

Master of Arts in Education

Student Handbook

About this handbook

This handbook is intended to provide students with information in addition to that provided in the University Catalog. While some of the information duplicates information in the catalog, in most cases, the information provided here is more detailed, particularly concerning procedures and deadlines that students must meet. Please be advised that this handbook is incorporated by reference into the University Catalog. Therefore the information provided in the handbook has the same force and status as information presented in the University Catalog.

In addition, this handbook provides some discussion of the concepts and ideas that lie behind the program and its requirements.

Applicability of this handbook

This handbook provides information about the M.A. in Education program as presented in the 2001-2003 Governors State University Catalog. This information is applicable to students admitted to the program for Fall, 2001 and following. Students admitted before Fall, 2001 should consult the handbook at the following address: <http://www.govst.edu/users/gcoe/TOC.html>

Preparation and Continuing Development of Educational Professionals: Governor State University's Commitment

The preparation and continuing development of teachers, administrators and school service personnel at Governors State University is motivated by strong commitments to a set of identifiable values and commitments. These values and commitments are summarized in a document known as the 'conceptual framework.' In addition, this document outlines the assumptions the University makes about the content that should be included in preparation and continuing development programs as well as how students should be assessed. The conceptual framework is available at: www3.govst.edu/n-battaglia/ce/CF.htm.

Among the distinctive features of Governors State University's programs is its commitment to collaboration with local public schools in the preparation of educational personnel. Each of its programs have requirements under which students acquire significant experience in school settings where students encounter the range and kinds of problems that they are likely to encounter as practicing professionals and can test theoretical perspectives that they study in their courses.

Governors State University has a strong commitment to assisting students to not only acquire relevant knowledge and skills but also to developing the dispositions necessary to use knowledge and skills effectively. Without the development of appropriate dispositions, the faculty believes, knowledge and skills are essentially inert and unproductive.

Purpose of the M.A. in Education

The graduate major in Education is designed to enhance and facilitate the professional development of teachers at all levels. The required courses are designed to broaden students' understanding of contemporary educational issues, curriculum development, research methods, and psychology and assessment applied in schools. The program seeks to improve candidates' effectiveness as teacher by increasing their knowledge and skills in their chosen area of teaching, preparing them to assume leadership roles within their school systems, take responsibility for their continued professional development, and develop the skills to solve significant problems of practice. Specializations provide

students with in-depth study in areas such as bilingual education, computer education, curriculum and instruction, early childhood education, language arts, mathematics education, and reading.

Sources Used in Developing Program Goals

In designing the M.A. in Education program, the faculty has relied on information from a variety of sources to determine how best to support the continued professional development of classroom teachers.

Among these sources were:

- Standards of the National Board for Professional Teaching Standards available at <http://www.nbpts.org/>
- Illinois Professional Teaching Standards available at <http://isbe.net/profdevelopment/PDFs/prfstandards.pdf>
- Illinois Content-Area Standards For Educators available at <http://isbe.net/profdevelopment/PDFs/standards.pdf>
- The International Society for Technology Education standards for various kinds of teachers which can be viewed at: <http://www.iste.org/standards/index.html>.
- The standards, including those established by the State of Illinois (see <http://www.isbe.net/ils/lstandards.html>) for various teaching areas such as mathematics, science, reading, and language arts.
- Standards of the Association of Teacher Educators.
- In addition, the faculty drew extensively on its experience in working with schools in the GSU region, advice and observations provided by students, and consultation with school personnel.

Program Goals

As a result of its consideration of this information, the faculty established the following standards that guide the design, continuing development of the M.A. in Education as well as the assessment of students.

Standard I: Instruction

Master teachers are aware of a variety of instructional techniques, know when each is appropriate, and can implement them as needed.

Standard II: Assessment

Master teachers use a variety of assessment techniques to determine the progress of individual students as well as that of the class as a whole.

Standard III: Content Knowledge

Master teachers design instruction with a deep understanding of the subject(s) they teach and with an appreciation for how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

Standard IV: Reflection

Master teachers inquire systematically into, and reflect upon, their own practice and demonstrate commitment to lifelong professional development.

Standard V: Leadership

Master teachers provide leadership in developing, implementing, and evaluating curriculum and instructional decisions.

Standard VI: Collaboration

Master teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development.

Standard VII: Model Learners

Master teachers are models of educated persons, exemplifying the virtues that they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences.

Admission Process and Requirements

When requesting information about enrolling in the M.A. in Education, students receive two sets of admission materials: One set of materials describes the documents to be filed with the University Admissions office; the other describes documents and materials to be filed with the Graduate Advising office in the Division of Education.

First Step in Admissions Process: Admission to the University

The **first step** in becoming a student in the M.A. in Education program is applying for admission to the University. The materials necessary for application to the University are identified in one of the admission packets provided prospective students; these materials and documents are to be filed with the University Admission office: This application and related materials should be mailed to: Office of Admissions, Governors State University, University Park, Illinois 60466.

The processes and procedures governing admission to the University are available at: <http://www.govst.edu/admissions/>.

If you meet University requirements for admission as a graduate student, you can choose to be admitted to the M.A. in Education program by indicating this program (EDUC) as your major on the University Admission form (<http://www.govst.edu/users/gapply/gradapp.html>). Students are admitted in each of the University's terms: Fall, Winter, and Spring/Summer.

Second Step in Admissions Process: Admission to the Program

After meeting the university admission requirements, in order to continue in the program, students must, before completing nine hours of course work which must include [EDUC610](#) and [EDUC800](#), submit to the College of Education a supplemental application packet containing:

- transcripts showing a cumulative GPA of 2.75 or higher in all undergraduate work attempted and all grades in graduate course work at a "B" or better;
- Graduate Application to the College of Education
- scores from the Graduate Record Examination (GRE) (General Test only) or Miller Analogies Test;
- a score from the GRE Writing Assessment;

After the student has completed [EDUC610](#) and [EDUC800](#), the faculty will review this information and recommend that the student be permitted to continue in the program, continue in the program conditionally, or be dismissed from the program. To receive a recommendation to continue, the student must earn a grade of "B" or better in [EDUC610](#) and [EDUC800](#) which must be taken at Governors State University.

Graduate Writing Assessment

Students must take the Graduate Writing Assessment developed and administered by the Educational Testing Service. Information about this assessment, its cost, and registration to take it is available at <http://www.gre.org/>. Students should make sure to designate Governors State University as one of the institutions to receive the test scores.

Graduate Record Examination (General) and Miller Analogies Test

Graduate Record Examination (General)

Students must take either the Graduate Record Examination (General) or the Miller Analogies Test.

Information about the Graduate Record Examination (General) including the nature of the examination, its cost, and registration to take it is available at <http://www.gre.org/>. This examination **is not** administered by Governors State University. Students should make sure to designate Governors State University as one of the institutions to receive the test scores.

Miller Analogies Test

The Miller Analogies Test is administered by Governors State University although students may elect to take the test at any of the sites listed at the following site:

<http://www.tpcweb.com/mat/mat2001/pdf/appendixA.pdf>. Students needing special accommodations should consult the following site:

<http://www.tpcweb.com/mat/mat2001/applyingMillerAnalogiesTest.html#4>.

Because we assume that students will elect to take the Miller Analogies Test, students are assessed a \$40 fee when they sign up for EDUC610 to cover the cost of the test. If students submit official scores from the Graduate Record Examination or from a previous administration of the Miller Analogies Test, the fee will be waived or refunded.

Further information about the Miller Analogies Test is available at:

<http://www.tpcweb.com/mat/mat2001/index.html>.

Faculty Review of Students

At all points in the student's progress through the program, except admission to the University, the program area faculty determines the status of students. In making these determinations, the faculty reviews information about student performance and promise in four areas: knowledge, skills, dispositions, and impact on student learning. The faculty considers the student's performance and relevant information holistically. That is, the faculty's determination to include or exclude candidates is not based solely on any single item or threshold score, except failure to document passing the Illinois Basic Skills test if required by the program. This approach is consistent with best practices in assessing student progress as summarized in the following statement: Decisions about continuation in and completion of programs are based on **multiple assessments** made at admission into programs, at appropriate transition points and at program completion (NCATE, Rubric for Standard 2: *Assessment System and Unit Evaluation*; <http://ncate.org/2000/2000stds.pdf>, p. 21.)

Students should be fully aware that faculty review includes more than the academic performance of the student. For instance, the faculty evaluates the dispositions that students display as they participate in classes and carry out tasks during practicum courses. These dispositions include:

- Commitment to collaboration with colleagues and parents
- Commitment to ethical behavior
- Commitment to life-long learning, including professional development
- Habits of mind that reveal reasoned eclecticism

Faculty Action and Student Status

After review of the student performance in the designated courses to be taken in the first semester of enrollment and the other required information submitted by the student, the faculty act:

1. to permit the student to continue in the program with no conditions;
2. to permit the student to continue conditionally in the program; or
3. to remove the student from the program.

Any student placed on probation for academic or any other reason by the University will automatically either be placed under conditional continuance or removed from the program as determined by the faculty.

Conditional Continuation

The faculty may permit a student to progress conditionally. In such cases, faculty review of the applicant's record identifies evidence that the student will likely be successful in the program. The faculty reviews the status of all students permitted to progress conditionally each trimester, and the students are informed in writing of the conditions necessary for them to be transferred to good standing status. When conditions are met, the students are informed in writing of the transfer to good standing status. A student may not be admitted to EDUC868, Culminating Experience, without achieving good standing status.

Dismissal From the Program

When a student is dismissed from the program, the Division places a hold on the student's registration. Students dismissed from the program cannot register for further courses at GSU until they have been admitted to a major offered by a Division other than the Division of Education. A student dismissed from the program can grieve this decision (see Appendix B, Program Dismissal Grievance Process). A student dismissed from the program may not apply for re-admission to the program for two academic years.

Student Study Plan

The Student Study Plan must be completed and submitted to the academic advisor during the first term of enrollment in the **Education** program. It is most important to save a copy of your approved study plan so that you may periodically reference deadlines, candidacy requirement, etc. A copy of the student study plan for this program is available in Appendix A.

Admission to Candidacy

To continue in the program the student must be accepted as a candidate for the M.A. in Education degree after completing [EDUC610](#), [EDUC710](#), [EDUC800](#), and one additional course listed on the student's approved study plan. Students must contact the Division of Education Graduate Advising Office an application for candidacy in the trimester that they expect to have completed the courses required for candidacy: by September 30 for fall trimester, January 31 for winter trimester, or May 31 for spring/summer trimester. Application forms are available from the Graduate Advising Office.

To qualify for candidacy, a student must:

1. have completed undergraduate prerequisites for all courses on the study plan;
2. have completed all course work applicable to the degree with a GPA of 3.0 or higher, with a grade of "B" or better in EDUC610 and EDUC800 and with a grade of "C" or better in all other courses;
3. submit an acceptable word-processed essay not to exceed 300 words;
4. display, or be judged as developing, the dispositions expected of a graduate student as listed in the section "Teacher Certification";
5. be recommended for candidacy by the M.A. in Education program faculty.

The required essay must respond to the following question: What do you expect to know and be able to do as a result of completing the M.A. in Education?

A student must apply for candidacy prior to the trimester in which they expect to complete the courses required for candidacy. A registration hold will be placed after completion of 12 hours if candidacy is not approved. The application deadlines are as follows:

Fall Trimester	September 30
Winter Trimester	January 31
Spring/Summer Trimester	May 31

Students must apply for candidacy at Graduate Advising Office. [Contact an advisor](#) if you have questions.

Students admitted to candidacy will be assigned to a faculty advisor. Students not admitted to candidacy will be dropped from the program and will not be permitted to register in courses at Governors State University until they have changed their major to one outside the Division of Education.

Once candidacy is approved, a student will have four (4) years to complete his/her degree.

Program Course Requirements:

The program course requirements are divided into core courses (15 hours), specialization courses (15 hours) and electives (6 hours). For all students, at least 6 of the 21 hours in electives and/or specialization coursework must be at the 800 level and of the graded option.

Each program

Core Requirements (15 hours)

All students must complete the following three-hour courses.

EDUC 610 Issues in Education¹
 EDUC 710 Teacher Leadership and School Improvement
 EDUC 800 Student Learning and Assessment
 EDUC 811 Teacher as Researcher
 EDUC 868 Culminating Experience

Students must complete EDUC610 and EDUC800 during the first nine hours completed in the program. There are significant prerequisites for admission to EDUC868. For a full discussion of EDUC868, including prerequisites, see Appendix D.

Specialization (15 hours)

Students are expected to select five courses and complete a 15-hour specialization; students choosing the Reading specialization are required to complete 21 hours in the specialization and do not complete elective courses.

Most of the specializations include five three-hour courses, all of which must be completed. Other specializations require certain courses and additional courses selected with the approval of the faculty advisor.

Specific requirements for specializations are listed below.

Electives (6 hours)

Students elect six hours of graduate courses that are approved by the advisor.

Specialization Requirements:

Computer Education Specialization

The purpose of the computer education specialization is to prepare teachers to a) integrate technology into their teaching, especially in the engaged learning activities responsive to many of the Illinois Learning Standards established by the Illinois State Board of Education and b) to prepare teachers to provide leadership in technology at the building or district level.

Students choosing the computer education specialization must complete the following courses.

¹ Course descriptions for core courses and courses listed in the various specializations, see Appendix C. Descriptions for these courses and other courses students may choose as part of a specialization or as electives, choose the appropriate discipline at http://www.govst.edu/catalog/cours_descr/index.html.

EDCP 610 Evaluating Software for Instruction
 EDCP 810 Multimedia in Education
 EDCP 820 Telecommunications in Education
 EDCP 850 Integrating Computer-based Education

In addition, the student must choose an elective course related to computer education that is approved by the faculty advisor.

Curriculum and Instruction Specialization

The specialization in curriculum and instruction is designed to provide the practitioner with flexibility in designing and customizing their program of study to meet their professional development needs and interests. In addition, it allows educators (who choose) to prepare to coordinate the design, implementation, management, and evaluation of curriculum and instruction in public and private school systems.

Students must select **one** course from each of the following groups, including one or two 800-level courses:

Group A: Instruction

EDUC 700 Instructional Design
 EDUC 625 Models and Strategies for Science Education
 EDUC 640 Teaching and Learning Mathematics
 EDUC 719 Teaching Writing in the Classroom
 EDCP 610 Evaluating Software for Instruction
 EDUC 8xx Learning Communities and Collaboration

Group B: Curriculum

EDUC 543 Curriculum and Instruction in the Middle Schools
 EDUC 8xx Elementary School Curriculum
 EDUC 8xx Secondary School Curriculum
 EDUC 8xx Learning Communities and Collaboration

Group C: Evaluation

EDUC 714 Evaluating Learning in the Language Arts
 EDUC 824 Academic Evaluation and Assessment
 EDUC 8xx Program Evaluation
 EDUC 8xx Learning Communities and Collaboration

To complete the specialization in Curriculum and Instruction, students must complete six credit hours of elective courses approved by the faculty advisor.

Language Arts Specialization

The specialization in the language arts is designed to provide K- 12 teachers in the 21st century with individualized opportunities to develop broadly, as well as in depth, their understanding of the theoretical and practical implications of balanced classroom programs of reading, writing, listening, speaking, and viewing. Four learning theories under gird coursework in this specialization and should be reflected in the student's culminating experience: 1) constructivist, 2) interactive, 3) socio-linguistic, and 4) reader response. Creativity and ingenuity are encouraged as teachers learn to adapt materials not always specifically designed for use from these perspectives or in a balanced, integrated language arts program. Coursework in this specialization emphasizes that the complementarity of the language arts as modalities of language learning can result in enhanced language abilities and performance among diverse learners across age groups.

The following courses are required:

EDUC 530 Multicultural Children's Literature

EDUC 714 Evaluating Learning in the Language Arts

Choose one of the following:

EDUC 716 Developing Writing Models from Children's Literature

EDUC 718 Teacher as Writer

Choose elective courses totaling six hours approved by faculty advisor; both of these courses must be at the 800-level.

Mathematic Education Specialization

The specialization in mathematics education is an application-focused program designed to provide teachers with the required body of knowledge, skills, and dispositions needed to be successful professionals and/or leaders in mathematics education. A variety of related theories, resources, pedagogies, and materials are studied so that teachers gain both breadth and depth regarding the teaching of mathematics. Areas of study in this specialization include state and national standards, techniques for incorporating problem solving in the mathematics curriculum, methods of teaching geometry, and techniques for teaching mathematics to gifted students

The following courses are required:

EDUC 640 Teaching and Learning Mathematics

EDUC 818 Teaching Mathematical Problem Solving and Critical Thinking

EDUC 831 Strategies for Teaching Geometry

EDUC 833 Teaching Mathematics to Mathematically Able Students

Select three hours of electives approved by faculty advisor.

Bilingual/ ESL Education Specialization

The specialization in Bilingual/ESL Education offers a program, balancing innovations and best practices, to meet the needs of teachers of language minority students.

Please note that courses associated with this specialization are offered to cohorts in off-campus settings. These courses are not offered on campus.

The purposes of the Specialization in Bilingual or ESL Education are to provide advanced knowledge, skills, and dispositions for the bilingual or ESL practitioner and to prepare bilingual or ESL teachers to undertake leadership roles in bilingual or ESL education programs.

The following courses are required:

BBED 520 Foundation of Bilingual & ESL Education

BBED 525 Assessment of Language Minority Study

ENGL 508 Teaching English as a Second Language

BBED 538 Cross-Cultural Education

Students must choose one of the following courses:

BBED 530 Methods and Materials for Teaching Bilingual Students (Required for Bilingual Approval)

BBED 797 Reading Strategies in Bilingual and ESL Programs (Required for ESL Approval)

BBED 800 Practicum in Bilingual and ESL Education

EDEC 640 Psycholinguistics

NOTE: Students seeking approval from the Illinois State Board of Education to teach in bilingual or ESL programs are advised to consult the Illinois requirements for certification available at:

<http://isbe.net/teachers/Documents/tocminreq.htm>. Students may need to complete additional course work in order to meet these requirements.

As of January 2002, the Illinois State Board of Education will issue the Bilingual and/or ESL teacher approval by transcript evaluation to applicants meeting the following requirements:

1. A valid Illinois teacher certificate.

2. 2. Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
3. 3. Successful completion of a language examination in the non-English language to be taught.
4. Completion of 18 hours (including the coursework listed above) in areas specified by the State Board of Education; see <http://isbe.net/teachers/Documents/minreq.htm#TB>.

Early Childhood Education Specialization

The specialization in Early Childhood Education is designed to serve students who have completed a bachelor's degree in Early Childhood Education, Special Education, or Elementary Education who wish to pursue further study in the area of Early Childhood Education.

The following courses are required:

EDEC 622 Advanced Early Childhood Development
 EDEC 740 Seminar on Children and Families at Risk
 EDEC 660 Advanced Assessment Techniques in Early Childhood

Students must select two additional courses, one or two of which must be at the 800 level, with the approval of the faculty advisor.

Reading Specialization

The purpose of the specialization in reading is provide students the opportunity to complete coursework that will enable them to develop competence in assessing and diagnosing student weakness and strengths in reading and to develop and implement strategies that will assist the student to acquire higher level literacy skills.

Students pursuing this specialization should carefully review the prerequisites for the courses listed below since they are different than prerequisites for most other courses associated with the M.A. in Education. Please note that in order to finish this sequence, students will be required to present evidence of having completed two years teaching experience before enrolling in READ824.

The student must complete all of the following courses:

READ 820 Psycholinguistic and Sociolinguistic Foundations of Literacy
 READ 821 Survey of Reading: Theory and Practice
 READ 822 Teaching Reading in Content Areas
 READ 823 Integrating Children's and Adolescents' Literature Across the Curriculum
 READ 824 Reading Diagnosis
 READ 825 Reading Remediation

The student must complete one of the following:

READ 826 Reading Practicum I: Elementary School Reading
 READ 827 Reading Practicum II: Middle and Secondary School Reading

Culminating Experience

Near the end of the student's program, each student must complete the course EDUC868, Culminating Experience. The purpose of this experience is to enable the student to integrate the various learning experiences they have undertaken during the program.

Students may elect, with the guidance of a committee comprised of three approved faculty members, to achieve this integration in one of several ways: thesis, project, portfolio, internship/practicum, or other experience. Each of these alternatives has specific requirements, described below, that students must meet.

While completing a culminating experience, students work under the supervision of a committee of three approved faculty members. Because this experience is not organized as a typical course, students assume considerable responsibility for organizing and executing activities designed to meet the course requirements. In some cases, students may find that they are unable to complete the course in the

timeframe they initially planned. Satisfactory completion of a culminating experience is not constrained by time; the faculty committee, and it alone, determines when a student has satisfactorily completed the experience.

Declaring Intention to Enroll in EDUC868.

Students may enroll in EDUC868 during the Fall and Winter trimesters; the course is not offered in the Spring/Summer.

Students must declare their intention to enroll by the following deadlines that are announced in the Graduate Academic Calendar (see gsuteach.com). To file the declaration of intent, the student must use the form available at: <http://www3.govst.edu/n-battaglia/doeforms/gradproj.htm>.

Students who do not declare their intention to enroll in EDUC868 by the announced deadline will not be permitted to enroll until the next offering of the course.

Graduation Procedures

Governors State University graduates students from its various degree programs three times per academic year: December, April and August. According to the University Catalog, “students should apply for review of their degree requirements within the first month of the last trimester before graduation.”

The deadlines for applying for graduation at the end of a specific trimester are listed in the Graduate Academic Calendar available at: gsuteach.com.

A completed graduation application includes both an Application for Graduation form and a Student Progress Report form. The University Catalog suggests, “upon completion of these forms, students should arrange to meet with their assigned advisors to review the student study plan and verify expected completion of degree requirements.” The University requires that students have no more than 16 outstanding credit hours toward degree requirements, either as incomplete work or as current enrollment at the time of application. After submitting the application, it is reviewed and, if all requirements are met, approved by the advisor, division chair, and dean.

The application to graduate is submitted to the Graduate Advising Office in the Division of Education.

After its submission, the advisor completes a manual audit to determine whether or not an applicant has or will have completed a particular degree’s requirements by the end of the trimester in which the application is submitted.

A copy of the academic advisor’s determination is forwarded to the Division Chair and Dean who review the application and, if acceptable, sign the application form. The advisor then sends a signed copy of the form to the student, retains a copy for the individual’s Division file, and forwards the original forms to the Registrar’s Office where an additional manual verification of the application is completed to determine whether or not the applicant has met the University’s degree requirements. Approval by the Registrar’s Office results in the awarding of a diploma. A diploma is awarded “only upon verification of completion of all degree requirements and satisfaction of all financial obligations to the University. Diplomas are inscribed with the type of degree, the date, and the student name on record at the time the degree was conferred.” The Registrar’s Office will notify applicants that the application to graduate has been approved will forward other information concerning graduation and commencement.

There is a \$25 fee for graduate applicants and a \$20 fee for undergraduate applicants that helps defray the cost of application processing, diploma, cap and gown, and the commencement ceremony.

A Commencement ceremony is held once each academic year in early June. Participation is optional. Students who have graduated in August or December of the previous year or April of the current year may participate in commencement. Participation in commencement is limited to students who have been certified by the registrar as having completed all requirements for the degree.

Appendix A: Student Study Plan for M.A. Education

Name: _____ SSN: _____ Date: _____

I. Core Courses (12 hours)

- EDUC 610 Issues in Education (3)** _____
- EDUC 710 Tcher Ldshp & Sch Improve (3)** _____
- EDUC 800 Student Lrn & Assess (3)** _____
- EDUC 811 Teacher as Researcher (3)** _____

Preparatory Hours:	_____
Program Hours:	_____
Total Hours:	_____
Candidacy Approved	_____
Transfer or UNDE hours:	_____
Number of hours remaining:	_____

II. Specialization (15 hours) _____ **Faculty Advisor:** _____

_____	_____
_____	_____
_____	_____

III. Capstone Requirement (3 hours)

EDUC 868 Culminating Experience (3) _____

Three faculty members must approve your culminating experience proposal before registering for EDUC868. Application for the proposal is on the DOE web page.

IV. Electives (6 hours graduate credit):

_____ (3) _____

_____ (3) _____

There are additional requirements regarding student continuation in the program. These are stated in the GSU catalog and the Education Student Handbook which can be accessed on the DOE web site. One of the major requirements is candidacy. You must submit an application to the DOE Graduate Advising Office in the trimester that you expect to complete 12 to 15 credit hours. Application deadlines are Fall trimester/September 30, Winter trimester/January 30, and Spring-Summer trimester/May 31.

On-line application form for Candidacy, the program handbook, schedule updates, and other information is available at the Division of Education Web page: **www.gsuteach.com**

All announcements and changes in general information regarding MA in EDUC will be sent to you through your **WEBMAIL** account.

Please note: With Division of Education approval, you may apply a total of 6 credit hours either in transfer or as an undeclared student. Note also that the program time limit is 4 years after candidacy is approved.

Faculty Advisor: _____

Program Advisor: _____

Student: _____

Appendix B

Procedures for Grieving Being Placed on Conditional Continuance or Dismissal from the Program

If the faculty places the student on conditional continuance or acts to remove a student from a program, the student may appeal the decision within 20 working days of notification of the faculty's action by notifying the Division Chair in writing. If the student's appeal involves an unresolved grievance regarding a grade in a course or other matter grievable under the University's student grievance procedures, the student may not file a grievance until all University procedures have been completed. For the University's Student Grievance Procedures, see <http://www.govst.edu/users/gsas/studenthandbook2000-2001#procedures>.

The student's notification of appeal must be accompanied by a statement in which the student provides reasons why he/she believes the faculty's action is characterized by one or more of the following:

- The action is arbitrary or capricious;
- The faculty grossly misinterpreted available information about the student and his/her performance;
- The faculty did not provide the student with adequate guidance regarding deficiencies in his/her performance and did not inform the student in a timely manner that his/her performance placed him/her in danger of being placed on conditions or removed from the program.

Within fifteen working days after receipt of the student's notification of appeal, a panel of two persons will hear the student's appeal. The panel will consist of the Dean of the College of Education or the Chair of the Division of Education and a faculty member from a program other than the one in which the student is enrolled. The Division Chair will identify the faculty member.

The hearing will be limited to 30 minutes unless the panel members believe that extending the hearing for no more than another 30 minutes is required by the nature of the case. The hearing will consist of a presentation by the student of reasons and evidence introduced to show that the faculty action resulted from one of the three reasons listed above.

The hearing is not intended to be a formal legal proceeding but to provide a forum to elicit relevant facts and to insure that student has been accorded due process. The hearing is not subject to rules and procedures associated with formal hearings such as evidentiary rules or discovery. One other person who may advise the student and speak may accompany the student on the student's behalf.

Within ten days, the panel will announce its decision which will be final and binding on both the student and the faculty. Its decision may not be appealed or grieved.

Appendix C

Course Descriptions

BBED520 Foundations of Bilingual and ESL Education (3)

Presents an interdisciplinary overview of the history, philosophy, sociology, culture, psychology, and legislation of bilingual and ESL education. Compares methods and models of bilingual and ESL education. Requires 10 clock-hours of field experience. *Prerequisites: Teaching Certificate.*

BBED525 Assessment of Language of Minority Students (3)

Studies current trends in testing and the specific role of tests in the bilingual classroom. Examines selection and interpretation of language, achievement, diagnostic, and intellectual assessments for limited English proficient students. Also discusses current trends and issues relevant to assessment of bilingual students. Requires 20 clock-hours of field experience. *Prerequisite: BBED520 or permission of instructor.*

BBED538 Cross-Cultural Education (3)

An overview of the ethnic minority groups in the United States and their impact on the school curriculum. Reviews concepts, methods, techniques, materials, and resources as applied to school settings. Requires 10 clock-hours of field experience.

EDCP610 Evaluating Software for Instruction (3)

Enhances the student's ability to select and use microcomputer software and hardware. Activities center around the development of selection criteria for software. Students experience a hands-on approach to judging and selecting microcomputer software to meet educational objectives and needs.

EDCP810 Multimedia in Education (3)

Capabilities for the use of multimedia in instruction have increased along with emerging technology. Multimedia describes a variety of hardware and software used alone or in combination to provide text, still images, digitized animation, and sound on a given topic. This course exposes students to these forms of media and provides experience in developing instruction by combining media into interactive presentations utilizing both hardware and software resources.

EDCP820 Telecommunications in Education (3)

This course is an exploration of the use of computers for communicating with other learners across the world. It also explores the use of telecommunications in the teaching and learning process. With knowledge doubling every five to seven years, it makes sense to examine ways to learn and find information rather than memorize a set of finite facts. This course focuses on the potential for learning outside the walls of the school building. *Prerequisite: EDCP500 or prior computer experience.*

EDCP850 Integrating Microcomputer-Based Education (3)

Provides students with a synthesis of computer education issues. Topics include uses and abuses of microcomputers, future roles of microcomputers, educational staffing and training issues, hardware and software cost analyses, promoting computer literacy, and other related issues. *Prerequisite: EDCP610.*

EDEC622 Advanced Early Childhood Development (3)

Emphasizes important theories and research in infancy and early childhood development. Covers both the classical papers that have strongly influenced the field and recently published works that reflect the current state of knowledge of cognitive, social, and emotional development. F

EDEC660 Advanced Assessment Techniques in Early Childhood (3)

Studies the history and issues of early childhood assessment. Provides experiences in selecting, administering, and interpreting various assessment techniques and materials. Legal and ethical issues of assessment of young children will be discussed. *Prerequisite: SPED510.*

EDEC740 Seminar on Children and Families at Risk (3)

This course will examine specific sources of risk and its effects on young children and families. Protective factors in the service of resiliency will also be examined as a contrasting construct. Implications for policy and practice will also be explored.

EDUC530 Multicultural Children's Literature (3)

Introduces prospective and practicing teachers to the wealth of contemporary multicultural literature available for students in grades kindergarten through eight. Explores strategies for enhancing literacy development using multicultural literature, as well as methods of implementing multicultural literature across the curriculum.

EDUC625 Models and Strategies for Science Education (3)

Explores advanced methods for teaching science at the elementary, junior, and high school level. The learning cycle and other modes to promote critical thinking in science students will be examined. Students will develop teaching materials based on models reviewed during the course.

EDUC640 Teaching and Learning Mathematics (3)

Examines methods of teaching mathematical concepts in elementary and junior high schools based on learning theory, historical trends in mathematics education, and current research. Includes the roles of concrete materials, textbooks, and diagnosis in the teaching of mathematics. *Prerequisite: An undergraduate mathematics education course.*

EDUC650 Topics in Education: Program Evaluation (3)

This course provides students with an awareness of multiple definitions, purposes, and approaches to evaluation. Includes survey of the history of program evaluation and of the practical and philosophical issues confronting program evaluators. During the course, students will develop evaluation questions, outline the steps necessary to the design and implementation of a program evaluation. The course will utilize readings, lectures, discussion, small group discussions and hands on experiences to assist students in developing the understandings and skills necessary to evaluate programs

EDUC700 Instructional Design (3)

Provides an extensive exploration and analysis of instructional design strategies. Covers such topics as design theories, needs assessment, scope and sequence of course topics and selection of appropriate instructional materials and evaluation strategies. *Prerequisite: EDUC825.*

EDUC714 Evaluating Learning in the Language Arts (3)

Examines measurement of reading and writing performance and oral language development. Critiques instruments and applies approaches for measuring cognitive and linguistic growth in language arts contexts.

EDUC719 Teaching Writing in the Classroom (3)

Assists classroom teachers in developing a yearlong written composition program for students. Leads students from pre-writing experiences to finished compositions, stories, and reports. Applies current theory and research in writing to classroom processes through which students acquire writing skills.

EDUC815 Socio-Cultural Factors and Students' Learning (3)

Explores the interaction of sociological and cultural factors as these relate to students' ability to learn. Examines the implications for school administrators and teachers.

EDUC824 Academic Evaluation and Assessment (3)

Introduces the student to the selection and construction of classroom assessment instruments. The student learns how to write test items, how to match test items with learning behaviors and objectives, how to ensure objectivity, reliability, and validity in constructing tests, and how to compute test statistics.

EDUC825 Curriculum Development (3)

Identifies factors and processes considered in curriculum planning, instructional design, and development. Includes the assessment of plans for organization of the curriculum and the theory and application of curriculum principles. Students participate in the curriculum development process both in groups and individually.

EDUC833 Teaching Mathematics to Mathematically Able Students (3)

Examines the identification and teaching of mathematically able students. Explores appropriate teaching techniques, enrichment activities, and programs that meet the special needs of the mathematically able. *Prerequisite: EDUC640.*

ENGL501 Introduction to Linguistics (3)

Provides a comprehensive introduction to the ways in which linguistics describe language, focusing especially on English. Explores all levels of linguistic structure from sound (phonetics and phonology) to meaning and use (semantics and pragmatics). Examines major issues and subdisciplines in the systematic study of language, including dialects, prescriptivism, and language abuse, style, historical change, usage and definitions of standards, and the differences between speech and writing. *Prerequisite: ENGL301 or equivalent.*

ENGL508 Teaching English As a Second Language (3)

Application of linguistic principles and various methods of language instruction to the teaching of English language skills to individuals learning English as a second language. Emphasizes techniques for effective utilization of first language skills in second language learning. Curricula and materials will be examined. *Prerequisite: ENGL301 or equivalent.*

READ820 Psycholinguistics and Sociolinguistic Foundations of Literacy (3)

Examines major theories and research on language development, cognition, and learning. Studies the relationships of linguistic differences and social, cultural, and environmental factors to language and literacy development. *Prerequisite: Graduate student status.*

READ821 Survey of Reading: Theory and Practice (3)

Provides a foundation in models and theories of reading process and current issues in reading instruction. Investigates research on developmental reading practices with varied populations, including special needs and linguistically and culturally diverse students. Develops teachers' ability to read, discuss, and write about reading research and to connect that research to their own classrooms. *Prerequisite: Three hours in undergraduate reading methods and graduate student status.*

READ822 Teaching Reading in the Content Areas (3)

Explores instructional practices that facilitate learning with content area texts. Identifies strategies for vocabulary and concept development, comprehending difficult text, and writing to enhance understanding

of content materials. Includes assessment practices which can provide a basis for instructional decisions in content area teaching. Technology intensive course that requires the use of Internet research, a listserv, online instructional materials, and electronic learning logs. *Prerequisites: Three hours in reading and graduate student status.*

READ823 Integrating Children's and Adolescents' Literature Across the Curriculum (3)

Study of literature reflecting the culture, experiences, and contributions of distinct cultural and ethnic groups, as well as other literature for enhancing content area learning across the K-12 curriculum. *Prerequisite: Graduate student status.*

READ824 Reading Diagnosis (3)

Emphasizes the application of knowledge of theory and research to the selection of appropriate standardized and informal diagnostic tools. Explores the use of continuous assessment of reading progress to inform instructional decisions. Includes experiences in analyzing, administering, scoring, and interpreting diagnostic measures. Preparation of a diagnostic case study is required. *Prerequisite: READ821.*

READ825 Reading Remediation (3)

Focuses on the development of instructional strategies and selection of materials for individuals who have moderate to severe reading problems. Emphasizes adapting instruction to the interests and needs of students with exceptionalities and includes strategies for assisting students with linguistic and cultural differences. Requires preparation of a remediation case study. *Prerequisite: READ824.*

READ826 Reading Practicum I: Elementary School Reading (3)

Provides a supervised clinical experience in assessing and remediating the reading difficulties of students. Continues exploration of adaptations appropriate for students with cultural and linguistic differences, as well as those necessary for students with exceptionalities. *Prerequisite: READ825.*

READ827 Reading Practicum II: Middle and Secondary School Reading (3)

Provides a supervised clinical experience in diagnosing and remediating the literacy problems of older children and young adults. Continues exploration of adaptations appropriate for students with cultural and linguistic differences as well as those necessary for students with exceptionalities. *Prerequisite: READ825.*

Appendix D

The Culminating Experience

There are a number of options available within the EDUC 868 course for the Master of Arts in Education. These options all require the application of research, writing, and critical thinking skills as well as considerable amount of time and energy. All students in this course are under the supervision of a graduate committee consisting of three faculty members, the chair of which must be a graduate faculty member in the Division of Education.

Before registering for EDUC868, students must submit an application, which must be approved by your Committee Chair, two committee members and the Division chair. The Application for EDUC 868 is available on the web at <http://www3.govst.edu/n-battaglia/doesforms/gradproj.htm>

This application requires students to develop a proposal for the experience that details what they will be completing and a timeline for completion which have been reviewed and approved by the student's faculty committee and the Chair of the Division of Education. In this Appendix, the requirements and expectations for each of three options are presented. These options include a *research project, thesis, or portfolio*.

Detailed directions and guidelines for preparation of manuscripts associated with EDUC868 are presented in Appendix F.

Research Project

The purpose of the research project is to organize study of practical educational problems that emerge in teaching. In carrying out a research project, you will do the following:

- develop a researchable question;
- review relevant research and literature related to this question; and
- formulate and evaluate data related to the question.

The range of acceptable types of research-related activities includes action research projects, case studies, evaluation studies using defined criteria, and surveys producing data for the analyses of questions are acceptable. Research projects may use either statistical or non-statistical data analyses.

In order to begin the process of planning your project, you should discuss with your faculty advisor the area within your discipline that is of interest to you. After determining the specific area that you will investigate, you will conduct a review of relevant research and literature. Based on your review and under the supervision of your faculty advisor, you will develop a researchable question and formulate a plan regarding how you will attempt to answer the question.

The Proposal

This information will be presented in the form of a proposal. It is to be attached, along with a timeline, to your application for EDUC 868. The proposal consists of three parts:

1. Introduction

The introduction contains enough information about the problem to be studied so that the reader will be able to understand the problem and its significance. If specialized terminology is to be used, definitions of terms are included. A clear statement of the problem is given. Include specific research questions that you will attempt to answer. The significance (practical and/or theoretical) of your project is also to be addressed in this section.

2. Review of Literature

A discussion of research and other literature related to the problem being studied is presented. A synthesis of the literature is also included, along with how it relates to your project.

3. Methodology

The subjects involved in the project are described here. Also procedures to be used in the study, to collect data, and to analyze the data are presented. Research projects may use either statistical or non-statistical data analysis.

After your application for EDUC 868 has been approved, you will register for EDUC 868: Culminating Experience. Once enrolled in EDUC 868, you will then conduct the project by carrying out the procedures and collecting and analyzing the data. You will then complete your research project in the following format.

Research Project Format

You will complete your project by refining your proposal, which will become the first three chapters of your project, and writing two more chapters, presenting the results of your study and conclusions. An outline of these chapters with appropriate subsections is listed below. Typing instructions for research projects and theses are at the end of this section.

- I. Introduction
 - Brief Review of Literature
 - Problem Statement
 - Significance of Study
- II. Review of Literature
- III. Method
 - Subjects
 - Instruments
 - Procedures
 - Data Analysis
- IV. Summary of Findings
 - Results of data analysis
 - Summary tables
- V. Conclusions and Recommendations
 - Analysis of results related to questions or hypotheses of the study.
 - Conclusions
 - Limitations of study and conclusions
 - Recommendations for practice
 - Recommendations for further research

Thesis

Students wishing to undertake an in-depth study of an educational problem and especially students expecting to continue graduate study beyond the master's level should consider completing a thesis. This consideration should include a rigorous self-assessment in which the student determines the strength of his/her commitment to a project that requires considerable time, whether his/her writing and critical thinking skills are highly developed, whether he/she has developed the skills necessary to research complex issues and questions, and whether he/she has the dispositions required to work independently without close and continuing supervision. The faculty will consider the same questions concerning the student and may deny the student the option of electing to do a thesis if the student has not, in its judgment, evidenced sufficient commitment or skills and dispositions.

The Proposal

The proposal will consist of the following items and along with a timeline will be attached to your application for EDUC 868. The proposal consists of three parts:

1. Introduction

The introduction contains enough information about the problem to be studied so that the reader will be able to understand the problem and its significance. If specialized terminology is to be used, definitions of terms are included. A clear statement of the problem is given. Include specific research questions that you will attempt to answer. The significance (practical and/or theoretical) of your project is also to be addressed in this section.

2. Review of Literature

A discussion of research and other literature related to the problem being studied is presented. A synthesis of the literature is also included, along with how it relates to your project.

3. Methodology

The subjects involved in the project are described here. Also procedures to be used in the study, to collect data, and to analyze the data are presented. Research projects may use either statistical or non-statistical data analysis.

After your application for EDUC 868 has been approved, you will register for EDUC 868: Culminating Experience. Once enrolled in EDUC 868, you will then conduct the thesis by carrying out the procedures and collecting and analyzing the data.

Format for Thesis

You will then complete your thesis which will include the following elements:

- A researchable hypothesis responding to a significant problem or question;
- Comprehensive review of research and literature on this hypothesis leading to development of a sound theoretical basis for hypothesis;
- Development of acceptable and rigorous methods for studying problems and may or may not involve statistical data analyses. Students completing theses are expected to manage their own data analyses.
- Presentation of findings
- Discussion of conclusions that can be drawn from the findings along with acknowledgement of limitations and presentation of recommendations for practice and further research.

Portfolio

A portfolio is an organized and goal-driven documentation of professional growth and achievements, often organized around specific areas of competence. It presents a set of artifacts attesting that the student has developed the knowledge, dispositions, and skills required to meet the Professional Unit's expectations of graduate students and the standards established by the M.A. in Education program faculty.

The Proposal

The student in consultation with the chair of his/her faculty committee will develop a proposal and a timeline for completion of a portfolio which will be reviewed and approved by the three members of the faculty committee. The student will select one of the two options for the portfolio:

1. The portfolio is developed and submitted to the National Board for Professional Teaching Standards (NBPTS) for the national credential. Students pursuing this option should check with the NBPTS for specific requirements. Approval from the NBPTS will weigh heavily in the faculty's consideration of your portfolio.
2. The portfolio is designed to demonstrate that the student has fulfilled both the expectations of the GSU Professional Unit for graduate study and the expectations that the program faculty has established for its graduates.

The GSU Professional Unit expects that graduate students will demonstrate:

- an in-depth knowledge of significant theories, issues and findings, and mastery of appropriate skills within a specific discipline;
- the ability to apply such knowledge and skills;

- the ability to read, interpret, and evaluate research literature and to relate results to selected areas of interest;
- the ability to analyze problems and to critique attempted solutions, especially within the student's own discipline;
- the ability to integrate knowledge from a variety of disciplines;
- the ability to design and implement a research, scholarly, or creative project;
- the ability to communicate scholarly thought to professional colleagues through writing and discussion; and
- the development of, or process of developing, dispositions that include: commitment to collaboration with colleagues and parents; commitment to ethical behavior; commitment to life-long learning, including professional development; and habits of mind that reveal reasoned eclecticism

The M.A. in Education program faculty has established standards that all graduates of the program are expected to meet. These standards are as follows:

I: Instruction: Master teachers are aware of a variety of instructional techniques, know when each is appropriate, and can implement them as needed.

II: Assessment: Master teachers use a variety of assessment techniques to determine the progress of individual students as well as that of the class as a whole.

III: Content Knowledge: Master teachers design instruction with a deep understanding of the subject(s) they teach and with an appreciation for how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings.

IV: Reflection: Master teachers inquire systematically into, and reflect upon, their own practice and demonstrate commitment to lifelong professional development.

V: Leadership: Master teachers provide leadership in developing, implementing, and evaluating curriculum and instructional decisions.

VI: Collaboration: Master teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development.

VII: Model Learners: Master teachers are models of educated persons, exemplifying the virtues that they seek to inspire in students--curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences.

The student will prepare a proposal acceptable to the three-member faculty committee that consists of the following:

- Current Curriculum Vitae and Transcripts:
- Description of how the student will demonstrate graduate writing ability
- Description of how the student will demonstrate mastery of graduate level research skills
- General description of the coursework and professional experience upon which the student will draw to show meeting program standards.
- A timeline for completion of the final portfolio

Completing the Portfolio

The final presentation of the evidence showing that the student meets the expectations described above will be organized into four sections:

1. Current Curriculum Vitae and Transcripts

The current curriculum vitae should be complete, showing all relevant professional information, including all postsecondary education, professional experience, leadership and other contributions to the profession of teaching, listing and brief summaries of presentations to educational groups, listing and brief summaries of significant published and unpublished professional writing, listing and brief summaries of any professional awards, listing and brief summaries of contributions to the community in which the student teaches..

The transcripts should include all postsecondary coursework together with any commentary that the students believes will illuminate the significance of all or part of this coursework.

2. Demonstration of Graduate Level Writing Ability

The student will include a substantial sample (usually a minimum of 20 and a maximum of 30 pages) of writing authored by the student and addressing a significant professional problem or question. The specific format and topic will be proposed by the student and approved by the faculty committee. This writing sample is required to conform to the conventions associated with the APA Style

Students should consider selecting from several types of writing: revising a paper previously presented in a course; a directed essay, a critique of or a response to a publication; a response to a question posed by a faculty member; or presentation of action research conducted by the student. A literature survey or report on a project is acceptable if and only if the survey or responds to a significant problem or question and the student implicitly or explicitly argues for a position.

In considering the preparation of this writing sample, the student should be aware that the faculty committees will generally expect the following elements:

- Presentation of a professional question or problem;
- Assessment of the significance of the question or problem which may include a brief history of the question or problem;
- Consideration of alternative responses to the question or problem;
- Assessment of the costs and benefits of each of the alternative question or problem;
- Arguments in favor of the alternative judged most desirable.

3. Evidence of Graduate Research Mastery

The specific way in which the student demonstrates acceptable research skills will be determined by the student and the faculty committee. The student should consider selecting one of the following approaches as she/he prepares a proposal to the faculty committee:

- a. A small-scale action research project addressing a question of practice. The material presented should identify the research question, describe the methodology used to address the question, and a summary and assessment of the results found.
- b. Documentation of the student's activities and contributions while assisting a faculty member with research leading to a presentation and/or publication. The student might include a copy of the publication, presentation, or conference proceeding together with a journal or other description of the student's contributions as verified by the faculty member.
- c. Analysis and interpretation of a set of data and questions supplied by the graduate faculty or other faculty.
- d. Completion of a small-scale meta-analysis of existing research in an area of interest.

4. Evidence of Meeting Program Standards

The student will document meeting each of the eight program standards using artifacts, reports, videotapes, and items in other formats that were developed during the student's coursework in the program and/or in professional practice.

Portfolio Rubric

A rubric and approval page used by the faculty in portfolio assessment is available for students at: [under construction – please check back soon.](#)

Appendix F

Requirements and Guidelines for Preparation of Manuscripts for Research Projects, Theses, Portfolios, and Other Formal Writing

This Appendix contains specific instructions for preparing manuscripts for research projects, theses and other formal writing. Margins, page numbering, and other typing specifications are discussed. A sample from an approved project is available at

<http://www3.govst.edu/n-battaglia/doi/handbooks/educ/samples.htm>.

For all matters not included here, consult the Publication Manual of the American Psychological Association (APA, 5th ed.). If any discrepancies between APA style and that given here are found, follow the guidelines stated in this handbook. These guidelines depart from the APA style as follows:

- page margins
- incorporation of tables and figures into text
- the front matter, including an approval page is not paginated and does not utilize the running head.
- the manuscript should be double spaced
- paragraphs are indented 0.3"
- there should be 2 spaces between all sentences in text

Since APA style should be followed in most cases, you should examine the Publication Manual carefully. The Table of Contents shows the range of items included. In particular, you should read the following sections:

- Chapter 2: Expression of Ideas
- Chapter 3: APA Editorial Style, Punctuation and Tables ,and
- Appendix A: Material Other Than Journal Articles .
- Reference Citations in Text
- Reference List .

The “APA-Style Helper” is a software program that you might find helpful. It is available for purchase at: <http://www.apa.org/apa-style>

Required Format Elements

The following format elements are required:

Margins are to be set at 1 ½ inches on the left and 1 inch on the right, at the top, and at the bottom.

Front-matter pages are those that are placed before the text of the paper. They include the Approval Page, Abstract, Acknowledgments, and a Table of Contents. Major headings, such as TABLE OF CONTENTS or CHAPTER I, should be capitalized and follow the APA Manual for Level 5. Levels of headings are addressed in the manual.

For research projects and theses, the following order of presentation is to be used:

- Front Matter (no running head or pagination)
- Approval Page
- Abstract
- Acknowledgements
- Table of Contents
- Title Page (begin running head and pagination)
- Body of Paper (running head and paginated) (including references)

Approval Page

This is the first (or cover) page of the project or thesis. This is the page upon which your committee members and the Coordinator of Graduate Programs will indicate approval of the final product. A sample template for the approval page is available at

<http://www3.govst.edu/n-battaglia/doi/handbooks/educ/samples.htm>.

Table of Contents

List entries in the Table of Contents as follows:

1. Indent one-digit chapter numbers 0.3”.
2. Number, word, capitalize, and punctuate titles and headings exactly as they appear in the text; do not underline headings in the Tables of Contents.
3. Use 0.6” indention within headings and between successive levels.
4. Single-space if chapter titles and headings are longer than one line, and double-space between chapter titles and headings.
5. Page numbers should align on the right margin.

Abstract

The abstract includes a definitive statement of the problem, a brief description of the study, the findings, and conclusions. It should not be longer than two double-spaced pages. Since the abstract is not really a part of the paper, it is not included in the page numbering. Place the abstract after the approval page.

Title Page

Follow the APA Manual for this page. This is the page at which pagination and the running head begin.

Chapter Titles and Headings

Each CHAPTER is to begin on a new page. Follow the APA Manual for levels and placement of all other headings.

References

References are to begin on a new page immediately at the end of Chapter 5 and before Appendices. Type REFERENCES as a level 5 heading. References are to be double-spaced throughout and use a hanging indent of 0.3”. Follow the APA Manual for reference format. Because this is not a manuscript for publication, italics should be used instead of the underlining shown in the manual for copy manuscripts. A sample reference page is provided at

<http://www3.govst.edu/n-battaglia/doi/handbooks/educ/samples.htm>.

Appendices

Instruments or forms used in the study, original data, and tables that contain data of lesser importance belong in appendices. List each appendix by letter and title in the Table of Contents. See sample pages for further typing instructions.

<http://www3.govst.edu/n-battaglia/doi/handbooks/educ/samples.htm>.

Writing Style

The style of writing used in the paper should be formal. You should generally avoid personal pronouns and contractions. Avoid phrases that are highly idiomatic. Use the APA Publication Manual to determine whether numbers should be written as numerals or spelled out.

Appendix G

The Faculty Committee

Pursuant to the University's policy regarding graduate studies that a student's culminating project be accepted by a committee of three approved faculty, the program requires that student's culminating project be supervised and approved by a faculty committee consisting of a chair and two readers.

The student, in consultation with the program advisor and the student's faculty advisor identifies a graduate faculty member within the Division of Education who is asked to chair the student's culminating project. Oftentimes, this faculty member is one that the student has taken one or more courses and finds the perspective, interests and temperament of the faculty member congenial. If this faculty member agrees to serve as chair, the student and the chair in consultation with the program advisor identify an additional two faculty members who have particular skills and interests that will enable them to assist the student in significant ways. For instance, one of these faculty members may have published in an area related to the student's project or has significant skills in research design.

Normally, the committee meets at the beginning of the student's work on the culminating project. After this meeting, the student communicates principally with the chair. All work is submitted to the chair and normally the chair returns the work with the chair's comments and those of other committee members if applicable. The student is responsible for initiating and maintaining communication with the committee chair; if communication with chair falters for whatever reason, the student is advised to contact the program advisor, Coordinator of Graduate Studies, or the Division Chair to receive assistance in restoring effective communication with the committee chair.

Review and Approval of Proposal

The complex nature of culminating experiences frequently requires that proposals undergo several revisions. When submitting a revised version of any part of the proposal, always submit the original, complete copy containing the comments of the person requesting the revisions.

When the approval of the faculty advisor and the committee has been secured, prepare a copy of the approval page in final form. When all revisions have been made and all signatures have been obtained you should make and send copies of the proposal to the chair, all other committee members, the program advisor and the Coordinator of Graduate Studies

Review and Approval of Project, Thesis or Portfolio

Students frequently find that they are required to submit one or more revision of each section of the culminating project. Students are advised to number versions of each section as they prepare it. Further students are advised to submit the last version reviewed with any comments along with the revision or new version. Doing so allows the faculty members to review the new version much more quickly and accurately.

Students should understand that they may be required to produce several revisions and that the project may not be finished according to the timeline. The faculty committee, not the student, is responsible for determining that the project meets the program's standards.

Final Copies of Culminating Projects

For theses: Make four copies of the paper and one copy on 3.5" IBM formatted floppy disk. Place three copies in a black, expandable, report cover and one paper copy in an un-punched and unbound folder. Submit all five items to your committee chair.

For projects: Make two copies on paper placed in a black, expandable report cover and one copy to 3.5" IBM formatted floppy disk. Submit to your committee chair.

For Portfolios or other options: Submit two 3.5" IBM formatted floppy disks. The disks should each contain a scanned signed copy of the rubric/approval page and any and any word processed/or scanned components of the portfolio/option. Submit to your committee chair.

Appendix F

Comprehensive Examinations

Students completing the research project and portfolio options must pass a written comprehensive examination. Students completing a thesis must complete an oral comprehensive examination..

Students who fail either type of comprehensive examination may retake the examination the next time it is offered. Students failing either type of comprehensive examination twice will be automatically dismissed from the program. The student may apply for readmission to the program and petition the faculty to retake the comprehensive examinations. The petition will demonstrate that the student has successfully met all requirements that the faculty and not permitted to re-enroll in the program.

Comprehensive examinations in all areas are offered in the Fall and Winter trimesters. Comprehensive examinations for students completing the Curriculum and Instruction option are offered in the Spring/Summer trimester as well as Fall and Winter. The Graduate Academic Calendar available at gsuteach.com indicates the specific dates for a given trimester.

Descriptions and requirements related to these two kinds of comprehensive examinations follow:

Eligibility to Take Written Comprehensive Examination

Eligibility to take the written comprehensive examination requires that all coursework on the student's study plan except EDUC868 be satisfactorily completed and the student be in good standing as determined by the University and the program area faculty.

Application to Take Written Comprehensive Examination

Students who will meet the eligibility requirements to take the examination must apply to take the examination by the deadline dates in the Graduate Academic Calendar. Students must use the form and follow the procedures available at <http://www3.govst.edu/n-battaglia/doeforms/default.htm>.

Exceptions and Special Arrangements

Students who cannot arrange to take the written comprehensive examination on the scheduled dates in a given trimester must wait to take the examination the next time it is offered. Alternative examination dates or "make up" dates are not available.

Students who have a disability or special needs and require accommodation in order to have equal access to the written comprehensive examination, must register with the designated staff member in the Division of Student Development. Such students should go to Room B1201 or call (708) 534-4090 and ask for the C0ordinator of Disability Services. Students will be required to provide documentation of any disability when an accommodation is requested.

Penalties and Exceptions

A student who has applied to take the written comprehensive examination and discovers that he/she cannot take the examination on the scheduled date must notify the Coordinator of Graduate Studies or the Graduate Advising Office in writing that he/she will not take the examination at least one week prior to the scheduled date of the examination.

If the student discovers that she/he cannot take the examination within one week of the scheduled examination date, the student must be excused by the Coordinator of Graduate Studies. The student must have an acceptable reason such as illness, a death in the family, or some other emergency situation that appropriately requires the student's presence. If the situation arises the day of the examination, the student is expected to inform the Coordinator of Graduate Studies as soon as possible of the situation and request to be excused. The Coordinator may require the student to document the reason or situation presented by the student.

Students who apply to take the written comprehensive examination and do not subsequently take the examination on the date indicated on the application will be regarded as failing the examination unless

excused by the Coordinator of Graduate Studies. The records of the student will reflect a failure on the examination. As noted elsewhere in this Handbook two failed attempts to pass the examination results in the student being dismissed from the program.

Purpose and General Character of Written Comprehensive Examination

The purpose of the written comprehensive examination is to assess the student's ability to integrate his/her studies when confronted with a novel question or scenario requiring a response and doing so under rather severe time constraints. The purpose of the written comprehensive examination is **not solely** to assess whether the student has acquired and retained specific kinds of information and knowledge studied in various courses; that assessment has occurred during the course. Passing the written comprehensive examination requires demonstration of the following:

1. Ability, under significant time pressure, to produce graduate level writing communicating scholarly thought under pressure;
2. Ability to think critically, i.e., to analyze a question or situation, synthesize knowledge and skills, and generate and apply a method of evaluating a response to the question or situation.
3. In-depth knowledge of an area associated with teaching.

Questions on the comprehensive examination focus on the student's specialization. However, the questions assume that the student will bring to bear knowledge and skills acquired in the core courses.

The program faculty associated with each specialization is responsible for the preparation, administration, and evaluation of written comprehensive examinations. Questions for each specialization area are prepared by faculty members associated with that area.

Administration and Scoring of Written Comprehensive Examination

The faculty associated with each specialization is responsible for preparing the question for the examination, developing and informing students in the specialization regarding how the comprehensive will be administered, and scoring the examinations.

The following are the procedures generally followed:

- About one month prior to the administration of the examination, students are informed of the place and procedures for the examination.
- Two or three weeks prior to the administration of the examination, the appropriate faculty meet to develop questions, scoring rubrics, and any specific procedures needed to administer the examination.
- An examination packet for each student is prepared. The packet contains the questions the student is to respond to and identifies the student using a number assigned to the student in order to insure the anonymity of the student when the examination is scored.
- The examination is then read by at least two approved graduate level faculty members associated with the student's specialization area or on the student's faculty committee. If either of the two readers fail the student, a third reader is assigned to read the examination. Two readers must rate the examination as passing in order for the student to pass the examination.

The scoring of the comprehensive examination is holistic in nature.

To be judged as passing, the responses to all questions must identify and address the issues contained in the question in a largely sensible manner. The responses engage most of the relevant issues, although some small problems may remain. The choice of supporting research, authorities, details and facts is sensible and makes sensible use of these sources. Overall, gaps in reasoning may occur and specific support may be missing in some cases but neither seriously hinders the persuasiveness of the response.

In addition, the responses, taken as a whole, demonstrate that the student has control of language, including diction and syntactic variety and the student's writing observes the conventions of standard written English with only occasional flaws.

General Advice for Students Taking the Written Comprehensive Examination

The most frequent reason students fail the examination is that they do not follow the directions provided by the examination regarding the number of questions to be answered or the elements to be included in the response.

In other cases, the response:

- is overly general and does not provide sufficient detail, analysis, and explanation. The response leaves the impression that writer does not have in-depth knowledge or understanding of the subject matter involved.
- lacks discernible connection to the question. The response leaves the impression that the student is answering some question other than the one asked.
- lacks coherence, often times taking on the appearance of a mere listing of various items or of an outline.
- exhibits carelessness regarding definition of terms and necessary distinctions.
- Uses language forms that are informal, slangy, or trendy and in these and other ways fails to show control over the conventions of standard written English.

Oral Comprehensive Examination

This kind of examination is limited to students completing a thesis and is regarded as the final step in the completion of a thesis since the examination or defense focuses on the thesis. The purpose of the examination is to assess the student's ability to defend the thesis he/she has prepared when confronted with rigorous questioning by a faculty committee. The steps and procedures associated with completing this examination are as follows:

Pre-Defense

1. The committee chairperson will consult with the student and the committee to verify that the student has substantially completed the thesis to be defended.
2. The committee chairperson will arrange for Division of Education faculty member not on the student's committee to be the neutral chairperson of the defense.
3. The committee chairperson will schedule the date and time in cooperation with all those involved, including all committee members, the neutral chair and the student.
4. The chairperson will reserve a room for the defense.
5. The chairperson will announce the defense by sending Division of Education faculty notice of the date, time, place and title of the thesis to be defended and an abstract. This will be done 7-10 days in advance of the defense. A copy of the thesis will be available for examination in the Division of Education office 7-10 days in advance of the defense.

Defense

1. The neutral chair will introduce the student who provides brief exposition of the thesis.
2. The committee chair will then ask the first substantive question regarding the thesis.
3. The other members of the committee will each ask one substantive question each regarding the thesis.
4. After each substantive question, all members of the committee may ask clarifying questions regarding the question under consideration. However, no new questions of a substantive nature will be introduced until the question under consideration has been thoroughly examined.
5. Following the first round of questions, each member of the committee may ask a second optional question in the same order.
6. During the defense, committee members may make statements to encourage you. However, only information related directly to the thesis will be considered in evaluating the thesis defense.
7. Following the second round of questions by the committee, the audience will be invited to ask questions related to the thesis.

8. The student and the audience will be asked to leave the room while the committee deliberates its decision on whether the defense has been adequate and appropriate.
9. The student will then be recalled to hear the committee's decision.

Post-defense

1. The student will make any changes requested by the committee in all copies of the thesis.
2. Submit five final copies in black report covers to the Coordinator of Graduate Studies who will secure the signatures necessary to finalize acceptance of the thesis.

The program faculty advises that then the student should undertake an appropriate celebration with family, friends, and colleagues and make plans to participate in Commencement.