prior to internship.
Program of studies will be planned so that all course work will be completed prior to the internship. However, should there be a need for an exception; M.A.T. students may take one 3-credit course during internship—although this is unadvisable given the full-time nature of the teaching experience and one 3-credit course after internship. The only courses that can be taken during or after internship are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSE 6932: Selected Topics</td>
<td>3</td>
</tr>
<tr>
<td>SSE 6636: Trends in Social Science Education</td>
<td>3</td>
</tr>
</tbody>
</table>

All school districts require finger prints and will conduct a background check prior to assignment of the final internship. Some districts also require drug testing.

**Comprehensive examination**
The Comprehensive exam is taken while enrolled in SSE 6636 Trends in Social Science Education.

**COURSES**
SPECIAL EDUCATION, GIFTED PROGRAM

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Program Admission Deadlines:
- Fall: February 15
- Spring: October 15
- Summer: February 15

Minimum Total Hours: 36
Program Level: Masters
CIP Code: 13.1004
Dept. Code: EDS
Program (Major/College): AGI ED
Approved: 1966

CONTACT INFORMATION

College: Education
Department: Teaching and Learning
Contact Information: www.grad.usf.edu

PROGRAM INFORMATION

Program Description
The Master’s Program in Gifted Education (Plan I) provides advanced training for certified teachers to work with gifted and talented students and with other teachers on a consultant or collaborative basis. The courses for this program are offered through an on-line format, though some courses may be taken on campus. Emphasis is placed on developing specific skills in identification of gifted students; focusing on the characteristics and needs of special populations; assessing students’ cognitive and affective strengths; modifying educational programs to develop gifted students’ potential; and consulting with gifted students, their families, and teachers. This program qualifies students for the State of Florida Endorsement in Gifted Education.

After admission to a program, the candidate and the department advisor together chart a program of study incorporating core requirements. Courses stress field-based experiences. Students provide their own transportation to practicum sites in K-12 education settings. The practicum experience requires candidates to access assessment information about K-12 students in their school setting, including performance on individualized intelligence tests, achievement tests, and educational programs (EPs). Practicum coursework also requires candidates to conduct extended projects focused on the development and educational progress of K-12 gifted students. Employment in a K-12 classroom as a licensed educator is required to successfully complete program coursework.

Accreditation
Accredited by the Commission on Colleges and Schools of the Southern Association of Colleges and Schools, National Council for Accreditation of Teacher Education, and the Florida Department of Education

Plan III: Inactive

ADMISSION INFORMATION

Program Admission Requirements
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

Admissions Requirements include the following:
- An earned bachelor’s degree or its equivalent from a regionally accredited college or university
- An undergraduate GPA of 3.00 on a 4.00 scale as an upper division student in a baccalaureate degree
OR the following GRE preferred scores:
  - Verbal: 550 or Analytical Writing: 3.5
  - Quantitative: 520

http://www.coedu.usf.edu/
• Two letters of recommendation from administrators familiar with applicant’s professional teaching experience and expertise that verify applicant’s K-12 employment status
• A written statement of intent to pursue degree in gifted education, including applicant’s professional goals
• Copy of professional teaching certificate (not a temporary certificate)
• Evidence that applicant currently holds a teaching position in a K-12 setting

All materials should be forwarded to Easter Curry at ehcurry@usf.edu or to Department of Teaching and Learning, Gifted Education Admissions, EDU 105, College of Education, University of South Florida, Tampa, FL 33620

International Students
Applicants whose native language is not English or who have not earned a degree in the United States must also submit TOEFL scores earned within two (2) years of the desired term of entry. A minimum total score of 79 on the internet-based test, or 550 on the paper-based test, are required. Applications submitted with TOEFL scores that do not meet the minimum requirements will be denied. The TOEFL requirement may be waived if the applicant meets one of the following conditions:

• The applicant’s native language is English, or
• Has scored 153 or higher on the GRE Verbal Test, or
• Has earned a college degree at a U.S. institution of higher learning, or
• Has earned a college degree from an institution whose language of instruction is English (must be noted on the transcript), or
• Has scored 6.5 on International English Language Testing System (IELTS) http://www.ielts.org/

DEGREE PROGRAM REQUIREMENTS

(Co-requisite)
EEX 6025 Trends and Issues in Special Education 3

Program of Study 36 hours

Core Requirements 9 hours
EDF 6481 Foundations of Educational Research 3
Special Education Program Core
EEX 6939 Advanced Seminar in Special Education 3
3

EEX 6222 Pyschoeducational Assessment of Exceptional Students

Concentration Requirements 27 hours
EGI 5051 Nature and Needs of the Gifted 3
EGI 5307 Theory and Development of Creativity 3
EGI 6232 Advanced Educational Strategies for Teaching the Gifted 3
EGI 6415 Seminar in Special Populations of the Gifted 3
EGI 6416 Consultation, Counseling, and Guidance of the Gifted 3
EGI 6943 Supervised Practicum in Gifted Education 12

Comprehensive Examination (Portfolio)
In lieu of a comprehensive examination, candidates will take the Praxis II Exam in Gifted Education and earn a score of 160/200 (80%) to pass. Candidates may take the exam after completing a minimum of 15 hours of coursework (EGI 5051, EGI 5307, EGI 6936, EGI 6415, EGI 6232).

COURSES
See http://www.ugs.usf.edu/course-inventory/
## SPECIAL EDUCATION, MOTOR DISABILITIES PROGRAM

### Master of Arts (M.A.) Degree

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This Program is Closed for Admissions