

# Master of Education Candidate Handbook

Curriculum and Instruction  
(updated June 2020)



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## Welcome

Dear Master of Education Candidate:

We are honored that you are pursuing your graduate studies by enrolling in the Master of Education (M. Ed.) Program in Curriculum and Instruction at the University of Richmond, School of Professional and Continuing Studies (SPCS). The M.Ed. Program in Curriculum and Instruction is designed for educators who wish to be leaders in their field by learning to engage, motivate, and reach learners.

Graduate studies in Curriculum and Instruction are geared toward practicing teachers who are eligible for or hold a valid initial license and seek professional development to enhance the development of curricular and instructional leadership. The intent of the *Master of Education Candidate Handbook* is to guide you through the requirements, policies, and expectations of the Master of Education Program in Curriculum and Instruction. It is your professional responsibility to be aware of these procedures and to ask for clarification from your advisor as you plan your graduate program, enroll in courses, and prepare for the capstone experience.

You are about to engage in the exciting process of becoming one of the 12% of the US citizens 25 and older to hold a graduate degree, according to the U.S. Census of 2015. There are many reasons why you will be part of such a small percentage of the nation's population. Attaining a graduate degree takes a great deal of time, reflection, study, and professionalism.

As you will see in the following pages of this handbook, the coursework and experiences offered at the University of Richmond are planned to ensure a comprehensive personal and professional educational experience. I am looking forward to working with you on the pursuit of your graduate degree. Please do not hesitate to contact me if you have additional questions.

Sincerely,



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## **Program Mission Statement**

The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares candidates to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.

The mission of the Master of Education Program in Curriculum and Instruction at the University of Richmond is to provide a program of advanced study for teachers that focuses on the development of curricular and instructional leaders. The guiding principles of this program of study are research, pedagogy, reflection, assessment, and critical thinking. The goal is to improve the understanding and practice of teaching, learning, and leadership in K-12 environments through research and reflective thought. Graduates are prepared to apply deep and broad content knowledge through multiple pedagogies in diverse settings while demonstrating a commitment to professionalism.

The Master of Education Program in Curriculum and Instruction faculty members are committed to offering a program of graduate study that will lead to the personal growth of candidates from a wide range of backgrounds (racial, ethnic, religious, geographical, socio-economic, etc.) that ultimately will benefit the diverse student population they will serve. The Program faculty recognizes and honors the individuality of people, variations in developmental levels, and cultural diversity. Facilitation of the growth of individuals necessitates addressing both their common needs and issues, and their individual differences. Rather than graduating candidates who are trained only in one theoretical orientation, Program faculty believe it is important for candidates to develop a diverse range of skills and knowledge and to formulate their own approach to curriculum, instruction, and leadership through best practice.

## Overview of Program

The Education Program in the School of Professional and Continuing Studies (SPCS) offers a Master of Education in Curriculum and Instruction degree (M.Ed.) designed to support the academic and professional goals of educators. The Curriculum and Instruction program is geared toward practicing teachers who already possess a foundational understanding of teaching and seek to become instructional leaders. Current candidates in the M.Ed. program may seek an optional add-on endorsement in gifted education. Elective coursework related to ESL and Special Education is also available.

All Master of Education in Curriculum and Instruction coursework emphasizes research, writing, critical thinking and encourages program participants to reflect deeply about the complex nature of education. Collaborative learning helps participants build collegial relationships with other professionals who share common goals and commitments.

### Admission to the M.Ed. Program in Curriculum and Instruction

To be admitted as a candidate for the Master of Education Program in Curriculum and Instruction at the University of Richmond, you must have the following:

- A completed graduate application and a nonrefundable \$50 application fee. (The application form may be found at [spcs.richmond.edu/degrees/admissions/application/index.html](https://spcs.richmond.edu/degrees/admissions/application/index.html))
- A baccalaureate degree from a regionally accredited college or university
- Official transcripts from all college or universities attended- Transcript Request Forms may be found at [spcs.richmond.edu/about/publications/forms.html](https://spcs.richmond.edu/about/publications/forms.html)
- Documentation verifying valid teacher licensure or teaching experience
- A grade point average of 3.0 or higher on all college or university academic work attempted (candidates who do not meet grade point average requirements may be considered on a case-by-case basis and admitted conditionally after demonstrating exemplary teaching ability and strong recommendations)
- Excellent recommendations/ratings from three sources for Teacher Licensure Program (TLP) graduates, one recommendation/rating must come from a TLP faculty member
- Successful interview with the Assistant Chair

### Time Limitations on Degree Completion

All requirements for graduate degree completion must be fulfilled within five (5) years or fewer if indicated by specific program requirements of matriculation in the program. Candidates may submit a written request for an extension of this statute of limitations to the program chair, subject to approval by the SPCS dean or appointed representative.

Students who complete the Teacher Licensure Preparation program have two years, after completing the Teacher Licensure Preparation program, to apply to the Master of Education in Curriculum and Instruction degree program.

## Academic Standing - Graduate Programs

### GPA, Grade, and Course Requirements:

- Candidates enrolled in graduate programs are expected to maintain a GPA of 3.0 or higher to remain in the program. Students with a GPA lower than 3.0 will be placed on academic probation.
- Any grade below a 'B-' will NOT count for credit towards a certificate or degree. Any candidate who earns a 'B-' will be placed on academic probation. Any candidate who earns a grade lower than a 'B-' must retake the course or an approved substitute course. A candidate who earns less than 'B-' in two graduate courses may not be permitted to continue in the degree program.
- Graduate credit is allowed only for courses approved for graduate credit in which grades of 'B-' or better are received. No credit toward graduation will be given for a SPCS graduate course in which the student earns a grade lower than 'B-'.
- A student may retake a course in which a "C" or "F" grade was received. However, both the former grade and the new grade will remain as part of the student's academic record.
- Any student earning a grade lower than a B- must meet with the program director or her/his designee.
- Any grade of "Y" or "I" (non-punitive incomplete) must be discussed with the program chair or designee.
- Typically, two grades of "Y" or "I" are permitted throughout a program experience.
- All "Y" grades must be converted to letter grades within two months of their receipt. Both the former grade and the new grade will remain as part of the student's academic record.
- All "I" grades must be converted to letter grades within 45 days.

Academic Standing - Graduate Programs  
Professional Behaviors and Dispositions

## Professional Behaviors and Dispositions

Students are required to adhere to the Professional Behaviors and Dispositions provided in Appendix A in order to remain in good standing as a student in the M.Ed. Program.

## Transfer Credits

Up to 6 (six) semester hours of graduate credit may be transferred toward a graduate program in the School of Professional and Continuing Studies (SPCS). Transfer credits may be accepted only from another fully accredited institution of higher education. In order for graduate academic credits completed prior to admission into an SPCS program to be considered, credits: (1) must have been completed with a grade of "B" or better; (2) **must not have been used to satisfy requirements for another degree or certificate at the University of Richmond or another institution of higher education**; and, (3) must be approved by the Program Chair. Possible transfer credits completed while in the SPCS program must receive prior approval by the Program Chair. Except by waiver, no more than 6 hours may be transferred into an SPCS graduate program.

## Academic Calendar- Attendance Policies- Grades of V, I, and Y

Please refer to the University of Richmond's Academic Calendar linked below as it includes important semester dates and details about the last day you are eligible to withdraw from a course. Should you have any questions about your registration or withdrawing from a course, please contact Julia Burke.

<http://registrar.richmond.edu/planning/index.html>

SPCS policy permits absence from no more than 25% of all scheduled class sessions. Students exceeding this standard receive a grade of a V (failure due to excessive absences) and no credit for the course. Attendance includes being present at the beginning of class through the end of each class meeting. If a student is going to miss class, it is expected that the student will notify the instructor with as much advance notice as possible and develop a plan for making up missed instruction and/or work. Additionally, students are expected to follow the University of Richmond's academic calendar, not the calendar of any local school division, regarding when classes are held and when attendance is expected.

Grades of I and Y denote that coursework has not been completed by the end of the term. The I, which provisionally counts as a failing grade, is given when the reasons for incomplete work are deemed unjustifiable by the instructor. The work is to be made up by the date the instructor specifies, but no later than 45 calendar days (grace period) from the last day of the term in which the I was given. If the work is not made up during the grace period, the I will be converted to F, and cannot be changed. The Y, which does not affect the grade point average, is given when the reasons for incomplete work are deemed justifiable (not passing, but for medical or personal reasons the student is not able to complete the work) by the instructor, or at the end of the first term of a course that continues into a succeeding term. Y grades must be rectified by making up the incomplete work by the end of the succeeding term, unless special arrangements have been made with the instructor, or the instructor will assign an F. In the case of either an I or Y, once the make-up grade is received, it appears to the right of the original grade on the permanent record. In all cases, it is the student's responsibility to make arrangements for and progress toward the completion of incomplete work.



## **Faculty and Staff**

Master of Education in Curriculum and Instruction

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## Master of Education in Curriculum and Instruction

Candidates who complete their program successfully will receive the degree of Master of Education in Curriculum and Instruction. This program is designed for educators who are pursuing advanced study in effective instructional practices through research and reflective experiences.

### Program Requirement Options

The School of Professional and Continuing Studies offers a Master of Education (M.Ed.) in Curriculum and Instruction to:

1. Candidates with a Baccalaureate Degree and who hold a valid five-year renewable license or foundational understanding of teaching are required to:
  - a. complete prescribed 30 credit hours of graduate level coursework,
  - b. maintain a cumulative GPA of at least a 3.0 (not earning a grade below B-), and
  - c. successfully complete a capstone experience during the final semester.
2. Candidates who completed the Graduate Certificate Teacher Licensure Program (TLP) at the University of Richmond may apply recently completed coursework and experiences to the M.Ed. Candidates who earned a graduate certificate in TLP are required to:
  - a. gain admission to the program by submitting a completed admission application for the Master of Education in Curriculum and Instruction degree and completing an interview with the Assistant Chair (completing TLP does not guarantee admission to the M.Ed. program) within two years of completing TLP,
  - b. complete prescribed 18 credit hours of coursework,
  - c. maintain a cumulative GPA of at least a 3.0 (not earning a grade below B-), and
  - d. successfully complete a capstone experience during the final semester.

In consultation with your academic advisor and school division, candidates in the M.Ed. of Education in Curriculum and Instruction may seek an optional add-on endorsement in gifted education. This concentrated coursework meets VDOE requirements for a teaching endorsement in gifted education. Elective coursework related to ESL and Special Education is also available. See Chart 1 for a list of all course options.

### Scope and Sequence

1. The M.Ed. in Curriculum and Instruction program for candidates with a Baccalaureate Degree or Non-Graduate TLP Completers requires four components:
  - 1) Coursework (18 credit hours of core and additional courses),
  - 2) Elective Coursework (6 credit hours),

- 3) Research Experience (6 credit hours), and
- 4) Capstone Experience.

See Chart 1 for a list of required courses and experience for Bachelor Degree or Non-Graduate TLP Completers. See Appendix D for the Program of Study (10 Course).

2. The M.Ed. In Curriculum and Instruction program for candidates with a TLP Graduate Certificate requires three components:
  - 1) Coursework (12 credit hours of core courses),
  - 2) Research Experiences (6 credit hours), and
  - 3) Capstone Experience.

See Chart 1 for a list of required courses and experience for Graduate TLP Completers. See Appendices D and E for the Program of Study files (for both 6 Course and 10 course).

### Chart 1: List of Required Courses and Experiences

The information captured in the table below provides a comprehensive list of the courses required for TLP Completers and Non-TLP Completers in the M.Ed. in Curriculum & Instruction Program. Courses are labeled as “Concentration,” General,” and “Research” and all students in the M.Ed. in Curriculum & Instruction Program will take a specific combination of each of these three types of courses depending on their non-transcribed concentration/endorsement area. This allows for students to specialize themselves or to focus on the general education curriculum within their programs of study.

<b>Concentration/Endorsement Area</b>	<b>Courses for TLP Completers (6 total)</b>	<b>Courses for Non-TLP Completers (10 total)</b>
<i>General Curriculum</i>	<i>4 Concentration Courses</i>	<i>4 Concentration Courses 4 General Courses</i>
	EDUC 650U: Advanced Ed Psych (Fall) EDUC 651U: Assessment and Accountability (Spring) EDUC 652U: Differentiated Instruction (Summer) EDUC 660U: Curriculum Development (Spring)	EDUC 650U: Advanced Ed Psych (Fall) EDUC 651U: Assessment and Accountability (Spring) EDUC 652U: Differentiated Instruction (Summer) EDUC 660U: Curriculum Development (Spring)
<i>Social Emotional Learning</i>	<i>3 Concentration Courses 1 General Course</i>	<i>3 Concentration Courses 5 General Courses</i>
	EDUC 579U: Mindfulness Strat. for the Classroom (Fall) EDUC 573U: Trauma Informed Practices in Schools (Spring) EDUC 598U: Social Justice Education (Summer)	EDUC 579U: Mindfulness Strat. for the Classroom (Fall) EDUC 573U: Trauma Informed Practices in Schools (Spring) EDUC 598U: Social Justice Education (Summer)
<i>Instructional Coaching, Mentoring, and Professional Development Delivery</i>	<i>3 Concentration Courses 1 General Course</i>	<i>3 Concentration Courses 5 General Courses</i>
	EDUC 598U: Coaching & Mentoring (Summer) EDUC 598U: Adult Learning Theory (Fall) EDUC 675U: Reflective Teaching Experience (Spring)	EDUC 598U: Coaching & Mentoring (Summer) EDUC 598U: Adult Learning Theory (Fall) EDUC 675UU: Reflective Teaching Experience (Spring)
<i>ESL</i>	<i>1 Concentration Course 3 General Courses</i>	<i>1 Concentration Course 7 General Courses</i>
	EDUC 519U: Working with English Learners (Spring)	EDUC 519U: Working with English Learners (Spring)
<i>Gifted</i>	<i>4 Concentration Courses</i>	<i>4 Concentration Courses 4 General Courses</i>
	EDUC 555U: Curriculum for Gifted Ed (Fall)	EDUC 555U: Curriculum for Gifted Ed (Fall)

	EDUC 562U: Special Populations in Gifted Ed (Spring) EDUC 563U: Social Emot. Needs of Gifted Students (Summer) EDUC 570U: Foundations of Gifted Ed (Summer)	EDUC 562U: Special Populations in Gifted Ed (Spring) EDUC 563U: Social Emot. Needs of Gifted Students (Summer) EDUC 570U: Foundations of Gifted Ed (Summer)
<i>SPED</i>	<i>3 Concentration Courses</i> <i>1 General Course</i>	<i>3 Concentration Courses</i> <i>5 General Courses</i>
	EDUC 565U: Founds & Legal Aspects of SPED (Spring) EDUC 571U: Assessment & Evaluation in SPED (Fall) EDUC 574U: Understanding & Implement. the IEP (Summer)	EDUC 565U: Founds & Legal Aspects of SPED (Spring) EDUC 571U: Assessment & Evaluation in SPED (Fall) EDUC 574U: Understanding & Implement. the IEP (Summer)
<i>Educational Leadership Pathway to ELPS Post Masters Certificate</i>	<i>2 Concentration Courses</i> <i>2 General Courses</i>	<i>2 Concentration Courses</i> <i>6 General Courses</i>
	EDUC 651: Assessment and Accountability (Spring) or EDUC 602U: Data for Decision Making (Fall and Spring) EDUC 661U: Instructional Leadership (Summer) or EDUC 603: Leading and Supervising Instruction (Fall and Spring) (Both courses transfer to ELPS Cert.)	EDUC 651: Assessment and Accountability (Spring) or EDUC 602U: Data for Decision Making (Fall and Spring) EDUC 661U: Instructional Leadership (Summer) or EDUC 603: Leading and Supervising Instruction (Fall and Spring) (Both courses transfer to ELPS Cert.)
<i>Required Research Experiences</i>	<i>2 Research Courses</i>	<i>2 Research Courses</i>
	EDUC 680U: Content Specialization & Research I (F/SUM/SP)	EDUC 680U: Content Specialization & Research I (F/SUM/SP)
	EDUC 681U: Content Specialization & Research II (F/SUM/SP)	EDUC 681U: Content Specialization & Research II (F/SUM/SP)
<b>TOTAL CREDITS</b>	<b>18</b>	<b>30</b>
<b>Capstone Experience</b> (During final semester)	X	X

General Education Course Options

EDUC 650U: Advanced Educational Psychology (Fall)
EDUC 651U: Assessment and Accountability (Spring)

EDUC 652U: Differentiated Instruction (Summer)
EDUC 653U: Issues, Ethics and Policy in Education (Fall)
EDUC 660U: Curriculum Development (Spring)
EDUC 661U: Instructional Leadership (Summer)
Elective Options to Supplement for those in 10 Course Program

## Sample Course Descriptions

General Curriculum Courses (12 semester hours for all candidates)

- **EDUC 650U: Advanced Educational Psychology (3 sem. hrs.)**  
Advanced study of the basic principles of cognitive psychology and its position in education, to include cognitive processes, knowledge acquisition and transfer, beliefs and motivation, and the application of these ideas to classroom instruction.
- **EDUC 651U: Assessment and Accountability (3 sem. hrs.)**  
Introduction to testing, measurement, and evaluation related to instruction, the construction and use of teacher-made tests, a survey of standardized tests, test interpretation, and basic statistical procedures.
- **EDUC 652U: Differentiated Instruction (3 sem. hrs.)**  
Introduction to differentiated instruction and examination of why it is appropriate for all learners, how to plan for it, and how to become comfortable enough with student differences to make school comfortable for every learner in the classroom.
- **EDUC 660U: Curriculum Development (3 sem. hrs.)**  
Identification and understanding of the underlying philosophical principles, societal expectations, and practical demands that must be reflected in the development, delivery and evaluation of school curricula.

Additional General Curriculum Coursework (6 semester hours for Bachelor Degree or Non-Graduate TLP Completers)

- **EDUC 653U: Issues, Ethics and Policy in Education (3 sem. hrs.)**  
Examination and reflection on the critical issues in policy, ethics, and law that teachers need in order to make informed decisions regarding a variety of issues facing schools today.
- **EDUC 661U: Instructional Leadership (3 sem. hrs.)**  
This course emphasizes techniques of improving instruction through application of research on effective schools and models of instruction. Topics covered include foundations of leadership, leadership for curriculum instruction and assessment, leadership for supervision and professional development, leadership for communication and community partnerships, and leadership for organizational management.

## Elective Coursework

Elective course options vary by semester. Please consult with your academic advisor for course availability. Please see Chart 1 for a list of elective course options.

## Research Experience Descriptions

Research Experience (6 semester hours)

- **EDUC 680U: Content Specialization and Research I (3 sem. hrs.)**  
Review of basic knowledge and skills required for reading, interpreting, and evaluating, followed by the examination of step-by-step procedures for planning, implementing, and evaluating classroom research.
- **EDUC 681U: Content Specialization and Research II (3 sem. hrs.)**  
Design and implement an educational research project focusing on improving student learning, school culture, educational leadership, or other topics relevant in educational settings as well as recommendations for improvement based on research findings. Students will provide formal dissemination of research results. Content Specialization and Research I is a prerequisite for this course.

## Coursework Towards an Endorsement

Current candidates in the M.Ed. in Curriculum and Instruction program may seek an optional add-on endorsement in gifted education. Please note that individual students are responsible for reviewing VDOE endorsement requirements and will be responsible for submitting the documentation required by VDOE relative to their add-on endorsement. Elective coursework related to ESL and Special Education is also available on a semester-by-semester basis. Please consult with your Academic Advisor for current offerings.

### Gifted Education

- **EDUC 555U: Curriculum for Talented and Gifted Education (3 sem. hrs.)**  
This course focuses on curriculum adjustments, methods, and techniques, as well as classroom organization necessary for teaching gifted and talented students. Emphasis is on curriculum in gifted programs within the context of school reform and restructuring. Topics included development of learner outcomes, selection of resources, and classroom management.
- **EDUC 563U: Social and Emotional Needs of the Gifted Student (3 sem. hrs.)**  
This course explores the concepts of Gifted Education, Talent Development and Creativity (GET-DC), and examines their factors, measurement, and application to education. Topics include characteristics of creative individuals, barriers to creative productivity, strategies to increase creative and critical thinking, and teaching creativity in special populations of gifted learners.
- **EDUC 562U: Special Populations of Gifted Students (3 sem. hrs.)**  
This course provides a critical survey of the research, issues, policy, ethics and practices related to culturally diverse, economically disadvantaged, limited English proficient, twice exceptional, highly gifted, or very young gifted and talented students. Includes examination of topics such as personal attitudes about diversity, identification of students from special populations, and differentiated instruction for students from special populations.
- **EDUC 570U: Foundations of Gifted Education (3 sem. hrs.)**



This course provides information on the history of exceptional students in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those identified. The course gives the learner an understanding of ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents who would like more information about the talented and gifted.

### **English as a Second Language (ESL)**

- As of July 1, 2017, VDOE regulations require a Praxis II exam for the add-on ESL endorsement. The University of Richmond offers both a test preparation course and a 3-semester hour course to support those seeking this endorsement. Please see your Academic Advisor for additional information.
- **EDUC 519U: Working with English Learners (3 sem. hrs.)**  
This course expounds on the instructional strategies and assessment options for engaging English Learners (ELs). It also explores the impacts of culture, linguistics, and language learning principles on ELs through in-depth study and reflection.

### **Special Education (for elementary teachers only)**

- **EDUC 565U: Legal Aspects and Foundations of SPED (3 sem. hrs.)**  
This is an introductory course that provides an overview of the nature and educational implications of serving students with disabilities and emphasizes the legal aspects of special education at national, state, and local levels. Relevant legislation associated with the identification, education and evaluation of students with disabilities will be included in this foundations course.
- **EDUC 571U: Assessment and Evaluation in SPED (3 sem. hrs.)**  
This course is designed to introduce teacher candidates to the variety of assessment and evaluation techniques and their specific purposes, including eligibility for students with disabilities, instructional decision making, and program improvement. This course explores the relationship among the general curriculum, formal and informal assessment results, and instruction for students with disabilities to support instructional planning, decision-making and self-reflection.
- **EDUC 574U: Understanding and Implementing the IEP (3 sem. hrs.)**  
This course provides students with critical information and hands-on practice regarding the development and implementation of the Individual Education Program (IEP), the federally required document that describes all the components of special education services and safeguards for students with disabilities. Participants will learn regulatory background, essential components, procedural requirements, implementation practices, and monitoring strategies that support effective IEP implementation and lead to positive student outcomes. Participants will analyze and evaluate IEPs, gaining expertise in IEP development and implementation.

## Course Load Recommendation

You, the individual candidate, determine course load per semester once you have been accepted for this program. Pacing your coursework depends on other personal and professional responsibilities. Candidates can take courses as follows:

- two courses per semester,
- one course per semester, or
- one course each fall and spring semester and two summer courses.

A rule of thumb is to plan 2 - 3 hours of outside study (researching, reading, analyzing and creating) for each in-class hour. Of course, this is only an estimate and will depend on your organization, study habits, and learning style.

## Capstone Experience Description

### Comprehensive Written Examination

#### *Dates, Times, and Location*

Students may elect to take their comprehensive examination in their final semester, the semester following their last course before graduation, or in the final semester after participating in commencement. Please see subsequent section on “graduation” for additional details.

The comprehensive written examination is held one morning during the last three weeks of the final semester of your M. Ed. Program. The examination date, location, and testing times will be announced via email at the beginning of your final semester. Make-up dates must be requested in writing and submitted to the Assistant Chair to be considered for approval.

#### *Before the Exam*

As a M.Ed. candidate, you will receive a list of all possible questions at the beginning of the semester in which you take the exam. You are expected to prepare answers to all questions.

If you are a student with an identified disability who has previously registered with the Office of Disability Services, you should notify the Assistant Chair regarding the accommodations your disability will require.

Although there are no study groups organized by the UR Department of Education, it is highly recommended that you summarize important topics and class discussions after completing each course in the M. Ed. program to use as your comprehensive examination study guide.

You may not discuss the content of this study guide or your exam with any person who has not successfully completed the C&I program and the C&I comprehensive examination. As a student at the University of Richmond, please follow the University of Richmond's Honor Pledge:

[spcs.richmond.edu/degrees/students/academics/honorcode.html](https://spcs.richmond.edu/degrees/students/academics/honorcode.html)

### ***During the Exam***

You will have three hours to complete the one required research question and two other questions of your choice. During the exam time, you must answer three questions in total. Additionally, you must use the provided computers to word-process answers. You will be given a set of directions outlining the procedures for typing, saving, and submitting your answers.

### ***After the Exam***

Each instructor submitting the selected question will grade your answers using a rubric for answer content/quality. Instructors will submit grades as

- a. PASS WITH DISTINCTION,
- b. PASS, or
- c. FAIL.

Instructors will grade your questions using a scoring rubric for answer content/quality (see Appendix C). You will be informed of your performance via email after each instructor has submitted grades. Candidates completing the examination by demonstrating superior performance will receive *Pass with Distinction* in a separate letter and will be recognized at the SPCS Night before graduation.

If you do not pass the comprehensive exam, then you must participate in a retake. The program Assistant Chair, in consultation with program faculty, will determine the question(s) to be used in the re-take.

## **Additional General Information**

### **Program/Faculty/Candidate Communication**

Candidates are responsible for updating any changes in their names, addresses, phone numbers, and e-mail addresses by contacting the Program Manager, Dr. Julia Burke, in Office 303 or via email [jburke@richmond.edu](mailto:jburke@richmond.edu). In order for faculty to maintain contact with candidates, each candidate must have a university e-mail account. Candidates who have a preferred personal e-mail account should either forward their university e-mail to that account or be sure to check their university e-mail accounts on a frequent and regular basis since most important notices and program matters will be sent to candidates via their university e-mail addresses.

It is important to contact faculty through email and attempt to make an appointment.

## APA Style

The Master of Education Program requires that the **most recent edition** of the American Psychological Association (APA) Publication Manual be used as a guide in the preparation of papers. The publication manual may be purchased at the University of Richmond Bookstore.

## Candidates with Special Needs

The University seeks to comply with all applicable federal, state, and local laws regarding the rights of individuals with disabilities. To facilitate such compliance, the vice president for student development serves as the University's disability coordinator. The University does not discriminate on the basis of disability in admission. Therefore, applicants are not required to provide information about their physical condition or disability status prior to admission. Individuals with disabilities are invited to contact the disability coordinator regarding any accommodations they may require in visiting the campus or upon matriculation. The University provides reasonable adjustments or accommodations in its academic programs as necessary for equal opportunity and participation for qualified students with disabilities.

If you believe you have a disability requiring an accommodation, please contact the Disability Services Office as soon as possible. The following link will be helpful:

[disability.richmond.edu](http://disability.richmond.edu)

Please notify the Assistant Chair of your documented disability and any required accommodations upon receiving your comprehensive exam study guide.

Please see subsequent section on the Office of Disability Services for additional information.

## Honor Code

[spcs.richmond.edu/degrees/students/academics/honorcode.html](http://spcs.richmond.edu/degrees/students/academics/honorcode.html)

University Honor Statute governs such behavior as cheating, plagiarism, lying and academic theft, and the SPCS Honor Code also incorporates the Policy Statement on Standards of Conduct, Penalties and Disciplinary Procedures regarding issues of conduct of candidates and their guests, as well as other individuals.

The determination of whether a policy has been violated and imposition of penalties, when necessary, will be affected according to established procedures, with procedural fairness observed and with appropriate appeal procedures available. Penalties for violations range from reprimand to expulsion from the University and, if appropriate, legal action may be invoked.

## Graduation

To graduate a candidate must file a degree application. The University graduation ceremonies are held in May. Candidates planning to complete Master degree requirements in the coming May or August must file a degree application by the second Friday in September. Candidates planning to complete degree requirements in December should file a degree application by the end of the previous spring semester.

Candidates will be notified by Spiderbytes, the University's e-communication tool, to apply for the upcoming December, May, and August graduations by the deadline date. Graduate Education will also message students with degree application reminders. For graduate candidates, all requirements must be completed before receipt of your diploma.

Degree applications are available online via BannerWeb, in the School of Professional and Continuing Studies and the Office of the University Registrar.

It is optional for students who are eligible to complete their degree requirements in August to participate in the prior May graduation ceremony and then complete remaining coursework (up to 6 credits) and capstone experience. Diplomas are received after all degree requirements have been successfully completed. Conversely, a more traditional model is for students to complete all degree requirements (all coursework and capstone experience) and then participate in the graduation ceremony in the following May as well as receive their diploma at the time of graduation.

### Graduation Attendance Policy

Attendance at commencement is required unless absentia status is approved. A candidate who expects to graduate in the spring commencement may request absentia status by explaining in writing the very unusual circumstance that prevents participation in the ceremony. The request should be addressed to the University Registrar and should be received no later than eight working days before the ceremony. The University Registrar will notify the degree candidate of the status granted by the University. Unless approved as absentia, a candidate for graduation who does not participate in the commencement ceremony **does not graduate**. To request absentia, please contact the Registrar's Office.

## Student Services

### Bookstore

[urspidershop.com/](http://urspidershop.com/)

The University Bookstore carries textbooks for all courses scheduled for a given term at the University. A comprehensive selection of reference books and general reading materials is also available. The store offers academically priced software, computer and

office supplies, greeting cards, gifts, clothing, and health and beauty aids. Services include UPS shipping and faxing.

## **Counseling and Psychological Services (CAPS)**

[caps.richmond.edu](http://caps.richmond.edu)

Counseling and Psychological Services (CAPS) assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services. If you need support, please contact CAPS at 289-8119

## **Identification Card/One Card**

[onecard.richmond.edu](http://onecard.richmond.edu)

Each degree-seeking candidate will be issued a picture identification card (One Card) upon request. This card verifies that the holder is eligible to receive University library and certain other campus privileges. A campus ID is required for check cashing and access to athletic facilities and serves as your meal card if applicable. Neither the card nor its privileges is transferable. Candidates must present a form of identification (i.e. driver's license, military ID, passport) when applying for their University of Richmond One Card.

University candidates who are eligible for the One Card may sign up for the University's Spider Account, a declining-balance program which allows candidates to access previously deposited funds via their University One Card. The Spider Account provides candidates with the ability to make purchases without carrying cash and can be used at the bookstore, the Student Health Center, at most vending machines, and at all campus dining locations. Complete information on the One Card is available online.

## **Student Identification Number**

In an effort to better protect the privacy of each member of the University of Richmond community, the University has discontinued the use of social security numbers as the primary identification for University records. In summer 2004, the University began using randomly generated ID numbers for each candidate, employee, faculty member, and alumnus.

Each candidate is assigned a University of Richmond ID number as the primary identification for University records when he/she enters the University. This eight-digit number is sent by mail to new SPCS candidates and is printed on each candidate's One Card (unless the candidate requests it not be printed). This UR ID number is also used in conjunction with a confidential PIN for candidates to register for classes and access their academic records through the Web using the University of Richmond's Student Information System (BannerWeb).

A Social Security Number is still required to be on file with the University to fulfill IRS and Federal reporting requirements.

## **Technology and Networking**

[is.richmond.edu/](http://is.richmond.edu/)

Much of your student experience at the University of Richmond relies on technology and networking. For assistance with activating your network account, registering your device, setting up your email account, and connecting to the campus network, please call or visit the Help Desk (live chat online, via phone at 804-287-6400 or via email at [helpdesk@richmond.edu](mailto:helpdesk@richmond.edu)).

## **Parking Services**

[parking.richmond.edu/](http://parking.richmond.edu/)

The University of Richmond Parking Services provides safe, convenient, and accessible parking for students of the University. Via the Parking Services webpage, students can register for a parking permit and access a campus map.

## **Financial Aid**

[controller.richmond.edu/tuition/fees/index.html](http://controller.richmond.edu/tuition/fees/index.html)

Financial aid is available for School of Professional and Continuing Studies students in the form of scholarships, grants, and loans. The type and amount of assistance will depend on your program of study and your enrollment status. For complete details, please visit the General Fees section of the Controller's website:

The Office of Financial Aid may be contacted at (804) 289-8438 or [finaid@richmond.edu](mailto:finaid@richmond.edu) or you may stop by the office located at:

28 Westhampton Way  
Sarah Brunet Hall  
University of Richmond, VA 23173

Office Hours: Weekdays, 8:30 a.m.–5 p.m.

## **SPCS Scholarships**

The School of Professional and Continuing Education offers scholarships for adult learners. Students may apply/receive funds one time per academic year and must be enrolled full time in order to receive funds. To apply for one of these scholarships go to: [spcs.richmond.edu/degrees/tuition/scholarships.html](http://spcs.richmond.edu/degrees/tuition/scholarships.html)

Fall scholarship application deadline: June 1 (for funding for both fall and spring, unless graduating in December in which case funds are distributed for fall semester)

Spring scholarship application deadline: November 1 (for spring funding)

## **Academic Support Resources**

### **Academic Skills Center**

[asc.richmond.edu](http://asc.richmond.edu)

The Academic Skills Center provides academic support to all candidates (i.e., undergraduate, graduate, etc.). Operating from a holistic vantage point, the Center incorporates counseling and academic skills (i.e., test preparation, critical reading, note-taking, critical thinking, information processing, concentration, time management, etc.) via techniques that address the academic performance of candidates and their social adjustment to the University environment.

SPCS candidates are permitted to make three appointments with tutoring staff each semester via the Center's online scheduler. Candidates who need to utilize the services of the Center more than the stipulated times are permitted to see an available tutor on a walk-in basis. Visit the Academic Skills Center's website for details.

### **Blackboard**

[blackboard.richmond.edu/](http://blackboard.richmond.edu/)

Technology can be a valuable tool in enhancing instruction and supporting learning. The University of Richmond uses Blackboard, a virtual learning space and course management system. Blackboard is a web-based tool that allows faculty to communicate course information (syllabi and assignments) and resources (Powerpoint, Captivate, videos, and other applications) with students throughout the course of a semester. Please log into Blackboard each semester to access important course related communications and content.

### **Office of Disability Services**

[disability.richmond.edu/students/accommodation-process.html](http://disability.richmond.edu/students/accommodation-process.html)

The Office of Disability Services provides support to students with an identified disability. In order to request accommodations, please register with the Office of Disability Services by visiting the link included above.

Please also contact the Office of Disability Services directly should you have specific questions about the process, required documentation, available accommodations, and



your related student responsibilities. Additionally, you may contact Dr. Allison Brenning who is the EDUC departmental representative for the Office of Disability Services.

### **The Speech Center**

[speech.richmond.edu](http://speech.richmond.edu)

The Speech Center serves the University community in the pursuit of excellence in public expression. Designed to support courses emphasizing speech and oral presentations across the curriculum, the Speech Center welcomes candidates seeking assistance with extracurricular presentations as well.

For information, call 804-289-8814, see the Center's website, or visit the Speech Center on the fourth floor of Weinstein Hall.

### **The Writing Center**

[writing.richmond.edu](http://writing.richmond.edu)

The Writing Center provides individual tutoring in writing for undergraduate and graduate candidates in any course or academic discipline. For information visit the Center's website above.

## **Career Development Resources**

### **Career Development Center (CDC)**

[careerservices.richmond.edu/](http://careerservices.richmond.edu/)

SPCS candidates within two semesters of completing their degree program, may establish a SpiderConnect account through the Career Development Center. This provides access to job listings, employer contacts, and on-campus interviews. Account activation forms are available on the CDC website. Candidates enrolled in the Teacher Licensure Program may establish a SpiderConnect account as part of their teacher credential file.

The Career Development Center Resources Library, located in Room G-18, Richmond Hall contains a wide variety of books on resume writing, career paths in various fields, and interviewing skills. Hours of operation: Monday through Friday, 8:30 a.m.-5 p.m.

SPCS candidates have full access to the many valuable resources, sample resumes, cover letters and job search advice located on the Career Development Center's website.

### **Alumni Association**

[spcs.richmond.edu/degrees/alumni/resource.html](http://spcs.richmond.edu/degrees/alumni/resource.html)

The mission of the SPCS Alumni Association (SPCS AA) is to benefit the school, candidates, and alumni through events and programs that provide scholarship resources and opportunities for service and fellowship. We welcome all alumni to our meetings and encourage volunteerism.

The association, in partnership with the SPCS Student Government Association, completed funding the SPCS Alumni Association-SPCS SGA Scholarship, providing increased scholarship support for Evening School students. The association also hosts social events during the Fall and Spring. Events planned for the upcoming academic year include an SPCS alumni breakfast during Homecoming Weekend, an event during Reunion Weekend, as well as our Annual SPCS SGA Scholarship Golf Tournament.

We strongly feel that a cooperative partnership between students, faculty, alumni, and staff advances our mission and creates a culture of fellowship and giving that benefits the entire SPCS community. Please visit the SPCS Alumni website for updated information and an explanation of benefits for both SPCS and University of Richmond alumni. And, most important, please update your online alumni profile.

## Appendices

### Appendix A

#### Professional Behaviors and Dispositions

##### University of Richmond

All graduate candidates are required to adhere to a professional code of conduct. How professional educators interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The Department of Education at the University of Richmond has adopted a set of professional behaviors or dispositions that are essential for prospective and career teachers. These dispositions apply to the university setting, courses, practicum experiences, and the student teaching experience, if applicable. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a professional educator.

Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and could lead to removal from the graduate program.

<b>Professional Behaviors and Dispositions</b>
<b>Professional Ethics</b> <ul style="list-style-type: none"><li>• The candidate adheres to high standards of ethical conduct including academic honesty and respect for the confidentiality of conversations and records concerning students, parents/guardians, teachers and administrators.</li><li>• The candidate maintains appropriate relationships with students, parents/guardians, teachers and administrators.</li></ul>
<b>Professional Demeanor &amp; Responsibility</b> <ul style="list-style-type: none"><li>• The candidate is poised and professional in his or her demeanor.</li><li>• The candidate is punctual and reliable, attends all required sessions, notifies appropriate individuals when absence is unavoidable, completes assignments on time, and follows through on commitments.</li><li>• The candidate communicates effectively and appropriately with students, parents/guardians, peers, administration, Cooperating Teachers, University Supervisors, and other professionals.</li><li>• The candidate is independent, shows initiative and self-direction and goes beyond minimum expectations.</li><li>• The candidate is an active and effective problem solver.</li><li>• The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</li><li>• The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice.</li><li>• The candidate responds to frustration, stress and constructive criticism in an appropriate and professional manner.</li><li>• The candidate dresses appropriately for the situation and wears acceptable attire for teachers in a school setting.</li></ul>
<b>Commitment to Teaching</b> <ul style="list-style-type: none"><li>• The candidate values the profession of teaching.</li><li>• The candidate exhibits a positive attitude toward schools, teaching, students, and parents/guardians.</li><li>• The candidate works effectively with professional colleagues and other adults to promote and support student learning.</li><li>• The candidate productively participates in school and community activities.</li></ul>
<b>Commitment to Diversity</b> <ul style="list-style-type: none"><li>• The candidate values the multiple aspects of diversity.</li><li>• The candidate recognizes and respects students as valued and unique individuals.</li><li>• The candidate respects children and adults by embracing their differences in cultural background, ethnicity, race, religion, geographic region, gender, sexual orientation, socioeconomic class, political</li></ul>

belief, age, learning style, exceptionality, disability, or developmental status.

- The candidate promotes meaningful and inclusive participation of individuals with diverse learning needs while maintaining challenging expectations for each student.

**Commitment to Learning and Professional Competence**

- The candidate is curious and interested in learning more about students and content areas.
- The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in courses.
- The candidate uses professional knowledge and research to inform practice.

**Self-Reflection**

- The candidate reflects actively and continuously on and evaluates his or her own behavior and work leading to enhanced teaching and learning.
- The candidate is willing to consider multiple perspectives of his or her own performance.
- The candidate is willing and able to recognize his or her own difficulties or deficiencies and develops potential solutions.

## Appendix B

### Acknowledgement of Professional Behaviors and Dispositions

I have read the professional behaviors and dispositions stated in the “Professional Behaviors and Dispositions” and I understand meeting these competencies provides a foundation for beginning and continuing a professional career in education. They describe expectations for candidates enrolled in teacher preparation and graduate programs in the Department of Education at the University of Richmond. I understand that as a teacher education or graduate degree candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Name: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C

### Comprehensive Examination Scoring Rubric

Category	1 - Unsatisfactory	2- Below Expectation	3 – Partially Acceptable <i>(*students must earn only two “partially acceptable” ratings or higher scores in order to pass)</i>	4 – Proficient	5 – Distinguished
<b>Completeness of Answer</b>	Response demonstrates little or no understanding of the question. Relevant information is missing and substantial parts of the question are not answered fully.	Response demonstrates minimal understanding of the question, but is incomplete. Some information is missing and few parts of the question are not answered fully.	Response demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered	Response demonstrates thorough understanding of the question. Response goes beyond factual information and demonstrating a clear mastery of the question. All parts of the question are answered.	Response demonstrates a superior understanding of the question. Response goes far beyond factual information and demonstrates a superior mastery of the question. All parts of the question are thoroughly answered.
<b>Validity of Facts and Perspectives</b>	The majority of facts, conclusions, and statements are incorrect and/or invalid.	Some of the facts, conclusions, and statements are incorrect and/or invalid.	All the facts, conclusions, and statements are correct and/or valid.	All facts, conclusions, and statement are relevant, accurate and/or valid and are used to formulate an analysis of the subject.	All facts, conclusions, and statement are relevant, accurate and/or valid and are used to formulate a thoughtful, in-depth analysis of the subject.
<b>Background Knowledge and Integration of Theory and Practice</b>	No or very little evidence of integration of theory and practice. No or very little evidence of high-order thinking skills, such as application, analysis, evaluation, or creation.	Integration of theory and practice is evident, yet sometimes, unconvincing. There is limited evidence of high-order thinking skills, such as application, analysis, evaluation, or creation.	Integration of theory and practice is evident. There is adequate evidence of high-order thinking skills, such as application, analysis, evaluation, or creation.	Integration of theory and practice is strong. There is strong evidence of high-order thinking skills. Best practices are clearly integrated and connected to theory.	Integration of theory and practice is superior. There is outstanding evidence of high-order thinking skills. Integrated and connection to theory through best practice is superior.
<b>Quality and Organization of Writing</b>	Response contains numerous errors in grammar, word usage, and mechanics that make the meaning obscured. The writing is not logically organized. Frequently, ideas fail to make sense and the reader cannot identify a line of reasoning and loses interest.	Response contains many errors in grammar, word usage, and mechanics that distract the reader. In general, the writing is arranged logically, although occasionally ideas fail to make sense. The reader is fairly clear about what writer intends.	There are occasional errors in grammar, word usage, and mechanics, but do not present a major distraction or obscure meaning. The ideas are arranged logically to support the central purpose or argument. Ideas are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The writing is almost free of errors in grammar, word usage, and mechanics. The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The writing is free of errors in grammar, word usage, and mechanics. The logical arrangement of ideas is superior. The ideas support the purpose or argument in a superior manner. The flow of ideas and linkages are superior. The line of reasoning is creative and new.

## Appendix D

### Master of Education in Curriculum & Instruction- (10 course)

#### Program of Study (10 Course)

Name:		<u>GPA</u>
Entered M.Ed. Program:		F
TLP Completed:		Sp
ID#:		Su
Advisor:		F
License:		Sp
Endorsement:		Su

#### Master of Education Courses

<u>Course Title</u>	<u>Credits</u>	<u>Grade</u>	<u>Semester</u>
<b><u>Core Courses</u></b>			
Course 1	3		
Course 2	3		
Course 3	3		
Course 4	3		
Course 5	3		
Course 6	3		
*Courses determined based on pathway and in consultation with Dr. Kuti			
<b><u>Elective Courses</u></b>			
Elective 1	3		
Elective 2	3		
<b><u>Research Experience</u></b>			
EDUC 680U: Content Specialization and Research I	3		
EDUC 681U: Content Specialization and Research II	3		
TOTAL CREDITS	(30)		
<b>Capstone Experience</b>			
<b>Expected date of graduation</b>			

## Appendix E

### Master of Education Graduate Certificate Completion- (6 course)

#### Program of Study (6 Course)

Name:		<u>GPA</u>
Entered M.Ed. Program:		F
Grad TLP Completed:		Sp
ID#:		Su
Advisor:		F
License :		Sp
Endorsement:		Su

#### Master of Education Courses

<u>Course Title</u>	<u>Credits</u>	<u>Grade</u>	<u>Semester</u>
<b><u>Core Courses</u></b>			
Course 1	3		
Course 2	3		
Course 3	3		
Course 4	3		
*Courses determined based on pathway and in consultation with Dr. Kuti			
<b><u>Research Experience</u></b>			
EDUC 680U: Content Specialization and Research I	3		
EDUC 681U: Content Specialization and Research II	3		
TOTAL CREDITS	(18)		
<b><u>Capstone Experience</u></b>			
<b><u>Expected date of graduation</u></b>			