Graduate Programs in Education and Human Development

Department of Curriculum and Instruction

Two master’s degree options and a doctorate degree are offered in Curriculum and Instruction. The Master of Arts in Teaching (MAT) degree is designed to offer candidates with a bachelor’s degree outside the field of education an opportunity to address the requirements of an initial level teaching certificate within a master’s degree program. The Master of Education (M.Ed.) degree is designed to offer candidates who already hold teacher certification an opportunity to address one or more advanced preparation objectives including the requirements of an add-on certification option, advanced preparation in their existing certification area, coursework addressing an advanced skill set, or additional training in one or more content areas. The Doctor of Philosophy (Ph.D.) degree provides advanced preparation for professionals. The doctoral program is designed to develop an understanding of research and the interaction of theory and practice in culturally diverse, metropolitan, educational settings.

Requirements for the Master of Arts (MAT) Degree

The Master of Arts in Teaching offers certification in elementary (grades 1-5), middle grades (grades 4-8) in English, mathematics, science, and social studies, secondary (grades 6-12) in English, mathematics, social studies, biology, chemistry, earth science, general science, and physics.

The Master of Arts in Teaching program requires 36-39 graduate credit hours in the following areas: learner and the learning environment, teaching methodology, literacy, research, and internship/student teaching. Details on the program of study for each certification option may be found at the college website at www.uno.edu/coehd.

Student Learning Outcomes

College of Education and Human Development
M.A.T. in Curriculum and Instruction

The student completing the M. A. T. in Curriculum and Instruction will demonstrate the following:
1. Content knowledge by passing the appropriate Praxis for certification prior to completion of student teaching.
2. Appropriate dispositions for teaching by scoring at "satisfactory" or above on the dispositions rubric.
3. Appropriate instructional performance (ability to design, implement and evaluate effective curriculum and instruction) by scoring "acceptable" or better on the Teacher Work Sample.

Admission

In addition to the admission requirements established by the Graduate School (see Graduate School), applicants must achieve passing scores on PRAXIS I as well as the relevant PRAXIS II subject assessment. PRAXIS I is not required for applicants with an ACT composite score of 22, an SAT (verbal and math) score of 1030, or who already have a master’s degree. Official PRAXIS scores must be sent to the College of Education and Human Development. To be considered for admission applicants must submit official transcripts from each college and university attended. One transcript with all transfer credits is not acceptable. The content knowledge of candidates applying to the middle school and secondary education programs will be assessed via a transcript review. In some cases, additional content coursework will be required prior to program admission. All applicants are required to purchase a Live Text account to support the development of an electronic portfolio. In order to enter the Teacher Education Program, applicants must complete a background check in accordance with the College of Education and Human Development. An applicant employed as an educator may provide the background check conducted by their employing district. All initial advising for this program occurs via the College of Education and Human Development academic counselors. Following initial advising, candidates are advised by a faculty advisor in the Department of Curriculum and Instruction for the duration of their program of study.

Time Limit

Candidates employed as teachers with a Practitioners License (PL-3) must complete the MAT program within 4 years.

Field Experience Requirements

Throughout the program, candidates complete field activities in school and classroom settings. Field work is supported in two ways: through assigned work associated with individual classes and within a student teaching (9 credits) or internship (6 credits) experience taken at the end of the program of study. Field experience opportunities support candidates in meeting all national and state standards associated with their certification area. The program includes specific requirements for the number
and type of field experience hours that must be completed as well as for the development of an electronic portfolio that aligns artifacts resulting from field work with specific professional standards. All candidates must complete the student teaching (9 credits) or capstone internship (6 credits) during the last semester of the program of study. Candidates in Elementary and Middle School programs of study will not be permitted to enroll in other coursework during the student teaching/capstone internship experience. Candidates in Secondary Education programs of study will be permitted to enroll in the second methods course during student teaching or capstone internship if necessary to complete the program. Capstone Internship/Student Teaching for this program of study must be completed in one of the following parishes: Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, or St. Tammany.

More information on field experience requirements may be found at the college website at www.uno.edu/coehd.

Requirements for Completing Program

All certification programs in the College of Education and Human Development are performance-based. Candidates develop a professional portfolio to document the knowledge, skills and dispositions associated with effective teaching. Completion of the program of study requires successful performance in coursework, field experience, and candidate assessments specific to the area of study. In addition to assessments associated with specific courses in the program, candidates must pass a final assessment to complete the program and be recommended for a teaching certificate. All Praxis exams must be passed prior to graduation. More information on candidate assessment and program progression requirements may be found at the college website at http://coehd.uno.edu/Programs/.

Students in the MAT program in the Department of Curriculum and Instruction cannot count more than six hours of graduate coursework with a grade lower than a B toward their degree program. In addition, any master’s student receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the program.

Independent study/substitutions courses are approved only under extenuating circumstances. Independent study/substitutions must be approved by the Assistant Dean prior to enrollment in the independent study/substitution course. MAT candidates will be allowed a maximum of 6 hours of independent study/substitution courses within the degree program.

Louisiana Teacher Certification
Candidates who successfully complete all program requirements are recommended to the Louisiana Department of Education for a teaching certificate. All conditions listed above under “Louisiana Teacher Certification” must be satisfied. Candidates enrolled in this program while teaching may be eligible for a Practitioner License upon recommendation by the hiring school district.

**Requirements for the Master of Education (M.Ed.) Degree**

**Student Learning Outcomes**

**College of Education and Human Development**

**M.Ed. in Curriculum and Instruction**

The student completing the M. Ed. in Curriculum and Instruction will demonstrate the following:

1. Understanding of the development and use of educational research to improve instruction by earning a grade of “A” in EDFR 6700.
2. Advanced knowledge of a specialty area by passing the juried comprehensive examination content rubric on the first try.
3. Quality of writing in areas of elaboration, organization, and conventions by scoring “2” or better on the juried comprehensive examination Depth and Convention Rubric.

**Admission**

The prospective master’s student must meet the admission requirements established by the Graduate School. In addition, applicants must hold a standard teaching certificate, complete the Graduate Record Examination General Test and be acceptable to the major department.

Unconditional admission to a master’s program in Education requires an undergraduate grade point average of at least 2.50 and a satisfactory score on the Graduate Record Examination; as determined by the program. For those students who do not meet the standards for unconditional admission, probationary admission may be possible. For further information concerning probationary admission, please contact the Department of Curriculum and Instruction.

**Programs of Study**

The minimum requirement in Curriculum and Instruction is 36 semester hours, including research methods, and a minimum of six semester hours in a minor or related field outside the major department. Students entering the department for secondary education master’s programs in English, science, social studies, and mathematics are required to complete a minimum of nine
semester hours from courses in cognate areas. Within the area of concentration, the student may select from a wide range of programs which are concerned with teaching or related instructional activities. These programs include curriculum, instruction, evaluation and appropriate specializations.

Students in a master's program in the Department of Curriculum and Instruction cannot count more than six hours of graduate coursework with a grade lower than a B toward their degree program. In addition, any M.Ed. candidate receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the program.

Each candidate is required to complete a minimum of 40 clock hours of field work associated with assignments in courses within the program of study. Candidates must develop an electronic portfolio aligned with professional standards to demonstrate their effectiveness as a teacher. Each candidate must also successfully complete performance assessments including a portfolio review and a written and/or oral comprehensive examination. The examination will concentrate on the application of educational practice and theory with emphasis on the major area of concentration, but may include the minor or related fields. Typically, the comprehensive examination is taken during the last semester of graduate study. Two failures of the examination necessitate dismissal from the master's program.

**Requirements for the Doctoral Degree**

The Doctor of Philosophy (Ph.D.) degree is offered in Curriculum and Instruction in three major concentrations: General Curriculum, Literacy Studies and Language Education, and Teacher Development. The doctoral degree is conferred only for work of distinction in which the student displays power of original scholarship and only in recognition of achievement and marked ability. The standards of the quality for Doctor of Philosophy are high.

The general regulations and procedures governing programs leading to the Doctor of Philosophy, as explained elsewhere in this catalog, will be followed. Specific application of these regulations and procedures to doctoral programs in Curriculum and Instruction are listed below.

**Student Learning Outcomes**

**College of Education and Human Development**

**Ph.D. in Curriculum and Instruction**
The student completing the Ph. D. in Curriculum and Instruction will demonstrate the following:

1. Understanding of the development and use of educational research by receiving a compiled grade of 3.5 in 18-hour research sequence.
2. Understanding (and write about) content knowledge in area of concentration by passing the General Examination approved by a majority of graduate faculty serving on the student's committee.
3. Ability to design and conduct effective academic research by completing the program and dissertation approved by majority of graduate faculty serving on the student's committee.

Admission

In addition to the general requirements outlined in this catalog, the department has established these additional requirements for doctoral applicants:

1. Attainment of an acceptable score on the Graduate Record Examination as determined by the program.
2. Provide documents which indicate potential for completing a doctoral program.
3. Demonstration of satisfactory competence in written and oral communication.
4. Presentation of at least three letters of reference.
5. Favorable screening by a graduate faculty committee of Curriculum and Instruction.

Screening takes place in the fall semester for admission in the following fall. All paperwork should be on file in the office of the graduate coordinator of the Department of Curriculum and Instruction on or before the last working day of September. The student takes at least nine graduate hours in curriculum and instruction, including Curriculum and Instruction 6900, and then submits their program of study.

Course Requirements

While the degree of Doctor of Philosophy cannot be earned simply by passing courses, the program of study requires a minimum of 96 semester hours beyond the requirements for the baccalaureate degree, including 18 hours of research tools. A minimum of 33 semester hours is required in Curriculum and Instruction. At least 33 semester hours must be completed after passing the qualifying examination, and at least 18 of these hours must be in Curriculum and Instruction. A minimum of 45 semester hours must be completed by students who have prior graduate work from another accredited university. All candidates must complete an 18 semester hour minor in a single area of concentration outside the major area of concentration.
Students in a doctoral program in the Department of Curriculum and Instruction cannot count more than six hours of graduate coursework with a grade lower than a B toward their doctoral degree. In addition, any doctoral student receiving six hours of graduate coursework with a grade lower than a B in the department following completion of the qualifying examination shall be dropped from the department's doctoral program.

**Research Tools**

Ph.D. candidates must demonstrate competence in research methodologies through taking 18 credit hours of research courses. Ph.D. candidates may substitute a reading proficiency in one foreign language for one of the research courses, if approved by the Department of Curriculum and Instruction.

**General Examinations**

An applicant becomes eligible for the general examination by demonstrating adequate academic and professional aptitude to the advisory committee. The general examination is ordinarily the most comprehensive evaluation in the entire doctoral program. The examination will be written and oral. The written examination covers both the major and minor fields. The oral examination concentrates on educational research, theory, and practice with emphasis on the major field. An applicant becomes eligible for candidacy after passing the general examination. However, two failures of the general examination will necessitate a dismissal from the doctoral program.

**Time Limit**

There will be a time limit of five years for completion of coursework from qualifying examination to general examination and a five year limit from completion of general examination to completion of the doctoral dissertation. Extension of time limits may be requested by petitioning the department which houses the Department of Curriculum and Instruction as long as the request does not exceed the Graduate School’s stated provisions.

Further information is contained in the department’s doctoral handbook.

**Residence Requirement**

All doctoral students are required to adhere to the residency policy established by the Graduate School.
Financial Aid

Several types of fellowships, scholarships, and assistantships are available to a limited number of qualified applicants. Those receiving such grants will normally carry a full load of graduate courses and will devote time to instructional or research duties with graduate faculty members.

Counselor Education

Student Learning Outcomes

College of Education and Human Development
M.Ed. in Counselor Education

1. Students will obtain current theoretical knowledge in the core areas of counseling
2. Students will develop identities as professional counselors.
3. Students will be exposed to issues in multicultural counseling.
4. Graduates will secure professional positions in counseling and counselor education.

Requirements for the Master of Education (M.Ed.) Degree

Two concentrations are available in the master's degree programs in Counselor Education: Clinical Mental Health Counseling, and School Counseling. The Clinical Mental Health Counseling concentration prepares graduates to serve as counselors in the clinical mental health counseling context. The School Counseling concentration prepares graduates to serve as counselors in public, parochial, and private schools (pre-K through 12th grade).

Admission

Prospective master’s degree students must meet the admission requirements established by the Graduate School. In addition, applicants must present scores from the Graduate Record Examination (GRE) General Test earned in the last five years. Master's degree applicants will be considered based on criteria developed and published by the faculty. To be considered for admission to the program without probation, an applicant must have an undergraduate grade-point average of at least 2.50. Presentation of the minimum undergraduate grade-point average does not guarantee admission. Admission decisions are based on all criteria considered in relationship to the need of the program and number of students who can be reasonably accommodated. Applicants who present undergraduate grade-point averages that are lower than those listed above may be considered for admission on probation.
Program of Study

Students in Counselor Education complete the Master of Education (M.Ed.) degree program in Counselor Education.

The minimum total graduate semester credits required for the M.Ed. program is 60. Master’s degree programs are accredited by the Council for the Accreditation of Counselor Education and Related Educational Programs (CACREP). Programs include 36 counseling core credits, six counseling emphasis area credits, six counseling elective credits, three credits in research, and a minimum of nine credit hours in field work.

Retention Standards

Students admitted to the master’s degree program in Counselor Education must complete each of the following courses with a grade of B or better before they may enroll in the next course for which that course is a prerequisite: Counselor Education 6430, 6440, and 6896. Master’s degree students will be dismissed for any of the following academic reasons: they accumulate six or more hours of grades lower than B in graduate coursework required in their programs of study; their cumulative UNO graduate grade-point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0; or they fail the comprehensive examination twice.

Transfer of Credit

A student, with approval from the major professor and the department, may transfer six semester credits of graduate credit in which grades of B or better were earned that were taken in residence at another university outside the UL System or as many as 12 semester credits of graduate credit taken within the UL System. These transfer hours may be included in the program of study. Transfer credits, as well as all credits earned toward the degree, must have been taken within the time limit for Master’s degrees (see Graduate School). Acceptance of credit for individual courses taken beyond the time limit, may be petitioned by the student’s major professor upon from the Graduate Council.

Comprehensive Examination

Master’s degree students must pass a comprehensive examination, which must be taken near the end of the student’s degree program. The examination covers all of the core areas of the student’s field of study.
**Requirements for the Doctoral Degree**

The Counselor Education Ph.D. program prepares counselors for leadership roles in the counseling profession. Research competency, advanced counseling skills, and practice in the clinical supervision of other counselors are emphasized in the program. Graduates generally choose careers as university faculty members (counselor educators), administrators of counseling programs, consultants, private practitioners, and researchers.

**Student Learning Outcomes**

**College of Education and Human Development**

**Ph.D. in Counselor Education**

1. Doctoral students will be prepared to assume leadership roles in the counseling and counselor education professions.
2. Doctoral students will learn research skills.
3. Doctoral students will develop skills in clinical counseling supervision and in advanced counseling practice during their academic programs.
4. Graduates will secure professional positions in counseling and counselor education.

**Admission**

Prospective Ph.D. degree students must meet the admission requirements established by the Graduate School. In addition, applicants must complete the Graduate Record Examination (GRE) General Test. Ph.D. degree applicants are considered based on criteria developed and published by the faculty. To be considered for admission to the program without probation, an applicant must have a graduate grade-point average of at least 3.50. Presentation of the minimum graduate grade-point average does not guarantee admission. Admission decisions are based on all criteria considered in relationship to the needs of the program and number of students who can be reasonably accommodated. Applicants who present graduate grade-point averages that are lower than those listed above may be considered for admission on probation. In addition to the UNO Graduate Application, applicants to the Ph.D. program in Counselor Education must also submit the following: transcripts from all post-secondary schools attended; Graduate Record Examination (GRE) General Test scores taken within the last five years; a personal statement; a Counselor Education application for doctoral studies; a current resume; and three letters of reference. Finalists for admission who are invited must also interview with the program admissions committee. The interview process includes completion of a writing sample and a videotaped counseling interview.
Programs of Study

The Ph.D. program goes well beyond the accumulation of graduate course credits. It includes coursework, supervised field experiences, completion of examinations, a research project, and a dissertation. The degree program includes a minimum of 114 graduate credits beyond the bachelor's degree. There are 48 credits of entry-level core counseling courses (includes three credits in research), 12 credits of counseling courses in an area of concentration, 39 credits of doctoral-level core counseling courses (includes 12 credits in research), and 15 additional credits in research courses. Because of the number of credits completed in research (30 credits total), this area serves as the minor for doctoral students. The doctoral program includes a 100 hour practicum and a 600 hour internship. Concentration areas in counseling in the doctoral program are focused in a particular area of counseling such as college/student affairs counseling, clinical mental health counseling, or school counseling. A Program of Study must be completed at the end of the student’s first year of enrollment in the doctoral program.

Research Tools

Ph.D. students must complete a minimum of 30 credits in research, which includes coursework and dissertation research. Students develop competency in both quantitative and qualitative research methods. They choose one primary method for their dissertation and complete advanced research courses in that area.

Retention Standards

Ph.D. degree students will be dismissed for any of the following academic reasons: they accumulate six or more hours of grades lower than B in graduate coursework required in their programs of study; their cumulative UNO graduate grade-point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0; they fail the general or final (dissertation defense) examination twice.

Residency

A doctoral student must earn two consecutive semesters of a minimum of nine hours of residence. The doctoral residence requirement may be met alternatively by three semesters of enrollment at six or more hours, which may be non-consecutive.

Students who are in residence for the purpose of the above requirement are expected to devote all of their energies to graduate study under the direct supervision of a major professor and/or advisory
committee. Transfer credit from other institutions may be accepted in partial fulfillment of the residency requirement if approved by the department and the Executive Director of the Graduate School.

**Prior Master’s Work**

A student, with approval from the major professor and the department, may have credits earned toward one or more master’s degrees completed at other universities and up to 15 semester hours earned outside of a master’s degree program, applied to the Ph.D. curriculum. Only graduate credits in which grades of B were earned that were taken in residence at another university may be utilized.

**Continuous Enrollment**

Doctoral students, after being admitted to the Ph.D. program, must enroll in graduate courses each fall and spring until being awarded the degree. A leave of absence must be formally requested from the faculty prior to any semester in which this requirement is not met. Students will be dismissed if they fail to meet this continuous enrollment requirement.

**General Examination**

Students must successfully complete a general examination to continue in the Ph.D. program. Students may take the general examination when they have completed most of their coursework, as defined by the faculty.

**Time Limit**

The Ph.D. in Counselor Education follows the Graduate School requirement for time limit (see Graduate School).

**Educational Leadership**

**Student Learning Outcomes**

**College of Education and Human Development**

**M.Ed. in Educational Leadership**

1. Students will demonstrate standards-relevant knowledge believed necessary for competent professional practice
2. Students will apply theory to problems of professional practice in educational settings.
3. Students will demonstrate appropriate dispositions to be an effective school leader.

**Requirements for the Master of Education (M.Ed.) Degree**

The master’s program in Educational Leadership prepares graduates for leadership positions in K-12 school settings. For the K-12 school setting, courses are offered for the “Teacher Leader Endorsement” and “Educational Leader Level 1”. Successful completion of EDAD 6800 and EDAD 6805 (6 graduate hours) allows a teacher candidate to apply to the Louisiana State Department of Education for the “Teacher Leader Endorsement” to be added to their teaching certificate. After the first 6 hours, potential students are screened for admission into the 36 credit hour program of study which results in a Master’s Degree in Educational Leadership. Completers of the Master’s Degree Program qualify to apply for certificate/license as an “Educational Leader Level 1”.

The Educational Leader Level 1 is an entry-level license for individuals seeking to qualify for school and/or district leadership positions (e.g., assistant principals, principals, parish or city supervisors of instruction, supervisors of child welfare and attendance, special education supervisors, or comparable school/district leader positions). An individual can move from an Educational Leaders Level 1 to a Level 2 license upon completion of the Educational Leader Induction Program and the required years of experience. A Level 3 license qualifies an individual for employment as a district superintendent.

**Admission**

Prospective master’s degree students must meet the admission requirements established by the Educational Leadership Program. Applicants must have an undergraduate grade-point average of at least 2.5 and must present scores from the General Test of the Graduate Record Examination that were earned in the last five years. A minimum GRE score is determined by the program. Master’s degree applicants are considered based on criteria developed and published by the faculty. Presentation of the GRE scores and undergraduate grade-point average does not guarantee admission to the program. Admission to the program includes an application procedure as determined by the program. Admission decisions are based on all criteria considered in relationship to the need of the program and number of students who can be reasonably accommodated.

**Program of Study**

Students in Educational Leadership complete the Master of Education (M.Ed.) degree program in K-12 Educational Leadership which includes 36 credit hours including three hours of research. The
Master of Education in K-12 Educational Leadership is an approved Educational Leader Level 1 certification program by the Louisiana Board of Elementary and Secondary Education. A Program of Study must be completed at the end of the student’s first year of enrollment in the master’s program.

**Retention and Graduation Standards**

To remain in the master’s program, students must not accumulate more than two grades lower than a B and must meet all requirements of the Educational Leadership program. M.Ed. students must pass the Comprehensive Examination. The comprehensive exam cannot be taken more than twice.

**Transfer Credit**

A student, with approval from the major professor and the department, may transfer six semester hours of graduate credit in which grades of B or better were earned that were taken in residence at another university outside the UL System or as many as 12 semester hours of graduate credit taken within the UL System. These transfer hours may be included in the program of study. Transfer credits, as well as all credits earned toward the degree, must have been taken within the time limit for Master’s degrees (see Graduate School). Acceptance of credit for individual courses taken beyond the time limit may be petitioned student’s major professor from the Graduate Council.

**Comprehensive Examination**

M.Ed. degree students must pass a comprehensive examination, which must be taken near the end of the student’s degree program. The examination covers all of the core areas of the student’s field of study. The student must be enrolled at the University during the semester in which the Comprehensive Exam is taken and during the semester of graduation.

**Time Limit**

M.Ed. students must follow the time limit for Master's degrees.

**Ph.D. in Educational Administration**

**Student Learning Outcomes**

**College of Education and Human Development**

**Ph.D. in Educational Administration**
1. All graduates will complete a research project of publishable quality by graduation as judged by a jury of faculty members.

2. All students will demonstrate a specialized knowledge of the scholarship in the area of school leadership or higher education administration by passing a jury judged General Examination prior to graduation.

3. Students will demonstrate the ability to analyze, evaluate, and take a position on a current issue of practice in the field of school leadership or higher education administration.

**Requirements for the Doctoral Degree**

The Educational Administration Ph.D. program is intended for those who plan an inquiry into the issues of educational leadership through a theoretical framework. The Ph.D. studies in educational administration emphasize research methodology, both quantitative and qualitative. The program curriculum focuses on understanding and leading education as a PK-16+ integrated system.

Concentrations are available in K-12 school leadership and higher education administration. Study for the Ph.D. is suited for those planning careers in school and university administration, university teaching, research departments of large school systems or state agencies, or any education-related leadership profession.

The general regulations and procedures governing programs leading to the Doctor of Philosophy, as explained elsewhere in this catalog, will be followed. Specific application of these regulations and procedures to doctoral programs in education, as well as fundamental differences in the programs, is listed below.

**Admission**

Prospective Ph.D. degree students must meet the admission requirements established by the Graduate School. In addition, applicants must complete the Graduate Record Examination (GRE) General Test. Ph.D. degree applicants are considered based on criteria developed and published by the faculty. To be considered for admission to the program without probation, an applicant must present a minimum score on the GRE as determined by the program, and must have a graduate grade-point average of 3.0 or higher. Presentation of the minimum test scores and graduate grade-point averages does not guarantee admission. Admission decisions are based on all criteria considered in relationship to the needs of the program and number of students who can be reasonably accommodated. Applicants who present test scores or graduate grade-point averages that are lower than those listed above may be considered for admission on probation. In addition to the UNO Graduate Application, applicants to the Ph.D. program in Educational Administration must also submit the following: transcripts from all post-secondary schools attended; Graduate Record
Examination (GRE) General Test scores taken within the last five years; an Educational Administration application for doctoral studies; a statement of purpose; issue statement; a current resume; and three letters of reference. It is recommended that applicants consult at least one program faculty member early in the process of preparing the application. Students who submit complete applications prior to the date published by the department will be considered.

**Program of Study**

The Ph.D. program goes well beyond the accumulation of graduate course credits. It includes coursework, completion of examinations, a research project, and a dissertation. The degree program includes a minimum of 93 credits beyond the bachelor’s degree. Students take a group of core doctoral courses, research methods courses, and concentration courses either in K-12 or higher education administration, and electives. Students should consult the department for specific requirements.

**Research Tools**

Ph.D. students must complete a minimum of 21 credits in educational research methods. Students develop competency in both quantitative and qualitative research methods.

**Retention Standards**

Ph.D. degree students will be dismissed for any of the following reasons: they accumulate six or more hours of grades lower than B in graduate coursework required in their programs of study (this includes the accumulation of more than one “U” grade in EDAD 7050, indicating lack of progress on the dissertation); their cumulative UNO graduate grade-point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0; they fail the qualifying, general, or final (dissertation defense) examination twice; or they fail to maintain continuous enrollment in all fall and spring semesters until successful completion of the dissertation and graduation.

**Residency**

A doctoral student must earn two consecutive semesters of a minimum of nine hours of residence. The doctoral residence requirement may be met alternatively by three semesters of enrollment at six or more hours, which may be non-consecutive.
Students who are in residence for the purpose of the above requirement are expected to devote all of their energies to graduate study under the direct supervision of a major professor and/or advisory committee.

**Prior Master’s Work**

A student, with approval from the major professor and the department, may apply all credits earned toward one or more master’s degrees completed at other universities and up to 15 semester hours earned outside of a master’s degree program towards the doctoral curriculum. Only graduate credits in which grades of B were earned that were taken in residence at another university may be applied. A minimum of 54 credits must be earned at UNO.

**Research Project**

Doctoral students complete a research project as defined by the faculty prior to taking their general examination.

**Continuous Enrollment**

Doctoral students, after being admitted to the Ph.D. program, must enroll in graduate courses each fall and spring until being awarded the degree. A leave of absence must be formally requested from the faculty prior to any semester in which this requirement is not met. Students will be dismissed if they fail to meet this continuous enrollment requirement.

**Qualifying Examination**

After successful screening into the PhD program, and typically during the second semester of their enrollment in the program, students must successfully complete the Qualifying Examination to qualify for continued enrollment in the program. Program faculty develop exam content and evaluate student responses to the exam. The exam is designed to assess the level of critical thinking and scholarly writing demonstrated by the student.

**General Examination**

Students must successfully complete a general examination to continue in the Ph.D. program. Students may take the general examination when they have completed most of their coursework, as defined by the faculty, and garnered advisor approval of the dissertation prospectus for the proposed dissertation research project.
Time Limit

New doctoral students must complete their degree not more than six years from admission to candidacy (Generals) to degree completion. Prior work completed that is applied toward the degree must have been completed within nine years of the date the Ph.D. is awarded.

Special Education and Habilitative Services

Programs in Special Education

Graduate study is offered in Special Education which may lead to the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), or Doctor of Philosophy (Ph.D.). The Master of Arts in Teaching (MAT) degree is designed to offer candidates with a bachelor degree outside the field of education an opportunity to address the requirements of an initial level teaching certificate within a master’s degree program. Candidates enrolled in the MAT option may address the certification requirements for early intervention, deaf/hard of hearing, significant disabilities, or dual certification in general education and special education – (mild/moderate disabilities). The Master of Education (M.Ed.) degree is designed to offer candidates who already hold teacher certification an opportunity to address one or more advanced preparation objectives including the requirements of an add-on certification option, advanced preparation in their existing certification area, coursework addressing an advanced skill set, or additional training in one or more content areas. The program of study for the Doctor of Philosophy (Ph.D.) provides maximum flexibility for each graduate student in designing a program which will meet professional objectives. The doctoral program incorporates innovative approaches to leadership training grounded in the interaction of theory and practice.

Requirements for the Master of Arts in Teaching (MAT) Degree

The Master of Arts in Teaching in Special Education offers certification in deaf/hard of hearing (grades 1-12), early intervention (birth – age 5), significant disabilities (grades 1-12) and mild/moderate disabilities (grades 1-5, 4-8 and 6-12). The mild/moderate disabilities certification is offered through an Integrated to Merged program which results in certification in mild/moderate disabilities and in elementary (grades 1-5), middle grades (grades 4-8), or secondary education (grades 6-12). Note that certification in Middle school and secondary is specific to one content area.

The Master of Arts in Teaching program requires 36-39 graduate credit hours in the following areas: learner and the learning environment, teaching methodology, literacy, research, and
internship/student teaching. Details on the program of study for each certification option may be found at the college website at www.uno.edu/coehd.

Student Learning Outcomes

College of Education and Human Development

M.A.T. in Special Education

1. Demonstrate appropriate dispositions to be an effective special educator
2. Demonstrate ability to design, implement, and evaluate instruction for students with disabilities
3. Demonstrate knowledge and skills in teacher education competencies

Admission

In addition to the admission requirements established by the Graduate School which include an overall grade point average of 2.5 and a satisfactory score on the Graduate Record Examination (GRE), applicants must achieve passing scores on PRAXIS I as well as the relevant PRAXIS II subject assessment. PRAXIS I is not required for candidates with an ACT composite score of 22, an SAT (verbal and math) score of 1030, or who already have a master's degree. Official PRAXIS scores must be submitted to the College of Education and Human Development office. All applicants must submit official transcripts from each college and university attended. One transcript with all transfer credits is not acceptable. The content knowledge of applicants seeking admission into the middle school and secondary education programs will be assessed via a transcript review. In some cases, additional content coursework will be required prior to program admission. All applicants are required to purchase a Live Text account to support the development of an electronic portfolio. In order to enter the Teacher Education Program, applicants must complete a background check in accordance with the College of Education and Human Development. Any applicants employed as an educator may provide the background check conducted by their employing district. All initial advising for this program occurs via the College of Education and Human Development academic counselors. Following initial advising, candidates are advised by a faculty advisor in the Department of Special Education and Habilitative Services for the duration of their program of study.

Time Limit

Candidates employed as teachers with a Practitioners License (PL-3) must complete the MAT program within 4 years.
**Field Experience Requirements**

Throughout the program, candidates complete field activities in school classroom and community settings. Field work is supported in two ways: through assigned work associated with individual classes and within a student teaching (9 credits) or internship (6 credits) experience taken at the end of the program of study. Field experience opportunities support candidates in meeting all national and state standards associated with their certification area. The program includes specific requirements for the number and type of field experience hours that must be completed as well as for the development of an electronic portfolio that aligns artifacts resulting from field work with specific professional standards. All candidates must complete the student teaching (9 credits) or capstone internship (6 credits) during the last semester of the program of study. Candidates in Early Intervention, Deaf/Hard of Hearing, Significant Disabilities, and Elementary programs of study will not be permitted to enroll in other coursework during the student teaching or capstone internship experience. Candidates in Middle School and Secondary Education programs of study will be permitted to enroll in the second methods course during student teaching or capstone internship if necessary to complete the program. Capstone Internship/Student Teaching for this program of study must be completed in one of the following parishes: Jefferson, Orleans, Plaquemines, St. Bernard, St. Charles, or St. Tammany.

More information on field experience requirements may be found at the college website at www.uno.edu/coehd.

**Requirements for Completing Program**

All certification programs in the College of Education and Human Development are performance-based. Candidates develop a professional portfolio to document the knowledge, skills and dispositions associated with effective teaching. Completion of the program of study requires successful performance in coursework, field experience, and candidate assessments specific to the area of study. In addition to assessments associated with specific courses in the program, candidates must pass a final assessment to complete the program and be recommended for a teaching certificate. All Praxis exams must be passed prior to graduation.

More information on candidate assessment and program progression requirements may be found at the college website at www.uno.edu/coehd.

Students in the MAT program in the Department of Special Education cannot count more than six hours of graduate coursework with a grade lower than a B toward their degree program. In addition,
any master student receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the program.

Independent study/substitution courses are approved only under extenuating circumstances. Independent study/substitution must be approved by the Assistant Dean prior to enrollment in the independent study/substitution course. MAT candidates will be allowed a maximum of 6 hours of independent study/substitution courses within the degree program.

**Louisiana Teacher Certification**

Candidates who successfully complete all program requirements are recommended to the Louisiana Department of Education for a teaching certificate. All conditions listed above under “Louisiana Teacher Certification” must be satisfied. Candidates enrolled in this program while teaching may be eligible for a Practitioner License upon recommendation by the hiring school district.

**Requirements for the Master of Education (M.Ed.) Degree**

The Department of Special Education and Habilitative Services has an advanced master’s degree program which provides an opportunity for the student to pursue additional certifications in the field of special education. The focus areas listed below can be embedded within the program:

1. Mild/Moderate Disabilities
2. Significant Disabilities
3. Early Intervention
4. Deaf/Hard of Hearing
5. Gifted/Talented Education

**Student Learning Outcomes**

**College of Education and Human Development**

**M.Ed. in Special Education**

1. Demonstrate ability to design and implement an applied project
2. Demonstrate ability to articulate a philosophy statement related to their area of special education
3. Demonstrate ability to articulate evidence-based practices

**Admission**
Admission to a M.Ed. program in Special Education requires a grade-point average of at least 2.5 for undergraduate work and 3.0 for graduate work, if applicable, and a satisfactory score on the Graduate Record Examination (GRE). In addition, the applicant must be certified in an area of education.

Program of Study

The master’s program in Special Education (M.Ed.) includes a minimum requirement of 36 semester hours including a minimum of three hours in research methods and a minimum of six semester hours in a minor or related field outside of the major department along with coursework in the major area of study.

A student in a master’s program in the Department of Special Education and Habilitative Services may not count toward degree requirements more than six hours of graduate coursework with a grade below a B (i.e., no more than 2 C’s). In addition, any M.Ed. candidate receiving more than six hours of graduate coursework with a grade lower than a B in their degree program shall be dropped from the department’s program.

Each master’s candidate is required to complete field work associated with assignments in courses within the program of study. Each candidate must also successfully complete a written comprehensive examination. The examination concentrates on the application of educational practice and theory with emphasis on the major area of concentration, but may include the minor or related fields. Typically, the comprehensive examination is taken during the last semester of graduate study. Two failures of the examination necessitate dismissal from the master’s program.

More information may be found on the Special Education website at http://www.uno.edu/coehd/AdvancedPrograms/EDSP/MEdSE.aspx.

Ph.D. in Special Education

Student Learning Outcomes

College of Education and Human Development

Ph.D. in Special Education

1. Demonstrate competency in research, personnel preparation, and systems via products and activities in portfolio that reflect the first stage of the doctoral program
2. Demonstrate competency in research, personnel preparation, and systems via products and activities in portfolio that reflect the second stage of the doctoral program
3. Demonstrate ability to write a presentation proposal that is accepted and presented at a state or national conference
4. Complete a high quality dissertation

Requirements for the Doctoral Degree

The Doctor of Philosophy (Ph.D.) degree offered in Special Education incorporates innovative approaches to leadership training. The general regulations and procedures governing programs leading to the Doctor of Philosophy degree, as explained elsewhere in the catalog, will be followed.

Program Description

Students enrolled in the program address critical issues through coursework and field experiences. Primarily, courses are divided among the following areas:

1. special education,
2. research, and
3. the minor area of study.

In addition to completing formal coursework, students address identified competencies through participation in a variety of professional activities in both university and field settings. The competencies are addressed across the three leadership areas: research, personnel preparation, and systems intervention.

Students are offered concentrated areas of study within Special Education and Habilitative Services. Areas of study include mild/moderate disabilities, significant disabilities, early intervention, deaf/hard of hearing, and gifted/talented education. The doctoral student selects a major area of emphasis in special education (usually based on prior educational and professional experiences) and one minor area to broaden his/her experience. A broader program of study creates flexibility and strengthens the training of future leaders in the field of Special Education and Habilitative Services.

As each student progresses through the coursework and field experiences, the program of study is further individualized. Students are expected to:

1. conduct field experiences via internship and coursework,
2. focus on issues and content targeted for a particular exceptionality or age group(s), and
3. focus on particular activities which allow the student to build professional skills and capacity.

Throughout the program of study, each student maintains a professional portfolio of the various products resulting from the activities selected via coursework, field experiences, and committee
input. The portfolio is used as a primary component of the student evaluation process throughout the program of study.

**Admission**

To be considered for provisional admission to the doctoral program in Special Education and Habilitative Services, a student must meet all Graduate School admission criteria listed in the UNO Catalog but must first meet the following required criteria:

1. At least a 2.5 undergraduate grade point average and a 3.0 graduate grade point average.
2. Graduate Record Exam (GRE) satisfactory scores on the verbal and quantitative sections of the exam. The GRE must have been taken within five years of the date of applying for admission to the Department of Special Education and Habilitative Services.
3. At least three letters of recommendation from outside the UNO community. Letters are to be addressed to the Graduate Program Coordinator in the Department of Special Education and Habilitative Services.
4. Current resume detailing education, experience, honors and awards, and other accomplishments of the applicant.
5. Documentation of three years of professional experience in Special Education or a closely related field.
6. Ability to communicate effectively in written form as demonstrated by writing a personal essay.
7. Ability to articulate professional and personal goals through an oral interview conducted by the Screening Committee.

**Acceptance and Qualifying Exam**

Screening takes place in the spring semester for admission in the fall. All paperwork should be on file in the office of the Graduate Program Coordinator in the Department of Special Education and Habilitative Services on or before the first day of April. Applicants who are favorably screened into the doctoral program are accepted provisionally. The student takes at least 12 graduate credit hours with a passing grade of “B” or higher in each course and then completes the qualifying examination. Courses to be counted are specified by the doctoral advisor and committee. In addition to the courses required, the qualifying examination is taken no earlier than one year after entering the program with approval of the major professor and doctoral committee. The qualifying examination itself focuses on activities related to the three leadership roles and is portfolio-based.

**Required Hours**
All doctoral students must have a minimum of 81 graduate credit hours past the baccalaureate degree. Required hours include a minimum of 18 graduate credit hours in research methodologies. A minimum of 36 credit hours in Special Education and Habilitative Services is required for the Ph.D., including five core doctoral seminars focusing on professional skills and leadership roles, a minimum of nine hours of dissertation study, and a minimum of three credit hours of internship. Also, a minimum of 18 credit hours is required in a minor area of study. Students also complete a minimum of three hours in educational foundations which may not include research courses. Any student in the doctoral program who accumulates six semester credit hours of graduate coursework with a grade of C or lower will be dropped from the program.

**Internship**

Doctoral students must complete an internship as part of the program of study. The internship activities are individualized and determined by the student, the major advisor, and doctoral committee. Typically, the internship is used to build the students’ skills in one or more of the areas of research, personnel preparation, and systems intervention.

**Residency**

All doctoral students are required to adhere to the residency policy established by the Graduate School.

**General Examination and Doctoral Candidacy**

To be admitted to doctoral candidacy status, a student must pass a portfolio-based general examination. A doctoral student becomes eligible to take the general examination after demonstrating adequate academic and professional growth in coursework, field experience, and artifacts through ongoing portfolio review. The general examination consists of advanced portfolio evaluation by the student’s major professor and doctoral committee. In addition to passing the general examination, a doctoral student must demonstrate research competence by participating in all phases of a pre-dissertation project prior to beginning work on the dissertation. If a student fails the general examination twice, he/she will be dismissed from the doctoral program.

**Time Limits**
Doctoral students must complete all requirements, including a dissertation that demonstrates original scholarship, within the Graduate School time limit (see Graduate School, General Graduate Program Requirements).