

DEPARTMENT OF TEACHING AND LEARNING

GRADUATE HANDBOOK

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INTRODUCTION

Southeastern Louisiana University's Department of Teaching and Learning offers Master of Education in Curriculum and Instruction and Master of Education in Special Education degree programs to provide educators with the vehicle to acquire advanced knowledge in their chosen program area. These programs are rigorous and aligned with national, state, and institutional standards (specifically the National Board for Professional Teaching Standards [NPBTS] as well as standards specific to national professional organizations), the Louisiana Components of Effective Teaching (LCET), as well as the College of Education and Human Development (COEHD) Conceptual Framework. Candidates wishing to enter any of these Master of Education programs must meet all requirements of admission to Graduate School.

The purposes of the Master of Education in Curriculum and Instruction are to: (1) Prepare highly qualified and effective teachers for Louisiana's PK-12 schools; (2) provide candidates with opportunities to develop pedagogical content knowledge, content knowledge in their area(s) of certification, and competencies reflecting the knowledge, skills, and dispositions to reach their full potential; (3) develop candidates' capabilities to provide professional services and leadership in schools, school districts, and professional organizations; (4) offer curriculum and instruction for earning a master's degree that is guided by the high standards of the College of Education and Human Development Conceptual Framework and other state and national standards; (5) provide intensive study in candidates' selected area of concentration; and (6) enhance the candidates' potential for serving students, parents, colleagues, and others in the educational community.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (COEHD) CONCEPTUAL FRAMEWORK

General Statement:

The COEHD's Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity and Technology are included in the assessment process as themes that are integrated throughout all programs in the educational unit (diversity) (technology).

Knowledge of Learner

Candidates' understanding of the learner which is necessary to provide effective and equitable instruction

The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Strategies and Methods

Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals

The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Content Knowledge

Candidates' thorough understanding of the content appropriate to the area of specialization

Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Professional Standards

Established criteria that guide effective professionals in each discipline area

The educational unit is based on professional standards, enabling candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. **Diversity** is an integral part of the program, and **Technology** is integrated throughout the program.

Mission Statement: The College of Education and Human Development exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs.

Vision Statement: The faculty of the College of Education and Human Development prepares candidates to become effective professionals who set the standard for excellence through best practices.

The following definitions are offered to help the reader understand the conceptual framework:

Candidate: The Southeastern student.

The Effective Professional: In the Dept. of Teaching & Learning this is The Effective Educator.
In the Dept of Educational Leadership & Technology this is The Effective School Leader.
In the Dept of Counseling & Human Development this is The Effective School Counselor.

Learner: In the Dept. of Teaching & Learning this is the PK-12 student.

In the Dept of Educational Leadership & Technology this includes principals, teachers, students, supervisors, and parents.

In the Dept. of Counseling & Human Development this in students and parents.

Partners: This is the wider professional community, including the Colleges of Arts, Humanities, and Social Sciences; Science and Technology; Nursing and Health Sciences; P – 12 schools; and the professional community.

Knowledge Base: This is the theoretical foundation in the appropriate field for best practices As applied to developing the conceptual framework.

Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.

Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.

Knowledge: Candidates have a thorough understanding of subject matter they plan to teach and a thorough understanding of the central concepts, tools of inquiry, and structures of their fields, as delineated in professional, state, and institutional standards.

Skills: Candidates have a thorough understanding of pedagogical and professional knowledge skills in their fields as delineated in professional, state, and institutional standards

Dispositions: Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards.

ADMISSION TO GRADUATE PROGRAMS

An applicant for admission into Graduate School must submit:

- a completed application,
- completed immunization form,
- a non-refundable fee,
- official copies of all transcripts,
- official copies of the required standardized test scores, and
- all other required paperwork, to the Graduate Admissions Office prior to the established deadlines.

To be admitted to the Master of Education, Curriculum and Instruction, and Master of Education, Special Education programs, candidates must:

- have earned a bachelor's degree from an accredited U.S. institution or its foreign equivalent

- have earned a minimum 2.5 undergraduate Grade Point Average (GPA) on all undergraduate work attempted, or have earned a minimum 2.75 GPA on all undergraduate upper-level work attempted
- have satisfactory academic standing at the last academic institution attended
- have a current Louisiana teaching certificate
- submit Graduate Record Exam (GRE) scores before the end of the 12th hour,
- be recommended in writing by the graduate coordinator for the individual degree program
- be approved by the Graduate Dean

Admission Status for Master of Education, Curriculum and Instruction, and Master of Education, Special Education: The admission status is determined by the following formula: $200 \times \text{the undergraduate GPA} + \text{GRE verbal score} + \text{GRE quantitative score}$. Additionally, the successful completion all requirements listed above are considered when determining admission status for the Master of Education in Curriculum and Instruction and the Master of Education in Special Education candidates.

- **Regular Admission Status:** If the above formula yields 1350 pts. or more, the candidate has successfully completed all requirements listed above; the candidate is admitted with regular status.
- **Conditional Admission Status:** Candidates who wish to pursue a graduate degree and who have not met all of the requirements for Regular Admission status, but who have met department criteria for Conditional Admission status, will be placed in this category. Candidates in Conditional Admission status may not receive credit for more than a total of 12 hrs. of graduate course work that will count toward completing their graduate degree while in Conditional Admission status. Candidates must maintain a minimum 3.0 GPA with no grade below a “C” and no more than one “C” grade. If at the end of the 12th hr. the Graduate Coordinator recommends upgrading to Regular Admission status, the Dean will review the candidate’s records to determine admission status. If at the end of the 12th hr. the Graduate Coordinator notifies the Graduate School that the candidate has not met the requirements for Regular Status, the Dean will review the records and change the candidate’s status to Non-Degree. Using the above formula, if the candidate’s GRE scores and GPA yield 1250 – 1349 points, the candidate is given Conditional Status until he/she successfully completes the 12th hr. and meets all requirements listed above.
- **Temporary Admission Status:** All candidates intending to pursue a graduate degree are place in Temporary Admission Status. If the Graduate Coordinator notifies the Graduate Dean that, after completing 12 hrs. of graduate course work, a candidate in Temporary Admission Status does not qualify for Regular or Conditional Admission Status, the Dean will change the candidate’s status to Non-Degree seeking. In the Master of Education in Curriculum and Instruction and Master of Education in Special Education programs, candidates are placed in temporary status until the Graduate Coordinator has received a copy of the candidate’s teaching certificate and GRE scores.

- **Other Graduate School Requirements:** Candidates must maintain a 3.0 GPA in Graduate School to remain in good standing. No more than two courses with a grade of “C” will be accepted for credit and no more than twelve hours of graduate credit will be transferred from another accredited college or university. Transfer courses will not be accepted until the candidate has completed 12 hrs. at Southeastern. All programs must be completed within a six-year time limit. This time limit begins with the first course taken at Southeastern for the master’s degree (or when the first transfer course was taken) and ends with the successful completion of the comprehensive exam or action research project.

REQUIRED PAPERWORK

Once the candidate has successfully submitted his/her teaching certificate and GRE scores, he/she must make an appointment with the graduate coordinator (Dr. Nicki Anzelmo-Skelton, nanzelmo-skelton@selu.edu, 985-549-5234) to sign the required paperwork. This required paperwork includes the Degree Plan and the Application for Admission to Candidacy and must be signed by the end of the 12th hr. If this paperwork is not completed by the end of the 12th hr, the candidate will not be able to count his/her course work toward the master’s degree.

Degree Plan: The department graduate coordinator/director or graduate faculty advisor will determine the degree plan for each graduate candidate in the respective departments. The degree plan must be finalized prior to a graduate candidate’s registering for more than 12 hrs. of graduate credit. The degree plan will be formulated in accordance with the general regulations of the University, as well as those of the candidate’s college and department. The degree plan will be filed in the office of the Graduate School.

Admission to Candidacy: All candidates seeking a master’s degree must be admitted to candidacy for the degree. This entails the following:

1. Admission to candidacy for the master’s degree provides official recognition that the candidate has attained a stage in advancement toward the degree.
2. Prior to admission to candidacy for the master’s degree, candidates’ satisfactory progress toward the degree will be attested by their:
 - a) Having achieved Regular Admission status.
 - b) Having completed 12 hrs. of graduate degree credit at Southeastern with a cumulative GPA of at least 3.0
 - c) Having a degree plan approved by their graduate coordinator/director or graduate faculty advisor.
3. The application for admission to candidacy for the master’s degree must be completed and signed by the candidate and the graduate coordinator/director or graduate faculty advisor and submitted to the office of the Graduate Dean no later than 15 days after the first day of class of the next semester or term in which the student is enrolled.
4. The Graduate Dean will verify the accuracy of all information in the application process and sign the form, thus officially certifying the admission of the candidate to candidacy for the master’s degree.

5. The completed, signed, and approved admission to candidacy form must be on file in the office of the graduate coordinator and Graduate School at least two semesters prior to graduation.

CONCENTRATION AREAS: CURRICULUM AND INSTRUCTION

ECE/PK – 3
Elementary (1 – 5)
English as a Second Language (ESL)
Gifted – Elementary
Gifted – Secondary
Literacy
Middle School (4 – 8)
Secondary – Biology
Secondary – Chemistry/Physics
Secondary – English
Secondary – Foreign Languages
Secondary – Mathematics
Secondary – Social Studies

CONCENTRATION AREAS: SPECIAL EDUCATION

Early Intervention
Educational Diagnostician
Mild/Moderate Disabilities

COURSEWORK REQUIREMENTS:

Introduction

Master of Education in Curriculum and Instruction: In each concentration area, EDF 600 and EDUC 660 are prerequisites for all other coursework in the programs. EDUC 693 and 695 are taken at the end of the program unless otherwise designated. To enroll in EDF 600 (or any other EDF prefix course), the candidate must obtain department consent. To get this consent, the candidate must email the Graduate Coordinator for the Department of Educational Leadership and Technology. The candidate will need to include the following in the email: the candidate's name, w#, the course needed, the section number, and the class number. The following are approved degree plans for a Master of Education in Curriculum and Instruction:

*Master of Education, Curriculum and Instruction
Concentration: ECE/PK - 3*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	Concentration Courses:			
	ECE 601	3	_____	_____
	ECE 603	3	_____	_____
	EDUC 677	3	_____	_____
	ECE 602	3	_____	_____
	ECE 630	3	_____	_____
	ECE 632	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	Elective Courses:			
	EDUC 678, 699, or other approved elective	3	_____	_____
	Total Number of Hours:			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education, Curriculum and Instruction
Concentration: Elementary, Grades 1 - 5*

General Information:	Required Courses:			
	Core Courses:	Hours	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF and EPSY courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
	EDUC 650, 651, 652, 654, or 655	3	_____	_____
	EDUC 650, 651, 652, 654, or 655	3	_____	_____
	EPSY 601 or 605	3	_____	_____
	EPSY 603	3	_____	_____
	EDUC 657 or 678	3	_____	_____
	EDUC 691	3	_____	_____
	EDF 607, 615, or 616	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education, Curriculum and Instruction
Concentration: English as a Second Language (ESL)*

General Information:	Required Courses:			
	<u>Core Courses:</u>	<u>Hrs.</u>	<u>Grade</u>	<u>Sem.</u>
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last. (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
	EDUC 516	3	_____	_____
	EDUC 528	3	_____	_____
	EDUC 550	3	_____	_____
	ENGL 524	3	_____	_____
	EDUC 664	3	_____	_____
	ENGL 646	3	_____	_____
	FLAN 501	3	_____	_____
	COMM 510	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			39 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education, Curriculum and Instruction
Concentration: Literacy*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses taken first. ** Courses taken last (right before EDUC 665) (693 last fall semester; 695 last spring semester) ***First literacy course; may be taken concurrently with 664 or 678.	*EDF 600 *EDUC 660 **EDUC 693 **EDUC 695 SPED 667	3 3 3 3 3	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
All EDF courses require department consent from the Department of Educational Leadership and Technology. Those working in the elementary area will take EDUC 657 and 665; those working in the secondary area will take EDUC 658 and 666	<u>Concentration Courses:</u> ***EDUC 657 or 658 EDUC 661 EDUC 664 EDUC 678 EDUC 516 EDUC 665/666 (last literacy course; can be taken before or after EDUC 693/695)	3 3 3 3 3 3	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
.	<u>Elective Courses:</u> EDUC 654, 677, 699, EPSY 601 or other approved elective	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education, Curriculum and Instruction
Concentration: Middle School (Grades 4 – 8)*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
	Four (two areas) content area courses from the College of Arts, Humanities, and Social Sciences or College of Science and Technology:			
		3	_____	_____
		3	_____	_____
		3	_____	_____
		3	_____	_____
	Two content area methods courses to concur with above course (EDUC 650, 651, 652, or 654):			
		3	_____	_____
		3	_____	_____
		EDUC 696	3	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary Biology Education*

General Information:	Required Courses:			
	<u>Core Courses:</u>	<u>Hrs.</u>	<u>Grade</u>	<u>Sem.</u>
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
	(candidate must take four 600 level BIOL)			
	BIOL ____	3	_____	_____
	BIOL ____	3	_____	_____
During the first semester of the M.Ed. program, the candidate must meet with the biology sciences dept. to set up a plan of study.	EDUC 692	3	_____	_____
	BIOL ____	3	_____	_____
	BIOL ____	3	_____	_____
	EPSY 602, 603, or 605	3	_____	_____
	EDF 607, 615, 616 or SPED 600	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary Chemistry/Physics Education*

General Information:	Required Courses:			
	<u>Core Courses:</u>	<u>Hrs.</u>	<u>Grade</u>	<u>Sem.</u>
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
	CHEM 621 or PHYS 621	3	_____	_____
	CHEM 622 or PHYS 622	3	_____	_____
During the first semester in the M.Ed. program, candidates must meet with the Chemistry/Physics Dept. to set up a plan of study.	EDUC 692	3	_____	_____
	PHSC 631	3	_____	_____
	EPSY 602, 603 or 605	3	_____	_____
	PHSC 635	3	_____	_____
	EDF 607, 615, 616 or SPED 600	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*

- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary English Education*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u> (candidates must select the ENGL courses below or approved concentration courses – they must be 600 level courses)			
During the first semester in the M.Ed. program, candidates must meet with the English Dept. to set up a plan of study.	ENGL 630	3	_____	_____
	ENGL 616	3	_____	_____
	ENGL 620	3	_____	_____
	ENGL 645	3	_____	_____
	EDUC 692	3	_____	_____
	EPSY 602, 603 or 605	3	_____	_____
	EDF 607, 615, or 616	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*

- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary Foreign Language Education*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u> (candidates must take four concentration area approved courses)			
	_____	3	_____	_____
	_____	3	_____	_____
During the first semester in the M.Ed. program, candidates must meet with the Foreign Language Dept. to set up a plan of study	_____	3	_____	_____
	_____	3	_____	_____
	EDUC 692	3	_____	_____
	EPSY 602, 603 or 605	3	_____	_____
	EDF 607, 615, 616, or SPED 600	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary Mathematics Education*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF courses require department consent from the Department of Educational Leadership and Technology.	Concentration Courses: (candidates must take four MATH or MTED concentration area courses)			
	_____	3	_____	_____
	_____	3	_____	_____
	_____	3	_____	_____
	_____	3	_____	_____
During the first semester in the M.Ed. program, candidates must meet with the Math Dept. to set up a plan of study.	EDUC 692	3	_____	_____
	EPSY 602, 603 or 605	3	_____	_____
	EDF 607, 615, 616, or SPED 600	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	Total Number of Hours:			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*

- *The Capstone Portfolio is to be approved during the last course of the program.*

*Master of Education in Curriculum and Instruction
Concentration: Secondary Social Studies Education*

General Information:	Required Courses:			
	Core Courses:	Hrs.	Grade	Sem.
*Courses must be taken first.	*EDF 600	3	_____	_____
** Courses must be taken last (693 last fall semester; 695 last spring semester)	*EDUC 660	3	_____	_____
	**EDUC 693	3	_____	_____
	**EDUC 695	3	_____	_____
	SPED 667	3	_____	_____
All EDF and EPSY courses require department consent from the Department of Educational Leadership and Technology.	<u>Concentration Courses:</u>			
During the first semester of the M.Ed. program, the candidate must meet with the History or Political Science depts. to set up a plan of study.	Candidates must choose four concentration area courses (600 level or above):			
	_____	3	_____	_____
	_____	3	_____	_____
	_____	3	_____	_____
	_____	3	_____	_____
	EDUC 692	3	_____	_____
	EPSY 602, 603 or 605	3	_____	_____
	EDF 607, 615, 616, or SPED 600	3	_____	_____
The degree plan and application for admission to candidacy forms must be submitted no later than the end of the 12 th hr.	<u>Total Number of Hours:</u>			36 hrs.

Portfolio Requirements:

- *The Emerging Portfolio is to be approved at the end of the first 12 program hours.*
- *The Proficiency Portfolio is to be approved at the end of the next 18 program hours.*
- *The Capstone Portfolio is to be approved during the last course of the program.*

Gifted Elementary/Secondary: This is in the process of being redesigned. Please contact Dr. Anzelmo-Skelton at nanzelmo-skelton@selu.edu or 985-549-5234 about the particular courses needed for this concentration area.

Special Education: All areas of special education (mild/moderate, early intervention, and educational diagnostician) are in the process of being redesigned. Please contact Dr. Anzelmo-Skelton at nanzelmo-skelton@selu.edu or 985-549-5234 about the particular courses needed for this area.

COMPREHENSIVE EXAM Comprehensive exams are required of candidates in Curriculum and Instruction who began the degree program prior to the summer of 2006, and all candidates working on a Master of Education, Special Education. Candidates beginning their degree program in the Summer 2006 and later will complete an action research program as the culminating activity.

Comprehensive Exam: The comprehensive examination requires the candidate to review the body of material covered within his/her degree program and to perform on a test that is designed to bring together knowledge, application, synthesis, and evaluation.

A. Qualifying for the Comprehensive Examination

The candidate must have completed coursework in one of the department's six graduate concentration/program areas listed below. These are the concentration areas used prior to the summer of 2006:

- Elementary Education
- Special Education
- Reading
- Secondary Education
- Gifted
- English as a Second Language
- Kindergarten

B. Applying to take the Comprehensive Exam

- The candidate must apply for graduation the semester of the comprehensive examination or before. The application for graduation may be filed online at

the following SLU Website address:

http://www.selu.edu/admin/rec_reg/graduation/index.html.

- The candidate is responsible for paying a graduation fee and should refer to the SLU Catalogue for application dates. The graduation fee increases as the application deadline draws near.
- The candidate must complete an exit survey (found at the above address) before the application is considered filed.
- Upon receipt of the application for graduation, the Graduate School Office will notify the candidate in writing concerning his/her graduation status.
- If the candidate does not qualify for graduation, the Graduate School Office will supply the information concerning completion of course work and/or other activities required for graduation.

C. Preparing for the Comprehensive Exam

- The Graduate School Office will send the Graduate Coordinator a list of candidates who qualify to complete a comprehensive exam.
- The Graduate Coordinator will notify the candidate in writing about the date for the Comprehensive Exam Orientation Meeting.
- The orientation meeting is held at least one month prior to the comprehensive examination date.
- All candidates anticipating graduation and concentration/program area committee chairs (or designees) must attend.
- Each concentration/program area will have questions from specific content areas as well as a research question.
- These will be discussed in the concentration/program area orientation meeting, which will immediately follow the general orientation meeting.
- Prior to taking the comprehensive exam, candidates must complete the four required Master's Prospective Education Candidate Surveys (MPEC)(4).

D. Taking the Comprehensive Exam

- Candidates will not be permitted to bring notes or books into the examination room. A sweater or jacket is recommended for comfort. Scratch paper, pens, staplers, paper towels, and soft drinks/water will be provided.
- A monitor will be available to answer general questions concerning the examination.
- Candidates taking the examination will be given a number printed on the outside of their test envelope. These numbers will serve as identification since examination results remain confidential during scoring.

E. After the Comprehensive Exam

- Comprehensive exam concentration chairs (or their designees) will notify candidates of their status no more than three weeks following the examination.
- Candidates who score an average of 80% and above will be notified that they have passed the examination.

- If the concentration/program area committee determines that a candidate has not achieved a satisfactory performance on the examination, the committee and department head will meet to determine remediation. The committee chair or designee will then meet with the candidate to discuss the remediation plan, which may involve, but is not limited to, additional courses, independent study, and/or comps practice sessions.
- All candidates who fail the exam may retake the examination one additional time. The exam must be retaken within one year (if this falls within the six year timeline).
- Results of the comprehensive exam will not be left on answering machines or with anyone other than the candidate.

ACTION RESEARCH Candidates in Curriculum and Instruction who began their degree program in Summer 2006 or later will be required to develop an action research project.

Action Research: In keeping with the program emphasis on performance-based learning and assessment activities, candidates enrolled in the Master of Education in Curriculum and Instruction will complete their degree programs by engaging in an action research project.

Orientation Seminar: All candidates are required to attend an orientation seminar early in the semester when taking EDUC 693 where the research process will be explained, timelines provided, and information regarding the action research forum provided to all students. This will include a discussion of how to obtain IRB approval.

IRB (Institutional Review Board): IRB approval is required for all action research projects initiated in EDUC 693 and completed in EDUC 695. IRB approval will be requested in EDUC 693.

Prerequisites: Graduate candidates are required to meet all prerequisites and skills (technology, research, knowledge about plagiarism, how to collect data), before enrolling in EDUC 693/695.

Conducting the Action Research: Design and implementation of the project will occur during enrollment in EDUC 693 (*Leadership for Change – Fall semester*) and EDUC 695 (*Action Research – Spring semester*). Faculty from EDF 600, EDUC 693, EDUC 695 and when appropriate to the content area, additional faculty members, will collaborate to guide candidates' research.

Planning for the project will begin in EDUC 693, during which candidates will develop a proposal for an action research project. The proposal will consist of a problem statement, a review of the literature, and a research design to address the problem. Candidates will carry out the action research project in EDUC 695 where they will continue the research process with collecting and analyzing data, determining the results, and drawing conclusions.

Once both EDUC 693 and EDUC 695 instructors have deemed the project as satisfactory, candidates will provide a multimedia presentation for a team of graduate faculty. A rubric will be used to assess this final requirement for the graduate program.

Assessment: Final action research projects will be assessed by the instructor of EDUC 695 and when appropriate faculty from EDF 600, EDUC 693, and the content area of research (e.g., Gifted).

Graduate Action Research Forum: The Graduate Action Research Forum is one form of publishing the action research that is conducted during the graduate program. Each teacher candidate who meets expectations for the Action Research Project is required to participate.

Candidates will present their findings as a final requirement for the graduate program. The forum will include other graduate candidates, faculty, and invited guests from the university, public schools and community.

GRADUATE PORTFOLIO: Table 1 provides an overview of the Portfolio Requirement in the Assessment System for candidates in the Curriculum and Instruction graduate degree program concentrations (ECE, Elementary, ESL, Middle, Literacy, and Secondary). Within the Assessment System, graduate candidates in Curriculum and Instruction will develop a portfolio at each of three portals or program checkpoints. Each portfolio will include specific items graduate candidates will be required to include as identified in the Table 1. Candidates will not be allowed to progress to the next portal without achieving a Satisfactory score at each performance level.

Submitting Portfolios: Electronic portfolios will be created and completed in PASS-PORT. Candidates will create the portfolio tabs, complete required sections (e.g., Professional Development, Field Experiences, etc.), and upload artifacts through the Artifact Bin to present a completed portfolio at each of the three points in their degree programs to progress to the next level of performance or to graduate. A portfolio will be submitted at **PORTAL 7 - *Emerging Portfolio*** (end of 12 hours), **PORTAL 8 – *Proficiency Portfolio*** (end of next 12-18 hours), and **PORTAL 9 – *Capstone Portfolio*** (during the final semester). PASS-PORT orientation sessions are offered each semester. Please contact the Graduate Coordinator or the department office for this information.

Progression in the Curriculum & Instruction Graduate Assessment System: Candidates will be considered to progress from one portal to the next in the Curriculum and Instruction Graduate Assessment System if a score of Satisfactory or Exemplary is received. A score of Unacceptable will keep the graduate candidate from progressing to the next Portal. An acceptable score of Satisfactory or Exemplary must be received for progression. A candidate will be allowed to resubmit the revised portfolio only one time.

Candidate Choice Artifacts: Each graduate course has one artifact identified that may be selected as a candidate choice artifact for inclusion in a portfolio. Candidates should select one

or two artifacts for each portfolio (see specific requirements in Table 1 below). Each candidate choice artifact must be aligned to only one NBPTS Core Proposition. The candidate is encouraged to select the core proposition that is best exemplified in that artifact. A maximum of three (3) artifacts are allowed per portfolio.

Required Artifact: The Action Research Project is the Required Artifact for the *Capstone Portfolio*. The Action Research Forum Presentation (e.g., PowerPoint) may be included in the Portfolio as one of the candidate's Choice Artifacts; however, the faculty evaluation is not required for inclusion.

NBPTS Core Propositions: The five NBPTS Core Propositions must be addressed by the end of the degree program. At PORTAL 7, one core proposition must be addressed in the Reflective Summary. At PORTAL 8, two additional core propositions must be addressed in the Reflective Summary. At PORTAL 9, two additional core propositions must be addressed in the Reflective Summary. Thus, by the end of one's degree program each of the core propositions will have been addressed. The NBPTS Core Propositions can be found at: http://www.nbpts.org/the_standards/the_five_core_propositio

SPA Standards: Standards identified by the Specialized Professional Association (SPA) associated with your selected program concentration must be addressed in the candidate's Reflective Summary at each portal. The number of SPA Standards that must be addressed at each portal is determined by the Program Concentration (e.g., Elementary). Thus, by the end of one's degree program each of the appropriate SPA standards will have been addressed.

Uploading Artifacts: Candidates should save artifacts from courses throughout their degree programs. One artifact from each graduate course has been selected by faculty as the potential Candidate Choice Artifact for that course. These artifacts should be saved in the Artifact Bin in PASS-PORT. From the Artifact Bin, candidates will upload their artifacts to the Portfolio that they have created for the portal performance requirements that they are completing.

Portal Reflections of Learning: A (one-page minimum/five page maximum) reflective summary will be required to accompany each submitted portfolio (Emerging, Proficiency, and Capstone). These Portal Reflections on Learning must include in-depth comments regarding why chosen artifacts align with specific core propositions (NBPTS) and SPA standards (if applicable). Candidates must address all components of the COEHD Conceptual Framework in each portal reflection of learning. Additionally, these reflections must include reflective statements about one of the field/clinical experiences and one of the professional development activities selected for inclusion in the portfolio. The chosen field/clinical experience and professional development activity should demonstrate diversity in your program. Reflective summaries not meeting the requirements will be considered unacceptable. An E-Folio Advanced Rubric is included in PASS-PORT to assess these portal reflections of learning.

Professional Development Hours: Candidates are required to document professional development activities for the required number of hours at each portal. At PORTAL 7, five hours of professional development are required. At PORTAL 8, ten hours of professional development are required. At PORTAL 9, ten hours of professional development are required.

Within the Professional Development tab in each portfolio, candidates will select one of their professional development activities and write a reflection addressing appropriate NBPTS Core Propositions and SPA Standards. The professional development activity may not be a Candidate Choice Artifact.

Professional Development Activities (PDAs): PDAs are opportunities for candidates to identify resources and engage in activities that develop and expand knowledge and skills through community service, service-learning, conferences, lecture series, workshops, and training. A graduate candidate is expected to “actively seek out opportunities to grow professionally.” This is evident as candidates:

- ❖ identify resources in order to develop professional expertise (e.g., national/state content standards, national/state professional organizations, educational journals, Internet sites, etc.),
- ❖ engage in professional development activities that expand existing understanding of teaching and learning concepts (e.g., observing teachers, planning for self-evaluation, using the Internet to locate instructional activities, joining teacher organizations, locating instructional techniques in educational journals, etc.), and
- ❖ participate in professional development activities to enhance professional skills (e.g., attending meetings of professional organizations, attending conferences and lecture series, attending workshops and training sessions, serving on committees, etc.).

Professional Development Activities are currently defined in three (3) distinct categories:

1. **Community Service** includes service-learning activities, serving on committees, volunteering to assist civic/community organizations, etc.
2. **Conference** includes mini-conferences, meetings for professional organizations, lecture series, etc.
3. **Workshops/Training** generally includes information sessions that can be used by the candidate and is more focused on a specific skill or topic.

PDAs to be entered in PASS-PORT include attendance and/or participation in community service, service-learning activities, conferences, lecture series, professional meetings, workshops, and training sessions sponsored by national, regional, state, and local organizations, as well as activities sponsored by the university, college, departments and/or required by course instructors. An approved activity bears the following note:

"This activity is approved as a PASS-PORT Candidate Portfolio Professional Development Activity"



Currently Approved PDAs:

Community Service/Service Learning

- ❖ School board meeting course assignments
- ❖ Serving on committees
- ❖ Joining and attending meetings of teacher organizations
- ❖ Instructor approved course assignments

Conference/lecture series

- ❖ Conversations on Diversity
- ❖ Showcase of "Best Practices in Teaching Writing"
- ❖ Instructor approved course assignments

Workshops/Training

- ❖ Dyslexia Simulation
- ❖ Annual Mock IEP
- ❖ Mock Interview Night
- ❖ PASS-PORT sessions
- ❖ Instructor approved course assignments

Field/Clinical Experiences: Candidates are required to document their Field/Clinical Experiences in each portal. Within the Field/Clinical Experiences tab in each portfolio, candidates will select one of their field based or clinical experiences and write a reflection addressing appropriate NBPTS Core Propositions and SPA Standards. The Field/Clinical Experiences may not be a Candidate Choice Artifact. If the Internship/Practicum is required for your degree program concentration, it should be included in the Capstone Portfolio at Portal 9.

Internship/Practicum: As applicable to the degree program concentration, candidates will be required to submit the Internship/Practicum experience in the Capstone Portfolio at Portal 9.

Action Research Project: The candidate's final report of the Action Research Project is required in the Capstone Portfolio with the completed instructor evaluation.

Portfolio Evaluations: Evaluation of the Emerging Portfolio will occur once the candidate has successfully completed and/or is currently enrolled in the first 6 – 12 hrs. of the master's program. Evaluation of the Proficiency Portfolio will occur during the semester in which the candidate is enrolled in the next 12 – 18 hrs. of the master's program. An evaluation of the Capstone Portfolio will take place during the last semester of the candidate's master's program. Evaluation of the Portal Reflection (at the end of each portfolio) constitutes the summative evaluation of the portfolio. In the event a portfolio is unacceptable, the candidate will be required to resubmit the portfolio for evaluation. The candidate may only resubmit a portfolio one time. Prior to resubmission, the candidate should consult with course instructors, the Teacher Development Center Director, Dr. Frances Wood (Frances.Wood@selu.edu), and/or the graduate coordinator to insure the portfolio will be acceptable for resubmission.

NOTE:

Individual Candidate Degree Plan: This document is required, but is not to be placed in the portfolios. The degree plan is to be completed by the end of the 12th hr. of your degree program. Faculty in your concentration may advise you per your degree plan that will be completed with the Graduate Coordinator.

Master's Prospective Education Candidate Readiness Surveys (PRE and POST): These documents are not to be placed in the portfolios, but are required for entrance and exit from the

degree programs. These surveys will be initially completed in EDF 600. The final surveys will be completed prior to taking comprehensive exams or during EDUC 695.

Action Research Form Forum Presentation: May be included in the Capstone Portfolio but not required.

TABLE 1			
Curriculum and Instruction Graduate Degree Program ASSESSMENT SYSTEM			
PORTAL 6	PORTAL 7	PORTAL 8	PORTAL 9
Admission to Graduate School	Admission to Program	Program Progress	Program Completion
GRE	(PRE) Master's Prospective Education Candidate Readiness Surveys		(POST) Master's Prospective Education Candidate Readiness Surveys
GPA	Individual Candidate Degree Plan	Individual Candidate Degree Plan	Individual Candidate Degree Plan
	<i>Emerging Portfolio</i> (first 6-12 hours)	<i>Proficiency Portfolio</i> (next 12-18 hours)	<i>Capstone Portfolio</i> (final 6-12 hours)
	Submitted at the end of 12 hours		Submitted at end of program
PORTFOLIO REQUIREMENTS			
	Candidate Choice Artifact (1) to address one NBPTS Core Proposition/required # of SPA Standards	Candidate Choice Artifacts (2) to address two additional NBPTS Core Propositions/ required # of SPA Standards	Candidate Choice Artifacts (2) to address two additional NBPTS Core Propositions/ required # of SPA Standards (by the end of this portal, all five NBPTS Core Propositions must be addressed)
	Professional Development (5 hrs)	Professional Development (10 hrs)	Professional Development (10hrs)
	Field/Clinical Experiences	Field/Clinical Experiences	Field/Clinical Experiences/ <i>Internship/ Practicum as applicable</i>
			Required Artifact Action Research Project
			Possible Choice Artifact Action Research Forum Presentation
	PORTAL 7	PORTAL 8	PORTAL 9

	Reflections of Learning	Reflections of Learning	Reflections of Learning
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Directions for Creating Electronic Portfolios in PASS-PORT

First, be sure you have the document you wish to upload available as a file (Word, WordPerfect, Rich Text Format) on your computer, either on the hard disc or on a floppy.

I. Getting into Pass-Port:

1. Log-On through Internet Explorer
2. On the WELCOME screen, click on Academics
3. Under Departments, click on [Teaching and Learning]
4. Click on the Pass-Port bulls-eye
5. Enter your W number and password, and Sign-In

II. Save the Artifact in Pass-Port: All artifacts must be uploaded into PASS-PORT prior to completing an electronic portfolio.

1. Click on Artifacts
2. Click on Files
3. Click on the name of the folder, i.e., EDUC 201 or the name of your file if you have no folder
4. Click on [Upload File Here]
5. Click on Browse and find your file document
6. Open the file
7. Give your file a nickname, e.g. Philosophy
8. Click on Submit
9. Your file now appears under the Files screen

III. Create Folio from Template

1. Click on your FOLIO tab.
2. Click on Create folio.
3. On the pop-up screen, click on create from template (Do Not type a name in the box).
4. Select the name of the faculty member who created the template from the drop down box.
5. Select the Emerging, Proficiency, or Capstone Folio that you wish to create.
6. The template will then be displayed with all the tabs needed to create your electronic portfolio.
7. Read all notes on the cover and each tab for directions as you begin working
8. Click on one tab at a time to begin adding your artifacts (e.g., Philosophy, Lesson Plan, Reflections, Evaluation form, etc.)
9. Click on Add Artifact from Bin.

10. Click on files, field experiences, or professional development icons depending on what you are selecting to place in your folio
11. Select the folder in which your artifact is contained
12. Once the folder has been opened, check the artifact that you wish to place in your portfolio and click on Add To Tab (if no folder, click on Add to Tab of the selected artifact)
13. Click on Add Standards, select the appropriate standard for the artifact you have included, and save.
14. Continue clicking on each tab and uploading artifacts.

IV. Submit for Review

1. Once the folio is complete you will click on Request Evaluation and follow the directives on the pop-up screens. You will be submitting your folio to your advisor for evaluation.
2. Once the evaluation is complete, you will be able to review your evaluation when you open your PASS-PORT account. Click on View Evaluation when you open your scored portfolio.

V. The due date will be posted on the Dept. of Teaching and Learning web site and in the Teacher Education Center. It is generally the Friday before the final week of class.

ADDITIONAL GRADUATE SCHOOL INFORMATION

Graduate Dean: The Graduate Dean serves as the chief administrative officer for graduate programs in the university. The Graduate Dean makes final decisions on admissions, changes in degree status, admission to candidacy for the degree, certifying candidates for graduation, and all other aspects of graduate studies.

Transfer Credit: After having earned a minimum of twelve (12) hours of graduate credit at Southeastern, a candidate may appeal to the graduate coordinator/director or graduate faculty advisor for approval to apply for transfer credit from another university. That university must be an accredited institution that regularly grants the master's degree or an equivalent foreign institution. The candidate must be eligible for readmission to the institution from which credits are to be transferred and must have earned a minimum grade of "B" in each course to be transferred. No transfer credits may be used to remove a candidate from probation. No transfer credit may be earned for courses taken more than six years prior to the date of graduation. No more than one-third of the hours required for graduation may be transferred. The graduate coordinator/director or the graduate faculty advisor will recommend to the Graduate Dean the courses to be transferred, and the Dean will make the final determination as to whether any or all of the recommended courses will be accepted for graduate credit.

Time Limitations: A candidate must complete all degree requirements in the graduate degree program within six (6) years immediately preceding the date on which the degree requirements are completed.

Full-Time Status: For all graduate candidates, full-time status is defined as enrollment in at least 9 hours of course work or the equivalent during the fall and spring semesters, and at least three hours during the summer term.

"D" and "F" Grades: No grade of "D" or "F" may be counted toward a degree. A grade of "D" means unacceptable work, and all courses counted toward a degree in which a "D" is earned must be repeated with a grade of at least a "C". A grade of "F" means failure and all courses to be counted toward the degree in which an "F" is earned must be repeated with a grade of at least "C". No more than 6 hrs. of "C" grades may be counted toward a degree.

Appeal of Grades: Appeal of grades must first be made to the instructor within 45 days of grade reports. If the instructor's decision is not satisfactory, the student may appeal, in writing, to the instructor's department head, with a copy to the instructor, and the instructor's academic dean. The department head will render a decision within ten working days. If the decision of the department head is not satisfactory, the candidate may appeal, in writing, to the instructor's academic dean, with copies to the instructor and department head. The dean will render a decision within ten working days. The decision of the Dean is final.

Probation, Suspension, Readmission, and Dismissal:

- **Probation:** Graduate candidates whose semester or term GPA and/or cumulative GPA in graduate courses falls below 3.0 shall be placed on probation. During the next semester or term of enrollment in Graduate School, candidates on probation must achieve a minimum 3.0 GPA for that semester/term and may not register for any course on a Pass-Fail basis. Candidates will remain in Probation status as long as their cumulative GPA remains below 3.0.
- **Suspension:** Candidates whose semester or term GPA falls below 3.0 for two semesters of enrollment, including summers, will be suspended from Graduate School. Candidates suspended for the first time may not enroll in Graduate School for at least one semester following notification of Suspension status.
- **Readmission:** After an absence of at least one semester, suspended candidates may apply for readmission by submitting a completed appeal form to the graduate coordinator/director or graduate faculty advisor. The graduate coordinator/director or graduate faculty advisor will submit the form, with a recommendation to readmit or not to readmit, to the Graduate Dean. The decision of the dean is final. Upon a second suspension, candidates seeking readmission must follow the same procedure, except that the candidate will have been suspended from Graduate School for a minimum of one calendar year.
- **Dismissal:** Graduate candidates with two suspensions must maintain a minimum of 3.0 GPA each semester for the remainder of their graduate career, or be dismissed from Graduate School. This dismissal is final.

Graduation Requirements: To be eligible to receive a master's degree candidates must:

1. Complete all requirements in their degree plans.
2. Have filed a completed Admission to Candidacy for the Degree.
3. Have earned a cumulative 3.0 GPA in all graduate work pursued, including their majors.
4. Have earned no more than 6 semester hours of "C" grades in courses that count toward their degree.
5. Pass the comprehensive examination (or successfully completed the action research project).
6. Be recommended for the degree by the faculty committee, department head, and Graduate Dean.
7. Be approved for the degree by the Graduate Dean.
8. Have settled all University accounts.

Applying for Graduation: Candidates shall apply for graduation in the semester proceeding the anticipated semester of graduation, according to the published deadlines. Candidates who do not graduate in the anticipated semester of graduation must reapply for graduation and pay an additional application fee for each succeeding semester of application. Candidates applying for graduation must:

1. Secure and complete the appropriate forms in the department office (the application for graduation may be filled out online).
2. Pay the application fee (this fee increases the closer to the deadline for application).

3. Complete the on-line application procedure, including the exit survey.

TIPS FOR SUCCESS IN GRADUATE SCHOOL: Individuals who choose to attend Graduate School undertake a large goal. Below are listed several web sites that might be of assistance.

<http://www.petersons.com/common/article.asp?id=506&path=gr.gs.advice&sponsor=1>

<http://gradschool.about.com/od/survivinggraduateschool/>

<http://www-dsp.rice.edu/~richb/success.html>

IMPORTANT PHONE NUMBERS

- Dept of Teaching and Learning 985-549-2221
- Dr. Nicki Anzelmo-Skelton, Graduate Coordinator 985-549-5234
- Dean's Office 985-549-2217
- Graduate School 985-549-2103