MASTER OF EDUCATION

TEACHING FACULTY

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PURPOSE AND OBJECTIVES

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

Objectives of the M.Ed Program include:

1. Promote excellence in graduate education through teaching, research, and service.
2. Prepare competent teachers, administrators, and other professional specialists for service in the field of education.
3. To conduct research, disseminate new knowledge and develop applications of existing knowledge.
4. To improve human cognitive, academic, physical, emotional, social development and performance.

Prerequisites for Regular Admission

1. A Bachelor’s degree from an accredited four year institution.
2. A minimum overall grade point average of 3.00 on a 4.00 system.
3. Three written recommendations from individuals stating that the applicant is capable of and has the potential to pursue graduate study.
4. A score of 900 on the GRE is required for regular admissions into the M.Ed program.

Conditional Admission. Students not meeting the regular admission requirements may be conditionally admitted to the program. Students granted Conditional Admission will be granted regular admission status after completing 12 graduate hours with a minimum GPA of 3.00; otherwise, they will not be allowed to continue in the program.

Residence/Re-Admission. A student in residence is someone who is regularly and continuously enrolled at SWAU. A summer student breaks residence by failing to enroll for at least one summer module. For readmission, a student will need to complete a new application for graduate studies and receive authorization to register.

Comprehensive Examination. The purpose of the comprehensive examination is to appraise the student’s overall grasp of their chosen discipline and expertise in the area of emphasis.

1. The comprehensive examination covers the field of study as determined by the department and is developed and administered within the department.

The content of the comprehensive examination may be based upon course work and/or knowledge represented by a list of reading materials; however, comprehensive examinations are not to be simply a repeat of the final examinations for a set of selected courses for the individual student, but are to stress an integration of learning across the discipline.

2. Students make application to take the comprehensive examination through the Education Department which notifies the Graduate Studies Office before the scheduled date of the examination. Exams must be scheduled to be taken during the last semester before anticipated graduation. Applications may be obtained at the Graduate Office or from the Program Director.

3. Comprehensives are written and/or oral at the departments discretion.

4. The process for the comprehensive examination development and administration involves contacting the department chair for a list of potential topics. A time will be arranged to write on the topics appointed by the graduate faculty.

5. The examination will be evaluated and reported in its entirety on a “pass” or “no pass” basis to the Graduate Studies Office.

All parts of the comprehensive examination must be passed before a “pass” for the complete comprehensive examination is recorded. A student who does not achieve a satisfactory level on a part or parts of a comprehensive examination may be allowed a “partial rewrite” on that part or parts at the discretion of the department. At least two-thirds of a comprehensive examination must be passed before a “partial rewrite” on any part may be undertaken. The “partial rewrite” may be oral or written. Only one “partial rewrite” is permitted.

Any “partial rewrite” must be completed by the end of the semester in which the original comprehensive was administered. (In any case, all routine deadlines must be met if the student expects to graduate.)

Students are officially notified by the Graduate Program Director of their performance on the comprehensive examination within two weeks. A report is to be filed with the Graduate Program Director, the Graduate Dean, and the Records Office by the end of the semester. (The Records Office must receive this report no later than noon on Friday, one week preceding graduation).
Graduation Requirements

1. The M.Ed. degree requires 36 semester hours. There are 18 hours in the core and 18 hours in an area of specialization. Students may choose either Educational Leadership or Curriculum and Instruction with a Reading emphasis. Included in the 36-hour degree will be a professional paper. The professional paper will be written as partial requirement for the course, Research in Education (EDUC 535).

2. Students must complete a minimum of 27 hours in residence (maximum transfer credit is 9 hours with a grade of “B” or better). Of the last 15 hours, 12 hours must be in residence at Southwestern Adventist University.

3. Students are expected to maintain at least a 3.00 average on a 4.00 system on all graduate work attempted.

4. Students are required to successfully pass a comprehensive exam.

5. Students are expected to complete all graduate work within a time span of eight years.

Transfer work may not be older than ten years prior to admission date to the Master of Education program. Transfer credits will be accepted only from accredited colleges and universities.

M.Ed. CORE COURSES

EDUC515 Technology & Information Management ...... 3
EDUC525 Psychology of Learning .................................. 3
EDUC535 Research Methods ............................................. 3
EDUC550 Curriculum Development ............................... 3
EDUC555 Educational Assessment ................................. 3
EDUC560 Principles of Instruction .................................... 3

Each student will then choose between the following two options- Educational Leadership or Curriculum & Instruction. Each emphasis will require an additional eighteen hours for completion. The final three hours of each emphasis will involve experiences in the school system.

Emphasis in Educational Leadership

EDAD 505 Management of School Resources .............. 3
EDAD 510 Legal Aspects of Education ...................... 3
EDAD515 Foundations of Educational Administration .... 3
EDAD520 Trends & Issues in Education ....................... 3
EDAD 525 Instructional Leadership ............................. 3
EDAD530 Internship in Educational Administration ....... 3

Emphasis in Curriculum & Instruction with Reading Emphasis

EDRE505 Reading Diagnosis & Remediation ............. 3
EDRE510 Composition: Process and Application .......... 3
EDRE515 Advanced Children’s Literature .................. 3
EDRE520 Language: Grammar & History .................. 3
EDRE525 Advanced Reading Methods .......................... 3
EDRE530 Literacy Practicum ......................................... 3

MEd COURSE DESCRIPTIONS

CORE COURSES

EDUC 515 Technology and Information Management 3 hours
Philosophical basis for technology usage in schools and school systems to enhance learning; survey of contemporary technologies appropriate to the educational setting and cost-benefit analysis of various systems; development of an instructional technology plan (ITP); presentations; ethics of technology usage.

EDUC 525 Psychology of Learning 3 hours
A study of psychological, social, environmental and biological factors affecting the ability to learn will be explored. Impact areas such as gender, culture, race, self-concept, perception, cognition and emotion will be examined. A historical review of major learning theories will also be addressed.

EDUC 535 Research Methods 3 hours
The study of scientific and disciplined inquiry applied to educational issues. Course content includes quantitative and qualitative research approaches as well as an overview of elementary statistics. Students learn how to critically evaluate and utilize research.

EDUC 550 Curriculum Development 3 hours
Descriptions and analyses of conceptual models of curriculum theory, curriculum development, and curriculum inquiry and research.

EDUC 555 Educational Assessment 3 hours
Designed to increase the student’s understanding and application of traditional and current techniques of educational assessment. Special emphasis on results-based accountability systems, including curriculum planning and evaluation, professional development and student assessment processes.

EDUC 560 Principles of Instruction 3 hours
An examination of foundations, principles and concepts inherent in the field of curriculum. Focuses on the qualities of a good instructor, the basic instructional methods, and the kinds of behavior that causes learning to take place involving knowledge of, and understanding about learning, methods and strategies for program planning, design, implementation, and evaluation, including the development of working skills needed in cooperative planning, involved in curriculum revision and related research in the areas of brain-based learning, styles, and the multiple intelligences.
EDUCATIONAL LEADERSHIP EMPHASIS

EDAD505 Management of School resources 3 hours
A course designed to explore the planning and management of school resources. Designed to prepare building level administrators to understand the issues influencing the planning and management of personnel, financial and capital resources at the school building level.

EDAD510 Legal Aspects of Education 3 hours
A philosophical consideration of the ethical principles, legal rights, responsibilities, and liabilities which influence the teacher’s professional behavior.

EDAD515 Foundations of Educational Administration 3 hours
Examines the fundamental principles and concepts of organizational theory, structure and climate. There is an emphasis on the administrative processes and professional ethics of leadership, motivation, decision making, communication, organizational change and strategic planning. The course offers opportunities to apply theory to professional practice through the use of case studies. Emphasis on administrative competences and planning for effective change within a complex educational environment.

EDAD520 Trends and Issues 3 hours
Provides students the opportunity to examine the process of educational change and reform from a variety of perspectives. Emphasis is placed upon the understanding of the change process itself, factors producing, facilitating, and inhibiting change, and the impact of major social, political, economic, and education issues on the role of school leaders and the delivery and quality of programs and services. Highlights the changing role of our educational system in meeting demands of our post-industrial society.

EDAD525 Instructional Leadership 3 hours
Designed for principals, superintendents, and instructional supervisors concerned with the improvement of teaching and learning by professional supervision; the role, aims, and principles of instructional supervision; introductory study of supervisory techniques.

EDAD530 Internship in Education 3 hours
The application of theory, knowledge, and skills in authentic educational settings. Required of all certification candidates and serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Grade assigned will be “credit” (CR) “no credit” (NC). The internship requires 125 hours of experience at either a secondary, middle, elementary, or alternative school site.

CURRICULUM AND INSTRUCTION WITH READING EMPHASIS

EDRE505 Reading Diagnosis and Remediation 3 hours
A course designed to acquaint the student with the diagnosis of problems in reading and the exploration of remedial strategies.

EDRE510 Composition: Process and Application 3 hours
A course designed to acquaint the student with the writing process and its application across the K-12 curriculum.

EDRE515 Advanced Children’s Literature 3 hours
A course designed to acquaint the student with current philosophy and research supporting literature-based reading instruction.

EDRE520 Language: Grammar and History 3 hours
A course designed to acquaint the student with the grammar and history of the English language.

EDRE525 Advanced Reading Methods 3 hours
A course designed to acquaint the student with current philosophy and research supporting methods of teaching reading.

EDRE550 Literacy Practicum 3 hours
Observation and supervised instruction with individual students and reading classes on the elementary or secondary level.
The Master’s of Education Degree courses will only be offered during summers. A student will be able to complete the program in four consecutive summers. This will necessitate taking nine hours or three courses per summer.

The final Internship or Practicum will be put in place at the conclusion of the third summer. The course requirements will be accomplished during the fall and spring prior to a student’s fourth and final summer.

Comprehensive written exams will be accomplished during the fourth and final summer. Diplomas will not be issued until all courses are satisfactorily completed including written comprehensive exams.

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* These are capstone courses that are arranged when one nears the completion of their degree.