

McNeese State University  
Burton College of Education



Master of Education in Curriculum and Instruction  
Candidate Handbook

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## PURPOSE

This handbook is written to provide information for graduate students in the Department of Teacher Education who wish to earn a Master of Education degree in curriculum and instruction, focusing in early childhood education, elementary education, or secondary education. At the conclusion of the program, candidates of the Master of Education degree are required to complete a comprehensive final examination. This examination is both written and oral, focusing on action research conducted during the program and the application of theory, content, and professional practice.

## ADMISSION TO THE DORÉ SCHOOL OF GRADUATE STUDIES

From the *2011-2012 Academic Catalog*

### General Admission Requirements

Admission to Graduate School does not imply admission to a graduate degree program. Applicants must meet the necessary departmental requirements to be admitted to a specific degree program. For departmental requirements, refer to the section of the catalog detailing the specific degree program.

1. An applicant for admission into Graduate School must submit the following:
  - a. An application for admission. An application may be obtained from the Enrollment Information Center, the Graduate School office, the Office of the Registrar, or the University's Web site at <http://www.mcneese.edu/admissions/graduate.asp>.
  - b. Official copies of transcripts from each college attended. Transcripts should be sent directly to the Graduate School office by the institutions attended.
  - c. Official copies of the required standardized test scores (GRE or GMAT). Official test scores should be sent directly from the testing agency to McNeese and cannot be more than five years old at the date of submission and application for admission.
    - i. GRE test scores are required of degree-seeking applicants and non-degree-seeking applicants. Applicants for the MBA degree program are required to submit GMAT, rather than GRE, test scores.
    - ii. GMAT test scores may not be substituted for GRE test scores. Additionally, GRE test scores may not be substituted for GMAT test scores.
    - iii. Proof of a master's degree may waive the GRE requirement; however, the GRE waiver is at the recommendation of the academic department head and approval by the Dean of the Graduate School.
    - iv. Information about the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT) can be obtained from the Graduate School, the Office of Scholarships and Testing, or from Educational Testing Service, P.O. Box 955, Princeton, New Jersey 08540 (<http://www.ets.org/>).

- d. Proof of immunization. According to Louisiana law, students entering McNeese for the first time who were born after 1956 must provide proof of immunization against preventable and/or communicable diseases, including measles, mumps, rubella, and tetanus-diphtheria (MMR, Td) prior to admission. The Proof of Immunization form may be obtained from the Office of the Registrar or the University's Web site at <http://www.mcneese.edu/admissions/forms.asp>.
  - e. A non-refundable application fee of \$20.00 (check or money order).
  - f. Proof of Selective Service registration. Males 18-25 years old, entering McNeese for the first time, are required to register for the federal draft under the federal Military Service Act and must submit proof of their registration with the Selective Service System.
2. All records submitted become the property of the University and cannot be returned to the applicant or any other party.
  3. Applications and records should be on file at least 30 days prior to registration. Applications are accepted after this, but the student should contact the Graduate School office for further information.
  4. Falsification of any information when applying for admission may result in the refusal of the applicant or dismissal from the University.
  5. No applicant shall be denied admission to McNeese University on the basis of gender, sexual orientation, race, creed, or national origin.
  6. Individual academic departments have their own standards for admission. These standards incorporate both qualitative and quantitative criteria which are more specific than those established by the University. Therefore, admission into Graduate School does not guarantee admission into specific degree programs.
  7. Students may be admitted on a provisional basis for one term of enrollment while in the process of obtaining required credentials; however, academic transcripts are required prior to admission. Students, who are admitted provisionally and subsequently are ineligible for admission, may have their registration cancelled with no refund of fees. Additionally, any student whose admission records are incomplete 30 days after the first day of classes may have his/her registration cancelled with no refund of fees and future registration blocked.

### **Admission of New Graduate Students**

New graduate students must meet all general admission requirements as outlined above.

### **Readmission of Former Graduate Students**

1. A former graduate student who has not been enrolled at McNeese during the preceding calendar year or who has graduated with a degree from McNeese must submit an application for admission and a non-refundable application fee of \$20.00.
2. Additionally, a former graduate student must meet all general admission requirements in effect at the time of readmission.

### Admission of Transfer Graduate Students

1. To be admitted to Graduate School at McNeese University, transfer students must meet all general admission requirements.
2. Applicants must be eligible for readmission to the Graduate School of the college or university from which they are transferring.
3. Applicants who have graduate grade point averages below 3.0 but not lower than 2.0 with no grades of “D” or “F” may be admitted on probation upon the recommendation of the applicants’ prospective major professor, department head, and Dean of Graduate School.
4. Applicants with an extant grade of “I” from another school will be denied admission or readmission to Graduate School.

### Admission of International Graduate Students

Admission to Graduate School does not imply admission to a graduate degree program. Applicants must meet the necessary departmental requirements to be admitted to a specific degree program. For departmental requirements, refer to the section of the catalog detailing the specific degree program.

1. International students must submit the following application materials before eligibility for admission can be determined:
  - a. Application for admission. The international student application may be obtained from the Office of the Registrar or the University’s Web site at <http://www.mcneese.edu/international/>.
  - b. A non-refundable application fee of \$30.00 (check or money order). Checks must be drawn on a U.S. bank.
  - c. Complete and official college transcripts depicting all undergraduate and graduate courses taken and all grades received. All documents must be properly attested by either the Registrar, Attestation Officer, or Controller of Examinations. Transcripts must be in English or accompanied by an official line-by-line English translation.
  - d. English language proficiency as demonstrated by ONE of the following:
    - i. Minimum TOEFL\* score of 525 on the paper-based exam, 195 on the computer-based exam, or 71 on the Internet-based exam;
    - ii. Minimum IELTS\* band score of 6.0;
    - iii. Completion of the advanced level of the ESLI University Language Center program (located on the McNeese campus); *OR*
  - e. Baccalaureate degree from a regionally-accredited U.S. institution. Affidavit of financial support. This form may be obtained from the Office of the Registrar or the University’s Web site at <http://www.mcneese.edu/international/>. A bank statement or letter must accompany the affidavit of financial support and must reflect the minimum balance required as determined by the Office of Admissions. (This requirement only applies to applicants seeking to enroll with an F-1 visa status.)

- f. Official GRE or GMAT test scores which, combined with the appropriate undergraduate grade point average, meet the admission formula for the intended program of study. The official score report must be received by the University directly from the appropriate testing agency.
2. Items listed above must be on file by the following dates in order for the student to be considered for admission:
    - March 15 for the summer semester
    - May 15 for the fall semester
    - October 15 for the spring semester

International applicants who meet all Regular Admission status requirements except for the grade point average requirement may be admitted to Graduate School on a conditional basis. To qualify for Conditional Admission, international applicants must have earned a minimum overall undergraduate grade point average of 2.0 and a minimum upper division grade point average of 2.5.

International applicants seeking to enroll with an F-1 visa status cannot be admitted under Temporary Admission status.

Admission of international students is considered on an individual basis by the Office of Admissions and the appropriate department head or graduate faculty advisor. International students must meet all University and departmental requirements for Degree Status. McNeese State University reserves the exclusive right to determine whether the documentation provided meets the minimum criteria necessary for the admission of international students to Graduate School.

- \* Information about the Test of English as a Foreign Language (TOEFL), which is administered in many cities of the world, may be obtained by visiting <http://www.toefl.org/> or by writing:

TOEFL  
Educational Testing Service  
Princeton, New Jersey 08540

Information about the International English Language Testing System (IELTS) may be obtained by visiting <http://www.ielts.org/> or by writing:

IELTS, Inc.  
100 East Corson Street, Suite 200  
Pasadena, California 91103

An applicant is responsible for making testing arrangements with the agency administering the exam.

### **Admission Status**

The categories of admission to Graduate School are Degree Status and Non-Degree Status.

## **ADMISSION TO THE MASTER OF EDUCATION PROGRAM**

Candidates admitted to the Doré School of Graduate Studies must satisfy certain program requirements then apply for admission to the academic program being pursued. This application requires that the candidate complete and submit the EDUC 603 packet (see Appendix A) to his or her advisor.

To apply for admission, candidates must:

- Hold a valid, current Louisiana teaching certificate
- Submit a copy of his or her academic transcript to his or her advisor
- Earn satisfactory score on the Philosophy of Education writing sample (per rubric in EDUC 603 packet)
- Earn minimum GRE score of 800 with a Verbal Reasoning score of 200-800 and a Quantitative Reasoning score of 200-800
- Complete 12 hours of program coursework to include EDLD 600 or equivalent.

### **EXAMINING COMMITTEE**

Each candidate's comprehensive final examination will be evaluated by three graduate faculty members. The examining committee will be chaired by the candidate's major professor, who is generally the candidate's advisor unless the advisor relegates the responsibility to another member of the graduate faculty. The other two committee members are selected by the candidate in consultation with and by approval of the major professor.

Candidates in the secondary education concentration may select a graduate faculty member from his or her content area (mathematics, English, biology, etc.) with the consent of his or her major professor, but the other two members, including the major professor, must be graduate faculty members who teach professional education courses within the Burton College of Education.

### **ELEMENTS OF THE COMPREHENSIVE FINAL EXAMINATION**

The comprehensive final examination elements are both oral and written. Candidates prepare for the examination during EDUC 699, and this preparation is under the co-direction of the EDUC 699 instructor and the major professor.

#### **Written Examination**

Each candidate will complete a proctored, three-question written examination during his or her final semester in the program. The EDUC 699 instructor will select a date for the written examination prior to the oral examination, and he or she will serve as the examination proctor. Written examinations will consist of one generic and two concentration-related unique questions, submitted by the graduate faculty within the program. One question on each examination will require the candidate to describe and apply selected theories germane to his or her concentration area. The other two questions per exam will be selected randomly from a pool of questions submitted by the graduate faculty that reflect topics presented in program coursework.

Written examination responses will be forwarded to examining committee members for evaluation with a rubric (see Appendix B) prior to the oral examination. The major professor will compile all evaluations and inform examining committee members and the candidate of the outcome. If examining committee members agree unanimously that all responses are satisfactory or satisfactory with conditions, the candidate will be permitted to advance to the oral presentation and examination. If the examining committee members agree unanimously that any response(s) is(are) unsatisfactory, the candidate will be required to rewrite the response(s) in a proctored setting. If evaluation results are not unanimous, the major professor will convene the examining committee to discuss concerns about the responses and determine whether the candidate will be required to rewrite the response(s) in question or proceed to the oral presentation and examination.

### **Oral Presentation**

During their three-semester research course sequence (EDLD 600, EDUC 670, EDUC 699), candidates propose, implement, and report on an action research field study. The EDUC 699 instructor will work with candidates to prepare a field study report of publishable quality for submission to a professional journal for review. A presentation of that field study comprises the oral presentation of the comprehensive final examination.

Candidates will prepare a 15-20 minute presentation, accompanied by multimedia visual aides, where they present all elements of the study including purpose, literature, methodologies, findings, conclusions, and future research considerations germane to the topic investigated. This presentation is considered a professional presentation, and candidates must be prepared to speak eloquently and comprehensively on the study as well as respond to examining committee members' questions regarding all elements of the study.

The oral presentation will be evaluated with a rubric (see Appendix C).

### **Oral Examination**

During the oral examination, the candidate will respond to examining committee members' questions relating to the written examination, oral presentation, or other elements of the program in general. Thus, candidates must prepare themselves to respond eloquently and professionally to questions relevant to any aspect of the written examination and oral presentation. Examining committee members, however, reserve to the right to pose questions to the candidate related directly to other elements of the program in general. (Example: Classroom management may not be an aspect the candidate addressed in the written examination or oral presentation; however, it is a significant aspect of professional practice. Thus, an examining committee member may pose a question to the candidate related to classroom management.)

The oral examination will be evaluated with a rubric (see Appendix D).

**APPENDIX A**

EDUC 603 Packet

**EDUCATION (EDUC) 603: Admission to Master of Education Program**  
Admission Packet

Name (Last name, First name)		Banner ID/PIN	
Street or P.O. Box	City	State	Zip
Primary Telephone	Secondary Telephone	E-mail	
Degree/Concentration		Major Professor	

Evidence that all following requirements were fulfilled successfully must be submitted before a Master of Education candidate may take Portal VI, VII, or VIII courses.

- Valid, current teaching certificate
- Baccalaureate transcript (Undergraduate GPA: \_\_\_\_\_)
- GRE scores (Minimum required: 800)  
 Verbal Reasoning score (200-800 required): \_\_\_\_\_  
 Quantitative Reasoning score (200-800 required): \_\_\_\_\_

<input type="checkbox"/> Twelve hours of core curriculum	
<i>Core Curriculum Course</i>	<i>Grade</i>
_____	_____
_____	_____
_____	_____
_____	_____

Candidate's Signature	Date		
		Recommended	Not Recommended
		<input type="checkbox"/>	<input type="checkbox"/>
Major Professor's Signature	Date		
		<input type="checkbox"/>	<input type="checkbox"/>
Director of Graduate Education Programs' Signature	Date		

# PHILOSOPHY OF EDUCATION

## Assignment Details

Your philosophy of education is a statement of what you believe about education and its role in society. It is not an autobiographical essay; it should not contain details of your family or life history. It is a presentation of your beliefs.

### **SECTION I: Content Requirements**

The statement should address your beliefs about these tenets as they relate to education:

#### **Commitment to life-long learning**

- Define *life-long learning*
- Identify its importance in teaching and learning
- Identify its relevance to teachers and students

#### **Commitment to the learner**

- Describe the significance of a teacher's commitment to his or her students
- Discuss the importance of the teacher-student relationship

#### **Aptitude for reflection**

- Define *reflective practitioner*
- Discuss the significance of a teacher reflecting on his or her teaching and its effect on student learning

#### **Aptitude for technology integration**

- Describe the role you believe technology should play in teaching and learning
- Discuss technology issues/concerns (technical, ethical, etc.) in teaching and learning

Do not compose your philosophy of education in the same manner you would compose a personal essay. It is not an essay; it is a "statement." This "statement" should be clear and concise. It is more of an expository writing, a writing meant to inform the reader, rather than a narrative writing composed to entertain the reader.

### **SECTION II: Technical Requirements**

- 2-4 pages typewritten
- Double-spaced
- Free of all language, spelling, and capitalization errors

**PHILOSOPHY OF EDUCATION**

Grading Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Rating</b>
<p><b>Commitment to life-long learning</b> CF: Life-long learning CF: Professionalism CF: Collaboration</p>	Ideas about teaching and learning are stated and substantiated. Candidate's dispositions for continuing and consistent professional development are evident.	Ideas about teaching and learning are presented but still lack concrete foundations. Candidate's dispositions for professional development are stated but not substantiated.	Ideas about teaching and learning are rudimentary and lack justification. Candidate's dispositions for professional development are vague.	Ideas about teaching and learning are vague and underdeveloped. Few to no references are presented that reflect a desire to maintain professional growth.	
<p><b>Commitment to learners</b> CF: Diversity</p>	Expected learner needs are stated and defined. Strategies to address learner needs are outlined with implementation ideas. Candidate's dedication to the learner is evident and substantiated through comments about learner self-image, self-esteem, and academic success.	Expected learner needs are stated. Strategies to address learner needs are outlined. Candidate's dedication to the learner is presented without specific justification relating to learner self-image, self-esteem, and academic success.	Some expected learner needs are listed. Strategies to address varied learner needs are stated but not clearly defined. Arguments that defend the candidate's dedication to the learner are presented.	References to address all learners' needs are not present. Ideas about varied needs of learners are vague or omitted. Sense of dedication to the learner is omitted.	
<p><b>Aptitude for reflection</b> CF: Reflection CF: Professionalism CF: Collaboration</p>	Strategies for making informed instructional decisions based upon student performance and self-reflection are defined.	Ideas about evaluating instructional practices based upon student performance are presented without detail.	Need to evaluate instructional practices based upon student performance is presented but not defined.	References to using student data to improve instructional practices are not presented.	
<p><b>Aptitude for technology integration</b> CF: Reflection</p>	Clear discussion of technology integration and its importance is presented including potential issues when applicable. Strategies for effective use of technology and alternatives are presented.	Clear discussion of technology integration and its importance is presented including potential issues when applicable.	General discussion of classroom technology is presented but coherent details are missing.	Limited reference to technology integration is presented.	
<p><b>Capacity for technical writing and organization</b></p>	No spelling, grammatical, or structural errors are found.	One spelling, grammatical, or structural error exists.	Two to three spelling, grammatical, or structural errors exist.	Four or more spelling, grammatical, or structural errors exist.	

**APPENDIX B**

Written Examination Scoring Rubric

Master of Education in Curriculum and Instruction  
 Comprehensive Final Examination  
 Written Examination Scoring Rubric

Candidate:

Examining Committee Member:

Question:				
	Satisfactory (5)	Satisfactory with Conditions (3)	Unsatisfactory (1)	Score
Content	Elaborates on all vital content for the question.	Mentions most of the vital content for the question.	Mentions some of the vital content for the question.	
Application	Shows depth of understanding through application of all relevant content knowledge.	Shows understanding through application for most content knowledge.	Shows limited understanding through application of most or all content knowledge.	
Language	Less than two grammatical, mechanical, or writing errors exist.	Two to five grammatical, mechanical, or writing errors exist, but errors do not interfere with understanding the response.	More than five grammatical, mechanical, or writing errors exist, and/or errors interfere with the understanding of response.	
Total points				

Question:				
	Satisfactory (5)	Satisfactory with Conditions (3)	Unsatisfactory (1)	Score
Content	Elaborates on all vital content for the question.	Mentions most of the vital content for the question.	Mentions some of the vital content for the question.	
Application	Shows depth of understanding through application of all relevant content knowledge.	Shows understanding through application for most content knowledge.	Shows limited understanding through application of most or all content knowledge.	
Language	Less than two grammatical, mechanical, or writing errors exist.	Two to five grammatical, mechanical, or writing errors exist, but errors do not interfere with understanding the response.	More than five grammatical, mechanical, or writing errors exist, and/or errors interfere with the understanding of response.	
Total points				

Question:				
	Satisfactory (5)	Satisfactory with Conditions (3)	Unsatisfactory (1)	Score
Content	Elaborates on all vital content for the question.	Mentions most of the vital content for the question.	Mentions some of the vital content for the question.	
Application	Shows depth of understanding through application of all relevant content knowledge.	Shows understanding through application for most content knowledge.	Shows limited understanding through application of most or all content knowledge.	
Language	Less than two grammatical, mechanical, or writing errors exist.	Two to five grammatical, mechanical, or writing errors exist, but errors do not interfere with understanding the response.	More than five grammatical, mechanical, or writing errors exist, and/or errors interfere with the understanding of response.	
Total points				

Total written examination points:

Overall evaluation of written examination:

- Satisfactory (Total points: 36 [80%] – 45)
- Satisfactory with Conditions (Total points: 27 [60%] – 35)
- Unsatisfactory (Total points: 9-26)

**APPENDIX C**

Oral Presentation Scoring Rubric

Master of Education in Curriculum and Instruction  
 Comprehensive Final Examination  
 Oral Presentation Scoring Rubric

Candidate:

Examining Committee Members:

	Satisfactory (5)	Satisfactory with Conditions (3)	Unsatisfactory (1)	Score
Organization	Information presented is cohesive and logical in sequence so that audience can follow.	Information presented is cohesive but not in a logical sequence for audience to follow.	Information presented is neither cohesive nor in logical sequence for audience to follow.	
Content	Superior knowledge of subject matter is evident through research presented and depth of remarks.	Adequate knowledge of subject matter is evident, but research presented or remarks lack depth.	Knowledge of subject matter is not evident because research presented and remarks are inaccurate or lack depth.	
Visual Aides	Visual aides enhance presentation and reinforce ideas presented.	Visual aids are present but do not substantively enhance presentation or reinforce ideas presented.	Visual aids are either not used or clearly inappropriate.	
Grammar and Mechanics	No misspellings or grammatical errors present in any visual aide used.	No more than two misspellings or grammatical errors in visual aides used.	More than three misspellings or grammatical errors in visual aides used.	
Elocution and Delivery	Voice is clear and audible, pronunciation is precise, and use of eye contact and visual aides are appropriate.	Voice is clear but somewhat inaudible, pronunciation is clear, and use of visual aides is lacking.	Voice is too low, words are mispronounced, and use of eye contact or visual aides is lacking.	
Professional Dispositions	Dress is appropriate, comments are professional, and enthusiasm is displayed for subject matter.	Dress is appropriate, but some comments are inappropriate or enthusiasm for subject matter is limited.	Dress is inappropriate, inappropriate comments are made, or lack of enthusiasm for subject matter is evident.	
Total points				

Overall evaluation of oral presentation:

- Satisfactory (Total points: 24 [80%] – 30)
- Satisfactory with Conditions (Total points: 18 [60%] – 23)
- Unsatisfactory (Total points: 6 – 17)

**APPENDIX D**

Oral Examination Scoring Rubric

Master of Education in Curriculum and Instruction  
 Comprehensive Final Examination  
 Oral Examination Scoring Rubric

Candidate:

Examining Committee Members:

	Satisfactory (5)	Satisfactory with Conditions (3)	Unsatisfactory (1)	Score
Subject Knowledge	Superior knowledge of subject matter is evident through research presented and depth of remarks.	Adequate knowledge of subject matter is evident, but research presented or remarks lack depth.	Knowledge of subject matter is not evident because research presented and remarks are inaccurate or lack depth.	
Application	Shows a depth of understanding through the application of content knowledge.	Shows understanding through application for most content knowledge.	Shows limited understanding through application of most or all content knowledge.	
Elocution and Delivery	Voice is clear and audible, pronunciation is precise, and use of eye contact is appropriate.	Voice is clear but somewhat inaudible, pronunciation is clear, and use of eye contact is lacking.	Voice is too low, words are mispronounced, or eye contact is lacking.	
Language	Less than two grammatical, mechanical, or writing errors exist.	Two to five grammatical, mechanical, or writing errors exist, but errors do not interfere with understanding the response.	More than five grammatical, mechanical, or writing errors exist, and/or errors interfere with the understanding of response.	
Professional Dispositions	Dress is appropriate, comments are professional, and enthusiasm is displayed for subject matter.	Dress is appropriate, but some comments are inappropriate or enthusiasm for subject matter is limited.	Dress is inappropriate, inappropriate comments are made, or lack of enthusiasm for subject matter is evident.	
Total points				

Overall evaluation of oral examination:

- Satisfactory (Total points: 20 [80%] – 25)
- Satisfactory with Conditions (Total points: 15 [60%] – 19)
- Unsatisfactory (Total points: 5 – 14)