

SCHOOL OF EDUCATION

Dean: Shanna Hagan-Burke

Graduate programs in the School of Education seek to prepare students for professional roles in teaching, administration, school psychology, quantitative methods, gifted and talented, special education, applied behavior analysis, learning and development, and related areas. Each program emphasizes the development of an eclectic understanding of the educational process as well as a competency in a specific area. The balance between theory/research and practice leads to the development of a professional who can adapt to a variety of educational situations and effectively implement educational programs. Students will demonstrate not only high levels of academic ability but outstanding interpersonal skills, motivation, and dedication to the profession. Graduate degrees in the School of Education are offered through the School and the Departments of Curriculum and Instruction, Educational Leadership, and Educational Psychology.

The School of Education offers the

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

The Department of Curriculum and Instruction offers the

- Master of Arts (M.A.),
- Master of Science in Education (M.S.Ed.),
- Doctor of Education (Ed.D.),
- Doctor of Philosophy (Ph.D.),
- Joint Master of Arts (M.A.) and Master of Divinity (M.Div.), and the
- Joint Master of Science in Education (M.S.Ed.) and Master of Divinity (M.Div.)

The Department of Educational Leadership offers the

- Master of Science in Education (M.S.Ed.),
- the Doctor of Education (Ed.D.), and
- the Doctor of Philosophy (Ph.D.).

The Department of Educational Psychology offers the

- Master of Arts (M.A.),
- the Master of Science in Education (M.S.Ed.),
- the Education Specialist (Ed.S.), and
- the Doctor of Philosophy (Ph.D.).

Admission

The general procedures for admission to graduate study are listed earlier in the Graduate Catalog. All applications for admission must be processed through the Graduate School and then forwarded to the appropriate department's Graduate Program Director in the School of Education for recommendation. The "major" on the application should list the department or certification area in which the student intends to study.

Applicants should consult the individual department sections in the School of Education for specific test requirements. The GRE General Test (or, where allowed by the department, GMAT) is required of most students applying for admission to any level of graduate study, including non-degree, in the School of Education. Scores must be received before any action will be taken on the application and before any coursework may be taken. The GRE is not required for admission into the Doctor of Education

(Ed.D.) in Learning and Organizational Change in the department of Curriculum and Instruction.

GPA's that are predictive of success are required for full admission without restrictions on the student's graduate work. In addition to these academic variables, students are evaluated on the basis of their writing skills and their background strengths, including the strength of their undergraduate institution and academic program, the diversity of their undergraduate experiences, and their professional experiences. A student's application may be strengthened by his/her professional development, diversity, and career focus. Specific criteria have been established to evaluate each of these categories, and an admissions committee makes the final decision concerning a student's admission.

Master of Arts and Master of Science in Education

The Master of Arts in Education requires a total of 30-36 semester hours, including the satisfactory completion of a thesis.

The Master of Science in Education requires the completion of a minimum of thirty-six semester hours of graduate work, twenty-one of which must be from a single department or in a specific certification program, and eighteen of which must be 5000 level or above. Departments may require more than the minimum, particularly for degrees related to certification or licensure. Please see the section of the catalog that describes departmental programs. The Department of Curriculum and Instruction offers the following programs: Specializations in informal education, instructional technology, language and literacy, math education, media literacy, science education, social studies education, urban education, and other content teaching fields. The Department of Educational Psychology offers the following programs: master of arts and master of science in education with specializations in assessment, research and statistics, learning and development, special education, gifted and talented, applied behavior analysis, and quantitative methods.

Master of Arts in Teaching

The Master of Arts in Teaching requires the completion of thirty-six semester hours of graduate work leading to teacher certification. Certification and the Master of Arts in Teaching degree may be pursued concurrently. Please see the section of the catalog that describes M.A.T. certification program options. The M.A.T. may be pursued as a joint degree program, with undergraduate seniors completing graduate-level work as part of their undergraduate degree program, if approved by their home department.

Master of Arts/Master of Divinity Master of Science in Education/Master of Divinity

The Master of Arts/Master of Divinity and the Master of Science in Education/Master of Divinity joint degrees link the faculties, resources, and education of two of Baylor's premier schools, School of Education and George W. Truett Theological Seminary. The program offers students an education that prepares them for careers in local congregations, in denominational leadership, in private school teaching and administration, or in some combination of these.

Education Specialist

The Educational Specialist degree (Ed.S.) is for students seeking a degree in school psychology. The basis of this degree is for students to study no less than 60 hours of graduate coursework in school psychology. The degree requires a full-year (minimum of 1200 hours) internship that aligns with the accrediting organizations in school psychology (i.e., National Association of School Psychologist, or the American Psychological Association). At the termination of the period of study, students must pass a comprehensive special field examination. Upon completion of the program, which includes passing the examination, the faculty of the School of Education will recommend that the University present the students with an Educational Specialist degree.

Doctor of Education

Admission requirements for the Doctor of Education Degree (Ed.D.) in the Departments of Curriculum and Instruction and Educational Leadership are outlined earlier in the Graduate Catalog.

Delivered by the Department of Curriculum & Instruction, the Doctor of Education Degree (Ed.D.) in Learning and Organizational Change prepares students to apply essential principles of education to manage the dynamics of organizational change. The program is designed for experienced educators and other professionals in learning and development roles interested in leading and managing positive change in school systems, corporations, governmental or non-governmental agencies, and community programs. The Ed.D. in Learning and Organizational Change is a 54-credit program that can be completed in 36 months or on a flexible schedule. The program consists of two on-campus immersion experiences and an innovative Problem of Practice dissertation.

Students may enroll in the Department of Educational Leadership upon completion of admission requirements and acceptance into the K-12 Education Leadership program. Preparation for Texas Superintendent Certification is part of the program; however, the primary intent of the degree is to prepare professionals with in depth understanding of leadership skills and knowledge important in leadership functions. Candidates are expected to learn to effectively frame and develop solution options for challenging complex problems of practice facing executive leadership in K-12 education. A minimum of sixty-five semester hours beyond the master's degree is required for completion of the program. The supervisory committee based upon the student's prior preparation and the student's performance on written and oral examinations will determine the total number of hours required above the minimum. At least thirty-three hours of work must be completed in the educational leadership—management core, twelve hours in disciplined inquiry, three hours in persuasive communication, and eleven hours in clinical experience and six hours in dissertation. Students may wish to also pursue an additional emphasis in a special 12-hour professional specialty/cognate area outside of K-12 leadership, with the approval of the committee, to support their major work.

Doctor of Philosophy

Students pursuing a Ph.D. in Educational Psychology are those interested in becoming instructors in higher education settings and competent researchers. Students pursuing a Ph.D. in School Psychology are those interested in becoming applied psychologists and competent scientist-practitioners who pursue academic careers or roles in schools, clinics, or other health service settings. Students must meet the admission requirements outlined earlier in the Graduate Catalog and must also meet the Department of Educational Psychology entrance requirements.

These requirements for the Doctor of Philosophy (Ph.D.) are outlined in more detail within the program descriptions in the Department of Educational Psychology. Students pursuing a Ph.D. in Curriculum and Teaching are those interested in becoming teachers, researchers, and leaders in the theories and practices that comprise the disciplines and sub-disciplines of curriculum and pedagogy. Students must meet the admission requirements outlined in more detail in the Department of Curriculum and Instruction section.

- Master of Arts in Teaching with Teaching Certification (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/>)
 - Twice Exceptionalities Certification - M.A.T. Degree Plan (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/twice-exceptionalities-certification-mat-degree-plan/>)
 - Special Education Certification - M.A.T. Degree Plan (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/special-education-certification-mat-degree-plan/>)
 - Elementary (EC-6) Education Certification - M.A.T. Degree Plan (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/elementary-ec-6-education-certification-mat-degree-plan/>)
 - Middle Grades Education Certification - M.A.T. Degree Plan (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/middle-grades-education-certification-mat-degree-plan/>)
 - Secondary Education Certification - M.A.T. Degree Plan (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/mat-teaching-certification/secondary-education-certification-mat-degree-plan/>)
- Curriculum and Instruction (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/>)
 - Curriculum and Instruction, M.A. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-ma/>)
 - Curriculum and Instruction, M.S.Ed. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-msed/>)
 - Joint Master of Arts/Master of Divinity - Master of Science in Education/Master of Divinity (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/ma-master-divinity-ms-education-master-divinity/>)
 - Learning and Organizational Change, Ed.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-instruction-edd/>)
 - Curriculum and Teaching, Ph.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/curriculum-instruction/curriculum-teaching-phd/>)

- Educational Leadership (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/>)
 - School Leadership and Principal Certification Preparation, M.A. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/school-leadership-principal-certification-preparation-ma/>)
 - Higher Education and Student Affairs (HESA), M.S.Ed. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/higher-education-student-affairs-hesa-msed/>)
 - Higher Education Studies and Leadership 2-3 Masters/Ph.D. Student Pathway (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/combined-baylor-masters-phd-student-pathway/>)
 - Sport Management (SPM), M.S.Ed. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/sport-management-spm-msed/>)
 - K-12 Educational Leadership, Ed.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/k-12-educational-leadership-edd/>)
 - Higher Education Studies & Leadership, Ph.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-leadership/higher-education-studies-leadership-phd/>)
- Educational Psychology (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/>)
 - Educational Psychology, M.A. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/educational-psychology-ma/>)
 - Educational Psychology, M.S.Ed. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/educational-psychology-msed/>)
 - School Psychology, M.S. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/school-psychology-ms/>)
 - Education Specialist in School Psychology, Ed.S. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/eds-school-psychology/>)
 - Educational Psychology, Ph.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/educational-psychology-phd/>)
 - School Psychology, Ph.D. (<https://catalog.baylor.edu/graduate-school/curriculum-departments-institutes-instruction/school-education/educational-psychology/school-psychology-phd/>)

Education (EDU)

EDU 5350 Teaching Associate: Special Education with Gifted Education (3)

In this course, teacher candidates teach small groups of special education, gifted and talented, and twice exceptional students within specific disciplinary areas that match their certificate areas.

EDU 5354 Curriculum Differentiation (3)

Historical, philosophical, and theoretical background of curriculum differentiation and specific strategies to adapt instruction for individual student differences related to rate, content, and preferences. Emphasis on best practices in differentiated instruction as demonstrated by empirical research.

EDU 5371 Assessment of Students with Exceptionalities (3)

In this course, students learn and apply formal and informal assessments currently used for students with exceptionalities and students considered educationally at-risk. Students practice using assessment data for individual case study.

EDU 5374 Literacy for Learners with Exceptionalities (3)

Students learn about assessment, instructional design, and instructional delivery in literacy. Students practice evidence-based practices in literacy for students with exceptionalities and with students who are considered educationally at-risk. Emphasis is placed on evidence-based teaching techniques, mastery learning, high-leverage practices in special education, acceleration, and best practices in inclusive education.

EDU 5375 Mathematics for Learners with Exceptionalities (3)

In this course students learn and apply direct instruction methods in mathematics with students who have a variety of learning needs including those with exceptionalities. Emphasis is placed on evidence-based teaching techniques, mastery learning, high-leverage practices in special education, acceleration, and best practices in inclusive education.

EDU 5377 Applied Behavior Analysis (3)

A course focusing on the use of applied behavior analysis in classroom settings. Emphasized topics include measuring behavior, functional assessment procedures, individualized behavior interventions, and classroom management.

EDU 5650 Teaching Associate: Special Ed and Twice Exceptionalities (6)

In this course, teacher candidates teach small groups of special education and gifted and talented students within specific disciplinary areas that match their certificate areas.

EDU 5651 Internship: EC-6 Education with Gifted Education (6)

Full-time teaching experience in an elementary classroom with specific emphasis on general education student including gifted and talented students. A mentor teacher and resident faculty will support teacher candidates as they gradually assume complete responsibilities for teaching.

EDU 5652 Internship: Special Education with Gifted Education (6)

Full-time teaching experience in a local school where teacher candidates interact with special education and gifted education students. Includes completion of content modules, conferencing with mentor teacher and university instructor, observation of lessons taught by master teachers, written lesson reflections, and preparation of an evaluation of benchmarks.

EDU 5662 Internship: Early Childhood through Grade 6 (EC-6) Education with Special Education (6)

Pre-requisite(s): EDU 5690, EDU 5350, EDP 5363, EDC 5690, OR EDU 5650

Full time teaching experience in a local elementary school where teacher candidates interact with general education and special education students. Includes completion of content modules, conferencing with mentor teacher and university instructor, observation of lessons taught by master teachers, written lesson reflections, and preparation of a benchmark evaluation.

EDU 5690 Teaching Associate EC-6 with Special Education (6)

Practicum in a local elementary school where teacher candidates teach small groups of general education and special education students within a variety of disciplinary areas as associated with their elementary certificate.