SUBSTANTIVE CHANGE PROSPECTUS
FOR THE
MASTER OF EDUCATION (M.Ed.)
(Ft. Walton Beach Area)

SUBMITTED BY
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FLORIDA AND WESTERN REGION DIRECTOR

September 30, 2003
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1. ABSTRACT

Beginning in Term 4, 2004 (March 2004) Troy State University Florida and Western Region proposes to add the Master of Education Program to its Fort Walton Beach, Florida Area offering beginning with Option II, and expanding to Option I, Non-thesis track. The primary concentration is expected to be Foundations of Education, however Instructional Technology may also be offered in the future. Since both Public Administration and Counseling and Psychology programs are already offered in this area, those concentrations will also be available to students.

2. BACKGROUND INFORMATION

Troy State University has been delivering the Master of Education Degree program at Florida sites including Pensacola and the Orlando area over the past three years. Evidence of Florida State approval for the program is attached at Appendix A.

The Florida and Western Region has a close working relationship with local school districts, and has been made aware of a need for adult focused graduate education programs in the Northwest Florida area. The success of the Pensacola program attests to the need. The M.Ed. program will allow local area teachers to advance their education and achieve higher salary levels.

This program is consistent with the purpose of the University as stated in the Troy State University Mission and Goals Statement. “The University is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied science, counseling, nursing, and allied health sciences, as well as to its historic role in the preparation of teachers. Global in perspective, the university is committed to providing undergraduate and graduate education in regional, national, and international communities for both traditional and nontraditional students. Educational programs are delivered by traditional as well as technological means.”

Local TSU Site Location

Troy State University - Troy State University Florida and Western Region, Ft. Walton Beach Area, 81 Beal Pkwy. S.E., Fort Walton Beach, Florida 32548. The local site administrator is Ms. Melanie Woods.

INSTITUTION: Troy State University

SITE NAME AND ADDRESS: Troy State University Florida and Western Region
Ft. Walton Beach Area
Troy State University has an ongoing program for providing educational opportunities for working adults, and has a long and proud history of providing education programs. These programs at extended sites are consistent with the University’s mission which includes the statement:

"The University is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied science, counseling, nursing, and allied health sciences, as well as to its historic role in the preparation of teachers. Global in perspective, the university is committed to providing undergraduate and graduate education in regional, national, and international communities for both traditional and nontraditional students. Educational programs are delivered by traditional as well as technological means."

Establishment and delivery of academic programs is controlled by the University faculty and administration through a clearly outlined collegial committee process involving faculty in all aspects. At the Regional level, the need for programs in specific areas is assessed, and upon Regional approval proposed to the appropriate college at the Troy Campus. In this case, since the program is an Education program, the proposal is reviewed by the Troy College of Education, and if approved at that level, submitted to the University’s Graduate Council for final approval. Upon final approval at the Graduate Council the program is prepared for implementation.

Means used to monitor and ensure quality:

The Troy State University Institutional Effectiveness Plan

- This document identifies the planning process of Troy State University Florida and Western Region, based on the TSU, University College and Florida and Western Region missions. It includes tactical planning goals, procedures, and timelines.
The Troy State University Mission:

Troy State University, a publicly assisted institution of higher education, operates under the direction of a Board of Trustees composed of the Governor, the State Superintendent of Education, and nine members appointed by the Governor with the advice and consent of the Alabama Senate. Administrators, faculty, and students are committed to excellence in education through a shared system of governance.

The university offers associates, bachelors, masters, and educational specialists degrees. It is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied science, counseling, nursing, and allied health sciences, as well as to its historic role in the preparation of teachers and its outreach partnership with public education. A strong liberal arts core is an integral part of all undergraduate programs.

Global in perspective, the university is committed to providing undergraduate and graduate education in regional, national, and international communities for both traditional and nontraditional students. Educational programs are delivered by traditional as well as technological means.

Students are encouraged to realize their unique potential and become productive members of society; to the end, the university provides an appropriate academic, cultural, and social environment. Moreover, the university is responsive to the needs of its diverse student population and the larger community through administrative services, utilization of staff and faculties, teaching, scholarship, creative activities, research, and public service.

The University College Vision:

As a component of Troy State University, University College is dedicated to providing high quality undergraduate and graduate degree programs, certificate programs and seminars. By 2005, University College will have prepared students for life-long learning and leadership roles in business and public professions worldwide. This will be done through flexible academic programs at times convenient to students, employing innovative delivery systems on campus and at distant sites.

The Troy State University Florida and Western Region Vision:
In support of the Troy State University Mission, and the University College Vision, Troy State University Florida and Western Region will strive to be the premier higher educational institution in its expanding area of responsibilities delivering the highest quality graduate and undergraduate programs for the 21st century. Troy State University Florida and Western Region will serve the community at large, providing quality educational opportunities for working adults and other non-traditional students by assuming a leadership role in supporting education, business, military and public sectors through innovative programs and delivery methods.

- The Troy State University Florida and Western Region Planning Process:

The planning process provides a coordinated approach to planning in the Florida and Western Region. It includes tactical planning goals, procedures, and timelines.

Annual Planning

The TSUF&WR Director will distribute instructions and suspense dates for the planning documents as required.

Suspenses will be established as follows:

(1) Annual Self-Study Update and Revision of Six Points of Institutional Effectiveness (SPIE).
   (a) November each year
      
      (b) Department Chairs/Staff Directors to Associate Director for Academics (ADA).
          - Includes program self-study weaknesses, Plans for Improvement (PFIs), academic profiles, in-house and educational testing service evaluations, comprehensive exams, and faculty evaluation results.

(2) Submission of Self-Study Update and Revision of SPIEs to UC.
   (a) December each year.
   (b) ADA to Director
   (c) Director to UC

(3) Self-Study PFI Submission
   (a) January each year.
   (b) Department Chairs/Staff Directors to ADA.
   (c) ADA to Director
      - Prepare Planning Statements and Resources Needs.

(4) Troy State University Annual Plans.
   (a) March each year.
(b) Department Chairs/Staff Directors to ADA.
   - UC provides forms and instructions.
(c) ADA to Director
   - Director submits TSU Resources Required for Short-Range Annual Plan
     form to UC.

(5) TSU Budget for the Plan
    (a) April/July each year.
    (b) ADA to Director
    (c) Director to UC
       - Director integrates self-study PFI submissions received from Department
         Chairs/Staff Directors. With UC guidance, submit L/S plans to UC; brief
         Vice President UC.
       - Assistant Director for Finance submits budget.

(6) Implementation of Plan

Reference Documents

- TSU Manual for Developing Planning Documents
- TSU University College Policy Manual
- TSUF&WR Director's SPIE/Self-Evaluation
- University College Policy Manual
- Florida and Western Region Policy Letters, Memoranda and Operating Procedures

4. DESCRIPTION OF THE CHANGE

Today's and tomorrow's educators must be prepared for a rapidly changing educational
environment. Advanced education is the key to that preparation and growth for the future. The
Master of Education is organized around the following set of objectives:

- To strengthen and enrich programs in concentrated areas of study.
- To provide graduate study for students whose research and career goals depend on
  further education.
- To extend students' abilities to function effectively in research and policy in their
  chosen concentration.
- To enhance students' expertise in evaluating, analyzing, and synthesizing current
trends in education.
The Master of Education is designed to prepare students who hold a baccalaureate degree for advanced graduate studies in education. Among others, the program offers concentrations in Public Administration, Counseling & Psychology, Criminal Justice, Higher Education Administration, Instructional Technology, and Foundations of Education. The Master of Education is not a teaching or administrative certification program.

**Admission Standards:**

1. Students already having a masters or higher degree from a regionally accredited college or university will be admitted unconditionally (no test scores will be required). OR
2. Students must have a baccalaureate degree from a regionally accredited college or university with a minimum overall grade point average (GPA) of 2.5 (on a 4.0 scale) or a 3.0 GPA for the last 30 semester hours; however, all hours attempted in the semester in which the 30 semester hours were reached will be used to calculate the GPA. AND
3. Students must have an acceptable score on the appropriate nationally standardized graduate aptitude exam (GRE 850-verbal and quantitative or MAT 33).
4. Students not satisfying the requirements stated above may be conditionally admitted to the program. After completion of the first four courses with a “B” or better average, unconditional admission is granted.

**Degree Requirements:**

In addition to successful unconditional admission and admission to candidacy, successful completion of the four required core courses and six concentration courses with an overall 3.0 GPA or better and successful completion of a written comprehension examination is required for completion of the degree program.

**Accredited By:**

Troy State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award the associate degree, the bachelor's degree, the master's degree, and the education specialist degree.

**Required Courses Option I – Non-Thesis Track: (18 SH - Option I)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 6631</td>
<td>3</td>
<td>Psychological Foundations of Education</td>
</tr>
<tr>
<td>EDU 6651</td>
<td>3</td>
<td>Comparative Education</td>
</tr>
<tr>
<td>EDU 6660</td>
<td>3</td>
<td>Current Trends in Education</td>
</tr>
<tr>
<td>EDU 6690</td>
<td>3</td>
<td>Applied Research Methods</td>
</tr>
<tr>
<td>EDU 6665</td>
<td>3</td>
<td>Field Project</td>
</tr>
<tr>
<td>EDU 6699</td>
<td>3</td>
<td>Capstone Course</td>
</tr>
</tbody>
</table>

**Required Courses: (12 SH - Option II)**
PSY 6631 (3) Psychological Foundations of Education
EDU 6651 (3) Comparative Education
EDU 6660 (3) Current Trends in Education
EDU 6690 (3) Applied Research Methods

Concentration: (Foundations of Education 18 SH)

EDU 6615 (3) Social & Philosophical Foundations of Education
EDU 6652 (3) Issues in Education

Select four of the following:

EDU 6605 (3) Computer-Based Instructional Technologies
EDU 6612 (3) Community Junior College
EDU 6642 (3) History of Education
EDU 6653 (3) Educational Evaluation
EDU 6685 (3) Curriculum Design
EDU 6693 (3) Quantitative Methods of Evaluation of Teaching & Learning
EDU 6625 (3) Specialized Study in Education

Concentration: (Counseling and Psychology 18 SH)

CP 6610 (3) Facilitation Skills and Counseling Techniques
CP 6651 (3) Counseling Diverse Populations
PSY 6645 (3) Evaluation and Assessment of the Individual
PSY 6668 (3) Human Life Span Growth and Development Theories

Select two of the following:

CP 6600 (3) Professional Orientation and Ethics
CP 6642 (3) Group Dynamics and Counseling
CP 6646 (3) Organizational Behavior
PSY 6635 (3) Vocational Psychology

Concentration: (Instructional Technology 18 SH) Select six of the following:

EDU 6605 (3) Computer-Based Instructional Technologies
EDU 6606 (3) Current and Emerging Instructional Technologies
EDU 6607 (3) Curriculum Integration of Technology
EDU 6613 (3) Principles of Instructional design
EDU 6614 (3) Advanced Instructional Design
EDU 6616 (3) Distance Learning Strategies
EDU 6617 (3) Graphic Design in Multimedia Instruction
EDU 6618 (3) Advanced Multimedia Production
EDU 6625 (3) Specialized Study in Education

**Concentration: (Public Administration Concentration 18 SH):**

PA 6610 (3) Survey of Public Administration
PA 6622 (3) Public Policy Analysis
PA 6650 (3) Governmental Budgeting
PA 6674 (3) Ethics in Public Administration

**Select two of the following:**

PA 6602 (3) Quantitative Methods in Public Administration
PA 6624 (3) Public Personnel Management
PA 6644 (3) Administrative Law
PA 6646 (3) Organizational Behavior

**TOTAL SEMESTER HOURS** 30 or 36 hours

**ADMISSION TO THE UNIVERSITY AND PRESENTATION OF COURSES**

1. Admission, curriculum and graduation requirements are uniform throughout TSU and its branch campuses.

2. Course content is universal throughout TSU and its branch campuses in accordance with Main Campus course descriptions and objectives.

3. Course descriptions are attached at Appendix B.

4. Faculty Evaluation

Full-time Florida and Western Region faculty members are evaluated by the Florida and Western Region Chair and the Associate Director for Academics. The full-time faculty members fill out and turn in to the Regional Chair a faculty “Professional Development Plan” in the Fall Term each year and this report is reviewed and discussed by the Regional Chair and the faculty member. In the Summer Term each year full-time faculty members complete a “Year End Self-Evaluation” which is submitted to the Regional Chair for approval. In addition, the Regional Chair completes a “Supervisor’s Review” on each faculty member in the Summer Term.

Student assessments are administered each term for all courses conducted by full-time and adjunct faculty teaching in the Region. The assessments are reviewed each term by the Regional Director, the Associate Director for Academics and the Regional Chair. If there are any problems identified by these student assessments, they are brought to the
attention of the faculty member and monitored. Assessment summaries are provided to
the faculty member, the Chair, and the Associate Director for Academics.

Adjunct faculty are evaluated by the Regional Chairs. Classroom visits, student
assessments, and student verbal/written comments are used in the process. Problems are
discussed with the Associate Director for Academics and solved. The adjunct faculty are
issued contracts on a course by course basis and contracts are not reissued until
problems are solved.

Full-time and adjunct faculty who teach in the Fort Walton Beach Area provide input to
the institutional effectiveness and planning process through their Regional Academic
Chair and the local Site Director. This is a continuing process. Faculty are provided
with a Troy State University Faculty Handbook, a University College Policy and
Procedures Manual, and a Florida and Western Region Faculty Handbook to explain the
instructional procedures.

Full-time faculty members are contracted to teach eight graduate courses per year.
Additional full-time faculty will be hired at each site when viability is ensured through
the attainment of 100 enrollments.

5. FACULTY

A current faculty roster is attached at Appendix C. Additional faculty will be recruited to
teach any courses for which faculty have not been designated, and to support the growth of
the program as noted above. Regionally contracted teaching loads of eight courses (two per
term with on term off) will be maintained.

6. LIBRARY AND LEARNING RESOURCES:

The Troy State University Florida and Western Region (TSUF&WR) Library provides the
relevant supporting resources for students pursuing graduate and/or undergraduate degrees
at all Florida and Western Region sites. This includes the proposed Master of Education to
be offered. These library resources are a blend of services and materials provided by both
the Troy State Library at Troy, AL and the Regional Library at Fort Walton Beach, FL.
Many of the components of this degree are offered at various sites in Florida, and resources
are therefore available for these courses.

Troy State University provides library services through a centralized model, made possible
by the emergence of technology in the field of information. Through electronic access, a
cogent selection of services and resources is easily made available from a central source.
These services are a blend of pedagogic materials to undergird each program as whole;
research aids, both actual materials or systems of identifying, locating, and retrieving
needed documents; and assistance of trained staff in person and/or via telecommunication. Detailed reference or other assistance is routinely provided by e-mail and telephone.

Resources are provided through a combination of methods arranged and coordinated at the TSUF&WR Regional Library in Fort Walton Beach, FL, area, in a manner tailored to the circumstances at all respective sites. Key components are online full-text periodical databases obtained primarily through the Troy State University Library, Troy, AL; a small monographic collection in the Regional Library; interlibrary loan (ILL) from the Troy State Library System and other libraries; reference and other assistance on site in the Regional Library or via e-mail and/or a toll-free number to the Regional Library; FAX service; bibliographic instruction; and library Web pages with links to relevant sites, to general TSUF&WR library and collection information, and to the online periodical databases. Also, on its Web pages and in handouts, the Library makes available information concerning local libraries at the respective sites.

The TSUF&WR Library staff provides resource services for all students and faculty. The Regional Library staff consists of the Assistant Regional Director for Library Services, a Reference Librarian, and three Library Assistants (LAs). The Assistant Regional Director for Library Services is responsible for the overall structure of the program, including planning, budgeting, and making policy decisions. The TSUF&WR Library Reference Librarian coordinates collection development with input from the faculty and is also responsible for providing course-related bibliographies of TSU-owned materials. The Reference Librarian designs and continuously develops the Library Web pages, including both academic and administrative information. He serves as an additional reference source for all students and faculty, who may contact him through the Regional Library’s toll-free number or e-mail.

One LA spends 50% of his or her time working directly with the Reference Librarian to maintain currency of Web-based information, including changes in database information or notification of new resources. The LA assists in designing tutorials for the Web page for all TSUF&WR students, handles reserve collections, maintains currency of information for local resources at each site, and prepares surveys. Another LA deals with individual ILL requests and maintains the periodical collection. A third LA handles routine library operations and provides faculty support. All LAs support the program by telephone, or e-mail, or in person in the Regional Library, with reference assistance and instruction in using library resources.

The Assistant Director for Library Services and the Reference Librarian (both of whom have a Master’s Degree in Library Science) work with the site staff in the Florida and Western Region to keep them informed of changes, policies, and events concerning the library and to provide resources and other assistance.
To support staff at the Regional Library, the Dean of Libraries at Troy State University, Troy campus, Alabama Library, coordinates library services throughout the entire TSU University College System and serves as an information source for Regional Librarians. The Dean also obtains access to the online databases used in the Florida and Western Region and is responsible for providing The Troy State University System Library Catalog. Under the Dean’s direction, Interlibrary Loan resources are also made available to the Florida and Western Region.

Many of the services provided by the Regional Library, as mentioned above, are accessed through the Library’s Web pages by students at all sites. In addition to services obtained directly from the TSUF&WR Regional Library, all students may use the Web pages for a variety of aids from any Internet-connected computer.

The Web pages offer bibliographic instruction; library information publications; bibliographies of TSU materials to support courses; the electronic databases; links to The TSU System Library Catalog; access to course-related resources; lists of TSUF&WR periodical holdings; and assistance for interlibrary loans (ILL). The Library’s Web pages remain in continuous revision. Tutorials are continually in the process of development; links to other sites are periodically checked for currency; new links are sought; and all library information is revised as necessary.

The monographic support for the program is outlined below. These materials, as well as all those throughout The TSU System, are available to all TSUF&WR students through interlibrary loan.

The Regional Library’s monographic collection contains over 9,000 monographs and 110 periodical subscriptions, not including those full-text periodicals in the online databases. The Troy campus, Alabama collection contains approximately 250,000 monographic titles and an extensive periodical collection. In addition, beside periodical collections, the TSU Library System provides access to a number of online databases. Major support in the education discipline comes from the Troy campus Library at Troy, AL, which houses some 17,600 items addressing education, besides 437 education journals and 104 Counseling and Psychology journals.

To augment the monographic collections in all areas, TSU has added the online resource netLibrary, which now makes available the full text of some 30,000 titles selected for their suitability to support academic programs. The source through which TSU receives this support has purchased these titles for archival purposes to ensure their continued availability to students. These titles are linked from the TSU Library System catalog.

To help determine resources and their availability, the TSU System Catalog identifies most materials within the Troy State libraries in Troy, AL; Montgomery, AL; Dothan, AL; Phenix City, AL; and Fort Walton Beach, FL, as well as the netLibrary books. Materials
from the Troy and Fort Walton Beach libraries may usually be kept for a session, if needed, particularly for reserve collections. Materials from other libraries in The TSU System may be borrowed for two to three weeks, with one renewal.

Although students and faculty at sites distant from the Regional Library tend not to use ILL, it is available for all TSUF&WR students and faculty through the Regional Library.

If the Regional Library cannot fill ILL requests from its own collection, it disseminates them to other TSU System libraries or to outside sources. Students may FAX, e-mail, telephone, or come to the Regional Library to request ILLs. Students at all sites contact the library through a combination of e-mail and toll-free telephone. While periodical or other material that is usually photocopied may be faxed or e-mailed directly to the student at distant locations, monographs may be sent by UPS directly to the students, who are responsible for returning them, either to a site office, or via mail.

Many of the TSU Library System’s resources are offered online and in most cases are in addition to the traditional materials, although there is some selective duplication in print periodicals. These online resources are primarily periodical databases, which include indexing of all titles provided, and the articles in full text of over 3000 of those titles. To assist students to obtain those articles not in the particular database they might be searching, TSUF&WR has placed on its Web pages a matrix of all full-text periodical titles within the databases, indicating the databases on which they are found, as well as a listing of those titles held in print form in the Regional Library, which may be obtained through interlibrary loan. Titles held at the Troy campus, Alabama Library are listed in the TSU System Catalog. Other periodical articles may be obtained as necessary from libraries outside the TSU System or may be found by students at local libraries.

The major databases supporting the M.Ed. are Ebsco’s Professional Development Collection; Gale’s Professional Collection; ERIC; and Education-line. Further support is available in the Social Sciences databases: Ebsco’s Academic Search Premier; Gale’s Expanded Academic; and Bell & Howell’s Research Library Complete. Some aspects of this degree will be addressed in the Psychology databases, including Bell & Howell’s ProQuest Psychology Journals, Ebsco’s Psychology and Behavioral Sciences Collection; Ebsco’s PsycArticles, and PsycInfo.

The majority of available online databases are obtained by Troy State Library, Troy, AL, through membership in a consortium.

Another key component of library service offered on the Web pages is bibliographic instruction, particularly in the technology arena. Tutorials on library usage are provided both by Library staff and by the database providers. The TSU System Catalog also provides built-in tutorials for author, title, subject, and other bibliographic searches to enable students to maximize its utility. The TSUF&WR staff is in the continual process of developing more
online tutorials to augment the initial ones which introduce students to general TSUF\&WR library services and to the intricacies of the online databases. These tutorials will address other library skills. In addition, individual assistance and instruction is given to students, regardless of location, via telephone and e-mail.

The Library’s Web pages remain in continuous revision. Tutorials have been developed; links to other sites are periodically checked for currency; and all library information is revised as necessary.

Library services are assessed each term. A Library Committee, consisting of the Department Chairs and the TSUFR Librarians, meets regularly to review collection development and other library issues.

**Student Support Services:**

Admissions: Each prospective student receives an Admissions Packet. This packet contains:

- Admission Information
- 2 Transcript Request Forms (More are provided if needed)
- Admissions Application
- TSUF\&WR Sandscripts
- Testing Information
- Welcome Letter – Regional Director

Advisement: During the initial interview, local site counselors discuss potential transfer credit, after conferring with Regional Chairs as needed, and projected course offerings with students. Upon registration, students are assigned to the program department chair initially as their academic advisor, who then designates program faculty as academic advisers for students.

All Regional students have structured access to full-time faculty members who serve as academic and occupational advisors. Due to a recent enhancement to the DATATEL Student Information System, each student is assigned a staff advisor and is reported to the Regional Program Chair who assigns a full-time faculty member as the faculty advisor. The student can meet with the faculty advisor or access the faculty member through an online portal on the Region’s website, via e-mail, or via telephone. Since the beginning of calendar year 2003, students have also had the assistance of a 24/7 student services center which assists in establishing contact with both staff and faculty advisors. A special online Admission to Candidacy Form has also been created to ensure ready contact with their faculty advisor. Student advising is also supported with the DATATEL degree audit process to assist both staff and faculty advisors in counseling students.
Students are provided an Orientation Packet that contains appropriate University Bulletins, the Florida and Western Region Supplement and Library Guide, degree program information, class schedules, registration and Financial Aid information. Students who have transfer credit are advised to obtain a catalog description of the coursework, and if possible, a course syllabus. An Admission to Candidacy sheet is completed and maintained at the site until candidacy eligibility as attained. At that point the candidacy form is submitted to the Regional Office and the Troy Campus for appropriate academic review and approval. A copy of the form is also maintained in the student’s field file where it is reviewed and updated by the student, site counselors, and faculty advisors.

**Counseling:** Student counseling will be conducted by TSU faculty and staff. The student’s academic and professional background is explored, and career possibilities or goals are discussed.

Students are counseled on a regular basis of their need for particular coursework. Students are apprised of library resources by video, CD Rom, in class briefings and are provided the Florida and Western Region Addendum to Troy Campus Bulletins which contain library/resource information developed by the Troy State Florida and Western Region Librarian.

**Registration:** Registration is held on site and online at the start of each term. In addition to the aforementioned academic advisement and counseling, all other requirements for registration are accomplished.

**Records Maintenance:** Official files for active students are kept in a fireproof vault at the Troy Campus, Alabama. Field files are maintained at the site. Additionally, a record of each student’s courses, GPA, and grades are maintained on an IBM on-line computer system. Data are input at the site and at the Regional Office and are stored on tape in the Computer Center at the Troy Campus, Alabama.

Records of students who graduate are imaged at the Troy Campus, Alabama.

6. **PHYSICAL RESOURCES**

Troy State University maintains a University owned campus building in downtown Fort Walton Beach which houses eight fully equipped classrooms, one of which is a computer laboratory with 38 state of the art computers. Additional administrative computers are provided for student use in a small working lab. All Regional student services are available in that facility. TSU also maintains student services offices at Hurlburt Field and at Eglin Air Force Base, both local military facilities located within eight miles of the downtown campus. TSU has use of US Air Force provided classrooms at both facilities, and maintains a TSU owned computer lab of 20 state of the art computers at
Eglin AFB. Most administrative advising, registration and other student services are available to military students at those bases. TSU Florida and Western Region also leases a library and distance learning center in Fort Walton Beach approximately five miles from the downtown campus. There library assistance is available for extended hours seven days a week, and students are provided access to several computers for online research and other computer based functions.

8. FINANCIAL SUPPORT

Factors Influencing Viability:

Existing Florida and Western Region programs are financially sound. They are generating increasing enrollments and provide ample revenues to support growth. The proposed Master of Education (M.Ed.) is projected to provide additional revenue and complements existing programs where staff and faculty are in place and additional classrooms are available.

Revenue and Cost Estimates:

First Year:

<table>
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<tr>
<th>Courses</th>
<th>Enrollments</th>
<th>Fee</th>
<th>Revenue/Yr</th>
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<tr>
<td>10</td>
<td>250</td>
<td>$660.00</td>
<td>$165,000.00</td>
</tr>
</tbody>
</table>

Revenue: Tuition $165,000.00
Fees $3,000.00
Total Revenue $168,000.00

Expense estimates are based on the cost of providing instructors, equipment, administrative and library support.

Expenses:

Instructional (Salaries, benefits, travel, equipment, technology, library) $110,983.00
Institutional Support (Salaries, postage supplies, Advertising, etc.) $41,250.00

Total Expenses $152,233.00

As the data indicates, adding the proposed program to an already established and successful operation only strengthens the whole and increases financial viability.

Second Year:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Enrollments</th>
<th>Fee</th>
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<tr>
<td>15</td>
<td>375</td>
<td>$660.00</td>
<td>$247,500.00</td>
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</table>
Revenue: Tuition $247,500.00  
Fees 3,000.00  
Total Revenue $250,500.00  

Expense estimates are based on the cost of providing instructors, equipment, administrative and library support.

Expenses:

Instructional (Salaries, benefits, travel, equipment, technology, library) $131,608.00 
Institutional Support (Salaries, postage supplies, Advertising, etc.) $60,875.00  
Total Expenses $192,483.00  

As the data indicates, adding the proposed program to an already established and successful operation only strengthens the whole and increases financial viability.

9. EVALUATION AND ASSESSMENT

The evaluation of all off-campus degree programs is the primary responsibility of the Vice President and the Academic Dean of University College. They are assisted in those responsibilities not only by the Dean of the College of Education and the other Academic Deans, but also by the Regional Director, the Associate Director for Academics and the Regional Chairpersons. Department Chairs located at the Troy campus, Alabama are responsible for providing guidance as required and for advising appropriate deans, as well as the Vice President for University College, on all aspects of academic quality, including the evaluation of faculty. The following instruments are used in the evaluation of the programs:

a. Student End-of-Course Critiques

b. Student Exit Assessment Form (completed by all students filing an Intent to Graduate)

c. One-Year-Out and Five-Year-Out Alumni Surveys

d. Testing

The results of these assessment instruments will be reviewed annually or each term, as appropriate, by the Academic Dean of University College, Department Chairs on the Troy campus, Alabama, the Regional Director, the Associate Director for Academics, the Regional Department Chairpersons, and the faculty.
Process for Monitoring and Evaluating Expanded Activities

Troy State University collects student statistics or headcount and enrollment data each term. This data is provided to the TSUF&WR Director, the Associate Director for Academics and to TSU Troy for monitoring and evaluating the programs.

The admission and graduation requirements for students participating through branch campuses are the same as those of TSUF&WR and the Troy campus, Alabama.

There are no special arrangements for grading, transcripts or transfer credit policies for branch campus students.
10. APPENDICES

A. Florida State Licensure
B. Course Descriptions
C. Roster of Instructional Staff
D. SPIE
APPENDIX A

FLORIDA STATE LICENSURE
COMMISSION FOR INDEPENDENT EDUCATION

ANNUAL LICENSE

THIS IS TO CERTIFY THAT

TROY STATE UNIVERSITY, PENSACOLA NAS
P.O. Box 33202
Pensacola NAS, FL 32508

Is hereby licensed to offer the following program(s) of instruction

PROGRAM TITLE - CREDENTIAL (DEGREE TYPE, if applicable)

- Accounting-Bachelors (BS)
- Counseling & Psychology-Masters (MS)
- Criminal Justice-Masters (MS)
- General Education-Associate in Science (ASGE)
- Management-Masters (MS)
- Political Science-Bachelors (BS)
- Public Administration-Masters (MPA)
- Social Sciences-Bachelors (BS)
- Business Administration-Associate in Science (ASBA)
- Criminal Justice-Bachelors (BS)
- Education-Masters (M Ed)
- Human Resource Management-Masters (MS)
- Management-Bachelors (BS)
- Psychology-Bachelors (BS)
- Resource Management-Bachelors (BAS)

Under the provisions of Chapter 1005, Florida Statutes and Chapter 6E, Florida Administrative Code for the period beginning:

June 1, 2003

Signature:

Commission for Independent Education

Location Number:

2723

Commission Chairperson

This license is non-transferable, non-assignable, and shall be rendered null and void upon any change in the ownership of the licensee.
Master of Education Course Descriptions

Counseling Courses

CP 6600 Professional Orientation and Ethics (3)
This course provides an historical overview of the counseling profession, professional organizations, and credentialing. Legal, ethical, and professional standards of care are covered.

CP 6610 Facilitation Skills and Counseling Techniques (3)
Development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities.

EDU 6618 Advanced Multimedia Production (3)
An advanced course in computer based multimedia interactive course design. The course integrates course design software, multimedia authoring, web design and presentation graphics in the development of a multimedia lesson or course. The course concentrates on the total instructional process culminating complete multimedia class delivered either by disk or internet. Students develop their own video and audio elements learning the complete production process necessary for multimedia instructional products. Prerequisite: EDU 6605, 6606, 6607 or permission of the instructor.

CP 6642 Group Dynamics & Counseling (3)
The study of group development dynamics and group counseling theories, including group leadership styles, group counseling methods and skills. Experiential activities included. Prerequisites: CP 6610.

CP 6646 Organizational Behavior (3)
The study of the interaction of individuals and groups in organizations.

CP 6651 Counseling Diverse Populations (3)
A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations.

Education Courses

EDU 6605 Computer-Based Instructional Technologies (3)
This is an advanced survey course in those classroom adaptable technologies, which are associated with the personal computer. Emphasis is placed on familiarity with keyboarding, disk operating systems, and tool software. Proficiency with word processing, data base and spreadsheet in an integrated program is developed. Students present a lesson augmented with an electronic slide show produced during the course.
EDU 6617 Graphic Design in Multimedia Instruction (3)
A study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics, multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams. Prerequisite: EDU 6605, 6606 or permission of the instructor.

EDU 6625, 6626, 6627 Specialized Study in Area of Education (1-3)
This course focuses on the study of a problem or problems using research techniques. Selection of the problem must be approved by the student’s advisor, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student’s program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed 4 semester hours. A specialized study may be substituted for a required course only once in a student’s program.

EDU 6642 History of Education (3)
A consideration of the development of educational ideas and institutions from ancient times to the present. Emphasis placed on Western Europe and the United States.

EDU 6651 Comparative Education (3)
This course is a comparative in-depth study of representative school systems in the world. Particular attention is given to comparison of merits and issues of the systems in terms of governance and structure of education as well as exploration of the best educational practice that can be learned from each.

EDU 6652 Issues in Education (3)
This course is a comprehensive investigation of current issues in education and an examination of how historical events and individuals have influenced the creation of those issues.

EDU 6653 Educational Evaluation (3)
This course focuses on basic statistical processes and measures used in education. It provides an opportunity for the student to analyze a variety of standardized prognostic, diagnostic, and achievement tests and to construct teacher-made tests and other measuring devices.

EDU 6660 Current Trends in Education (3)
This course focuses on current trends in education, including such topics as federal-state relations, separation of church and state, school reform efforts, financial support, and public relations. Special emphasis will be given to the analysis of issues and formation of judgments based on supportable information.

EDU 6665 Field Project in Education (3)
The content of this course is variable, depending on the individual student’s interests, present situation, and future plans. The determination of the content for each student will be made
PSY 6645 Evaluation and Assessment of the Individual (3)
Assists counseling personnel in acquiring knowledge, understanding, and skills necessary to obtaining records and appraising information regarding an individual. Attention will be given to the integration and use of data obtained from standardized tests, scales, inventories, interviews, and other sources of information.

PSY 6668 Human Lifespan Growth and Development Theories (3)
Problems of mental hygiene faced in all stages of development from school age through retirement including adjustment problems in the home, school, and employment, social groups, and retirement.

Public Administration Courses

PA 6602 Quantitative Methods in Public Management (3)
Provides the student with an inventory of quantitative methods and statistical techniques to evaluate public administration problems and opportunities. Emphasis is placed on application oriented exercises.

PA 6610 Survey of Public Administration (3)
Critical analysis of federal administrative organizations as an integral part of the political system. Roles of Congress, the president, the courts, interest groups, political parties, and the administrative process; special attention to centripetal and centrifugal forces.

PA 6622 Public Policy Analysis (3)
The available alternatives for the government executive or manager involved in policy or decision-making processes. Development of a conceptual framework for differentiating types of public policies; for example, distributive, regulatory, redistributive. Examination of the contribution of economic, quantitative, and research techniques to the development, administration, and evaluation of these policies.

PA 6624 Public Personnel Management (3)
Survey of basic principles and functions of personnel administration in the public service. Roles of personnel management, recruitment, placement, wage and salary management, training, retirement, and other personnel functions.

PA 6644 Administrative Law (3)
The legal environment in which the Public Administrator functions, the powers and procedures of administrative agencies including administrative discretion, rule-making, investigations, prosecuting, negotiating, and settling; constitutional law, statutory law, common law, and agency-made law, liability of governments and their officers, selected cases and decisions.

PA 6646 Organizational Behavior (3)
The study of the interaction of individuals and groups in government organizations. Topics include personality characteristics, group dynamics, situational and communication factors in the
working environment, and concepts of motivation.

PA 6650 Governmental Budgeting (3)
Survey of the concepts, principles, and practices in governmental budgeting at national, state, and local levels; interrelationship of planning, programming, and budgeting; their role in the management process.

PA 6674 Ethics in Public Administration (3)
Examination of the philosophical and practical issues related to ethical decision making in a public sector. Emphasis is placed on the personal and professional structures of the public employee and the analysis of problems, conflicts, and dilemmas encountered by public employees and managers in day-to-day activities and decision making, particularly as related to: bureaucratic discretion, fairness, equality, personal and professional values, situational ethics, organizational versus personal ethics, codes of ethics, international ethics, and morality. Focuses on the practical means, through the use of case analysis and discussion, for developing managerial skills necessary to promote responsible and effective administrative/management and ethical behavior in government.
APPENDIX C

ROSTER OF INSTRUCTIONAL STAFF
**ROSTER OF INSTRUCTIONAL STAFF**

**FULL-TIME AND PART-TIME FACULTY**

Name of Institution: Troy State University  
Site Location (if not main campus): Florida & Western Region

Name of Academic Department/School: Education

Academic Term(s):  
Date Form Completed: August 1, 2003

**Instructions:** In the case of current programs (or programs to be initiated if asked for), please provide information for all faculty teaching in targeted academic disciplines (or, in some cases, individual faculty members) who have taught credit courses (or will be teaching courses) during the time period asked for by Commission staff. Faculty should be grouped by departments or disciplines (do not use broad areas such as social sciences or humanities). If a faculty member is teaching in two or more discipline areas or departments, list the faculty member under the discipline in which the heaviest teaching load occurs. Please list all faculty, both full- and part-time, unless requested not to do so. In categorizing faculty as either full or part-time, please use the Commission definition of full-time faculty: "Full-time faculty members are defined as those whose major employment is with the institution; whose primary assignments are in teaching and/or research; and whose employment is based upon a contract for full-time employees." **Column One.** State the name of the faculty member and indicate full- or part-time status. **Column Two.** List the most advanced degree and discipline (concentration or major); institution which awarded the degree; and the total number of graduate semester hours in each discipline in which courses have been (or will be) taught. Hours can be omitted if it is obvious from the degree(s) listed that the person meets the Criteria for teaching the disciplines at those levels. (See example one.) **Column Three.** List any other degrees which are appropriate to the teaching assignments. Provide the name of the institution awarding the degree and the number of graduate semester hours in the disciplines in which courses have been taught, if necessary as in Column Two. **Column Four.** List from the catalog the course prefix, course number, and course title of all credit courses taught (or will be taught) during the requested time period (include copy of institution’s catalog). Explanations of "courses taught" may be placed in Column Four—-as in Example Three. If the institution offers graduate work, indicate whether undergraduate (U) or graduate (G). Two-year institutions should indicate whether the courses are Transfer (T) or Non-Transfer (N). **Column Five.** List additional qualifications or experience if necessary to justify the teaching assignment—as in Example Four. "It is the responsibility of the institution to keep on file for all full-time and part-time faculty members documentation of academic preparation, such as official transcripts, and if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, and certifications and other qualifications" (1998 Criteria for Accreditation, 2000 edited, Section IV). In cases where experience, certifications, or special training are offered in lieu of formal academic preparation, please have available (or attach if requested) other pertinent materials for each case. Documents which validate this experiential information should also be maintained by institution.

<table>
<thead>
<tr>
<th>Name</th>
<th>Most Advanced Degree &amp; Discipline</th>
<th>Other Degrees</th>
<th>Courses Taught</th>
<th>Other Qualification</th>
</tr>
</thead>
</table>
| Anderson, Terry  
(Full Time)     | PhD, Public Administration, FL Atlantic University | MS, Public Management, St. Thomas University | PA 6610 Survey of Public Admin (G)  
PA 6622 Public Policy Analysis (G)  
PA 6644 Administrative Law (G)  |                           |
| Azimi, Cyrus  
(Part Time)        | PhD, Clinical Psych, Michigan State University | MA, Psych, Michigan State University | PSY 6668 Human Lifespan Growth & Devlpt Theories (G)  |                           |
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institution</th>
<th>Degree and Institution</th>
<th>Courses Offered</th>
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<tbody>
<tr>
<td>Carlton, Cecil</td>
<td>PhD, Ed Admin, Florida State University</td>
<td>MS, Ed Admin, Florida State University</td>
<td>EDU 6615 Social &amp; Philosophical Found of Education (G) EDU 6685 Curriculum</td>
</tr>
<tr>
<td></td>
<td>(Full Time)</td>
<td></td>
<td>Design (G) EDU 6652 Issues in Education (G) EDU 6651 Comparative Education (G)</td>
</tr>
<tr>
<td>Creamer, David</td>
<td>PhD, Counselor Ed., University of Florida</td>
<td>MA, Ed. Psych, Wayne State University</td>
<td>CP 6600 Professional Orientation &amp; Ethics (G) CP 6610 Facilitation Skills &amp;</td>
</tr>
<tr>
<td>(Full Time)</td>
<td>MA, Counselor Ed., University Central Florida</td>
<td>BA, Criminal Justice, University of Central Florida</td>
<td>Couns Tech (G) CP 6642 Group Dynamics (G)</td>
</tr>
<tr>
<td>Garber, Douglas</td>
<td>Ed D, Ed. Leadership, Florida State University</td>
<td>MA, Elem Ed/Ed Leadership, University of W. Florida</td>
<td>EDU 6652 Issues in Education (G)</td>
</tr>
<tr>
<td>(Part Time)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Horvat, George</td>
<td>PhD, Couns. Education, St. Louis University</td>
<td>MS, Guidance Counseling, Southern Illinois University</td>
<td>CP 6642 Group Dynamics (G) CP 6651 Counseling Diverse Populations (G)</td>
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<td>(Full Time)</td>
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<tr>
<td>Lynch, Daniel</td>
<td>PhD, Public Admin., Commonwealth University, Virginia</td>
<td>MBA, Business Admin., Monmouth College</td>
<td>PA 6644 Administrative Law (G) PA 6646 Organizational Behavior (G) PA 6674</td>
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<tr>
<td>(Part Time)</td>
<td></td>
<td></td>
<td>Ethics in Public Administration (G)</td>
</tr>
<tr>
<td>Maddox, Debra</td>
<td>Ed D, Dist. Ed, Nova Southeastern University</td>
<td>MS, Bus Ed., N. L.A. University</td>
<td>EDU 6605 Computer-Based Instructional Tech (G)</td>
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<td>(Part Time)</td>
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<td></td>
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</tr>
<tr>
<td>McBride, Rebecca</td>
<td>EDD, Educational Management, University of West Florida</td>
<td>EDS, Educational Leadership, University of West Florida</td>
<td>EDU 6660 Current Trends in Education (G) EDU 6653 Educational Evaluation (G)</td>
</tr>
<tr>
<td>(Part Time)</td>
<td></td>
<td>MED, Educational Leadership, University of West Florida</td>
<td>EDU 6652 Issues in Education (G) EDU 6690 App Research Methodology (G) *EDU 6693</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Quant Methods of Eval of Tchg &amp; Learning (G) *New course faculty to be certified</td>
</tr>
<tr>
<td>Faculty Name</td>
<td>Degree and Institution</td>
<td>Degree and Institution</td>
<td>Courses Offered</td>
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<tr>
<td>---------------</td>
<td>----------------------------------------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| McDaniel, Dayna (Full Time) | DPA, Public Administration, University of Alabama | MSM, Management, Troy State University       | PA 6622 Public Policy Analysis (G)  
PA 6624 Public Personnel Management (G)  
PA 6650 Governmental Budgeting (G) |
| McDaniel, William (Full Time)  | DPA, Public Admin., University of Alabama | MS, Coun & Psych, Troy State University | PA 6622 Public Policy Analysis (G)  
PA 6624 Public Personnel Management (G) |
| Meine, Manfred (Part Time)     | PhD, Public Admin., Golden Gate University | MA, Criminal Justice, John Jay College of Criminal Justice | PA 6610 Survey of Public Admin (G)  
PA 6650 Governmental Budgeting (G)  
PA 6674 Ethics in Public Administration (G) |
| Norton, Diane (Part Time)      | Ed D, Curr/Inst Ed Mgt University of W Florida | MS, Coun & Hum Devlpt Troy State University | PSY 6631 Psych Foundations of Ed (G)  
EDU 6653 Educational Evaluation (G)  
EDU 6690 App Research Methodology (G)  
*EDU 6693 Quant Methods of Eval of Tchg & Learning (G) |
| Payton, Pete (Part Time)        | Ed D, Ed Administration Florida State University | Ed S, Ed Administration Florida State University | EDU 6615 Social & Philosophical Found of Education (G)  
EDU 6652 Issues in Education (G) |
| Pettit, Donald (Part Time)      | Ed D, Admin of Higher Education University of Alabama | Ed M, Hum Resources Devlp Boston University | EDU 6660 Current Trends in Education (G)  
*EDU 6693 Quant Methods of Eval of Tchg & Learning (G) |
| Rosenhoover, Don (Full Time)    | DPA, Public Administration, Nova University | MPA, Public Administration, University of Oklahoma | PA 6610 Survey of Public Admin (G)  
PA 6622 Public Policy Analysis (G)  
PA 6650 Governmental Budgeting (G) |

* New course – faculty to be certified
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Major</th>
<th>Institution</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>Sanders, Jimmy</td>
<td>DPA, Public Admin., University of So Cal</td>
<td></td>
<td>PA 6610 Survey of Public Admin (G)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PA 6646 Organizational Behavior (G)</td>
</tr>
<tr>
<td>Schlossman, Colin</td>
<td>PhD, Educational Psych, University of New York City</td>
<td></td>
<td>MS, Counseling, Long Island University;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MS, Criminal Justice, Long Island University</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CP 6600 Professional Orientation &amp; Ethics (G)</td>
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<td>CP 6651 Couns Diverse Populations (G)</td>
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<td>PSY 6645 Eval &amp; Assessment of Indiv (G)</td>
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<td></td>
<td>PSY 6668 Human Lifespan Growth &amp; Devlpt Theories (G)</td>
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<tr>
<td>Terry, Krista</td>
<td>PhD, Education/Instr Tech, Virginia Tech University</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>MA, English Radford University</td>
<td>EDU 6605 Computer-Based Instructional Tech (G)</td>
</tr>
<tr>
<td>Yang, Q</td>
<td>EdD, Instructional Design &amp; Tech, University of Memphis</td>
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<td></td>
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<td>MA, TESOL SE Missouri State University</td>
<td>EDU 6605 Computer-Based Instructional Tech (G)</td>
</tr>
</tbody>
</table>
APPENDIX D

SPIE
Appendix D

Six Points of Institutional Effectiveness
Point #1: Purpose Statement

The purpose of the Master of Education (M. Ed.) program is to prepare students who hold a baccalaureate degree for advanced study in specific areas. The program develops generalists in an area of graduate study by giving students a broad command of one specific concentration area.

The Master of Education program supports Troy State University's mission of providing graduate education for regional, national and international communities for both traditional and nontraditional students. The program encourages students to develop their unique potential and to become productive members of society. The M. Ed. program relates to the Troy State University's institutional objectives of preparing students to demonstrate competence in their chosen field of study and to encourage excellence in student learning.

Point #2: Objectives

The Master of Education program is designed to extend students' abilities to function effectively in research and policy in a chosen concentration area.

The objectives of the M. Ed. program are twofold:

A. Within each concentration area, students will demonstrate understanding and competencies related to their concentration area; and

B. Across all content areas, students' skills will be developed in:
   - synthesizing and applying knowledge, theories and concepts from their concentration area and education in their problem solving analysis;
   - identifying and developing alternative problem solutions; and
   - evaluating and choosing from among the alternatives identified.
Master of Education graduates should have a general understanding and be able to integrate and apply to educational issues:

- different models of education;
- research-based solutions related to student achievement;
- an understanding of students' biological, cognitive, social, and emotional development levels and various learning styles;
- knowledge of how to model, teach, and integrate multicultural awareness, acceptance, and appreciation; and
- knowledge of social and cultural influences on education.

To meet the objectives of the program, the structure of the Master of Education offers two options. Option I is a 36 hour program that gives the student a choice of a thesis or non-thesis track program. The students do not take a comprehensive exam in the 36 hour program. Option II is a 30 hour program that requires a comprehensive examination. For Option I, 18 hours of core courses are required. For Option II, 12 hours of core courses are required. Both options require students to select an 18 hour concentration in one of the following areas: Counseling and Psychology, Criminal Justice, English, Foundations of Education, General Science, Mathematics, Higher Education Administration, History, Instructional Technology, Physical Fitness, Public Administration, Social Science and Teaching English to Students of Other Languages (TESOL).

The Master of Education program content is outlined below:

**Option I (36 hrs.)**

**Thesis Track**  
*Core - 18 hrs.*

- PSY 6631 Psy. Found. of Ed.
- EDU 6660 Current Trends in Ed.
- EDU 6651 Comparative Ed.
- EDU 6690 App. Research Meth.
- EDU 6695 Thesis (6 hrs.)

**Non-thesis Track**  
*Core - 18 hrs.*

- PSY 6631 Psy. Found. of Ed.
- EDU 6660 Current Trends in Ed.
- EDU 6651 Comparative Ed.
- EDU 6690 App. Research Meth.
- EDU 6665 Field Project
- EDU 6699 Capstone Course

**Concentration - 18 hrs.**  
No Comprehensive Examination

**Option II (30 hrs.)**

*Core - 12 hrs.*

- PSY 6631 Psy. Found. of Ed.
- EDU 6660 Current Trends in Ed. EDU 6651 Comparative Ed.
- EDU 6690 App. Research Meth.

**Concentration - 18 hrs. Comprehensive Examination Required**

**Concentrations (18 hrs.) - Students select one area of concentration**
Counseling and Psychology
Major Field Courses:
CP 6610 Facilitation Skills and Counseling Techniques
CP 6651 Counseling Diverse Populations
PSY 6645 Evaluation and Assessment of the Individual
PSY 6668 Human Lifespan Growth and Development Theories
Select two (2) or the following:
CP 6600 Professional Orientation and Ethics
CP 6642 Group Dynamics and Counseling
CP 6646 Organizational Behavior
PSY 6635 Vocational Psychology

Criminal Justice
CJ 6610 Personnel Management
CJ 6620 Current Trends in Criminal Law
CJ 6622 Seminar in the Administration of Justice
CJ 6624 Court Administration
CJ 6630 Crime and Delinquent Youth
HPR 6625 Specialized Study in Area of Specialization

English
ENG 6656 Studies in Literacy in the English Language Arts
Select one (1) 6600 level course in British Literature ENG
6644 Studies in Shakespeare
ENG 6645 Studies in Renaissance Literature
ENG 6646 British Novel before 1900
ENG 6647 Studies in Romantic and Victorian Literature
Select one (1) 6600 level course in American Literature
ENG 6648 Studies in the American Renaissance
ENG 6649 Studies in the American Novel before 1900 ENG
6655 Studies in African-American Literature Advisor
approved electives in 6600 English courses (9 hrs.)

Foundations of Education
Major Field Courses (6 hours):
EDU 6615 Social and Philosophical Foundations of Education
EDU 6652 Issues in Education
Select four (4) of the following (12 semester hours)
EDU 6605 Computer-Based Instructional Technologies
EDU 6612 Community Junior College
EDU 6653 Educational Evaluation
EDU 6685 Curriculum Design
EDU 6693 Quantitative Methods of Evaluation of Teaching and Learning
EDU 6625 Specialized Study in Area of Education
EDU 66XX History of Education
General Science
Note: This concentration area is only open to graduate students who have an
undergraduate major or its equivalent in the field of general science. Graduate students
may not enroll in a 5000 numbered course if it duplicates the same course listed on an
undergraduate transcript. At least three (3) courses must be taken at the 6000 level. Select
18 hours of advisor approved graduate courses in Biology, Chemistry, Physics or
Environmental Science. Courses must be selected from more than one of the disciplines.

Higher Education Administration (not offered at TSU-Troy Campus)
Select six (6) of the following courses:
EDL 6611 Organization and Administration of Higher Education
EDL 6614 School Law
EDL 7710 Seminar on the American College Student
EDL 7713 Contemporary Issues in Higher Education
EDL 7750, 7752, 7757 Practicum in Area of Specialization
EDL 6690 Financing Higher Education

History
Note: Graduate students may not enroll in a 5000 numbered course if it duplicates the
same courses listed on an undergraduate transcript. At least three (3) courses must be
taken at the 6000 level.
Required Core Courses 18 hrs. (Option I) or 12 hrs. (Option II)
HIS 5501 The French Revolution and the Napoleonic Period
HIS 5542 Renaissance and Reformation
His 5543 The Age of Absolutism
HIS 5544 The Age of Reason
Select one (1) of the following
HIS 5502 Europe from 1815 to 1900
HIS 5532 Russia to 1861
HIS 6607 Seminar in Early Modern Europe
Select one (1) of the following
HIS 5503 Cont. Europe
HIS 5533 Russia Since 1861
HIS 5545 Modern Germany
HIS 6611 Seminar in Modern Europe
HIS 6612 Seminar in Cont. Europe
HIS 6613 Seminar in Modern Britain
Select one (1) of the following
HIS 5512 Colonial America, American Revolution, and the New Nation
HIS 5523 U. S. Diplomatic History
HIS 5513 Antebellum, Civil War & Reconstruction
HIS 6603 Seminar in 19th Century US

Special Studies: One of the following courses may be substituted for any of the above Courses:
- HIS 6625 Specialized Study in Area of History
- HIS 6626 Specialized Study in Area of History
- HIS 6627 Specialized Study in Area of History
- HIS 6651 Readings in History
- HIS 6652 Readings in History
- HIS 6696 Selected Topics in History
- HIS 6696 Selected Topics in History

Instructional Technology (offered online at TSU-Troy Campus)
- EDU 6605 Computer-Based Instructional Technologies
- EDU 6606 Current and Emerging Instructional Technologies
- EDU 6607 Curriculum Integration of Technology
- EDU 66XX Principles of Instructional Design
- EDU 66XX Advanced Multimedia Production
- EDU 6616 Distance Learning Strategies
- EDU 6617 Graphic Design in Multimedia Instruction
- EDU 6618 Advanced Multimedia Production
- EDU 6625 Specialized Study in Area of Education

Mathematics
Note: This concentration area is only open to graduate students who have an undergraduate major in the field of mathematics. Graduate students may not enroll in a 5000 numbered course if it duplicates the same course listed on an undergraduate transcript. At least three (3) courses must be taken at the 6000 level.
- Select six (6) of the following:
  - MTH 5512 Discrete Math Methods
  - MTH 5523 Probability and Statistics
  - MTH 5524 Real Analysis I
  - MTH 5525 Real Analysis II
  - MTH 5526 Complex Analysis
  - MTH 5536 Theory of Numbers
  - MTH 5541 Algebraic Structures
  - MTH 5542 Algebraic Structures II
  - MTH 5543 Probability and Statistics II
MTH 5560 Topology
MTH 6600 Modern Topics in Math
MTH 6610 History of Mathematics
MTH 6612 Advanced Discrete Math
MTH 6616 Mathematical Models
MTH 6620 Adv. Concepts of Algebra
MTH 6621 Foundations of Mathematics
MTH 6624 Applied Combinations
MTH 6625 Specialized Study in Area of Mathematics
MTH 6626 Specialized Study in Area of Mathematics
MTH 6627 Specialized Study in Area of Mathematics
MTH 6631 Advanced Matrix Analysis
MTH 6632 Non-Euclidean Geometry

Physical Fitness (Option II only available for Physical Fitness Concentration)
Note: This concentration is only open to graduate students who have an undergraduate
degree in a related field of exercise science.
Major Field Courses:
SFM 6620 Physical Fitness: A Critical Analysis
SFM 6623 The Biomechanics of Sport Techniques
SFM 6632 Critical Issues in Sport & Fitness Mgt., Health and Physical Education
SFM 6650 Nutrition and Physical Performance
SFM 6670 Exercise Epidemiology
SFM 6671 Exercise Through the Lifespan
SFM 6625 Specialized Study in Sports and Fitness Mgt.
SFM 6626 Specialized Study in Sports and Fitness Mgt.

Public Administration (not offered on TSU-Troy Campus)
Major Field Courses:
PA 6610 Survey of Public Administration
PA 6622 Public Policy Analysis
PA 6650 Governmental Budgeting
PA 6674 Ethics in Public Administration
Select two (2) of the following:
PA 6602 Quantitative Methods in Public Management
PA 6624 Public Personnel Management
PA 6644 Administrative Law
PA 6646 Organizational Behavior

Social Science
Major Field Courses:
POL 5524 American Foreign Policy
POL 5533 Comparative Government
POL 5551 Survey of International Relations
POL 6640 Government and Politics of Developing Nations
Required History Courses:
HIS 5504* Military History of the United States
HIS 5523* United States Diplomatic History
*For students who wish to complete this concentration with a total of six courses in
political science, they can substitute POL 6625 Specialized Study in the Area of Political
Science and POL 6665 Readings in International Relations for these two history courses.

Teaching English to Students of Other Languages: TESOL

Major Field Courses:
ENG 5568 Approaches to Teaching English to Speakers of Other Languages I
ENG 5569 Approaches to Teaching English to Speakers of Other Languages II
ENG 6660 Introduction to Linguistics
ENG 6661 Phonology
ENG 6696 Practicum
Select one (1) of the following:
ENG 6625 Specialized Study in Area of English
ENG 6626 Specialized Study in Area of English
ENG 6627 Specialized Study in Area of English

Point #3: Expected Results

A. On the Graduating Student Survey, 80% of the students will rate subject matter and
process, strategies for applying skills in field, and management and organization skills
excellent or good. Students will rate 80% excellent or good on the survey item regarding
TSU's preparation for work or continued education.*

B. On the Alumni Survey of recent graduates at least 80% of the respondents will rate excellent
or good the following survey items: look back to the time you graduated from TSU and rate
your perception of the educational experience you had at TSU at that time; having been away
from TSU for one or five years, how would you rate the graduate educational experience you
had at TSU today; your overall experience at TSU, abilities and skills necessary to obtain
employment in your field; and your academic experience at TSU.*

C. On the Graduate Student Survey, 80% of students will rate overall quality of graduate studies
and quality of instruction in my area of study as excellent or good.

D. At least 75% of the students who take the comprehensive exam will pass the test on the first
attempt. At least 95% of the students who present a thesis will successfully defend it.*

E. At least 95% of the students who attempt a Field Project will complete the project with a
passing grade.*

(* Expected Results for University College.)

Point #4: Assessment Instruments (for University College)

A. Graduating Student Survey*
B. TSU Alumni Survey*
C. Graduate Student Survey
D. Comprehensive Examination – Option II (30 hours) only*
E. Thesis or Field Project Option I (36 hours)*
Point #5: Procedure for Administering Assessment Instruments (for University College)

A. The Graduating Student Survey and Graduate Student Survey* will be administered to the students the semester they graduate.

B. The TSU Alumni Survey will be sent out to recent graduates.

C. Option I: The students' thesis committees will determine if the student have completed their theses with passing grades. The students' Field Project supervisors will determine if the students have completed their Field Projects with passing grades.

Option II: After the students are admitted to candidacy, preferably during their last semester, the coordinator of the Master of Education program will administer the comprehensive examination.

(*Graduate Student Survey is not used in University College.)

Point #6: Statement of Responsibility for Annual Assessment Report

The department chair, coordinator of M.Ed. program and foundations of education faculty analyze assessment results at the end of semester. Actual results are compared to expected results to determine a plan for improvement. The department chair shares with the dean and requests approval from the dean for plans of improvement. University College personnel, including the Regional Director and the University College Academic Dean, are included in analyzing assessment results, formulating plans for improvement and implementing the plan.

Analysis of assessment results also determines strengths of the program. These strengths are discussed with faculty members by the department chair. Strengths are reported to the dean.

Note: Within University College, the persons designated to analyze assessment results, formulate plans for improvement and implement plans are as follows:

1. Academic Dean, University College
2. University College, Region Directors
3. University College Regional Program Chair