SECTION 15

COLLEGE OF EDUCATION

Changes to Note

The USF Graduate Council approved the following on the date noted.

Majors			
All Majors	All	Remove language for course-by-course-transcript evaluation	4/3/2017
Autism Spectrum Disorder and Intellectual Disabilities	M.A.	Change curriculum	5/1/2017
Curriculum and Instruction	M.Ed.	Change Instructional Technology Conc - Online Delivery Approval	9/26/16
Curriculum and Instruction	M.Ed.	Change Instructional Tech Conc Deadlines - remove summer admission	5/15/17
Curriculum and Instruction	Ph.D.	Change Special Ed Concentration	3/6/2017
Curriculum and Instruction	Ph.D.	Reactivate Early Childhood Ed (DNK) concentration for admissions	5/1/2017
Curriculum and Instruction	Ph.D.	Reactivate Ed Psych concentration; change to regular admissions	5/1/2017
Educational Program Dev.	Ed.D.	Close Adult Education Concentration (EAE) for Admissions	3/6/2017
Elementary Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
English Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Exceptional Student Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Foreign Language Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Mathematics Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Middle Grades Math Ed	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
School Psychology	Ed.S.	Change Admissions from Direct Receipt to Regular Admissions	4/3/2017
School Psychology	Ph.D.	Change Admissions from Direct Receipt to Regular Admissions	4/3/2017
Science Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Social Science Education	M.A.T.	Change Deadlines - to: Fall: June 1, Spring: Oct 15, Summer: Feb 15	3/6/2017
Certificates			
Cybersecurity Education and Awareness		New Certificate	5/1/2017
Exceptional Student Education		New Certificate	5/1/2017
Qualitative Research		New Certificate	5/1/2017

University of South Florida
College of Education
4202 E. Fowler Ave, EDU162
Tampa, FL 33620

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

Interim College Dean: Roger Brindley, Ed.D.
Associate Dean: Ann Cranston-Gingras, Ph.D.

Accreditation:
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 the "Curriculum and Instruction" Major. Graduate Certificates are also offered in a number of areas. For information about the different majors refer to individual sections 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.coedu.usf.edu/main/sas/sas_graduate.html. Students who have identified a major should contact directly the advisor for that major. Please be advised that major curriculumand/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 major requirements exceed university minimum requirements, students must meet the highest order of requirements presented. Always check with the advisor in your major of interest to determine whether or not there are programmatic variations. Please note also that COEDU college and major curriculum requirements are stated always as minimum requirements.

Degree, Majors, 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)
  - Elementary Curriculum (MEL)
  - Language Arts (MLG)
  - Science & Mathematics (MSM)
- Exceptional Student Education (AVE)
- Foreign Language Education (FLE)
  - French (AFF)
  - German (AFG)
  - Spanish (AFS)
- Mathematics Education (AMA)
- 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)
  - Biology (ASB)
  - Chemistry (ASC)
  - Physics (ASY)
- Special Education, Gifted Education (AGI)
- Special Education, Motor Disabilities (AMD)

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)
  - Biology (ASB)
  - Chemistry (ASC)

- Earth & Space Science (AES)
- Physics (ASY)
- Social Science Education (TSS)

Master of Education (M.Ed.)

- Curriculum and Instruction (CUR)
  - College Student Affairs (CSA)
  - Early Childhood Education (CNK)
  - Educational Studies (CST)
  - Instructional Technology (SIT)
  - Measurement and Evaluation (CME)
  - Secondary Education: Biology (CBI)
  - Secondary Education: Chemistry (CCH)
  - Secondary Education: English (CEN)
  - Secondary Education: Foreign Language (CFE)
  - Secondary Education: Mathematics (CMA)
  - Secondary Education: Physics (CPY)
  - Secondary Education: Social Science (CSO)
  - Secondary Education: TESOL (CTL)
- 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)
  - Educational Innovation (EIN)
  - 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
- Instructional Technology (DIT)
- Interdisciplinary Education (DIE)
- Literacy Studies (DRD)
- Mathematics Education (DMA)
- Measurement and Evaluation (DME)
- Science Education (DSC)
- Social Science (DSO)
- Special Education (DSE)
- Teacher Education (TED)

Educational Leadership (EAS)
School Psychology (DSG)
Technology in Education and Second Language Acquisition (TLD)

Accelerated Majors

B.A./B.S. to M.A.T. **(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. **(Active)**
- Chemistry B.S. / Science Education M.A.T.
- Biomedical Sciences B.S. / Science Education M.A.T.
- Environmental Biology B.S. / Science Education M.A.T.
- Environmental Microbiology B.S. / Science Education M.A.T.
- Integrative Biology B.S. / Science Education M.A.T.
- Interdiscipilinary Natural Science B.S. / Science Education M.A.T.
- Marine Biology B.S. / Science Education M.A.T.
- Physics B.A. / Science Education M.A.T.

Graduate Certificates Offered:
- Academic Advising
- Autism Spectrum Disorder (XAU)
- Career Counseling* (XCC)
- College Teaching* (SCT)
- Cybersecurity Education and Awareness
- Disabilities Education: Severe and/or Profound (XDI)
- Diversity in Education (XDV)
- eLearning Design and Development
- ESOL** (XES)
- Evaluation
- Exceptional Student Education

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
Qualitative Research
Reading Certificate and Endorsement Program (XRC)
School Counseling Post-Masters (XSO)
Teacher Leadership for Student Learning
Web Design
*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 listing for the individual major for additional requirements.

Master's Degree Programs and Requirements

The master's degree 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.) degree. Students pursuing a Master's degree must have an earned baccalaureate degree from a regionally accredited institution, or the equivalent bachelors and/or graduate degrees from a foreign institution . Most majors 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 majors, two plans of study are available depending on the student's background and professional goals.

The College of Education standard admission rqeuirements for international transcripts are:

For the masters degree - The undergraduate degree must be equivalent to a 4-year US degree from a regionally accredited university. The transcripts must state the overall GPA or overall marks based on the native scale and the discipline or major the applicant is graduating in. If the degree was delivered in the English language (must be from anglophone country or stated on transcript that the means of delivery was English) then the iELTS/TOEFL score will not be necessary. An unofficial transcript (either scan or copy) is acceptable at the time of application; however, an official transcript by enrollment is required.

Unofficial transcripts (either scan or copy) from both the graduate and undergraduate institutions are acceptable at the time of application; however official transcripts required by enrollment.

College of Education Requirements for the Master of Arts (M.A.) Degree
A minimum of 30 graduate 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 option 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 Major descriptions.

Process Core 3hours 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

EDF 6517, Historical Foundations of American Education, or
EDF 6606, Socio-Economic Foundations of American Education

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 majors have a Thesis option available)

Note: Check with the major of interest for curriculum variations.

The M.A., Plan III (not available in all areas)
This is a major 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 major for information.

Plan III Minimum Curriculum 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 major of interest for curriculum 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 major. The baccalaureate degree must be appropriate (as deemed by the graduate faculty) for the teaching field in which certification is sought. Hours in the M.A.T. degree vary by discipline. Reference the major section of the Graduate Catalog for specific M.A.T. curriculum requirements.

Note that all M.A.T. degree 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 graduate 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 major 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 graduate 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 the graduate 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. degree programs than the M.A. degree 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 graduate 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:

Program of Study		
Foundations and Curriculum Core		**9 hours minimum**
EDF 6432	Foundations of Measurement	3
Or		
EDF 6481	Foundations of Educational Research	3
EDG 6627	Foundations of Curriculum & Instruction	3
Psychological/Social Foundations (Choice from list below)		3
EDF 6211	Psychological Foundations of Education	3
EDF 6215	Learning Principles Applied to Instruction	4
EDF 6217	Behavior Theory and Classroom Learning	4
EDF 6354	Human Development and Personality Theories	4
EDF 6165	Group Processes	1-3
	(available only to students in the College Student Affairs Concentration)	
EDF 6517	Historical Foundations of American Education	
EDF 6606	Socio-Economic Foundations of American Education	

Concentration **18 hours minimum**

See Curriculum and Instruction Major 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 major descriptions and contact the major of interest for curriculum 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 the equivalent bachelors and/or graduate degrees from a foreign institution, meet the major and/or college-specified minimum GRE and/or GPA-requirements and be favorably recommended also by the graduate faculty or a graduate admissions committee. Additionally, students must comply with any other college or major requirements specified for the prospective degree program. **Note: Please check with the major 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 Graduate 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 graduate 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 major is individually planned in consultation with a faculty gradute 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 major 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 projectc 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 Office of Graduate Studies (Thesis; School Psychology students). Students must have an oral defense of the project/thesis with their project/thesis supervisory committee.

The College of Education standard admission requirements for international transcripts are:
For the doctoral degree- If the applicant has a masters from a regionally accredited U.S. university then while we require that UG transcripts from the accredited international university, the College of Education will not require a course-by-course evaluation of the UG credential. If the applicant completed an undergraduate and graduate degree abroad, both degrees must be equivalent to a 4-year US undergraduate degree and a U.S. masters degree, respectively, and both degrees must be from regionally accredited universities. If the applicant has completed at least four years of English language delivery of their degrees, then the iELTS/TOEFL score will not be necessary. Both transcripts must state the overall GPA or overall marks based on the native scale, and the discipline or major the applicant is graduating in.

Unofficial transcripts (either scan or copy) from both the graduate and undergraduate institutions are acceptable at the time of application; however official transcripts required by enrollment.

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 Innovation, 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 54 hours beyond the master's degree.
Core Course Requirement – 3 hours minimum
Concentration - 15 hours minimum
Electives Supporting Concentration – 15 hours minimum

Statistics/Measurement/ Research Design/Applied Research - 9 hours minimum
Psychological and Social Foundations- 3 hours minimum
Dissertation - 9 hours min.

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 major. 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 Technology in Education and Second Language Acquisition (TESLA). Contact the College of The 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 major is only offered in conjunction with a concentration area. Please see the area of concentration listed alphabetically under the major entry in the catalog) to determine whether or not the Curriculum and Instruction major is available in the area of interest.

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

Refer to the major sections for Ph.D. requirements for Teaching in Education and Second Language Acquisition (TLD)

Program of Study

Common Core
EDG 7067 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.

EDG 7067 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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

ADULT EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

Concentrations:
Human Resource Development (HRD)

CONTACT INFORMATION

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

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Adult Education major 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 major is a Plan III, non-certification option.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

Admission to the M.A. 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 major. Applications are considered on a continuous basis throughout the year. Success in the major 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 major;

- A grade point average while classified as an upper division student in a baccalaureate degree at a regionally accredited university of 3.00 on a 4.00 scale; or a Master's degree in a related field from a regionally accredited institution with an overall GPA of at least 3.50 on a 4.00 scale; or if the upper division undergraduate GPA is less than 3.00, 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 major.

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

- Successful professional experiences related to the academic major 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 major; 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:

- the equivalent bachelors and/or graduate degrees from a foreign institution
- A social security number in majors requiring practica or internships; and
- Other information as required by the major of interest, (e.g. GRE scores, etc.)

CURRICULUM REQUIREMENTS

A minimum of 36 graduate 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 major 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 major 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.

Concentration Requirements –13 hours minimum
In addition to the Major 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 graduate level 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 major advisor's approval, and may be selected from coursework throughout the university.

Comprehensive Examination
Written Exam Required

Please be advised that major 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

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Spring Cohort: October 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 33
Level: Masters
CIP Code: 13.1013
Dept. Code: EDS
Major/College Codes: ASD/ED
Approved 2011

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

Major Description
The purpose of this online major 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 curriculum in the major is aligned with the conceptual framework of the College of Education and meets the specific standards of the National Council for the Accreditation of Teacher Education (NCATE).

Major Research Areas
The major benefits the university, local community and the state can be summarized in two ways. In a **quantitative** way, the major 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 major 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 major meets this need.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- 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 or the equivalent bachelors and/or graduate degrees from a international institution.
- Scholastic evidence to successfully perform in the academic major, as indicated by one of the following:
  - An earned graduate degree from a regionally accredited college or university, or
  - 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

  - 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 Graduate 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 major. 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.

CURRICULUM REQUIREMENTS

Total Minimum Hours - 33 hours

Required Courses:

Process Core Requirement – 9 hours

EDF 6481	3	Foundations of Educational Research
EEX 6732	3	Consultation and Collaboration in Special Education
EEX 5752	3	Working with Families: A Pleuralistic Perspective

Content Specialization* - 24 hours minimum

(**Note: Field Experience (15-25 hours) is to be included as part of the Content Specialization coursework.)*

EBD 6246	3	Educating Students with Autism
EEX 6619	3	Positive Behavior Support Low Incid. Intellectual Disab. & ASD
EEX 6767	3	Assistive Technology For Students With Low Incidence
EEX 6234	3	Identification & Assessment of Individuals with Low Incidence Intellectual Disabilities and ASD
EEX 6065	3	Collaborative Transition and Career Planning for Students with Low Incidence Disabilities
EEX 6476	3	Curriculum & Instruction for Students with Low Incidence Disabilities
EEX 6939	3	Advanced Seminar: Paradigms, Practices, and Policies in Special Education
EEX 6943	3	Practicum in Exceptional Student Education

Additional requirements for Plan III (individuals who do not hold a degree in education)

Co/Prerequisites (0-14 hours depending on previous coursework) :

EEX 6025	3	Trends and Issues in Special Education
EDF 6432	3	Foundations of Measurement

One of the following:

EDF 6211	3	Psychological Foundations of Education
EDF 6215	4	Learning Principles Applied to Instruction

One of the following:

EDF 6606	4	Socio-Economic Foundations of American Education
EDF 6517	4	Historical Foundations of American Education

Thesis

This is a non-thesis major

Comprehensive Exam

A portfolio project is required to fulfill the comprehensive examination requirement and is completed in the final semester of matriculation in the major

COURSES

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

CAREER AND TECHNICAL EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Fall admission only

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours:	30
Level:	Masters
CIP Code:	13.1320
Dept. Code:	LEA
Major/College Codes:	ACT ED
Approved	2010

CONTACT INFORMATION

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

MAJOR INFORMATION

Contact department for information.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) and College requirements, as well as requirements for admission to the major, listed below.

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

- B.A. from an regionally-accredited institution or the equivalent bachelors and/or graduate degrees from a foreign institution
- Relevant experience in the field of Career & Technical Education (or closely related field):
- Certification in a Career and Technical Education major 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 major 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:

- A social security number in degree programs requiring practica or internships; and
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM 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.

ECT 5386 Preparation & Development for Teaching	4
ECT 6661 Trends and Issues in CTE, 3 SH Trends	3
EVT 6665 School & Community Relations (formerly 6664)	-
ECT 6197 Enhancing CTE Curriculum	3
ECW 6264 Administration of Vocational Programs	-
ECW 6696 Equity and Access in the New Economy	3
ECW 6265 Supervision of Vocational Programs	-
ECT 6948 Practicum	3-6
ADE 6360 Methods of Teaching Adult Education	3

Electives: Graduate level 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 major and the college levels.

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

Thesis: there is no thesis option in this major.

COURSES

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

COUNSELOR EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: January 7
Fall admission only

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours:	52
Level:	Masters
CIP Code:	13.1101
Dept. Code:	EDF
Major/College Codes:	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

MAJOR INFORMATION

This is a limited access major with internal deadlines. Please check with he major prior to applying. The Counselor Education major 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 major. 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 major offers Graduate Certificates in Career Counseling, Mental Health Counseling, Play Therapy, and School Counseling (post masters). The major 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 major. 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 major

Plan III--Community Counseling
Plan III is for students who prefer to work in community based counseling positions rather than in elementary or secondary schools. There are two Plan III 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 major. 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 major.

A concentration in Career Counseling is available to currently enrolled students in the Master of Arts in Counselor Education major. 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 requriemetns of their graduate major.

Accreditation:
Accredited by the 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 for admission to the major, listed below.

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:

- A social security number in majors requiring practica or internships;
- Other information as required by the major of interest, (e.g. GRE scores, etc.)

CURRICULUM REQUIREMENTS

Contact the department for detailed information prior to applying.

Total Minimum 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: **29 hours minimum**

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

CONCENTRATION REQUIREMENTS

CAREER COUNSELING CONCENTRATION **16 hours minimum**

MHS6800 Practicum in Counseling Adolscents 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) **38 hours minimum**

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 **25 hours minimum**

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 major 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.ugs.usf.edu/course-inventory/

CURRICULUM AND INSTRUCTION

Master of Education (M.Ed.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines

Fall	February 15
Spring	October 15
Summer	February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

Concentrations:
College Student Affairs (CSA)
Early Childhood Education (CNK)
Educational Studies (CST)
Instructional Technology (CCO)
Measurement & Evaluation (CME)
Secondary Education (CES)
Secondary Education: Biology (CBI)
Secondary Education: Chemistry (CCH)
Secondary Education: English (CEN)
Secondary Education: Foreign Language (CFE)
Secondary Education: Mathematics (CMA)
Secondary Education: Physics (CPY)
Secondary Education: Social Science (CSO)
Secondary Education: TESOL (CTL)

Note – not all concentrations are available every semester. Prior to submitting the admission application, check with the Graduate Director to confirm if the concentration of interest is available.

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

MAJOR 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.

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. degree programs than the

M.A. degree programs. Coursework in the concentration may include courses in colleges other than the College of Education. The Curriculum and Instruction major is offered with concentration areas. General major requirements are listed below. For specific specialization requirements, contact the appropriate department.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

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://www.usf.edu/admissions/international/graduate/requirements-deadlines/english-proficiency.aspxl for further clarification and possible exemptions. Please check with the major regarding the policy on evaluation of transcripts.

For more information, please visit
http://admissions.grad.usf.edu/international.html

CURRICULUM REQUIREMENTS

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

The M.Ed. degree in Curriculum and Instruction normally requires a minimum of 33 graduate level 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.

Total Minimum Hours - 33 hours minimum

CORE REQUIREMENTS

Program of Study- 9 hours minimum

EDF 6432	3	Foundations of Measurement
OR		
EDF 6481	3	Foundations of Educational Research
And		
EDG 6627	3	Foundations of Curriculum & Instruction

Psychological/Social Foundations - Choose from list below (See Notes)

EDF 6211	3	Psychological Foundations of Educations
EDF 6215	3	Learning Principles Applied to Instruction
EDF 6217	3	Behavior Theory and Classroom Learning
EDF 6534	3	Human Development and Personality Theory
EDF 6165	3	Group Processes (Available only to students in College Student Affairs)
EDF 6517	3	Historical Foundations of American Education
EDF 6606	3	Socio Economic Foundations of American Education

CONCENTRATION REQUIREMENTS - 18 hours minimum
Refer to specific concentration for requirements

ELECTIVES - 6 hours minimum
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)

COMPREHENSIVE EXAM
Comprehensive exam required. Refer to specific concentration for requirements

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 Major Requirements, students select one of the following concentrations. Minimum hours noted are for the concentration requirements only and do not reflect the total major hours that result.

COLLEGE STUDENT AFFAIRS (CSA)

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

The CSA Concentration at the University of South Florida prepares practitioners to work in Student Affairs positions. The learning outcomes for all graduates include: specialized learning in the field, engaging diverse perspectives, strong communication skills, and understanding the complexity of the higher education system. The major is compliant with requirements of the Council for the Advancement of Standards in Higher Education. The curriculum includes theories of human growth and development, environmental influences, and research 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.

Total Major requirements with this concentration: 42 hours minimum
In addition to the nine hours or core requirements for the Major, students must complete:

Major Core – 9 hours
Concentration Requirements – 30 hours
Electives – 3 hours
Total:

Concentration Requirements - 30 hours minimum

SDS 6042	3	Introduction to Higher Education Student Affairs
SDS 6624	3	Campus Environments
SDS 6645	3	Student Development Theory
SDS 6701	3	Diversity in Higher Education
SDS 6703	3	The Law & Student Affairs
SDS 6030	3	Advising and Helping Skills in Student Affairs
SDS 6260	3	Assessment in Student Affairs
EDF 6938	3	Organization and Administration of Student Affairs
SDS 6990	3	Trends and Issues in Higher Education and Student Affairs

EDF 6944 3 Field Experience (Practicum)

Electives - 3 hours minimum

Comprehensive Exam

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 major. These undergraduate courses do not apply to the minimum graduate hours required for the major. This major is not a teacher certification preparation major.

Total Major requirements with this concentration: 33 hours minimum

Concentration Course Requirements - 9 hours minimum

EEC 6415	3	EC: Diversity in Home and School
EEC 6626	3	EC Play and Learning
EEC 6678	3	Research Seminar: Issues, Trends and Advocacy in EC

Electives – 15 hours minimum
Select a focus in Reading, Teachers Leadership, Positive Behavior Support, or Interdisciplinary Studies and choose four electives:

Reading Focus

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

Teacher Leadership Focus

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

Positive Behavior Support Focus

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

Interdisciplinary Focus

EDF 6407	4	Statistical Analysis for Educational Research I
EEC 6055	3	Advocacy and Leadership in ECE
EEC 6205	3	EC: Curriculum and Authentic Assessment
EEC 6525	3	EC Program Development and Administration
EEC 6265	3	EC Programs and Adv Curriculum

In addition, select one other electives taken in COED at the 6000 level (3 hours)

Comprehensive Exam
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.

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 major

Total Major requirements with this concentration - 33 hours minimum

In addition to the 9 hours of Major Core Requirements:

Concentration Course Requirements – 18 hours minimum

EDF 6407	4	Statistical Analysis of Education I
EDF 6517	4	Historical Foundations of American Education
EDF 6883	4	Issues in Multicultural Education

In addition, a minimum of six hours from the following courses:

EDF 5607	3	Trends in Education Politics
EDF 6531	3	History of Childhood, Disability, and Deviance
EDF 6606	4	Socio-Economic Foundations of American Education
EDF 6705	3	Gender and the Educational Process
EDF 6736	3	Education, Communication, and Change
EDF 6765	4	Schools and the Future

Electives – 6 hours minimum

Selected, either from the list below or upon advisor's approval:

EDF 5607	3	Trends in Education Politics.
EDF 6531	3	History of Childhood
EDF 6606	4	Socio-Economic Foundations of American Education
EDF 6705	3	Gender and the Educational Process
EDF 6736	3	Education, Communication, and Change
EDF 6765	4	Schools and the Future
EDF 6906	1-6	Independent Study: Educational Foundations
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.

INSTRUCTIONAL TECHNOLOGY (SIT)

Offered from the Department of Educational and Psychological Studies

The Concentration in Instructional Technology is intended for students interested in working as instructional designers/developers in industry or academic environments. Accredited by the National Association for the Accreditation of Teacher Education.

Total Major requirements with this concentration: 33 hours minimum

Concentration Requirements - 18 hours minimum

18 hours in the area of emphasis, to include:

EME 6055	Current Trends in Instructional Technology	3
EME 6208	Interactive Media	3
EDF 6284	Problems in Instructional Design for Computers	3
EME 6930	Programming languages for Education	3
OR		
EME 6207	Web Design	3
EME 6458	Distance Learning	3
EME 6631	Development of Technology-Based Instruction	3

Electives - 6 hours minimum

Selected with advisor from the following list or other graduate course approved by the Graduate Director:

EME 5403	Computers in Education	3
EME 6053	Internet in Education	3
EME 6207	Web Design	3
EME 6215	Instructional Graphics	3
EME 6209	Digital Video	3
EME 6235	Technology Project Management	3
EME 6480	Digital Citizenship and Internet Safety	3
EME 6680	Game Design and Developmtn for Learning	3
EME 6681	Game Analytics for Learning	3
EME 6271	Technology Leadership in Education	3
EME 6936	Internship in E-Learning Development	3

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 major prepares personnel with specialized skills in test construction, data analysis, major evaluation, and research design.

Total Major requirements with this concentration -37 hours minimum

Major Core – see Curriculum Requirements above 9 hours minimum
Students are required to take both EDF 6481 and EDF 6432 from the Major Core

Concentration Requirements 22 hours minimum
Note: Both EDF 6432 and EDF 6481 from the Major Core must be taken, one of which fulfills a Core requirement and the other fulfills a Concentration requirement.

EDF 6461 Foundations of Applied Evaluation	3
EDF 6407 Statistical Analysis for Educational Research I	4
EDF 7408 Statistical Analysis for Educational Research II	4
EDF 6491 Practicum in Measurement, Evaluation and Research	3
EDF 7488 Problems in Educational Data Analysis	2
EDG 6931 Special Topics: Introduction to Qualitative Methods	3

Elective in Instructional Technology selected from the following:

EME 6613 Development of Technology-Based Instruction	3
EDF 6284 Problems in Instructional Design for Computers	3
EME 6930 PLE: Web Programming	3
EME 6207 Web Page Design	3

OR a course recommended by the academic advisor

Electives – see Curriculum 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 major. Students must be enrolled for a minimum of two graduate hours during the semester in which this examination is taken.

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 NCATE.

Total Major requirements with this concentration: 33 hours minimum

Concentration Requirements - 18 hours minimum
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 NCATE.

Total Major 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 3

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 NCATE.

Total Major 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 3

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 NCATE.

Total Major 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:

LAE 6637 Current Trends in Secondary English Ed 3

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 NCATE.

Total Major 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:

FLE 6665 Current Trends in Foreign Language Ed 3

SECONDARY EDUCATION: MATHEMATICS (CMA)

Offered from the Department of Teaching and Learning

The Concentration in Secondary Education in Mathematics Education is a flexible major intended to improve the skills of the classroom teacher. The major will be planned with the student's advisor. At least 60 percent of the major hours must be at the 6000 level. Accredited by NCATE.

Total Major 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 major intended to improve the skills of the classroom teacher. The major will be planned with the student's advisor. At least 60 percent of the major hours must be at the 6000 level.

Total Major 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 Ed 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 social science 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 NCATE.

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

Comprehensive Exam
The Comprehensive exam is taken while enrolled in SSE 6636 Trends and Issues. Consult the Major website, http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_HomePage.html, or the major'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 major based on the student's background and professional goals.

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 major faculty
- Proof of teaching certification

Total Major 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

COURSES

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

CURRICULUM AND INSTRUCTION

Education Specialist (Ed.S.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines

Fall	February 15
Spring	October 15
Summer	February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

Major/College Codes: 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)
Note – not all concentrations are available every semester. Prior to submitting the admission application, check with the Graduate Director to confirm if the concentration of interest is available.

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

MAJOR INFORMATION

The Curriculum and Instruction major is only offered in conjunction with a concentration area. Please see the area of concentration (listed alphabetically in the catalog) to determine whether the your area of interest is available.

The Ed.S. degree consists of a minimum of 36 graduate level 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 major has few required courses, and each student's program of study is

individually planned in consultation with a gradute faculty committee. Courses at the 5000 level are inappropriate; and a minimum of 15 hours should be taken at the 7000 level.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

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://www.usf.edu/admissions/international/graduate/requirements-deadlines/english-proficiency.aspxl for further clarification and possible exemptions. Please check with major regarding the policy on evaluation of transcripts. For more information, please visit http://admissions.grad.usf.edu/international.html.

CURRICULUM 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 major 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 offering the major/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 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.

Concentration Requirements	**18 hours minimum**
ADE7388 Adult Development and Learning	3
ADE7947 Advanced Internship	2-4
ADE7910 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 (If not used for the Curriculum Course Requirement)	4
ADE7261 Leadership in Adult and Continuing Education and HRD	3
ADE7676 HRD Policy Seminar	3
ADE7931 Issues and Trends: Critical Race Theory	3
ADE6931 Adult Learning and Cognitive Styles	3
ADE6931 Learning and Change	3
ADE6906 Independent Study	1-19 (Varies)
ADE6931 Participatory Action Research for Educators	3
ADE6931 International Adult Education	3
ADE6198 Effective Continuing Education for Professional Groups	3

Elective Courses **9 hours**

Graduate level elective courses (9) are chosen based upon the student's individual needs and are approved by the graduate 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.

Concentration Requirements	**18 hours minimum**	
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)

Offered from the Department of Childhood Education and Literacy Studies

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.

Concentration Requirements –27 hours minimum

HIGHER EDUCATION, ADMINISTRATION (SHA)

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

HIGHER 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 graduate committee

INTERDISCIPLINARY EDUCATION (SIE) – 36 HOURS

Offered from the College of Education

The purpose of the Interdisciplinary track in the Ph.D. degree program 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 major 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 between at least two disciplines/fields to address questions in education broadly defined are encouraged to apply to the Interdisciplinary track.

Concentration Requirements –18 hours minimum

At least 15 graduate 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 goals in the Interdisciplinary Education major, 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.

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 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.

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 curriculum is designed to promote expertise in literacy research, theory, and practice. An Ed.S. Degree in Curriculum and Instruction with a Concentration in Reading/Language Arts emphasizes a critical analysis of reading policy and the need for applied, community-based research. The concentration extends students' research and analysis skills so they may conduct program evaluations to guide classroom practice and school-based reform.

Concentration Admission Requirements:

- A 35th percentile GRE score in the verbal and quantitative sections; at least a 3 on analytic writing
- Minimum GPA of 3.5 Masters
- Proof of educational or professional experience
- Proof of initial certification
- Letters of recommendation
- Interview
- Concept Paper or goal statement

The Ed.S. in Curriculum and Instruction with a Concentration in Reading-Language Arts Education (SRD) requires a minimum of 36 hours beyond the Master's degree, including coursework, written comprehensive examination, and a project. The Ed.S. program is separate from the Ph.D. It is individuallyplanned with an advisor to include coursework in areas such as reading, elementary education, literacy, and research.

Concentration Requirements - 27 hours minimum
Thesis – 9 hours
Comprehensive Exam Required

SCHOOL PSYCHOLOGY (SSP) – 82 HOURS

Offered from the Department of Educational and Pscyhological Studies

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. degree program. However, the M.A. is not considered a terminal degree and is not sufficient for state certification in school psychology.

SPS 6700 Psychoed Interventions I	4
SPS 6701 Psychoed Interventions I	4
SPS 6702 Psychoed Interventions III	4
SPS 6940 Psychoed Interv Pract I	2
SPS 6941 Psychoed Interv Pract II	2
SPS 6196 Personality Assessment	4
EDF 6213 Biological Bases	3
EDF 6938 Social Psych Applied to Education	3
SPS 6101 Behavior Disorders in Child	3
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)

Offered from the Department of Teaching and Learning

SPECIAL EDUCATION (SSE)

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 Graduate Coordinator prior to applying.

COURSES

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

CURRICULUM AND INSTRUCTION

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines

Fall	February 15
Spring	October 15
Summer	February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 59* post-masters
**minimum hours vary with each concentration*
Level: Doctoral
CIP Code: 13.0301
Dept. Code: CNI
Major/College Codes: 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)
Instructional Technology (DIT)
Interdisciplinary Education (DIE)
Literacy Studies (DRD)
Mathematics Education (DMA)
Measurement & Evaluation (DME)
Science Education (DSC)
Social Science (DSO)
Special Education (DSE)
Teacher Education (TED)

Note – not all concentrations are available every semester. Prior to submitting the admission application, check with the Graduate Director to confirm if the concentration of interest is available.

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

MAJOR INFORMATION

The Curriculum and Instruction major is only offered in conjunction with a concentration area. Please see the area of concentration (listed alphabetically) to determine whether the Curriculum and Instruction degree is available in your area of interest.

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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 for admission to the major, listed below.

CURRICULUM REQUIREMENTS

Total Minimum Hours: 59 credit hours

Major Common Core – 3 credit hours
EDG 7067 3 Philosophies of Inquiry

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 EDG 7067 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.

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 Graduate contact).

Individual areas of concentration may have variations in the requirements. For information contact the department offering the major and specialization of interest. Please be advised that major 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.

Total Major requirements with this concentration: 64 hours minimum

Core Requirement:

EDG 7067 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
EDF 7478 Qualitative Research II 4
Or other approved course by major professor and/or major 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 the 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 7677	Emerging Trends in Adult Ed: Critical Race Theory	3
ADE6389	Adult Learning and Cognitive Styles	3
ADE7931	Learning and Change	3
ADE6070	International Adult Education	3
ADE6198	Effective Continuing Education for Professional Groups	3
ADE6197	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 the doctoral committee

EDF 7145	Cognitive Issues in Instruction	4
EDF 6883	Issues in Multicultural Education	4
EDF 7359	Resilience / Human development	4
EDH 7225	Curriculum Development in Higher Education	3
EDF 6705	Gender and the Education Process	3
EDF 7357	Application of Developmental Theories	4

Dissertation Requirement:	**18 hours minimum**
ADE 7980 Dissertation	2-18

Please be advised that programs of study are designed by the graduate faculty in concert with each individual student and the major and/or course requirements are subject to change, per state legislative mandates, Florida State Department of Education program approval standards, and accreditation criteria

CAREER AND WORKFORCE EDUCATION (DVO)

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 Career and Workforce Education.

Concentration 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. Students not meeting this criterion may submit additional or alternative documentation of their potential for success in doctoral level studies. In such cases, graduate faculty will evaluate GRE scores in light of all available evidence to make a recommendation for admission. 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 3.90 or higher 9 on a scale of 4.00) and received excellent ratings from graduate faculty (i.e. recommendation forms)

- Official transcripts from previous education institutions. Applicants should have completed a master's degree from a regionally accredited university or the equivalent bachelors and/or graduate degrees from a foreign institution with a 3.50 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 major.

- In addition, the following application materials must be submitted directly to the graduate 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 Recommendation Forms (available for downloading at major website) completed by former professors or supervisors rating the applicant's likelihood of success in the doctoral major.

  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. major; and
  c) excellent academic, analytical and communication skills. To this end, an on campus or phone interview should be arranged with the major coordinator as an opportunity for both prospective students and faculty to gauge the fit with the major.

  Applicants should be aware that meeting admissions requirements does not guarantee admission to the major. 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 Major.

Total Major requirements with this Concentration - 70 hours minimum

Core Requirement – 3 credit hours
EDG 7067 3 Philosophies of Inquiry

Research Methods and Tools – 25 credit hours

Research Methods (19 hours minimum)
EDF 6407 4 Statistical Analysis for Educational Research I
EDF 7408 4 Statistical Analysis for Educational Research II
EDF 7410 4 Design of Systematic Studies in Education
EDG 6931 3 Selected Topics: Introduction to Qualitative Research
TBD 3 Specialized Research Method Course

Tools and Applications (6 hours minimum)
ECT 7791 3 Research Seminar in Vocational, Technical, and Adult Education: Career and Workforce Education I
ECT 7791 3 Research Seminar in Vocational, Technical, and Adult Education: Career and Workforce Education II

Concentration Requirements - **30 hours minimum**

Required CWE Core Courses (18 hours minimum)
ECW 7066 3 Foundations of Career and Workforce Education
ECW 7168 3 Principles of Contextual Teaching and Learning
ECW 7167 3 Career Development in Vocational Technical and Adult Ed
ECW 7105 3 Vocational and Adult Education Program Planning and Implementation
ECW 7195 3 Comparative Study of Career and Workforce Education Systems

Cognate (12 hours)
Courses TBD Depending on Individual Interests

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
ECT 7980 12 Dissertation

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 major emphasizes research and theory as opposed to clinical skill development and is designed primarily for students who wish to pursue careers in academic institutions. Major Research Areas include: Career development, clinical supervision, mental health counseling, and multicultural counseling.

Total Major requirements with this concentration:		**95 hours minimum**
Core Requirement:		
EDG 7067	Philosophies of Inquiry	3
Cognate:		**12 hours min**
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)		
EDF 7484	Statistical Analysis III	4
EDF 7437	Advanced Educ. Measurement	3
EDG 7931	Qualitative Res., Des., & Data Coll.	3
Foundations:	**7 hours minimum**	
Philosophical/Social Foundations (select one)		
EDF 6705	Gender and the Ed. Process	3
ESF 7586	Classics in Ed. Research	4
ESF 7682	Ed. In Metropolitan. Areas	4
Psychological Foundations (select one)		
EDF 7145	Cognitive Issues in Instruction **OR**	4
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 major 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.

Total Major requirements with this concentration:		**66 hours minimum** (post-master's)
Core Requirement:		**3 hours minimum**
EDG 7067	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 major committee	3-4
EDF 7478	Qualitative Research in Education II or equivalent qualitative course selected in conjunction with major committee	3-4
Specialized Research Methods Course determined in conjunction with major 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

Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. (See current College of Education Graduate Handbook, http://www.usf.edu/education/main/gradhandbook/advhandbook/Adv_QualExam.html Also consult doctoral graduate major advisor).

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. degree 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 Requirements

- A completed application to graduate studies (see admissions at: http://www.usf.edu/admissions/graduate/index.aspx
- 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 score in master's degree program
- Two official transcripts from the master's degree program and baccalaureate degree program
- Master's degree from an accredited institution or the equivalent bachelors and/or graduate degrees from a foreign 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 Major requirements with this concentration		**70 hours minimum**
Core Requirement		
EDG 7067	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
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 degree 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 major 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 Major requirements with this concentration: **75 hours minimum**

Core Requirement

EDG 7067	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 major committee	3-4
EDF 7478	Qualitative Research in Education II or equivalent qualitative course selected with approval from major committee	3-4
Specialized Research Methods Graduate level Course determined in conjunction with major 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

Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. (See current College of Education Graduate Handbook, http://www.usf.edu/education/main/gradhandbook/advhandbook/Adv_QualExam.html Also consult doctoral graduate major advisor).

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' majors are planned with the approval of a faculty committee based upon previous experience and future goals.

Concentration Admission Information

To be admitted to the English Education Concentration of the doctoral degree 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 graduate 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 graduate 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 or the equivalent bachelors and/or graduate degrees from a foreign institution,
- A master's degree in English education or closely related field from a regionally accredited institution or its international equivalent,
- 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:

- A social security number in majors requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.)

Total Major requirements with this concentration: 59 hours minimum

Core Requirement

EDG 7067	Philosophies of Inquiry	3

Secondary Education Core 9 hours minimum

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
LAE 6906	Independent Study *(optional and may be substituted for one of above with approval of Doctoral Committee)*	3

Statistics/Measurement/Research Design 16 hours minimum

EDF 7408	Statistical Analysis II *Note: EDF 6407 pre-req for this course*	4
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 graduate faculty based on the orientation of the student's research agenda and prior preparation.

Cognate 3-9 hours minimum

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 graduate committee. Courses in the Cognate must be taken at the graduate level.

Concentration Requirements 24-30 hours minimum

The following four seminars are required:

LAE 7735	Advanced Seminar in English Education: Language and Literacy	3
LAE 7735	Advanced Seminar in English Education: Teacher Education	3
LAE 7735	Advanced Seminar in English Education: Writing	3
LAE 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 the Graduate Faculty contact for specific information.

Dissertation **4 hours minimum**

HIGHER EDUCATION (DHA)

Offered from the Department of Educational and Psychological Studies

The Higher Education Administration concentration is a research degree that prepares individuals interested in teaching, research, and policy positions in both community colleges and universities.

Total Major requirements with this concentration: **63 hours minimum**

Core Requirements **3 hours minimum**

EDG 7067 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 7057 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 major)

Concentration Requirements **21 hours minimum**

Specialization courses to be chosen and approved with the student's major 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 Qualfiying Examination before admisison 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 major 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 Instructon 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.

Seels, B. Richey, R. (1994). *Instructional Technology: The definition and domains of the field.* Washington DC: Association for Educational Communications & Technology (AECT).

Total Major 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 **3 hours minimum**

EDG 7067 Philosophies of Inquiry	3

Interdisciplinary Professional Core **7 hours minimum**
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 **16 hours minimum**

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

Major Specialization **9 hours minimum**

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 **12 hours minimum**
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 graduate 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 graduate faculty 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 major 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 between at least two disciplines/fields to address questions in education broadly defined are encouraged to apply to the Interdisciplinary track.

Total Major requirements with this concentration: 69 hours minimum

Core Requirements

EDG 7067 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 36 hours minimum

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 degree 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 major 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 major 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 major.

This Concentration is Fall Admission Only

Total Major requirements with this concentration: **69 hours minimum**

Core Requirement

EDG 7067 Philosophies of Inquiry 3

Research Methods and Tools — 20 hours minimum

EDF 7408 Statistical Analysis for Educational Research II 4
EDF 7410 Design of Systematic Studies in Ed 4
EDF 7437 Advanced Measurement 1 3
OR
EDF 7484 Statistical Analysis for Ed Research III 4
OR an equivalent course in statistics/measurement/research design

EDF 7477 Qualitative Research in ED 1 4
OR
Introductory equivalent selected in consultation with major committee 3-4

EDF 7478 Qualitative Research in Ed II 4
OR
Introductory equivalent selected in consultation with major committee 3-4

Specialized Research Methods Course selected in conjunction with major Committee 3

Concentration Requirements — 42 hours minimum

Literacy Studies Courses (21 hours minimum: students select 7 courses)

RED 7745 Research in Reading Instruction 3
LAE 7868 Symbolic Processes of Multimedia Literacy 3
LAE 7794 Survey of Research on Writing Development and Instruction 3
RED 7798 Research in Trans-Disciplinary Texts and Teaching 3
LAE 7718 Linguistic Foundations in Literacy 3
EDG 7046 Trends and Issues in Ed Policy: Literacy and Teacher ED 3
LAE 7745 Literary Theory and Research in Children's Literature 3
RED 7931 Special Topics in Reading 3

CELS Professional Development Courses — **12 hours minimum**

EDG 7938 Advanced Graduate Seminar; Intro to Research 3
EDG 7939 Advanced Grad Seminar: Research in Progress 3
EDH 7325 Supervised Teaching in Childhood Ed and Literacy Studies 3
EDH 7326 Supervised Teaching in Childhood Ed and Literacy Studies 3

Cognate — **9 hours**

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.

Dissertation — **4 hours**

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 majors 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 major is highly individualized. Candidates' programs of study 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:

- degree from regionally accredited institutions or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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 Major requirements with this concentration: **65 hours minimum**

College Core

EDG 7067 Philosophy of Scholarly Inquiry	3

Secondary Education Core **9 hours minimum**

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 **16 hours minimum**

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 graduate faculty based on the orientation of the student's research agenda and prior preparation

Concentration Requirements **24** hours minimum

MAE 7655 Research Issues in Technology	3	
MAE 7146 Curriculum History/Research Mathematics Education		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 major 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 major is to develop personnel to work in colleges and universities, research centers, school districts, government agencies, commercial test publishing, and major evaluation enterprises. The major 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 major includes a minimum of 71 hours beyond the master's degree.

Total Major requirements with this concentration: **71 hours minimum**

Core Requirements

EDG 7067 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
EDF7940 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 major 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 of study are planned with the approval of a faculty committee based upon previous experience and future goals.

Concentration Admission Requirements

- degree from regionally accredited institutions or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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 Graduate 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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.)

Total Major requirements with this concentration: 60 hours minimum

Core Requirement

EDG 7067 Philosophies of Inquiry	3

Secondary Education Core	**9 hours minimum**
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, major 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 6407 Statistical Analysis I	4
EDF 7408 Statistical Analysis II	4
Selection of one qualitative course with approval from major committee	3-4
Selection of additional 7000 level quantitative, qualitative and/or methodological course approved by major committee	3-4

Concentration Requirements	**24 hours minimum**
Courses may include, but not be limited to:	
SCE 7090 Philosophy and Nature of Science	3
SCE 7931 Historical, Social & Epistemological Foundations of Science Education	3

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

Graduate Courses from related major areas may be used in this area with permission of the individual's doctoral major 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 major 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**

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 major is highly individualized. Candidates' programs of study 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 graduate 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
- degree from regionally accredited institutions or the equivalent bachelors and/or graduate degrees from a foreign institution
- Successful teaching experience in a K-12 setting,
- Demonstrated commitment to personal professional growth and development,
- Strong academic, analytic and communications skills.

Total Major requirements with this concentration: **60 hours minimum**

Core Requirements:

College Core	**3 hours minimum**
EDG 7067 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, major 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 major committee.	3-4
Selection of additional 7000 level quantitative, qualitative and/or methodological course approved by major committee.	3-4

Or courses to be determined by the graduate 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, graduate 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 major 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 major, 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) – 64 HOURS (MINIMUM)

Offered from the Department of Teaching and Learning

The doctoral degree 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 major 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.

Major 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 major, the student will be assigned a doctoral major advisor who will assist in identifying a major professor.

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 the equivalent bachelors and/or graduate degrees from a foreign institution
- 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:; 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. degree program in Special Education.

Total Major requirements with this concentration: 64 hours minimum post-master's
Major Common Core– 3 hours
Statistics/Research Methods – 12 hours
Concentration requirements – 25 hours
Cognate – 12 hours
Dissertation – 12 hours

Statistics/Research Methods - 12hours
In addition to the specialization requirements, all students must complete at least 12 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)	
EDF 7477 Qualitative Research in Education Part I I	4

EDF 7478	Qualitative Research in Education Part II II	4

Concentration Requirements - 25 hours

EEX 7744	C&I Issues in Urban Special Education	3
EEX 7815	Research Seminar/Field Study	6
EEX 7429	Special Education Teacher Education	3
EEX 7428	Teacher Education in Special Education: Conceptual	3
EDA 7238	Special Education Law & Policy Issues	3
EEX 7425	Special Education Leadership Studies	1
EEX 7745	Historical, Ethical, & Disciplinary Foundations of Special Education	3
EEX 7746	Ethics in Teacher Education and Teacher Development	3

Cognate (Minimum) - 12 hours

Courses selected are consistent with the student's program of study and selected with the approval of a major 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

TEACHER EDUCATION (TED)

Offered from the Department of Teaching and Learning: A minimum of 60 hours beyond the Master's degree is required.

The doctoral degree program in Curriculum and Instruction with a Specialization in Teacher Education prepares students to become scholars and practitioners in the field of teacher education. The Specialization engages students in course work, research, and professional experience in school and community settings. Graduates will have the knowledge and skills needed to excel in the scholarships of teaching, service and research.

The Concentration 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 teacher education 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 teacher education and their Area of Emphasis (e.g., subject area or level).
- Participate in teacher education programs as teaching assistants.
- Engage in scholarship of teaching and learning.

Concentration Admission Requirements

- Earned degrees from regionally accredited institutions or an international equivalent.
- Submit official GRE scores
- Three letters of recommendation.
- Interview (preferably in person or telephone/Internet).
- Personal Statement of goals and philosophy related to teacher education.
- Recommendations from Specialization 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 a field appropriate to the applicant's expected Area of Emphasis from a regionally accredited institution.
- A master's degree in a field appropriate to the applicant's expected Area of Emphasis from a regionally accredited institution.
- Successful teaching experience in a formal or informal education P-12 setting.
- Demonstrated commitment to issues of diversity and social justice.

Total Major requirements with this concentration: 60 hours minimum
Core Requirement
EDG 7067 3 Philosophies of Inquiry

Research Methods and Tools – 12-16 hours minimum
Selection of four 7000 level quantitative, qualitative or methodological courses approved by the student's major committee.

Concentration Requirements - 18 hours minimum
EDE 7481 Teacher Education Seminar (students will enroll at least three times)
at least three other courses approved by the student's major committee such as:
EDG 7066Critical Pedagogy in Teacher Education
ESE 7220 Curriculum Frameworks for Teacher Preparation
ESE 7346 Collegiate Teaching in Secondary Education
EDF 7946 Supervised Experience in College Teaching
EDG 7626 Supervised Teaching in Childhood Education & Literacy Studies I
EDE 7327 Differentiated Supervision and Professional Development
EDG 7035 Design and Evaluation of Teacher Education Programs
or other courses approved by doctoral committee.

Teacher Education Area of Emphasis - 9 hours minimum
A minimum of three courses in teaching and learning in a subject area (e.g., English, Social Studies, Science, Math, Foreign Language); at a level (e.g., Early Childhood, Elementary Education, Middle School, High School); and/or in a specialized area (e.g., Special Education) approved by the student's major committee.

Research Practicum in the Area of Emphasis - 6 hours minimum
Students will be expected to engage in research activities under the direction of a Area of Emphasis faculty member that will lead to the development of the students' knowledge and skills needed to write literature reviews, and design and conduct research studies. .

Qualifying Examination
Students must demonstrate satisfactory performance on the Doctoral Qualifying Examination before admission to candidacy. (See current College of Education Graduate Handbook, http://www.coedu.usf.edu/main/gradhandbook/advhandbook/Adv_QualExam.html and consult with doctoral graduate major advisor).

Dissertation - 12 hours minimum
EDG 7980 12 Dissertation

COURSES

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

EDUCATIONAL LEADERSHIP PROGRAM

Master of Education (M.Ed.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 30
Level: Masters
CIP Code: 13.0401
Dept. Code: LEA
Major/College Codes: CAS ED
Approved 1974

CONTACT INFORMATION

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

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Master of Education (M.Ed.) in Educational Leadership degree consists of a minimum of thirty credits of coursework beyond the Bachelor's degree. Students in the program engage research in order to develop socially just decision-making strategies, engage and inform stakeholders, sustain motivation for change, and build academic improvement opportunities for all children. Through collaborative inquiry, culturally relevant pedagogy, leadership opportunities, and public deliberation, students address historical and perennial issues confounding public education. Accordingly, the M.Ed. in Educational Leadership prepares schools leaders to perform their designated tasks in an effective, equitable and ethical manner aligned to the Florida Principal Leadership Standards (FPLS) for K-12 schools. Successful completion of coursework and degree requirements fulfills core curriculum requirements for State of Florida Level I Educational Leadership certification.

Accreditation
Accredited by National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP); and the Florida Department of Education.

ADMISSION INFORMATION

Admission to the M.Ed. in Educational Leadership Program occurs each fall and spring semester. Admission is based on a holistic evaluation of each applicant's demonstrated academic potential to complete all degree requirements successfully. Success in the M.Ed. program requires a commitment to utilizing rigorous inquiry, developing strong analytical and writing skills, and demonstrating a commitment to purposeful inclusive practices that lead to learning for all students. The program faculty will consider each applicant within the context defined by her or his personal and professional qualifications.

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- Have a master's or educational specialist's degree, or equivalent, from a regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution
- A minimum 3.00 GPA on a 4.00 scale in upper division undergraduate coursework.
- For those seeking State of Florida Level I Educational Leadership certification, a valid Florida Professional Educator's Certificate
- 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.
- roof 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 program 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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum Hours	**30 hours**
Educational Leadership Core Knowledge Requirements	**15 hours**
EDA 6192 Educational Leadership	3
EDA 6061 Principles of Educational Administration	3
EDA 6213 Culturally Relevant Leadership	3
EDG 6627 Foundations of Curriculum and Instruction	3
EDA 6232 School Law	3
Educational Leadership Praxis and Field Experience Requirements	**15 hours**
EDA 6106 Administrative Analysis and Change	3
EDA 6945 Administration Practicum I	3
EDA 6285 School Curriculum Improvement	3
EDA 6945 Administration Practicum II	3
EDA 6194 Educational Leadership II: Building Capacity	3

Comprehensive Exam
A comprehensive electronic 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.

COURSES

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

EDUCATIONAL LEADERSHIP

Education Specialist (Ed.S.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines:
Fall: May 1
Spring October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 30
Level: Specialist
CIP Code: 13.0401
Dept. Code: LEA
Major/College Codes: SAS ED
Approved 1981

CONTACT INFORMATION

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

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Ed.S. Degree is an advanced graduate degree between the masters degree and the doctorate. The Ed.S. providesexperienced professional educators with an opportunity to develop advanced competencies in areas of special needs and interest. Graduates of the Ed.S. degree program may go into a wide range of administrative leadership and professional development roles in K-12 schools, including many district-level positions. The Ed.S. degree program supports university-district partnerships and can be tailored to meet needs of partnering school districts or other educational entities.

Accreditation
Accredited by National Council for the Accreditation of Teacher Education (NCATE).

ADMISSION INFORMATION

Applicants should contact the Program Advisor prior to applying to Graduate Admissions.
Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

Admission to the Ed.S. degree Program is based on a holistic evaluation of each applicants demonstrated academic potential to complete all of the degree requirements successfully. Success in the Ed.S. degree program requires a commitment to utilizing rigorous inquiry, applying appropriate research methods, and developing strong analytical and writing skills. The graduate 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:

- Have earned a Master's degree from an accredited institution of higher educationAn 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
- 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

CURRICULUM REQUIREMENTS

Total Minimum Hours – 30 hours

Area A: Required 7000 Level Courses (15 hours)

EDA 7206	3	Appreciative Inquiry and Organizing inPublic Education
EDA 7069	3	Ethics in Educational Leadership
EDA 7692	3	Issues in Curriculum and Instruction
EDA 7215	3	Educational Politics and Engagement of Commmunities
EDA 7281	3	Policy Analysis and Implementation Strategies

Area B: Required 6000 level courses (9 hours)

EDA 6931	3	Case Studines in School Administration
EDA 6106	3	Administrative Analysis and Change
EDA 6213	3	Culturally Relevant Leadership

Area C: Thesis/Capston Project (6 hours)

EDA 6971	2	A: Thesis/Capstone Project
EDA 6971	2	B: Thesis/Capstone Project

Comprehensive Exam
Students will be required to develop and defend a capstone research project proposal.

Capstone Thesis
EDA 7971 6 Thesis
For the Ed.S., student s will complete a capstone project, in which they are called upon to identify and analyze educational problems and opportunities in their school system environment and apply concepts developed in the program in order to provide solutions to problems of practice.

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

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies

Contact Information: www.grad.usf.edu

MAJOR 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 arenas 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://www.usf.edu/education/academics/departments.aspx

Accreditation:
Accredited by 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. degree program requires a commitment to utilizing rigorous inquiry, applying excellence in research methods, and developing exceptional policy writing skills. The graduate faculty will consider each applicant within the context defined by personal and professional qualifications.

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

Admission to the Ph.D. degree 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 a master's or educational specialist's degree, or equivalent, from a regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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 Lisa Adkins (lisaadkins@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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum Hours:			**63 hours**
Educational Leadership Core Requirements			**12 hours**
EDA 7197	Critical Readings and Discourses in Educational Leadership	3	
EDG 7067	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 Implentation	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 graduate level 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 **6 hours**

EDG 7980 Dissertation: Doctoral

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.ugs.usf.edu/course-inventory/

EDUCATIONAL PROGRAM DEVELOPMENT

Doctor of Education (Ed.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 54 post-master's
Level: Doctoral
CIP Code: 13.0301
Dept. Code: CNI
Major/College Codes: EPD ED
Approved 1991

Concentrations:
Administration of Special Education (ESE)
Adult Education (EAE)
Educational Innovation (EIN)
Elementary Education (EEE)
Vocational Education (EVO)

Note – not all concentrations are available every semester. Prior to submitting the admission application, check with the Graduate Director to confirm if the concentration of interest is available.

CONTACT INFORMATION

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

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

MAJOR INFORMATION

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, Educational Innovation, 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.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- Undergraduate grade point average of 3.00 in upper level division undergraduate coursework or grade point average of 3.50 at the master's level
- Three letters of recommendation to be submitted directly to the program. These must be from professional sources, and, if possible, should include at least one reference from a USF faculty member.
- Favorable recommendations from program faculty.

- A master's degree from an accredited university in education, a related professional field, or a specialization for which the student plans to develop educational programming or the equivalent bachelors and/or graduate degrees from a foreign institution
- An optional personal interview with the program faculty if the applicant has no previous relationship with the faculty.
- Evidence of two years of successful professional experience in education or an education-related setting.
- A personal statement indicating reasons for applying for the program, pertinent personal and professional qualities and dispositions, and training, experience, and credentials relevant to the pursuit of the Ed.D.

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.

CURRICULUM REQUIREMENTS

Total Minimum Hours: **54 credit hours post-master's**
Core – 3 hours
Statistics/Measurement/Research Design/Applied Research– 9 hours minimum
Psychological and Social Foundations– 3 hours minimum
Concentration – 15 hours minimum
Electives – 15 hours minimum
Dissertation – 9 hours minimum

Core Requirement - 3 hours

EDG 7069	3	Sustainable Innovation in Education

Statistics/Measurement/Research Design/Applied Research – 9 hours minimum
Selection of three quantitative, qualitative, applied, or action research courses chosen in consultation with advisor.

EDF7408	4	Statistical Analysis for Educational Research II
EDF7410	4	Design of Systematic Studies in Education
EDF7438	4	Advanced Educational Measurement I
EDF7484	4	Statistical Analysis for Educational Research III
EDF7493	4	Systems Approaches for Program Planning, Evaluation and Development
EDF7477	4	Qualitative Research in Education Part I
EDF7478	4	Qualitatiave Research in Education Part II

Psychological and Social Foundations Requirement - 3 hours
Course focused on equity, diversity and social justice chosen in consultation with advisor.

EDF7145	4	Cognitive Issues in Instruction
EDF7655	4	Organization Development in Educational Institutions
EDF6883	4	Issues in Multicultural Education
EDF7934	4	Seminar in Social Foundations of Education
EDF6938	3	History of Higher Education in the United States

Concentration – 15 hours minimuim
Students select from the following concentrations:

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

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

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:
Students select 15 credit hours from the following, or other graduate course as approved by the Graduate Director. 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

ADE 6198	3	Effective Continuing Education for Professional Groups
ADE 7076	3	Continuing Education in the Community College and Higher Ed.
ADE 7676	3	Human Resource Development Policy Seminar

Career and Workforce Development Specialization

ECT 7066	3	Foundations and Philosophy of Vocational-Technical Education
ECW 7105	3	Vocational and Adult Ed. Program Planning and Implementation
ECT 6661	3	Trends and Issues in Career and Technical Education

Community College and Higher Education Specialization

EDH 6051	3	Higher Education in America
EDH 6061	3	The Community College in America
EDH 7225	3	Curriculum Development in Higher Education
EDH 7636	3	Organizational Theory and Practice in Higher Education
EDH 6081	3	The Community College in Higher Education

EDUCATIONAL INNOVATION (EIN)

Offered in the Department of Teaching and Learning
The aim of the Concentration is to foster the development of effective and judicious innovators with the capacity to plan, develop, evaluate, and revise educational improvement efforts in their institutional settings.

Students complete 15 credit hours from the following, or other graduate course as approved by the Graduate Director.

EDG 7695	3	Problems of Practice in Education
EDG 7936	6	Graduate Seminar: Leader-Scholar Community
EDG 7941	6	Pract. Innovation in Education

ELEMENTARY EDUCATION (EEE) – Not open for admissions.

Offered from the Department of Teaching and Learning

VOCATIONAL EDUCATION (EVO)

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

Students select 15 credit hours from the following, or other graduate course as approved by the Graduate Director:

ECW 7066	3	Foundations and Philosophy of Vocational, Technical and Adult Education
ECW 7168	4	Instructional Development for Vocational, Technical and Adult Education
ECW 7105	3	Vocational and Adult Education Program Planning and Implementation
ECT 7791	3	Research Seminar in Vocational, Technical and Adult Education
ECW 7195	1-4	Comparative Study of Career and Workforce Education Systems
EDG 6931	1-4	Equity and Access in the New Economy

Electives – 15 hours
At least four additional 6000 or 7000 level courses selected in consultation with advisor.

Recommended

ESE 7343	3	Teaching and Learning in the Content Areas
EDG 7207	3	Transforming the Curriculum

Doctoral Qualifying Exam
See College requirements

Dissertation - **9 hours minimum**
Students must be admitted to doctoral candidacy before they are permitted to enroll in dissertation hours.

EDG 7980	9	Dissertation in Practice

COURSES

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

ELEMENTARY EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

Concentrations:
Early Childhood (MEA)
Elementary Curriculum (MEL)
Language Arts (MLG)
Science & Mathematics (MSM)
Note – not all concentrations are available every semester. Prior to submitting the admission application, check with the Graduate Director to confirm if the concentration of interest is available.

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

MAJOR INFORMATION

Major 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 option is not designed for those seeking initial certification.

The Plan III non-certification option is not available in this degree program.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below. For admission, all majors 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 master's or educational specialist's degree, or equivalent, from a regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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:

- ;
- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest (e.g. GRE scores, etc.).

CURRICULUM REQUIREMENTS

A minimum of 33 graduate 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

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15
**applications accepted on an on-going basis*

International applicant deadlines:
http://www.grad.usf.edu/majors

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

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

This major 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.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.
For admission, all programs require earned degrees from regionally accredited institutions or an international equivalent.

Requirements for applicants include:

- Have one of the following
  - Have a master's or educational specialist's degree, or equivalent, from a regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution
  - 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 studentA graduate degree from a regionally accredited institution or equivalent graduate degree from a foreign 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.

For admission to a Master of Arts in Teaching Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or

* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading.

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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.usf.edu/admissions/graduate/index.aspx

International students entering this degree program must obtain a social security number for purposes of practicum, internship and certification testing.

CURRICULUM 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 6946	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	

Please be advised that curriculum 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

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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

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, expostory 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: 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 for admission to the major, listed below.

Requirements for all applicants include:

- Minimum GPA of 3.0 in upper division work completed while in the Baccalaureate degree or the equivalent bachelors and/or graduate degrees from a foreign institution. OR
- An earned graduate degree with a minimum GPA of 3.5 in coursework for that degree.

For admission to a Master of Arts in Teaching Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or

* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading.

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

The courses required for the M.A.T. in English Education are listed below. Please check with the department for other 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 for English Language Learners	3	
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 major.

Completion of State of Florida Tests is also a requirement.

Please be advised that curriculum 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.usf.edu/education/main/departments/seced/English/Engma_courswk.htm

EXCEPTIONAL STUDENT EDUCATION (ESE)

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Master's degree 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 major is designed to ensure that all graduates are prepared to be reflective practitioners, able to evaluate and continuously learn from their own teaching; collaborative professionals who affirm diversity; knowledgeable of theory and research; and skilled in the best practices of special education. Graduates of this major will have advanced clinical and pedagogical skills in working with children with disabilities and their families. The major is structured so that students can maintain full-time employment while pursuing their degrees through on-line course delivery. After admission to a major, 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 majors stress field application.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

For admission, all majors 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.

- At least two (2) letters of recommendation from persons who have observed the candidate teach and/or work with children and youth.
- Interview with the MA program faculty.

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.usf.edu/admissions/graduate/index.aspx

CURRICULUM REQUIREMENTS

Plan I

The M.A. degree program in Exceptional Student Education is a 36-hour major, designed for students with an undergraduate degree in education. This major 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		**36 hours minimum**
Core Requirements		**24 hours**
EDF 6481 Foundations of Educational Research	3	
EEX 6025*Trends and Issues in Special Education	3	
EEX 6612 Management and Motivation of Exceptional and At-Risk Students	3	
EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students	3	
EEX 6245 Transitional Programming for the Adolescent and Young Adult Exceptional Student	3	
EEX 6732 Consultation and Collaboration in Special Education	3	
EEX 5752 Working with Families: A Pluralistic Perspective	3	
EEX 6248 Instructional Approaches for Exceptional Populations	3	
EEX 6939 Advanced Seminar: paradigms, Practices, and Policies in Special Education	3	
* Not required, if equivalent course taken in undergraduate program.		
Specialization Requirements		**9 hours**
Varying Exceptionalities courses (Choose one)		
EBD 6215 Adv Theories and Practices in Behavior Disorders	3	
ELD 6015 Adv Theories and Practies in Specific Learning Disabilities	3	
EMR 6052 Advanced Theories and Practices in Intellectual Disabilities	3	
Elective	3	
Elective	3	
Comprehensive Examination		**3 hours**
A project is required to fulfill the comprehensive examination requirement.		
EEX 6943		

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

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 36
Level: Masters
CIP Code: 13.1001
Dept. Code: EDS
Major/College Codes: **T**VE ED
Approved 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Master of Arts in Teaching (MAT) is a graduate degree 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 degree program leads to certification in Exceptional Student Education (ESE) and endorsement in Reading and ESOL. Students can be admitted to the major during any semester throughout the year; however, the special education core course sequence begins in the fall. Students in the M.A.T. degree 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 major 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.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- An earned baccalaureate degree or its equivalent from a regionally accredited college or university or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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
- Interview with the M.A.T. program faculty.

For admission to a Master of Arts in Teaching Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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/

CURRICULUM REQUIREMENTS

Program of Study **50 hours***

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

College Requirements

Core Requirements:		**6 hours minimum**
EDF 6211 Psychological Foundations of Education	3	
EDF 6481 Foundations of Educational Research	3	
Concentration Requirements		**29 hours minimum**
EEX 6051 Creating Positive Learning Environments for Students with Disabilities	6	
EEX 6224 Developing Individualized Educational Programs for students with Disabilities	6	
EEX 6247 Implementing and Evaluating Individualized Programs for Students with Disabilities	6	
EEX 6943 Practicum in Exceptional Student Education	2	
RED 6514 The Reading Process in the Elementary School	3	
RED 6544 Remediation of Comprehension Problems	3	
MAE 6117 Math Methods	3	
ESOL Requirements		**9 hours**
TSL 5085 Theory and Practice of Teaching English Language Learners	3	
TSL 5086 Second Language Acquisition and Literacy in Children and Adolescents	3	
TSL 5240 Language Principles, Acquisition, and Assessment for Teaching English Language Learners	3	

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 **6 hours**
EDG 6947 Internship and Classroom Research

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/

EXERCISE SCIENCE

Master of Science (M.S.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: No admission
Summer: No admission

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 33
Level: Masters
CIP Code: 31.0505
Dept. Code: EXC
Major/College Codes: 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

MAJOR INFORMATION

The M.S. in Exercise Science provides and in-depth study of applied human physiology and how it relates to athletic performance and health and wellness. 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 positions in areas such as strength & conditioning, worksite health promotion, commercial and community fitness/wellness, hospital/clinical rehabilitation, personal fitness training, and sports performance. In addition, graduates of this program will have the educational background to pursue doctoral education and other advanced degree programs. The major offers three optionsExercise Science, Exercise Science with a concentration in Strength & Conditioning, and Exercise Science with a concentration in Health & Wellness.

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 for admission to the major, listed below.

- Resume
- 2 letters of recommendation
- Letter of intent (please include career goals, any type of experience related to the field and/or research experience).

To be successful in this major, the following pre-requisite courses are recommended: Anatomy & Physiology I, Anatomy & Physiology II, Nutrition, and Exercise Physiology.

Admissions decisions are based on the following: GPA, relevant coursework, experience in the field, letter of intent, research experience, and letters of recommendation. Applicants should be aware that admission into any graduate major is granted on a competitive basis.

CURRICULUM REQUIREMENTS

Total Minimum Hours - 33 hours minimum

Core – 7 hours
Concentration – 12 hours
Non-thesis – 14 hours electives
Thesis – 11 hours electives, 3 hours thesis

Core - 7 hours minimum

EDF 6407	4	Statistical Analysis
PET 6536	3	Research Methods in Exercise Science

Concentrations - 12 hours minimum
Students select from the following options:

STRENGTH AND CONDITIONING (12)

PET 6098	3	Topics in Strength and Conditioning
APK 6116	3	Neuromuscular Aspects of Exercise Physiology
PET 6367	3	Sports Nutrition and Exercise Metabolism
PET 6389	3	Fitness Assessment and Prescription

HEALTH AND WELLNESS (12)

PET 6003	3	Theories and Models of Health and Physical Activity
APK 6109	3	Cardiorespiratory Aspects of Exercise Physiology
PET 6388	3	Physical Activity, Health and Disease
PET 6389	3	Fitness Assessment and Prescription

Electives -11 hours minimum
14 hours minimum (non-thesis students) or 11 hours minimum (thesis students)
Electives can be selected from the following, or other graduate course as approved by the faculty advisor and graduate program coordinator.

APK 6109	3	Cardiorespiratory Aspects of Exercise Physiology
APK 6116	3	Neuromuscular Aspects of Exercise Physiology
APK 6406	3	Psychology of Exercise
PET 6081	3	Lifespan Fitness
PET 6216	3	Sport Psychology

PET 6003	3	Theories and Models of Health and Physical Activity
PET 6098	3	Topics in Strength & Conditioning
PET 6256	3	Sport in Society
PET 6367	3	Sports Nutrition and Exercise Metabolism
PET 6388	3	Physical Activity, Health and Disease
PET 6494	3	Legal Aspects of Physical Activity
PET 6906	1-6	Independent Study
PET 6910	1-4	Research Project
PET 6947	1-6	Internship in Exercise Science
PET 6971	1-5	Thesis: Physical Education

Comprehensive Exam
A comprehensive exam is required. For students in the thesis option, the thesis serves in lieu of the comprehensive exam.

Thesis - 3 hours minimum

PET 6971	1-5	Thesis: Physical Education

Thesis is not required but considered as elective hours for those who select to do a thesis. Students interested in registering for thesis credit must have the approval of a faculty member that agrees to serve as the thesis chairperson.

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

***This Program is Closed for Admissions – being terminated**

Minimum Total Hours: 30
Level: Masters
CIP Code: 13.1306
Dept. Code: EDI
Major/College Codes: FLE EJ

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

MAJOR INFORMATION

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

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

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

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 or the equivalent bachelors and/or graduate degrees from a foreign institution
- Proof of relevant educational or professional experience
- A current resume
- 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 (or school principal if working in a school environment) who will attest to the applicant's likelihood of success in a graduate program.
- Strong GRE scores with no more than one sub-score below the 33rd percentile. If a score in one area is very low, the other should be considerably higher.
- Evidence of 30 credit hours in foreign language coursework or evidence of native language proficiency.

- An appropriate level of proficiency in 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.

Additional requirements for German Concentration:
- A social security number in degree programs requiring practica or internships; and
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

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://www.usf.edu/admissions/international/graduate/requirements-deadlines/english-proficiency.aspxl 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

CURRICULUM REQUIREMENTS

For M.A. - Plan I

Program of Study		**36 hours**
CORE REQUIREMENTS		
Professional Education		
EDF 6211 or EDF 6215	3	
Select one from the following:		
EDF 6517 Historical Foundations of American Education	4	
or		
EDF 6606 Socio-Economic Foundations of American Education	4	
EDF 6481 Foundations of Educational Research	3	
EDF 6432 Foundations of Measurement	3	
FLE 6665 Current Trends	3	
FLE 5291 Applications of Technology to FLE (except if taken as part of the B.A.)	3	

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 be 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/

FOREIGN LANGUAGE EDUCATION

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

Concentrations:
General Education – Fast-Track Concentration (with no ESOL Endorsement) – Not Available (ENE)
Chinese (CHN)
French (AFF)
German (AFG)
Italian (ITA)
Japanese (JPN)
Latin (LAT)
Russian (BFR)
Spanish (AFS)

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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 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 for admission to the major, listed below.

- Minimum GPA of 3.0 in upper division coursework completed in the baccalaureate degree, OR the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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.

For admission to a Master of Arts in Teaching degree program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships; and
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM 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 Hours	**33 (without ESOL)** **42 (with ESOL)**
Core Requirements	**9 hours minimum**
EDF 6432 Foundations of Measurement OR TSL 5440, Language Testing	3
ESE 5342 Teaching the Adolescent Learner	3
ESE 5344 Classroom Management for a Diverse School & Society	3
Current Trends in Teaching Specialization	**3 hours**
FLE 6665 Current Trends in Foreign Language Education	3
ESOL Endorsement Track	**24 hours**
This track is for individuals who wish to receive the ESOL Endorsement.	
TSL 5085 ESOL I	3
TSL 5086 ESOL II	3
TSL 5242 ESOL III	3
FLE 5291 Applications of Technology to FLE	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

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

CHINESE

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)

FRENCH

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)

GERMAN

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)

ITALIAN

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)

JAPANESE

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)

LATIN

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)

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 curriculum 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/

FOREIGN LANGUAGE EDUCATION ACCELERATED

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

DEGREE INFORMATION

This Program is closed for Admissions

Minimum Total Hours: **42**
Level: Bachelors/Masters
CIP Code: 13.1306
Dept. Code: EDI
Major/College Codes: TFL ED

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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.

ADMISSION INFORMATION

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) OR the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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
2. File an Accelerated Major 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 Major 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 Major Application. For more information about the GKT, please visit the following link: http://www.fl.nesinc.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 550paper-based, 213 computer-based, or 80 internet-based test). See

http://www.usf.edu/admissions/international/graduate/requirements-deadlines/english-proficiency.aspxl 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

CURRICULUM REQUIREMENTS

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

Core Requirements		**18 hours minimum**
EDF 6432 Foundations of Measurement **or**	**3**	
TSL 5440 Language Testing	3	
ESE 5344 Classroom Management for a Diverse School & Society	3	
ESE 5342 Teaching the Adolescent Learner	3	
Including ESOL Endorsement		
TSL 5085 ESOL I	3	
TSL 5086 ESOL II	3	
TSL 5242 ESOL III	3	
Current Trends in Teaching Specialization		**3 hours**
FLE 6665 Current Trends in FLE	3	
Course Requirements		**15 hours minimum**
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	
FLE 5291 Applications of Technology to FLE	3	

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

Master of Arts (M.A.) Degree

DEGREE INFORMATION

This Program is Closed for admissions

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

CONTACT INFORMATION

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

MAJOR INFORMATION

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

ADMISSION INFORMATION

For admission, all majors 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 the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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). Seethe 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.usf.edu/admissions/graduate/index.aspx

CURRICULUM 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 graduate 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/

MATHEMATICS EDUCATION (6-12)

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

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

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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 completd at least 30 crdit hours of mathematics courses that include 6 hours of calculus, 3 hours of linear or abstrat 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 Florida Department of Education, and the National Council for the Accreditation of Teacher Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- A bachelor's degree or equivalent from a regionally accredited university or its international equivalent the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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

For admission to a Master of Arts in Teaching degree program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum Hours **40 hours**

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

Any pre-requisite undergraduate credit hours taken will not apply to the minimum curriculum requirements for the Major.

Core Requirements

Required Courses		**12 hours**
EDF 6432	Foundations of Measurement	3
ESE 5344	Classroom Management for a Diverse School and Society	3
ESE 5342	Teaching the Adolescent Learner	3
TSL 5325	ESOL Strategies for Content for Content Area Teachers	3

Current Trends in Teaching Concentration		**3 hours**
MAE 6136	Current Trends Secondary Math Education	3

Concentration 15 minimum
Students may waive up to 6 hours of course credit based upon approval of their academic advisor and the department.

MAE 6643	Communication Skills in Mathematics	3
MAE 6337	Topics in Teaching Algebra	3
MAE 6338	Topics in Teaching Geometry	3
MAE 6317	Topics in Teaching Probability and Statistics	3

MAE 6336	Topics in Teaching Calculus	3
MAE 6370	Mathematics for High School Teachers	3
MAE 6362	Senior High Mathematics Methods	3

Practicum, Internship, Field Work, etc.		**10 hours**
MAE 6945	Practicum in Mathematics Education	3
MAE 6947	Internship in Secondary Education for Mathematics	6
MAE 6899	Internship Seminar in Mathematics Education	1

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 (5-9)

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 39
Level: Masters
CIP Code: 13.1311
Dept. Code: EDI
Major/College Codes: TMA ED
Approved 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR 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 Florida Department of Education and the National Council for the Accreditation of Teacher Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- A bachelor's degree or equivalent from a regionally accredited university OR the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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
  or
  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
    OR
  - Have completed at least 18 credit hours in mathematics at the level of college algebra

For admission to a Master of Arts in Teaching Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum Hours	**39 hours**
Pre-Requisites	**6 hours**
EDF 6432 Foundations of Measurement (Or Equivalent)	3
FLE 5366 ESOL Competencies in Content Area	3
Core Requirements	
Required Courses	6 hours
ESE 5344 Classroom Management	3
ESE 5342 Teaching the Adolescent Learner	3
Concentration Requirements	**9 hours**
MAE 6328 Algebra for Middle Grade Teachers	3
MAE 6329 Geometry for Middle Grade Teachers	3
MAE 6127 Probability & Statistics for Middle Grade Teachers	3
Math Education	**18 hours**
MAE 6356 Teaching Pre-secondary Math	3
MAE 6126 Current Trends Middle Grade Math	3
MAE 6643 Comm. Skills in Math	3
MAE 6945 Practicum in Math Education	3
MAE 6947 Graduate Internship in Math Education	6

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/

PHYSICAL EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 30
Level: Masters
CIP Code: 13.1314
Dept. Code: EDP
Major/College Codes: APH ED
Approved 1962
Offered only online

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

This 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. The master's degree in Physical Education is offered online only. Consequently, an I-20 cannot be issued for international students to come to Tampa to enroll in this program. If accepted to the program, international students may only enroll in the program's online courses from outside the United States.

Accreditation
Accredited by the 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 for admission to the major, listed below.

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 the equivalent bacehlors and/or graduate degrees from a foreign institution 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 a 3.5
- Proof of initial certification (Plan I)

International Students
Foreign applicants who are outside the U.S. are required to apply for a visa. Depending on the country of origin, this may take a few months. So the deadlines for these international applicants may be earlier than the Program deadline and these applicants must apply prior to both deadlines. They are strongly encouraged to apply as early as possible. Foreign applicants who are in the U.S. and are currently on a visa may use the domestic application deadline dates. In addition to meeting the published application deadline for the Major of interest, **all immigration documents should be submitted as soon as possible, but must be on file at USF no later than the following processing deadlines**:

Fall: February 15
Spring: September 15
Summer: January 15

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM 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

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: February 15
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 36
Level: Masters
CIP Code: 13.1315
Dept. Code: EDR
Major/College Codes: ARD ED
Approved 1962

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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 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 for admission to the major, listed below.

For admission, all majors 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 or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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:

- A social security number for purposes of State testing, internship and practica.

CURRICULUM REQUIREMENTS

Program of Study **36 hours minimum**

Two options are available:

Option 1:

Core Requirements

Process Core **3 hours**

EDF 6481: Foundations of Educational Research

Research **3 hours**

RED 6656: Trends in Literature in a Diverse Society

Concentration Requirements: **30 hours**

RED 6247: District and School Level Supervision and Coaching 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: Learning Disciplinary Texts through Vocabulary and Word Study	3
RED 6747: History and Foundations of Reading in STEM Disciplines: Prevention and Intervention of Reading Difficulties	3
RED 6068: Adolescent Literacy	
RED 6846: Practicum in Reading	3
LAE 6315: Composing Disciplinary Texts: Research and Practice for Writers and Writing Psychological	3
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 **3 hours**

EDF 6481: Foundations of Educational Research

Research **3 hours**

RED 6656Literature in a Diverse Society

Concentration Requirements: **30 hours**

RED 6247: District and School Level Supervision and Coaching 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: Learning Disciplinary Texts through Vocabulary and Word Study	3
RED 6747: History and Models of Reading in STEM Disciplines : Prevention and Intervention of Reading Difficulties	3
RED 6068: Adolescent Literacy	3
RED 6846: Practicum in Reading	3
LAE 6315: Composing Disciplinary Texts: Research and Practice for Writers and Writing	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

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: January 1
Fall Admission Only

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 32
Level: Masters*
Program Status: Active
CIP Code: 42.2805
Dept. Code: EDF
Major/College Codes: 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

MAJOR INFORMATION

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 for admission to the major, 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.

For all admission, all programs require earned degrees from regionally accredited institutions. International students are also required to:

1. Submit passing TOEFL scores

Prerequisite Coursework for Admission

- Bachelor's degree or higher or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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.usf.edu/education/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/.

CURRICULUM 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/ and www.coedu.usf.edu/schoolpsych

SCHOOL PSYCHOLOGY

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: January 1
Fall Admission Only

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 84 (post-masters)
Level: Doctoral
Program Status: Active
CIP Code: 42.2805
Dept. Code: EDF
Major/College Codes: DSG ED
Approved 2001

CONTACT INFORMATION

College: Education
Department: Educational and Psychological Studies

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Ph.D. degree program in School Psychology at the University of South Florida is offered through the College of Education's Educational and Psychological Studies. 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 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.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, 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

For all admission, all programs require earned degrees from regionally accredited institutions. International students are also required to:

1. Submit passing TOEFL scores

Prerequisite Coursework for Admission

- Bachelor's degree or higher the equivalent bachelors and/or graduate degrees from a foreign institution
- 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.usf.edu/education/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/

CURRICULUM 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

EDF 7410 Research Design	4
EDF 6407 Statistics I	4
EDF 7408 Statistics II	4
EDF 7484 Statistics III	4*
SPS 7980 Dissertation	9

**or similar course as recommended by doctoral committee and approved by the College and/or Office of Graduate Studies.*

Psychological Foundations

SPS 6101 Behavior Disorders	3
EDF 6938 Social Psychology	3
EDF 6883 Issues in Multicultural Education	4
EDF 6213 Biological Bases of Behavior	3

Consultation/Intervention/Problem-Solving

SPS 6700 Intervention I	4
SPS 6701 Intervention II	4
SPS 6702 Intervention III	4
SPS 7205 Advanced Consultation	3
SPS 7700 Advanced Behavioral Intervention	3

Professional Practice

SPS 7936 Advanced Seminar	2
SPS 6940 Intervention Practicum	2
SPS 6941 Intervention Practicum	2
EDG 7931 Advanced Practicum	2
SPS 7090 Supervision	4
SPS 6947 Internship	16

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.ugs.usf.edu/course-inventory/

SCIENCE EDUCATION

Master of Arts (M.A.) Degree

DEGREE INFORMATION

This Major is Closed for Admission

Minimum Total Hours: 33
Level: Masters
CIP Code: 13.1316
Dept. Code: EDI
Major/College Codes: SCE EJ

Concentrations:
Biology (ASB)
Chemistry (ASC)
Physics (ASY)

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

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 National Council for Accreditation of Teacher Education, and the Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- A bachelor's degree or the equivalent bachelors and/or graduate degrees from a foreign institution 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:

- A social security number in degree programs requiring practica or internships; and
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM 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/

SCIENCE EDUCATION

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 39
Level: Masters
CIP Code: 13.1316
Dept. Code: EDI
Major/College Codes: TSC ED
Approved: 2002

Concentrations:
Biology (ASB)
Chemistry (ASC)
Earth & Space Science (AES)
Physics (ASY)

Also offered as an Accelerated Program

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

The Master of Arts in Teaching (MAT) Science Education program prepares students to teach science at the middle or high school levels. There are four science subject areas that students can choose from: Biology, Chemistry, Earth Science, and Physics. The MAT program is a state approved program for certification in Biology, Chemistry, and Physics, but not Earth Science. However, students who complete the MAT in Earth Science can apply directly to the State for certification. Students interested in certification in Earth Science should seek academic advising to identify how this impacts initial teacher certification and reciprocity with other states. Candidates for the Master of Arts in Teaching (MAT) Science Education should have a degree in a science discipline (e.g., biology, chemistry, physics, earth science) that is taught in a middle or high school, or a closely related field.

ADMISSION INFORMATION

\Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

- Minimum GPA of 3.0 in upper division coursework in the Baccalaureate degree or the equivalent bachelors and/or graduate degrees from a foreign institution

For admission to a Master of Arts in Teaching Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)

Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.).

CURRICULUM REQUIREMENTS

Total Minimum 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 Program Options:

The MAT in Science Education has the following Accelerated Program Options. Specific requirements are on the following pages.

BS-MAT: Biomedical Sciences/ Science Education
BA-MAT: Chemistry /Science Education
BS-MAT: Environmental Biology /Science Education
BS-MAT: Environmental Microbiology /Science Education
BS-MAT: Integrative Animal Biology /Science Education
BS-MAT: Interdisciplinary Sciences /Science Education
BS-MAT: Marine Biology /Science Education
BA-MAT: Physics /Science Education

Accelerated B.S./M.A.T. 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.

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 requiremens for both the Unvergraduate 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
M.A.T. in Science Education: see above

Shared B.S./M.A.T. Requirements

This accelerated program shares 12 credits between already existing degrees/concentrations:

B.S. in Biomedical Sciences
M.A.T. in Science Education

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 6456Teaching 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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.

Accelerated B.A./M.A.T. 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.

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 requirements for both the Unvergraduate 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

Shared B.A./M.A.T. Requirements
This accelerated program shares 12 credits between already existing degrees/concentrations:

B.A. in Chemistry
M.A.T. in Science Education

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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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.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.

Accelerated B.S./M.A.T. in Environmental Biology /Science Education

This program intends for students to complete a Biology B.S. Environmental Biology major (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 Biology BS (Environmental Biology) major.

Target students and expected outcomes

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 Integrative Biology 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 biology teachers at the secondary level.

Admisison Requirements

For admission to the program a student must:

1. Have completed 15 hours in the Biology B.S. Environmental Biology major upon applying and thirty (30) semester hours in science (includes twenty-five (25) semester hours in biology plus 5 hours of upper level work in math or

supporting 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.

Shared B.S./M.A.T. Requirements
This accelerated program shares 12 credits between already existing degrees/concentrations:

B.S. in Environmental Biology
M.A.T. in Science Education

Twelve credits of upper level unassigned 3000 or 4000level electives will be replaced by the following:

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. Biology (Environmental Biology)/Science Education students must have completed a minimum of 15 credit hours in the Biology B.S. Environmental Biology 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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.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 Office of Graduate Studies.
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. Note, to teach secondary biology the state of Florida requires: A bachelor's or higher degree in biology or a bachelor's or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in biology 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 accelerated B.A./M.A.T program will be developed with the guidance of an advisor and a faculty member. A possible plan of study could be as follows. Summer sessions may also be included in the study plan.

Accelerated B.S./M.A.T. in Environmental Microbiology /Science Education

This program intends for students to complete a Biology B.S. Environmental Microbiology major (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 Biology BS Environmental Microbiology major.

Target students and expected outcomes

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 Integrative Biology 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 biology teachers at the secondary level.

Admisison Requirements

For admission to the program a student must:

1. Have completed 15 hours in the Biology B.S. Environmental Microbiology major upon applying and thirty (30) semester hours in science (includes twenty-five (25) semester hours in biology plus 5 hours of upper level work in math or supporting 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.

Shared B.S./M.A.T. Requirements

This accelerated program shares 12 credits between already existing degrees/concentrations:

B.S. in Environmental Microbiology
M.A.T. in Science Education

Twelve credits of upper level unassigned 3000 or 4000 level electives will be replaced by the following:

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. Biology (Environmental Biology)/Science Education students must have completed a minimum of 15 credit hours in the Biology B.S. Environmental Biology 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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.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 Office of Graduate Studies.

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. Note, to teach secondary biology the state of Florida requires: A bachelor's or higher degree in biology or a bachelor's or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in biology 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 accelerated B.A./M.A.T program will be developed with the guidance of an advisor and a faculty member. A possible plan of study could be as follows. Summer sessions may also be included in the study plan.

Accelerated B.S./M.A.T. in Integrative Animal Biology /Science Education

This program intends for students to complete a Biology B.S. Integrative Animal Biology major (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 Biology BS Integrative Animal Biology major.

Target students and expected outcomes

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 Integrative Biology 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 biology teachers at the secondary level.

Admisison Requirements

For admission to the program a student must:

1. Have completed 15 hours in the Biology B.S. Integrative Animal Biology major upon applying and thirty (30) semester hours in science (includes twenty-five (25) semester hours in biology plus 5 hours of upper level work in math or supporting 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.

Shared B.S./M.A.T. Requirements

This accelerated program shares 12 credits between already existing degrees/concentrations:

B.S. in Integrative Animal Biology
M.A.T. in Science Education

Twelve credits of upper level unassigned 3000 or 4000 level electives will be replaced by the following:

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. Biology (Integrative Animal Biology)/Science Education students must have completed a minimum of 15 credit hours in the Biology B.S. Integrative Animal Biology 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 major 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/
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. Note, to teach secondary biology the state of Florida requires: A bachelor's or higher degree in biology or a bachelor's or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in biology 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 accelerated B.A./M.A.T program will be developed with the guidance of an advisor and a faculty member. A possible plan of study could be as follows. Summer sessions may also be included in the study plan.

Accelerated B.S./M.A.T. 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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
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.

Accelerated B.S./M.A.T. in Marine Biology /Science Education

This program intends for students to complete a Biology B.S. Marine Biology major (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 Biology BS Marine Biology major.

Target students and expected outcomes
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 Integrative Biology 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 biology teachers at the secondary level.

Admisison Requirements
For admission to the program a student must:

1. Have completed 15 hours in the Biology B.S. Marine Biology major upon applying and thirty (30) semester hours in science (includes twenty-five (25) semester hours in biology plus 5 hours of upper level work in math or supporting 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.

Shared B.S./M.A.T. Requirements
This accelerated program shares 12 credits between already existing degrees/concentrations:

B.S. in Marine Biology
M.A.T. in Science Education

Twelve credits of upper level unassigned 3000 or 4000 level electives will be replaced by the following:

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. Biology (Marine Biology)/Science Education students must have completed a minimum of 15 credit hours in the Biology B.S. Marine Biology 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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.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. Note, to teach secondary biology the state of Florida requires: A bachelor's or higher degree in biology or a bachelor's or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in biology 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 accelerated B.A./M.A.T program will be developed with the guidance of an advisor and a faculty member. A possible plan of study could be as follows. Summer sessions may also be included in the study plan.

Accelerated B.A./M.A.T. in Physics /Science Education

This program intends for students to complete a B.A. in Physics (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 Physics.

Target students and expected outcomes

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 Physics 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 physics teachers at the secondary level.

Admisison Requirements

For admission to the program a student must:

1. Have completed 15 hours in the B.A. in Physics major upon applying and thirty (30) semester hours in science (includes twenty-five (25) semester hours in physics plus 5 hours of upper level work in math or 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.

Shared B.S./M.A.T. Requirements
This accelerated program shares 12 credits between already existing degrees/concentrations:

B.A. in Physics
M.A.T. in Science Education

Twelve credits of upper level unassigned 3000 or 4000 level electives will be replaced by the following:

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. Physics/Science Education students must have completed a minimum of 15 credit hours in the Physics 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 major. You can find information on the General Knowledge Test on the Florida Teacher Certification section of the following webpage: 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 major through faculty nomination or student self-nomination, via submission of an *Accelerated Major Application Form*. Both B.A. and M.A. T. majors will review the applications and approve the nominations. All applications require the approval of the College of Education Graduate Major, 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 graduate faculty. Note, to teach secondary physics the state of Florida requires: A bachelor's or higher degree in physics or a bachelor's or higher degree with thirty (30) semester hours in science to include twenty-one (21) semester hours in physics 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 major. 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 major will be developed with the guidance of an advisor and a faculty member. A possible plan of study could be as follows. Summer sessions may also be included in the study plan.

COURSES

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

SOCIAL SCIENCE EDUCATION

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

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: June 1
Spring: October 15
Summer: February 15

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 39
Level: Masters
CIP Code: 13.1317
Dept. Code: EDI
Major/College Codes: TSS ED
Effective: 2002

CONTACT INFORMATION

College: Education
Department: Teaching and Learning

Contact Information: www.grad.usf.edu

MAJOR 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 major leads to teaching certification in grade 6-12 social sciences as part of the master's degree program.

Accreditation
Accredited by the Florida State Department of Education.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

The requirements are as follows or as recommended by the graduate 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 OR the equivalent bacehlors and/or graduate degrees from a foreign institution
- 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 or the equivalent bachelors and/or graduate degrees from a foreign institution
- 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.
- Disclosure of arrest and conviction information

For admission to a Master of Arts in Teaching Degree Program, the student must demonstrate mastery of general knowledge by one of the following:

* Passing the General Knowledge Test, a portion of the Florida Teacher Certification Exam (link to http://www.fldoe.org/accountability/assessments/postsecondary-assessment/ftce)
Or
* Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading

During the 2014 Legislative Session, the passage of House Bill 433 amended s. 1012.56, FS, to eliminate the obsolete option of achieving a passing score on the CLAST earned prior to July 1, 2002, to satisfy the general knowledge requirement.

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:

- A social security number in degree programs requiring practica or internships;
- Other information as required by the major of interest, (e.g. Graduate Record Exam scores, etc.)

CURRICULUM REQUIREMENTS

Total Minimum hours **39 hours Minimum**

The requirements are as follows or as recommended by the graduate advisor and approved by the college and/or Office of Graduate Studies.

Core Requirements		**12 hours**
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		**3 hours**
SSE 6636 Trends in Social Science Education	3	
Concentration Requirements		**15 hours**
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.		**9 hours**
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:

SSE 6932: Selected Topics 3
SSE 6636: Trends in Social Science Education 3

All school districts require fingerprints 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

See http://www.ugs.usf.edu/course-inventory/ or
http://www.usf.edu/education/main/departments/seced/SocialS/SSEmahome.htm

SPECIAL EDUCATION, GIFTED

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines

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

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours:	36
Level:	Masters
CIP Code:	13.1004
Dept. Code:	EDS
Major/College Codes:	AGI ED
Approved:	1966

CONTACT INFORMATION

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

MAJOR INFORMATION

The Master's Degree 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 major 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 Major qualifies students for the State of Florida Endorsement in Gifted Education.

After admission to a major, the candidate and the department advisor together chart a program of study incorporating major 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 major coursework. The Major also incorporates coursework in Instructional Technology, and Teacher Leadership. Electives lead to the completion of a graduate certificate in Teacher Leadership, Instructional Technology, or Autism Spectrum Disorders.

Accreditation
Accredited by National Council for Accreditation of Teacher Education, and the Florida Department of Education

Plan III: Inactive

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below.

For admission, all majors 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: 71st percentile or higher
  - Quantitative: 18th percentile or higher
- 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 Heather Van Allen athvallen@usf.eduor 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 71st percentile 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)

CURRICULUM REQUIREMENTS

Total Minimum Hours **36 hours**
Core requirements – 9 hours minimum
Area of Study – 18 hours minimum
Electives – 9 hours minimum

Core Requirements - 9 hours

EDF 6481	3	Foundations of Educational Research
EDE 6486	3	Teacher Research for Student Learning

Instructional Technology: Any 1 of the following:

EME 6207	3	Web Design
EME 6208	3	Interactive Media
EME 7458	3	Research in Distance Learning
EME 6053	3	Internet in Education

Area of Study Requirements 18 hours minimum

EGI 5051	3	Nature and Needs of the Gifted
EGI 5307	3	Theory and Development of Creativity

EGI 6232	3	Advanced Educational Strategies for Teaching the Gifted
EGI 6415	3	Seminar in Special Populations of the Gifted
EGI 6416	3	Consultation, Counseling, and Guidance of the Gifted
EGI 6943	3-6	Supervised Practicum in Gifted Education

Electives - 9 hours minimum

Teacher Leadership (9 hours):

- EDE 6486 Teacher Research for Student Learning (3 hours);
- EDE 6556 Coaching for Student Learning (3 hours);
- EDE 6366 Professional Development for Student Learning (3 hours)

- Instructional Technology (FL Digital/Virtual Educator, Distance Learning, or Web Design) (9 hours):
  - Florida Digital/Virtual Educator
    - EME 6053 Internet in Education (May be taken As Core Requirement) (3 hours)
    - EME 5403 Computers in Education (3) (Spr) (This course include 7 week internship at FLVS. The course number and title is under revision consideration) (3 hours)
    - EME6457 Distance Learning OR EME 7458 Research in Distance Learning (May be taken as core requirement) (3 hours)
    - **And 1 of the following:** EME 6055 Current Trends in Educational Technology, or EME 6208 Interactive Media (may be taken as core requirement) (3 hours)

  - Web Design:
    - EME 6215 Instructional Graphics (3 hours)
    - EME 6930 Web Programming 1 (3 hours)
    - 1 of the following: EME 6208 Interactive Media; EDF 6284 Problems in Instructional Design; or EME 6930 Web Programming 2 (3 hours)
  - Distance Education:
    - EME6053 Internet in Education (May be taken as core requirement) (3 hours)
    - EME6207 Web Design (May be taken as core requirement) (3 hours)
    - EME6457 Distance Learning OR EME 7458 Research in Distance Learning (May be taken as core requirement) (3 hours)

      And choose 1 of the following:

    - EME6235* Technology Project Management (3 hours) OR
    - EME 7631* Research in Technology Project Management (3 hours)
      *Prerequisite: EDF 6284: Problems in Instructional Design for Computers (3 hours)

or

- Autism Spectrum Disorders* (12 hours/requires only 3 hours of Supervised Practicum EGI 6943):
  - EEX 6234 - Identification and Assessment of Individuals with Low Incidence Disabilities (3 hours)
  - EED 6246 - Educating Students with Autism (3 hours)
  - EEX 6619 - Positive Behavior Support (3 hours)
  - EEX 6767 - Assistive Technology for Students with Low Incidence Disabilities in Special Education (3 hours)

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

COURSES

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

SPECIAL EDUCATION, MOTOR DISABILITIES

Master of Arts (M.A.) Degree

DEGREE INFORMATION

Closed for new admissions

Minimum Total Hours:	36
Level:	Masters
CIP Code:	13.1001
Dept. Code:	EDS
Major/College Codes:	AMD ED
Approved:	1985

CONTACT INFORMATION

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

This major is Closed for Admissions

TECHNOLOGY IN EDUCATION AND SECOND LANGUAGE ACQUISITION (TESLA)

Doctor of Philosophy (Ph.D.) Degree

DEGREE INFORMATION

Priority Admission Application Deadlines
Fall: January 15
Fall Admission Only

International applicant deadlines:
http://www.grad.usf.edu/majors

Minimum Total Hours: 67 post-master's
Level: Doctoral
CIP Code: 13.401
Dept. Code: EDI
Major/College Codes: TLD ED

CONTACT INFORMATION

Colleges: Education
Department: Secondary Education

Contact Information: www.grad.usf.edu

MAJOR INFORMATION

This is a doctoral major in the College of Education. It combines the expertise of both faculties from Foreign Languages and Instructional Technology to provide a curriculum in pedagogy, second language acquisition, sociocultural theory, , pragmatics, instructional technology, statistics, and research design. The goal of the major is to prepare students for careers in academia.

Major Research Areas
Second Language Acquisition, Instructional Technology, Foreign Language Education, Pragmatics, TESOL, ESOL, Distance Learning.

ADMISSION INFORMATION

Must meet University requirements (see Graduate Admissions) as well as requirements for admission to the major, listed below In addition to the general admission requirements under the advanced graduate education majors, applicants must do the following:

- 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.
- Submit a "Statement of Purpose" relating their career goals specifically to this doctoral major 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 another world languages (L2). 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). For specific information, consult www.actfl.org. The graduate advisors will determine whether the students have met this requirement based on these as well as other criteria identified by the SLA/IT faculty.

The faculty will evaluate each applicant's dossier based on a composite of variables and appropriateness of fit with the major.

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 in ESOL/TESOL Education, Second/Foreign Languages, Linguistics, Applied Linguistics, or related field, 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/.

In addition to these university requirements, applicants to the College of Education must provide the following:
A social security number in degree programs requiring practica or internships; Other information as required by the major of interest.

CURRICULUM REQUIREMENTS

Total Minimum Hours **67 hours minimum post-masters**

40 hours of core requirements (with suggested credit hours for different sub-categories);
18 credit hours of electives; and
9 hours of dissertation work.

Core Requirements - 40 hours

Technology in Education (9 hours)

EDF 6284	3	Problems in Instructional Design
EME 7938	3	Computer-Augmented Instructional Paradigms

And one of the following:

EME 6208	3	Interactive Media
EME 6613	3	Development of Technology-Based Instruction (pre-requisite: EDF 6284)
EME 7939	3	Research Methods in Technology-Based Education

Second Language Acquisition (15 hours)

SLA 7911	3	SLA Research Lab
SLA 7938	3	Advanced Seminar in SLA
FLE 7939	3	Advanced Seminar in FLE
FLE 7700	3	Applications of Technology to SLA/FLE
FLE 7367	3	Sociocultural Theory in SLA

Statistics/Measurement/Research Design (16 hours minimum)

EDF 6407	4	Statistical Analysis for Education I
EDF 7477	4	Qualitative Research I

And two of the following:

EDF 7408	4	Statistical Analysis ~~of~~ for Education II
EDF 7478	4	Qualitative Research II
EDF 7410	4	Design for Systematic Studies in Education (final semester)

Other relevant research course(s) as needed.

Electives - 18 hours

Courses are selected with the approval of the student's graduate advisor or committee with a minimum of nine (9) hours completed in the area of Second Language Acquisition. Elective coursework must be taken at the graduate and/or advanced graduate level.

Examples:

EDG 6931	3	Heritage Language Teaching & Learning
EME 6053	3	Internet in Education
EME 6055	3	Current Trends in Instructional Technology
EME 6613	3	Development of Technology-Based Instruction (pre-requisite: EDF 6284)
FLE 6639	3	Second Language Reading and Literacy

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 Technology Education, Second Language Acquisition, and Teacher Education.

Dissertation - 9 hours

SLA 7980	9	Dissertation

Residency requirements
Students must enroll in a minimum of nine hours for each of two semesters in a 12-month period to fulfill the residency requirements. Students in the Ph.D. major should be engaged in no more than half-time employment during the residency period.

Please be advised that major 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/