

## SCHOOL OF EDUCATION

### Mission

The School of Education, as a premier institution in innovation, produces graduates who demonstrate high levels of professionalism, standards of excellence, academic achievement, and technological competence in a diverse and ever-changing world.

### Master of Arts in Educational Leadership

#### Description

The Master of Arts in Educational Leadership degree was established in direct response to the need for increasing the effectiveness of teachers and educational administrators, with baccalaureate degrees, who wish to further their education and improve their teaching, and supervisory potential, without the expense and family disruption necessarily involved in attending universities outside the region.

#### Admission Criteria

Applicants seeking admission to the Master of Arts in Educational Leadership program must meet the general admission requirements. See page 4 in this bulletin.

#### Overview

The master's program in educational leadership consists of three basic areas:

1. Core courses which are required of all graduate students.
2. Courses in the student's degree program.
3. A thesis or comprehensive examination option.

The minimum credit requirement is 36 hours.

#### Core Requirements:

Credits

EDU 500	Basic Research Techniques	3
EDU 501	Tests and Measurements	3
EDU 504	Educational Psychology	3
EDU 505	Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3
EDU 506	Foundations of School Counseling	3
EDU 600	Thesis	6
or		
EDU 530	Independent Study	3

#### Required Courses:

Credits

EDU 520	Characteristics of Exceptional Children	3
EDU 547	Fundamentals of School Administration	3
EDU 548	Organization and Governance of American Education	3
EDU 549	Supervision of Instruction and Staff Development	3
EDU 550	Seminar on Issues in Educational Administration	3
EDU 551	Curriculum Development	3

Students in this program who do not write a thesis must additionally enroll in three credits of electives chosen from among the graduate education courses.

#### Thesis

Students who wish to complete the thesis option must enroll in EDU 600 Thesis. Students

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must register for 6 credits the first semester and for 1 credit each subsequent semester until the thesis is completed. The thesis should be completed in no more than four semesters. A grade of Z will be posted each semester, until the thesis is completed, for students who produce satisfactory work each semester as determined by the thesis advisor. A grade of Z is not automatically earned. A student whose work within a given semester does not warrant a Z will receive a failing grade.

## **Comprehensive Examination**

Students majoring in education who do not write a thesis must:

1. Enroll in EDU 530 Independent Study,
2. Take an additional elective education course from among the graduate courses, and
3. Pass a comprehensive examination.

The guidelines, administration date, and procedures for the comprehensive exam are available from the School of Education. Students who fail two retakes of the comprehensive exam will be dismissed from the program.

## **Master of Arts in School Counseling**

### **Description**

The Master of Arts in School Counseling degree was established to provide counselors with baccalaureate degrees, an avenue to further their education and improve their counseling without the expense and family disruption necessarily involved in attending universities outside the region.

By pursuing master's level studies, the graduate student may continue beyond the baccalaureate level and concentrate on specialized areas of education. The student has the opportunity to pursue, in greater depth than at the undergraduate level, the generalized areas of education, while at the same time pursuing specialized training in a particular area.

### **Admission Criteria**

Applicants seeking admission to the Master of Arts in School Counseling program must meet the general admission requirements. See page 4 in this bulletin.

### **Overview**

The master's program in school counseling consists of three basic areas:

1. Core courses which are required of all graduate students.
2. Courses in the student's degree program.
3. A thesis or comprehensive examination option.

The minimum credit requirement is 36 hours.

### **Core Requirements:**

Credits

EDU 500	Basic Research Techniques	3
EDU 501	Tests and Measurements	3
EDU 504	Educational Psychology	3
EDU 505	Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3
EDU 506	Foundations of School Counseling	3
EDU 600	Thesis	6
or		
EDU 530	Independent Study	3

## Required Courses:

Credits

EDU 542	Theories, Strategies and Techniques of Counseling	3
EDU 543	Group/Family Counseling and Consultation	3
EDU 544	Career Development Counseling	3
EDU 545	Seminar in Current Trends and Problems in Counseling and Guidance	3
EDU 546	Practicum in Counseling	3

EDU 506, a core course, is a prerequisite for all courses in this concentration area.

Students in this program who do not write a thesis must additionally enroll in three credits of electives chosen from the graduate education courses.

## Education Specialist in School Psychology

### Description

The School Psychology Education Specialist degree program at the University of the Virgin Islands is a cohort-driven program especially designed for persons who are already in the field working as teachers, administrators, psychologists and therapists. Its mission is to prepare individuals for a career in school psychology as defined by the National Association of School Psychologist (NASP) and produce practitioners and scholars whose activities promote the psychological and educational development and well-being of diverse children and youth in the Virgin Islands and the larger Caribbean community. It is a part-time program designed to cover the full range of content and skills in such professional school psychology areas as assessment, intervention, research, evaluation, consultation and professional development.

The program consists of 67 graduate semester hours divided into three major blocks: Academic course work will include 55 credits of professional training; practicum will include 6 credits of supervised field experiences in specific skill areas that correspond with courses; and a supervised internship consisting of credits and a minimum of 1,200 hours of supervised field experiences covering the range of school psychological services.

### Admission Criteria

In addition to the general admission requirements, applicants seeking admission into the Education Specialist in School Psychology program must have successfully completed EDU 501 Tests and Measurements. This course in tests and measurements is a prerequisite that must be completed prior to admission to the Education Specialist degree program or prior to the completion of 12 credits in the program.

### Core Requirements

Credits

EDU 500	Basic Research Techniques	3
EDU 505	Anthropological and Sociological Foundations of American Education with Reference to the Virgin Islands	3
or		
EDU 531	Education in a Multicultural Society	3
EDU 520	Characteristics of Exceptional Children	3
EDU 542	Theories, Strategies and Techniques of Counseling	3
EDU 542A	Practicum in Theories, Strategies and Techniques of Counseling	1
EDU 543	Group and Family Counseling and Consultation	3
EDU 601	Foundations of School Psychology	3
EDU 602	Psychological Development in Childhood and Adolescence	3
EDU 603	Psychopathology of Childhood and Adolescence	3
EDU 604	The Psychology of Cognition and Learning	3
EDU 605	Statistics, Data Analysis and Program Evaluation	3

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		Credits
EDU 606	Psychoeducational Assessment for Intervention I	3
EDU 606A	Practicum in Psychoeducational Assessment for Intervention I	1
EDU 607	Psychoeducational Assessment for Intervention II	3
EDU 607A	Practicum in Psychoeducational Assessment for Intervention II	1
EDU 608	Psychoeducational Assessment for Assessment for Intervention III: Early Childhood and Low Incidence Assessment	3
EDU 608A	Practicum in Psychoeducational Assessment for Intervention III: Early childhood and Low incidence Assessment	1
EDU 609	Behavior Analysis and Intervention	3
EDU 609A	Practicum in Behavior Analysis and Intervention	1
EDU 610	School Consultation Methods	3
EDU 610A	Practicum in School Consultation Methods	1
EDU 611	Curriculum-Based Assessment and Academic Interventions	3
EDU 612	Advanced Seminar in School Psychology	4
EDU 614	Internship in School Psychology I	3
EDU 615	Internship in School Psychology II	3