MASTERS HANDBOOK
MEd in Curriculum and Instruction
Effective Fall 2014
MISSION OF THE UNIVERSITY OF NORTH TEXAS
COLLEGE OF EDUCATION

The College of Education at UNT prepares professionals and scholars who contribute to the advancement of education, health, and human development.

MISSION OF THE DEPARTMENT OF TEACHER
EDUCATION AND ADMINISTRATION

The mission of the Department of Teacher Education and Administration is to integrate theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.
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OVERVIEW OF MASTERS in C&I PROGRAM

The Department of Teacher Education and Administration is pleased to offer a newly structured Master of Education (MEd) in Curriculum and Instruction with a specialization in a select area of the student’s interest. The MEd in C&I is designed to enhance the knowledge and expertise of educators by combining theoretical perspectives and research-based practices. The program includes multiple opportunities for field-based projects and action research specifically oriented toward the student’s career goals and educational interests. Our goal is to provide educators with the knowledge and skills to become leaders in their field. Additionally, this program is appropriate for students who wish to pursue advanced studies at the doctoral level.

The policies and procedures included in this handbook apply to all students, both continuing students and those newly admitted for fall of 2014 and beyond.

1. Continuing students who filed a degree plan by August 1, 2014 may choose to continue to work with their advisor to complete their plan under the old program.
2. Continuing students who have filed a degree plan prior to the August 1, 2014 deadline may opt to revise their degree plan to meet the requirements of the newly structured MEd in C&I program.
3. Continuing students who do not have a degree plan filed by August 1, 2014 must file a degree plan that follows the newly structured MEd in C&I.
4. All newly admitted students, beginning in the fall of 2014, must follow the program of study as described in this handbook.

**Note:** “Filing a degree plan” means initiating a degree plan that is approved both by the department and the Toulouse Graduate School.

Goals of the MEd in Curriculum and Instruction

Graduates of the MEd in C&I will:

1. **Understand the relevance of research and theory to practice.** They can access, understand, evaluate, and use educational research and theory to improve practice. They understand theoretical paradigms for educational research and can interpret the meaning and applicability of research. They can use theory to frame and reflect on the value and meaning of practice.

2. **Understand major theories of curriculum and instruction both within and beyond the state curriculum.** They plan and implement learning experiences for students that meet multiple criteria, including community context, the teaching of rigorous content, student engagement, and authentic assessment.

3. **Be able to justify instructional decisions in terms of relevant research and theory, curriculum, and student needs.** Their practice reflects responsiveness to context and
culture, use of a systems approach to differentiation, and effective use of technology. They employ a variety of community building, teaching, and assessment techniques and reflect on the effect of their instructional decisions in order to improve constantly.

4. **Become agents of change in their school communities.** They understand current educational policy, how it is developed, and the critical necessity of the teacher’s voice in educational decision-making at all levels. They gain skills in advocating for children and youth, as well as in engaging communities to further educational equity and change.

5. **Gain expertise and assume roles that strengthen the profession through mentoring, curriculum development, professional development, study groups, and other means.**

**Core Courses (12 hours)**

The MEd in C&I requires students to take four core courses in Curriculum and Instruction to build a solid theory-driven knowledge base. These four core courses are offered online and will be offered on a regular rotating basis. (*EDCI 5130 – Schooling in a Multicultural Society; EDCI 5320 – Curriculum Development; EDCI 5360 – Advances in Teaching; EDCI 5710 – Curriculum and Instruction Inquiry I*)

**Specialization Areas (12 hours)**

The MEd degree plan allows students to select an area of specialization according to their needs, interests, and future goals. Students will take four courses in their specialization. Specialization areas are available within the Department of Teacher Education and Administration as well as in other departments. Several of the specialization areas are offered online. Please see page 9 for a list and descriptions of available specialization areas.

**Elective Courses (6 hours)**

The MEd degree plan allows students to select two elective courses for a total of 6 semester hours. If your specialization area is outside the Department of Teacher Education and Administration (TE&A), your elective courses must be from within TE&A. Approved TE&A courses include those with EDCI, EDEC, EDRE, EDBE, and EDLE prefixes, as well as some EDSE courses.

**Oral Comprehensive Exam**

The MEd degree plan requires that students take an oral comprehensive exam during the last semester of work toward the degree. This exam is not credit-bearing; however, all students must complete the exam in order to graduate. Please see page 20 for a more complete description of the comprehensive exam.

**Course Formats**

The MEd program offers online, face-to-face, and combined course formats.
• **Fully online courses** do not have regular face-to-face meetings. All course work is completed in an online learning management system. Some courses may have synchronous online meetings or opportunities for one or two on-campus meetings. All of the core courses are online as well as the courses of many of the specialization areas.

• **Face-to-face courses** meet every week, and may or may not have online components. During the long semesters (Spring and Fall), face-to-face courses meet one evening a week for 2 hours and 50 minutes.

• **Saturday and workshop format classes** do not meet weekly; instead, these classes meet occasionally during the semester for longer time periods, often on Saturdays, and may combine face-to-face and online meetings.

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**SPECIALIZATION AREAS**

**Specialization Areas Available Within the Department of Teacher Education and Administration** (Courses within TE&A will have one of the following prefixes: EDCI, EDEC, EDRE, EDBE, EDLE, EDSE)

NOTE: Some of the specialization areas may lead to supplemental certifications or academic certificates. Please check with your specialization area advisor for more information on how to earn these additional certifications. Asterisks indicate specializations that may be entirely online.

*Bilingual Education:* For those who would like to become leaders and gain more knowledge in the education of English learners in bilingual settings *(Courses: EDBE 5580 – Bilingual Content Instruction; EDBE 5585 – Effective Practices in Biliteracy Education; EDBE 5600 – Sociocultural Foundations of Bilingual and ESL Education; EDBE 5620 – Leadership in Bilingual and ESL Education; EDBE 5650 – Academic Spanish in the Bilingual Classroom)*

Some of these courses may lead to supplemental certification in Bilingual Education. Please contact your specialization advisor for more information.

Diversity: For those who would like to gain a deeper understanding of the diverse nature of education and how diversity affects curriculum and instruction. *(Possible courses: EDRE 5550 – Literacy Instruction in our Culturally Diverse Society; EDCI 5100 – Action Research for Multicultural Education; EDLE 5600 – Race, Class, and Gender Issues in Education; EDBE 5600 – Sociocultural Foundations of Bilingual and ESL Education)*

Early Childhood Education: For those who would like to facilitate culturally rich curricula in early childhood classroom learning environments. *(Possible Courses: EDEC 5013 – Research Strategies in Early Childhood Studies; EDEC 5513 - Advanced Studies in Early Childhood Education; EDEC 5633 – Assessment in Early Childhood Education; EDEC 5643 – Leadership and Supervision of Programs; DFST 5133 – Infant and Child Development)*

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Updated 2/10/2016
*Educational Leadership:* For those who want to gain more knowledge in the field of educational leadership and wish to assume various leadership roles. *(Possible courses: EDLE 5330 – Instructional Leadership; EDLE 5390 – Campus Level School Law; EDLE 5400 – Management of School Resources; EDLE 5600 – Race, Class and Gender Issues in Education; EDLE 5630 – Organizational Change and School Improvement; EDLE 5680 – Administration of the K–12 Curriculum) Additional course work in Educational Leadership can lead to principal certification. Check with your specialization advisor for more information.

*English as a Second Language (ESL) Education:* For those who would like to become leaders and gain knowledge in the education of EC-12 children and youth learning English. *(Possible Courses: EDRE 5070 – Literacy Development for English Learners; EDBE 5582 – ESL Content Instruction; EDBE 5680 – Diversity in the ESL Classroom; EDBE 5600 – Sociocultural Foundations of Bilingual and ESL Education; EDBE 5620 – Leadership in Bilingual and ESL Education; LING 5060 – Second Language Acquisition)*

**Literacy Education:** For those who seeking a deeper understanding of reading, language and literacy education in diverse contexts. *(Possible Courses: EDRE 5070 – Literacy Development for English Learners; EDRE 5170 – Materials and Recent Developments in Reading; EDRE 5370 – Advanced Reading Theory/Practice; EDRE 5520 – Writing Workshop Approaches; EDRE 5550 – Literacy Instruction in Our Culturally Diverse Society; EDRE 5653 – Making the Literacy Connection: Language to Reading) Some of these courses may lead to a supplemental certification as a Master Reading Teacher. Please contact your specialization advisor for more information.

**Mathematics Education:** For those who would like to become leaders and gain knowledge in mathematics education. *(Possible Courses: EDSE 5330 – Assessment of Learning in Mathematics Education; EDSE 5340 – Innovations in Mathematics Teaching and Learning; EDSE 5310 – Pedagogical Content Knowledge for Teachers of Algebra; EDSE 5320 – Pedagogical Content Knowledge for Teachers of Geometry)*

**Specialization Areas Available Outside the Department of Teacher Education and Administration**

*Anthropology:* For those interested in how education and culture intersect. *(Possible Courses: EDCI 5620 – Anthropology of Education; ANTH 5000 – Seminar in Sociocultural Anthropology; ANTH 5010 – Anthropological Thought and Praxis; ANTH 5013 – Ethnographic and Qualitative Methods; ANTH 5021 – Anthropological Thought and Praxis II)*

**Content Areas in Secondary/Middle School Education:** For those who would like to gain a deeper understanding of a specific content area for secondary/middle school education. *(Possible Courses: Courses for this specialization area may be chosen from departments outside of Teacher Education and Administration. Possible content areas include CHEM, ENGL, HIST and other content areas) Please contact your advisor to discuss appropriate courses for this specialization area.*
Counseling: For those who would like to integrate curriculum and instruction with counseling skills. *(Possible Courses: COUN 5710 – Counseling Theories; COUN 5680 – Basic Counseling Skills; COUN 5670 – Developmental Processes and Strategies)*

*Gifted and Talented Education:* For those who would like to become leaders and gain knowledge about gifted and talented students. *(Possible Courses: EPSY 5000 – Introduction to Educational Psychology; EPSY 5105 – Nature and Needs of the Gifted and Talented Student; EPSY 5110 – Social and Emotional Aspects of the Gifted and Talented; EPSY 5120 – Program Planning for the Education of Gifted and Talented Students; EPSY 5130 – Methods and Curriculum for Teaching Gifted and Talented Students)* Some of these courses may lead to a Graduate Academic Certificate in Gifted and Talented Education. Please contact the Department of Educational Psychology for more information.

*Instructional Technology:* For those who would like a better understanding of effective integration of education and technology. *(Possible Courses: CECS 5010 – Computer Education Tools; CECS 5020 – Computers in Education; CECS 5030 – Foundations of Learning Technologies; CECS 5110 – Multimedia in Technology Applications; CECS 5111 – Introduction to Video Technology; CECS 5500 – Computer Applications for Curriculum and Instruction)* Some of these courses may lead to supplemental certification as a Master Technology Teacher. Please contact the Department of Learning Technologies for more information.

*Special Education:* For those who would like to become leaders and gain a deeper understanding of special education research and practice. *(Possible Courses: EDSP 5330 – Classroom and Behavior Management Strategies for Exceptional Learners; EDSP 5240 – Collaboration with Parents, Paraeducators and Professionals; EDSP 5510 – Educational Appraisal of Exceptional Learners; EDSP 5710 – Special Education Programs and Practices; EDSP 5520 – Special Education Law)*

**Other Specialization Areas**

In addition, the Department of Teacher Education and Administration can assist students in developing an individualized specialization area that addresses their needs.
APPLICATION PROCESS

Admission to the master's program in Curriculum and Instruction is a two-step process. Each applicant must first apply to and meet the general admission requirements of the Toulouse Graduate School at UNT. Additionally, applicants submit supplemental materials directly to the department (See #3 under Admission Requirements below). Applications of students who meet initial university admission standards are forwarded to the Curriculum and Instruction program for consideration by the faculty.

Application to Toulouse Graduate School

Students should follow the application procedures detailed on the website of the UNT Toulouse Graduate School http://www.tsgs.unt.edu/ and the website of the Department of Teacher Education and Administration, MEd in Curriculum and Instruction Program.

Admission Requirements for the MEd Program in Curriculum and Instruction

All students admitted to this MEd program must meet admission requirements established by the Toulouse Graduate School. Initial acceptance into the program is contingent upon the applicant’s meeting of the following program admission standards:

1) GPA of 2.88 overall or 3.0 in the final 60 hours at the baccalaureate level

2) A valid Texas teaching certificate or equivalent

3) Submission of the following items directly to the Curriculum and Instruction Program:
   a) a thoughtful, well-organized 3-4 page double-spaced essay on the applicant's personal philosophy of teaching, with concrete examples of that philosophy applied to the applicant's own teaching practices
   b) a letter of intent to pursue Master's studies in Curriculum and Instruction (details about the candidate, the degree being sought, and the reasons for seeking it)
   c) a professional Curriculum Vita or resume

4) English Language Proficiency

UNT degree program applicants must demonstrate English Language Proficiency. Minimum TOEFL score requirement is 79; minimum IELTS score is 6.5. UNT-International provides a complete list of ways to demonstrate English language proficiency.

If you do not meet these requirements, we encourage you to consider UNT’s Intensive English Language Institute. You must apply for IELI directly with UNT-International.

Decisions regarding admission are based on a holistic review of the information from all sources. Applicants will be granted full admission into the Curriculum and Instruction program only after
the C&I graduate faculty members have reviewed and approved all documents submitted to the Toulouse Graduate School and to the C&I program. Accepted students will receive letters of notification of acceptance into the program. Our program is committed to serving Texas teachers and considers both Texas teacher certification and public school teaching experience to be strong indicators of the ability of a student to be successful in and well served by our program.
## COURSE REQUIREMENTS

### MEd in C&I Program Outline

<table>
<thead>
<tr>
<th>Total Credit Hours</th>
<th>30 semester credit hours</th>
</tr>
</thead>
</table>
| Four Required Core Courses (12 semester credit hours) | **EDCI 5710** C&I Inquiry 1  
**EDCI 5130** Schooling in a Multicultural Society  
**EDCI 5320** Curriculum Development  
**EDCI 5360** Advances in Teaching |
| Four Specialization Courses (12 semester credit hours) | Choose four courses from one of the following specialization areas:  
In Teacher Education and Administration  
- Bilingual Education*  
- Diversity  
- Early Childhood Education  
- Educational Leadership*  
- ESL Education*  
- Literacy Education  
- Mathematics Education  
In other departments  
- Counseling  
- Instructional Technology*  
- Gifted/Talented Education*  
- Special Education*  
- Content Areas in Secondary/Middle School Education  
*Offered online |
| Two Elective Courses (6 semester credit hours) | Two of your courses beyond the C&I core must be in the Department of Teacher Education and Administration. **If your specialization area is in another department, your elective courses must be from the Teacher Education and Administration Department.** |
| Comprehensive Exam | The required oral comprehensive exam taken in the last semester of enrollment is not for credit. |
*Courses within TE&A will have one of the following prefixes: EDCI, EDEC, EDRE, EDBE, EDLE, EDSE.

**Transfer Courses or Course Substitutions**
Transfer courses or course substitutions in the degree plan must be approved by the student’s advisor and the C&I MEd program coordinator following the relevant policies of the Toulouse Graduate School when the student’s degree plan is filed. Up to 6 semester hours from courses completed elsewhere may be applied towards the MEd in Curriculum and Instruction. Credits more than five years old at the time of first registration for graduate work are not transferable from other institutions.
TIMELINE FOR THE MASTERS PROGRAM

As stated in the UNT Graduate Catalog, all course work and other requirements to be credited toward the master’s degree must be completed within the following time period, depending upon the number of semester hours required for the degree. Continuing students are expected to complete their degrees in a timely manner. The current expectations for the 30-hour C & I MEd program completion are as follows:

<table>
<thead>
<tr>
<th>Semester Hours Required</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 or fewer</td>
<td>5 years</td>
</tr>
</tbody>
</table>

As individual courses exceed these time limits they lose all value for degree purposes. Time limits are strictly enforced. Students exceeding the time limit may be required to replace out-of-date credits with up-to-date work, and/or show other evidence of being up-to-date in their major and specialization areas. Students anticipating they will exceed the time limit should apply for an extension two semesters before the normal time period to complete the degree expires. Holding a full-time job is not considered in itself sufficient grounds for granting an extension. For time extension procedure/forms visit gradschool.unt.edu/extension.htm.

Graduation

It is the responsibility of the student to file the appropriate graduate degree applications with the Toulouse Graduate School. All application materials should be submitted to the Graduate School early in the graduation semester. (See Toulouse Graduate School website for deadlines, http://tsgs.unt.edu/)
THE DEGREE PLAN

Advising

Following admission to the Curriculum and Instruction Program, the student should enroll as soon as possible in EDCI 5710, Inquiry in C&I. This is the introductory course for the program and is currently offered in the fall semester. A requirement of this course is preparation and submission of a degree plan. A student who is not starting the program in the fall semester is encouraged to confer with the lead advisor about degree requirements and especially the selection of a specialization area and design of a degree plan.

In addition to the lead advisor, who is designated by the program, students who select a specialization area within the Department of Teacher Education and Administration will have a specialization area advisor. This faculty member, designated by the specialization area faculty, is familiar with the specialization area program and will advise the student on selecting specialization area courses and on how the specialization area may lead to advanced certification or endorsements, special course offerings, or informal learning opportunities.

The degree plan is the primary advisement tool. It is completed early in the student’s program, ideally in the first semester, and provides the listing of courses needed for graduation. The student is responsible for keeping the degree plan updated and for bringing the plan to advisement sessions. Students need to file degree plan changes when necessary using forms that are available through the department.

The student’s advisor will provide other forms of guidance as requested by the student. For general information about the program, the degree plan, or the comprehensive examination, contact the lead advisor for the program. The lead advisor will assist you in the design of a specialization area that is not in the Department of Teacher Education and Administration and help you make contact with the UNT department of your specialization area. For information about a specialization area within the Department of Teacher Education and Administration, contact your specialization area advisor, who has expertise in your particular field of interest. This person can assist you in thinking about career and leadership opportunities in your field of interest.

Filing a Degree Plan

The initial faculty advisor and the student work together to prepare a degree plan. This plan should be filed within the first semester of study, usually during the introduction course (EDCI 5710). A maximum of 6 semester hours earned in non-degree or certification status prior to admission to a degree program may be counted toward degree requirements. All hours taken after admission to the program count toward this requirement.

Before filing with the Toulouse Graduate School, the degree plan must be signed by the
advisor, the specialization area advisor (required only if specialization area is within the Department of Teacher Education and Administration), the program coordinator, the department chair, and the dean. After it is signed by the advisors, the administrative specialist in the program area will see that other signatures are obtained.

It is possible to make a change in the degree plan. This would be the case, for instance, if a course on the plan is no longer offered. There is a degree plan change form for situations like this. Students are advised to discuss course offerings by semester with their advisors and/or the department offering the course. Our department cannot guarantee that courses listed on a signed degree plan will be offered during the semester indicated on the degree plan. However, we will work with students to ensure reasonable opportunities to complete course work.

For a copy of the degree plan form or a degree plan change form, please contact C&I Administrative Specialist @ 940-565-2922.
ENROLLMENT REQUIREMENTS

Good Standing

To remain in good academic standing, graduate students must maintain a minimum cumulative grade point average of 3.0. A graduate student is placed on academic probation at the end of any enrollment period in which the cumulative GPA drops below 3.0. A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing will be dismissed from the university.

The master’s degree must be completed within the requirements established by the Graduate School, the UNT College of Education, and the Department of Teacher Education and Administration. Please see the Graduate Catalog for other relevant policies. For instance, a course in which a student’s grade is “D” cannot be used toward completion of graduate degree requirements.

Continuous Enrollment

A continuing student must be in continuous enrollment in the long semesters between the semester of the first course applicable to the degree and the completion of the degree. A student who does not maintain continuous enrollment may apply for a leave of absence if circumstances warrant the leave. If the pattern of non-enrollment continues into a second long semester when the student is not taking courses and is not on a leave of absence, the student will be dismissed from the program.
COMPREHENSIVE EXAMINATION PROCEDURES

Description

The comprehensive examination is taken during the last semester of work toward the degree. No hours of credit are specifically associated with the comprehensive examination. Comprehensive examinations will be held the last week in September for December graduates, and the last week in February for May graduates. Students who complete their course work in Summer may take the exam in September or request their comprehensive exam in March, at which point an exam will be arranged in April. Departmental deadlines for the completion of the exam are based on the requirements of the graduate school and may change based on reporting requirements. The lead advisor for the MEd program will announce the locations and more specific times for the comprehensive examinations at the beginning of the semester. The comprehensive exam period(s) will be two hours in length, and attended by up to four students along with their faculty advisor(s).

Policy and Procedures

1. It is strongly recommended that students take the comprehensive exam the semester they complete their course work.
2. Prior to the semester in which the students intend to graduate, the students will notify the program administrative specialist of their intent to take the comprehensive exam and graduate the next semester. Students should check the date of the exam and be sure they can attend at the scheduled time that semester. Students should also check with the graduate school to register for graduation. This will trigger the students being included in communications for the upcoming exam and graduation. We recommend that students review the policies and procedures and the exam rubric at this time.
3. At the beginning of the final semester, students will schedule to take the comprehensive exam by sending an email to the program administrative specialist by the second week of the semester.
4. The exam will be administered in the last week of September and February. Additional dates/times may be set up during this week depending on the number of students taking the exam.
5. The exam will be administered in a two-hour block with four students presenting. Students should expect to attend the full two hours.
6. Students will present to a group of faculty members and other students for a total of 30 minutes. Students should prepare a 20-minute presentation (see rubric) and leave 10 minutes for answering questions.
7. A minimum of three faculty members will score each student’s exam. The program will attempt to ensure that a faculty member with expertise in the student’s subject area (if within the LLBE, EDRE, or EDCI umbrella) evaluates the exam.
8. Students will be notified by email within a week after the exam whether they passed the exam, failed with the option to present additional documentation, or failed the exam.
9. Students who fail with the option to present additional documentation during the same semester will have one week to present the additional documentation to the program administrative specialist. The materials will be reviewed by the faculty members who evaluated the original examination. The student will be notified of the committee’s decision within two weeks from the original comprehensive exam. Submitting additional documentation does not count as an exam retake. Students who fail after submitting additional material will have the opportunity to retake the exam another semester.
10. Students who fail the exam on the first attempt will have the option to retake the following semester. Students who only need to pass the comprehensive exam to graduate do not have to enroll in additional course work to retake the exam.
11. Students will be allowed to retake the exam one time within one year of the first attempt.
12. Students who fail the exam twice will not be allowed to retake the exam and will be dismissed from the program.

**Rubric**

Faculty will use a scoring rubric to evaluate students for the comprehensive exam. The rubric to be followed is below.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Rating (Check one)</th>
<th>Evidence/Comments</th>
</tr>
</thead>
</table>
| 1. Teachers understand the relevance of research and theory to practice. | Can access, understand, evaluate, and use educational research and theory to improve practice.  
Understands several paradigms for educational research and interprets the meaning and applicability of reports of research.  
Uses theory to frame and reflect on the value and meaning of practice. | € Meets expectations—Student clearly presents evidence that the goal was met in terms of knowledge, understanding, professional application, and reflection.  
€ Unsatisfactory—Student presents inadequate or no evidence that the goal was met.  
€ Recognition of Excellence—Evidence indicates student has exceeded expectations for this goal. |
| 2. Teachers understand major theories of curriculum and instruction both within and beyond the state curriculum. | Plans and implements learning experiences for students that meet multiple criteria that include community context, the teaching of challenging content, student engagement, and authentic assessment. | € Meets expectations—Student clearly presents evidence that the goal was met in terms of knowledge, understanding, professional application, and reflection.  
€ Unsatisfactory—Student presents inadequate or no evidence that the goal was met.  
€ Recognition of Excellence—Evidence indicates student has exceeded expectations for this goal. |
|---|---|---|
| 3. Teachers can justify instructional decisions in terms of relevant research and theory, curriculum, and student needs. | Practice reflects responsiveness to context and culture, use of a systems approach to differentiation, and effective use of technology. Employs a variety of community building, teaching, and assessment techniques and reflects on the effect of their teaching. | € Meets expectations—Student clearly presents substantial evidence that the goal was met in terms of knowledge, understanding, professional application, and reflection.  
€ Unsatisfactory—Student presents inadequate or no evidence that the goal was met.  
€ Recognition of Excellence—Evidence indicates student has exceeded expectations for this goal. |
### 4. Teachers become agents of change in their school communities.

| Understands current educational policy, how it is developed, and how teachers can have a voice. |
| Has developed skills in advocating for children and youth and in engaging communities for educational equity and change. |

- **Meets expectations**—Student clearly presents substantial evidence that the goal was met in terms of knowledge, understanding, professional application, and reflection.
- **Unsatisfactory**—Student presents inadequate or no evidence that the goal was met.
- **Recognition of Excellence**—Evidence indicates student has exceeded expectations for this goal.

### 5. Teachers gain expertise and assume roles that strengthen the profession.

| They participate in mentoring, curriculum development, professional development, study groups, and/or support the profession through other means. |

- **Meets expectations**—Student clearly presents substantial evidence that the goal was met in terms of knowledge, understanding, professional application, and reflection.
- **Unsatisfactory**—Student presents inadequate or no evidence that the goal was met.
- **Recognition of Excellence**—Evidence indicates student has substantially exceeded expectations for this goal.

**Number of goals met:** ____________ /5  
**Circle One:** Pass  Resubmit  Fail

**General Comments**
**FAQs about the Comprehensive Exam**

**What are the requirements that must be completed before MEd students can take the comprehensive exam?**

Students need to be in good standing and must be in the last semester of course work.

**What is the purpose of the exam?**

The comprehensive examination is the capstone learning experience of the program. It is a summative evaluation of the student’s professional growth and development during the MEd program. The purpose of the exam is to demonstrate mastery of the five core program goals.

**When and where is the exam offered?**

The exam is offered face to face at the UNT campus during non-business hours. The time and place of the exam are announced at the beginning of the semester. During a two-hour exam period, up to four students will make 30-minute oral presentations.

**How do students “apply” to take the exam?**

Students need to submit an application to take the exam to C&I administrative staff prior to the beginning of their final semester of course work.

**What areas does the exam cover?**

The examination covers the five C&I program goals and the student’s area of specialization, stated in short form below:

1. Understand the relevance of research and theory to practice;
2. Understand major theories of curriculum and instruction;
3. Justify instructional decisions;
4. Become agents of change in their school communities; and
5. Gain expertise and assume roles that strengthen the profession.

**How is the exam structured?**

The exam consists of a 30-minute presentation during which the student will demonstrate mastery of the five program goals. Presentations should be explicitly organized around the five goals. Comprehensive exam presentations are public and may be attended by program faculty and other students. Examinees should be prepared to answer questions about their presentations.
What formats are accepted for the presentation?

Examinees should check with their advisor regarding the technology available for the comprehensive exam. In general, computers, projectors, and internet access will be available in the meeting room.

How can a student best prepare for the comprehensive examination?

Students should familiarize themselves with the exam requirements and rubric as they enter the program. Activities in the core courses are designed to support the program goals and can provide artifacts for the comprehensive exam. Students should consider the ways in which activities in their selected specialization and elective courses also promote these goals. Program faculty can assist students in identifying how course assignments support program goals and may be used for the comprehensive exam. Prior to the exam, students will complete a program goal chart to help plan for the comprehensive exam and to provide to faculty evaluators during the exam.

Students should maintain copies of artifacts produced in classes, as well as feedback from instructors. Additionally, students may wish to maintain evidence of professional growth and achievements related to program goals, but conducted outside of courses. During the semester in which the student plans to complete the comprehensive exam, the student will prepare a presentation using artifacts collected during the program as evidence of progress toward program goals.

Who evaluates the exams? What is the grading process?

The exam is scored by C&I faculty members using a scoring rubric that will be given to students during their program.

How and when are students notified of exam results?

Students will be notified by email of the results within one week of taking the exam.

What is the procedure when students fail the exam?

Students who fail the comprehensive exam will be required to register for an additional semester of course work and may retake the exam during the following semester.
OTHER RELEVANT POLICIES

Intellectual Integrity

“As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.” This statement is from UNT’s policy on Student Standards of Academic Integrity.

According to the policy, violations of academic integrity include the following:

“Cheating: The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
3. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
4. any other act designed to give a student an unfair advantage on an academic assignment.

Plagiarism: Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation;
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

Other violations are forgery, fabrication, and facilitation of academic dishonesty.

Instructors of students who violate academic integrity are expected to report the violations to the university’s database. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred: admonition, assignment of educational coursework, partial or no credit for an assignment or assessment, or course failure. Admonitions and educational assignments are not appealable.
Other sanctions may be imposed by the UNT Academic Integrity Office: probation extending for up to two long semesters, suspension for up to one year, expulsion from the university, or revocation of degree.

The complete policy is available at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

**Adding or Dropping Courses**

**Adding Courses:** Graduate students must initiate all requests for adding courses in their academic department. Departmentally approved adds must then be delivered to the Toulouse Graduate School, ESSC Room 354, for final approval. Consult the online academic calendar for dates during which adds are allowed.

**Dropping Courses:** Students who wish to drop a course before the 12th class day of fall or spring terms/semesters or before the equivalent dates for summer sessions may do so in the Registrar’s Office or at my.unt.edu. After the 12th class day for fall or spring terms/semesters or the equivalent dates for summer sessions, students must first receive the written consent of their instructor prior to dropping a course. The instructor may withhold consent for students to drop for any reason provided the instructor has informed students in writing at the beginning of the term/semester. Students applying for financial aid are required to notify Student Financial Aid and Scholarships before dropping any class to learn how it will affect current or future financial aid eligibility.

The grade of W is recorded for any course dropped with the instructor’s consent prior to the end of the sixth week of classes for fall or spring terms/semesters or the equivalent dates for summer sessions. After that time the student must have a passing grade for the instructor to assign a grade of W for a dropped course; otherwise, the grade WF is recorded.

Instructors may drop students with grades of WF from courses for non-attendance at any time after the completion of the sixth week of classes for fall or spring terms/semesters or the equivalent dates for summer sessions. See “Class Attendance.”

No student may drop any course after the designated day of a given semester’s 10th week for fall or spring terms/semesters or the equivalent dates for summer sessions.

Drop procedures must be completed by 5 p.m. on the deadline dates specified in the online academic calendar (at www.unt.edu/catalog). After these dates a student may not drop a course.

See the online schedule of classes at www.unt.edu/registrar for drop procedure and instructions.

**Incomplete in Course**

I — incomplete is a nonpunitive grade given only during the last one-fourth of a term/semester and only if the student is (1) passing the course and (2) has a justifiable reason (such as serious
illness or death in the family) for not completing the work on schedule. An incomplete form must be completed by the student and the instructor that provides (1) the rationale for the incomplete, (2) the work that must be completed, (3) the date by which the work must be submitted, and (4) the grade the student will receive if the work is not submitted on time. This form is signed by both the student and the faculty member and is forwarded to the department chairperson before grades for the course are submitted.

**Leave of Absence Procedure**

A continuing student who is experiencing exigent circumstances that temporarily prevent progress on the degree may request a leave of absence for up to one year. The student must make the request for a leave in writing to the major professor and the program coordinator. If no major professor has been assigned, the student submits the request to the program coordinator.

If a leave is granted, the program coordinator notifies the Graduate School. During an approved leave, the COE continuous enrollment requirements are suspended, and the duration of the leave is added to the COE time limit for degree completion.

A student who needs more time may request one or more additional leaves from the college. College leave does not extend the Graduate School’s limit for total time to degree completion.

**Academic Probation and Suspension**

A student who fails to achieve the required cumulative average of 3.0 GPA (B average) on all courses carrying graduate credit in a semester will be placed on academic probation for the subsequent semester. If the student achieves a 3.0 semester GPA in the subsequent semester, but the cumulative GPA is still below 3.0, the student will remain on academic probation for a period of up to one calendar year. The student will be removed from probation when the 3.0 cumulative GPA is achieved. A student who is on probation cannot apply for graduation and cannot graduate.

A student on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of graduate suspension at UNT may not be counted for graduate credit at UNT. After the period of suspension, students must reapply for admission to the Graduate School; if readmitted, students may then enroll in graduate courses under probation with the same probation conditions as previously described. Students who are suspended a second time without having returned to good academic standing by achieving a cumulative GPA of 3.0 or better will be dismissed from the university.

The student whose UNT GPA in graduate work falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low or by completing other UNT courses with grades high enough to bring the UNT GPA up to 3.0. These courses must be repeated at UNT, not at other institutions.
Dismissal and Appeals of Dismissal

During the first semester following dismissal from a program, a student may appeal the dismissal decision. The student must submit the appeal in writing, directed to the program coordinator. The program coordinator, in consultation with the program appeals committee, composed of the lead advisor from each concentration area, decides whether to grant the appeal. Upon receiving the appeal, the committee must render a judgment and designate a specific action in regard to the student’s readmission in a timely manner by the end of the following long semester. The judgment of the appeal committee is final. If the appeal is granted, the student is reinstated to pre-dismissal status. In the case of dismissal for failure to complete the degree within the COE time limit, an appeal may be granted for reinstatement of up to one additional year.
SUPPORT STRUCTURES AND NETWORKING

General Questions or Support Regarding the MEd in Curriculum and Instruction

Please call 940-565-2922 for specific questions about your degree or for questions that are not answered in this handbook.

Toulouse Graduate School Workshops

The Graduate School offers a number of workshops centered on the four themes of planning, resilience, engagement, and professionalism. Workshops for graduate students address such practical matters as preparing a curriculum vitae, learning about the job market, and getting ready for graduation. To participate in the workshops, individuals must first register through the Toulouse Graduate School website, http://tsgs.unt.edu/. It is also possible to view many of the workshop videos online at www.tsgs.unt.edu/graduatelife/workshops.

Library Services

Masters students at UNT are fortunate to have access to an excellent library, which carries countless journals in electronic and in print form and is well stocked with scholarly books associated with various fields of education and related areas. One of the first things a new master’s student should learn is how to access the online catalog and the journals immediately and electronically. The library also provides an Interlibrary Loan service. Master’s students can use their university ID to request materials that are not available at UNT.

The UNT library offers various services to assist students in their research. Through the Ask Us service, students can contact a reference specialist by means of live chat, email, phone, or in person; and workshops are provided to show students how to conduct searches.

Facilities include photocopy machines, public computers, printing from most public terminals, and a cyber café.

College of Education Embedded Librarian

The College of Education has a librarian, Jo Monahan, located in Matthews Hall, who supports the information needs of the students of the COE and provides individual or group training on information resources. You may contact her at jo.monahan@unt.edu or 940-565-3955.

Toulouse Graduate School Writing Support

Toulouse Graduate School provides a center specifically for graduate writing support. Graduate Student Writing Support Services (GSWSS) will provide various opportunities to
help graduate students increase their academic writing skills and techniques, including workshops and individual tutoring/consultations. Consultants are available by appointment. For more information about the GSWSS or to schedule an appointment, visit http://tsgs.unt.edu/gswttp://tsgs.unt.edu/new-current-students/writing-resources.

**UNT Writing Lab**

The University Writing Lab provides free tutoring and workshops for students from the freshman through the graduate levels. Individualized and group work in such areas as punctuation, grammar, sentence structure and essay writing is provided by experienced tutors five days a week for 13 weeks during each long term.

Students may access tutors through the UNT Writing Lab website. Visit http://writinglab.unt.edu.

**Center for Interdisciplinary Research and Analysis (CIRA)**

The purpose of the Center for Interdisciplinary Research and Analysis (CIRA) is to assist students and faculty in developing their research skills. CIRA staff can assist with the initiation, design, methods, and data analysis/interpretation of research projects in dissertations, theses, and faculty/student manuscripts. The CIRA lab is located in Matthews Hall 313.

http://www.coe.unt.edu/center-interdisciplinary-research

**Research and Statistical Support (RSS)**

The purpose of Research and Statistical Support (RSS) is to collaborate on research projects with the faculty and students. They can suggest the various analyses which can be performed on your data, along with the pros and cons of each. You can just use them to bounce ideas off of in the earliest stages of your study to help assist with diagnostic checks at the end. The research and statistical support group at the University of North Texas (RSS) is staffed by two full-time staff employees and is located in Sage Hall.

http://www.unt.edu/rss/

**Scholarships and Financial Aid**

**Teacher Education and Administration**

The Department of Teacher Education and Administration offers a number of scholarships for undergraduate and graduate students. The due date for applications is early spring.

http://www.coe.unt.edu/teacher-education-and-administration/scholarships

**College of Education**
Students within the College of Education have access to scholarships that are specific to the College of Education. Scholarships will be awarded to students majoring within the College of Education on the basis of their educational and professional goals, academic success, and financial need. **The due date for applications is early spring.**

http://www.coe.unt.edu/scholarships/college-education-scholarships

**Toulouse Graduate School**

The Toulouse Graduate School offers a limited number of fellowships and scholarships. These range from $500 a semester to $33,000 a year, including health benefits.

http://tsgs.unt.edu/graduatelife/toulouse_fellowships_scholarships

**Financial Aid and Loans**

Financial Aid makes it possible for thousands of students to attend UNT. Learn the basics of financial aid, including eligibility, financial need determination, and how to apply using the FAFSA.

We encourage all UNT students to complete the annual Free Application for Federal Student Aid (FAFSA www.fafsa.gov), and ensure they are prepared to utilize potential Federal program eligibility. To be considered for financial aid each year, the FAFSA application must be submitted. It is available annually on January 1. Early application annually ensures the best opportunity to compete for available funding. **Important note: The financial aid priority deadline is currently March 15.**

https://financialaid.unt.edu/
IMPORTANT CONTACT INFORMATION

**Toulouse Graduate School**
Phone: (940) 565-2383  
Fax: (940) 565-2141  
Email: [http://tsgs.unt.edu/contact](http://tsgs.unt.edu/contact)  
*follow link to submit an electronic question*

**College of Education – Dean’s Office**
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Fax: (940) 565-4415  
Email: [coe-info@unt.edu](mailto:coe-info@unt.edu)

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