

M.S in Education

Student  
Handbook

# **Radford University**

## **2022-2023**

**revised July 15, 2022**

**For M.S. in Education Students | Radford University**

## Welcome

Welcome to the Master of Science in Education at Radford University. You are beginning a rewarding and challenging educational experience that is designed to prepare you for a bright future in education. This Student Handbook contains information needed to help make your progress through the program free of unexpected complications. If utilized regularly, it will assist you in understanding and applying the policies, procedures, and guidelines specific to your graduate professional program in the College of Education and Human Development.

The guidelines included herein supplement the Radford University Graduate Catalog policies and procedures, which continue to serve as your official sources of reference for all matters pertaining to your matriculation and graduation. However, neither the graduate catalog nor this handbook are substitutes for regular contact with your Academic Advisor.

Your successful matriculation through this program requires adherence to the policies, procedures, and regulations stipulated by the Masters of Science in Education program and Radford University. If you have any questions regarding these requirements or policies, please do not hesitate to contact your Dr. Ryan Smith at [rsmith630@radford.edu](mailto:rsmith630@radford.edu) . Your success is our passion!

Dr. Ryan Smith  
Graduate Program Coordinator  
Associate Professor

## Non-Discrimination Policy

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. Per federal Title IX regulations, as well as other federal and state regulations, Radford University prohibits discrimination and harassment in its educational programs and activities, on the basis of sex or any other protected class, by individuals subject to its control or supervision. This requirement to not discriminate in the educational program or activity of Radford University extends to admission. Inquiries about the application of federal Title IX regulations may be referred to Radford University's Title IX Coordinator, the U.S. Department of Education's Assistant Secretary, or both.

## Academic Expectations

Pursuing a master's degree is different from pursuing an undergraduate degree. There is a difference in the level, quality, and amount of academic work expected by the faculty. Students are expected to assume a great deal of responsibility and self-direction in the graduate program. Students must read widely and stay informed of important issues.

Some of the specific Radford University Master of Science in Education Program graduate student expectations are as follows:

- Exhibit a higher level of critical thinking skills than those required in undergraduate school. These skills include: analysis, integration of knowledge from different sources, integration of knowledge with practice, synthesis of knowledge, and the ability to critique and support those criticisms. Papers that contain no synthesis or analysis are not acceptable;
- Produce high quality written and oral work; i.e., professional-level presentations in class and papers relatively free of spelling errors, grammatical errors, punctuation errors, and syntax problems. Students adhere to the Publication Manual of the American Psychological Association (APA). The faculty expect the student's best work on every assignment;
- Submit papers and other course related coursework on time. It is the student's responsibility to set a schedule that will meet the demands of course work, graduate assistantship, and other professional and personal responsibilities;
- Attend classes. In many classes, the discussion and interchange between the students and professor or among the students is as valuable as formal presentations by the professor. It is inappropriate to leave classes early. The faculty expects every student to attend every class; and
- Exhibit a high level of professional behavior; i.e., behavior that reflects the student's responsibility to self and others. When involved in group projects, students must demonstrate responsibility by participating fully and in a timely and professional fashion.

### Conditional Admission

Some graduate students may be admitted to their program under “Conditional” or “Conditional-Temporary” status. This means that they must satisfy specific conditions by the end of their first semester of enrollment. Some conditions govern academic performance and may include earning a specific cumulative GPA as well as earning a minimum specific grade in all courses attempted. If admission conditions are not satisfied by the end of the first semester of enrollment, the graduate student will be dismissed from their program. Complete details about the “Conditional” and “Conditional-Temporary” policies can be found in the Graduate Catalog that corresponds with your matriculation year (i.e., the academic year in which you started your program). Not every first-semester graduate student is subject to admission conditions. If you are unsure of your admission status, or the academic performance conditions you may be held to, contact your program coordinator or advisor, or review your official acceptance letter from Radford University’s Graduate College.

## Getting Started at RU

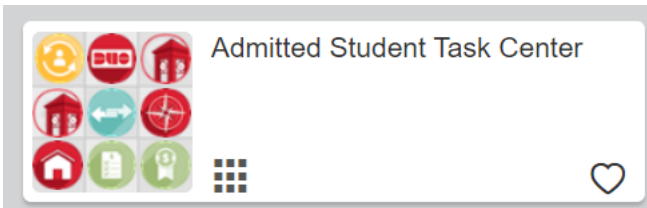
### Student ID and Parking

Your student picture ID and parking permit can be obtained from Parking Services located in Heth Hall 152 during regular business hours, Monday-Friday 8:00 am-4:30 pm. You will need an ID to check out books from McConnell Library or the Teaching Resource Center in Peters Hall, and for other uses. You can purchase a parking pass online at <http://parking.asp.radford.edu> (540) 831-6361 or (540) 831-6330 or by emailing [parking@radford.edu](mailto:parking@radford.edu)

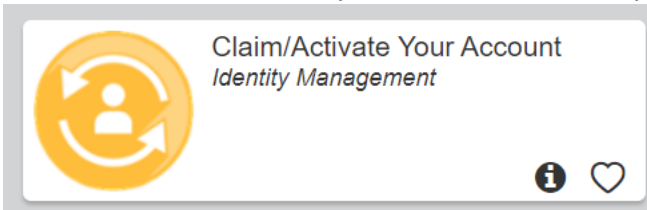
### Activating your RU account

All Radford University students, faculty, and staff are provided a free RU Network Account. This account will provide you with access to a variety of campus computing resources. Before you can begin using your account, you must activate it. In addition, the RU network system allows you to access all your student information. You can do everything from checking your grades and financial aid information to developing your own website!

1. Go to Radford University One Campus site <https://onecampus.radford.edu/> to activate your account
2. Click on Admitted Student Task Center



3. Click on Claim/Activate your account to set up your account and email



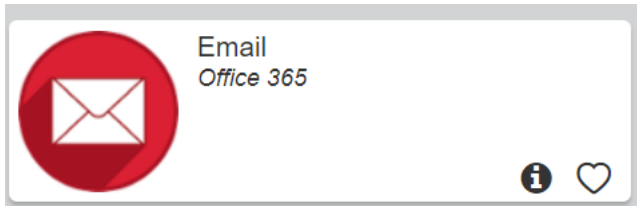
### Using your RU e-mail address

\*It is important to check your email regularly as it is the university's main method of communication. Professors often use e-mail to communicate with students



**Checking your e-mails:**

- To log in your e-mail account, go to the One Campus site <https://onecampus.radford.edu/>
- Click on the “Email” icon.



- Now you can manage your e-mail account.

If you prefer using your existing email account, you can forward your RU e-mail account to your ISP (Internet Service Provider, i.e., your Gmail account) Here’s how:

**Forwarding your e-mails:**

- Log directly into <https://www.outlook.com/email.radford.edu>, using your full email address ([username@radford.edu](mailto:username@radford.edu)).
- Once logged in, click the “Gear” icon in the upper right-hand side of the screen and then click “Options” in the drop-down menu.
- On the right-hand side under “shortcuts to other things” click “forward your email”.
- Near the bottom of the screen enter the email address you would like to forward your email to and click “start forwarding”.

NOTE: You need to go into your RU account periodically and check your junk mail folder, which does not forward, as sometimes “good” e-mails gets read as spam and moved out of the inbox.

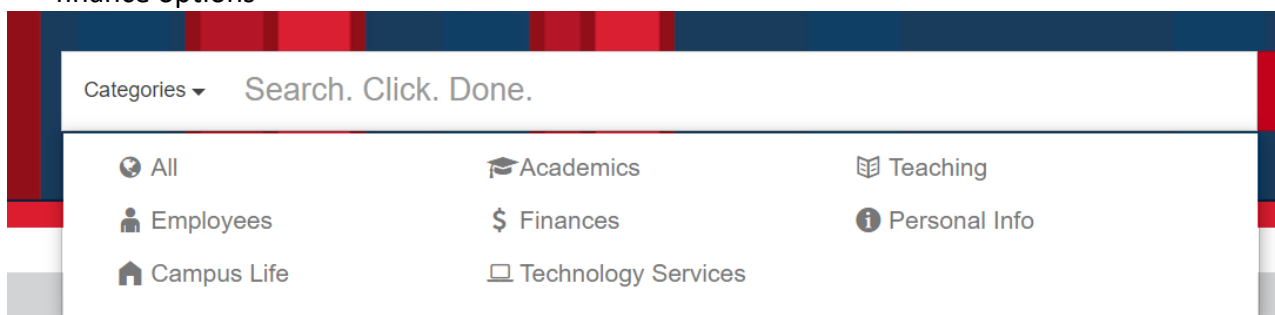


## Checking your Student Account – Balances and Holds

It is also important to check your student account balance at the beginning and the end of each semester to make sure you do not owe the university money for tuition, fees, fines, etc. All student with past due balances will have further registration blocked. If you attempt to register for a class and find your registration “blocked” please check this account first and make sure you have paid the university any outstanding balance.

Please follow these instructions to view your student account online.

- Log into the One Campus page
- At the top at “Categories” click on Finances and you will see all your finance options



If you have questions concerning your account visit the Student Accounts website at <http://www.radford.edu/content/student-accounts/home.html> or you may contact the office Monday-Friday 8 am – 5 pm at (540) 831-5417 or via e-mail at [stuacct@radford.edu](mailto:stuacct@radford.edu)

## Registering for classes online

Please go to the Registrar’s homepage for the most up-to-date information about registration: <http://www.radford.edu/content/registrar/home.html>

Should you encounter other problems with registration, you are advised to contact the Registrar’s Office at (540) 831-5271. The staff can help you figure out what the problem is and whom you might need to check with next. If you encounter a registration block, be sure to note the exact reason given for not permitting you to register so you can share that with the Registrar’s Office.

### Checking your grades and schedule

You can check your grades and your course schedule by logging onto the MyRU Homepage with your username and password. Click on **Student Information System**. There are two ways to check your academic progress:

- Click on **Academics** and select a term from the drop-down menu
- Click on **Records** and you can view and print out all of your courses and current grades

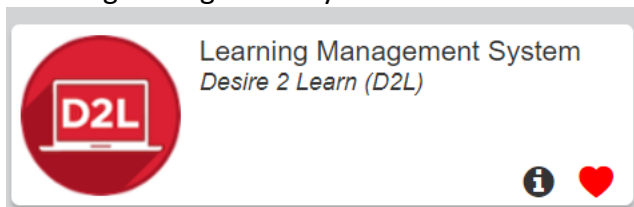




## Using Desire 2 Learn (D2L)

Many course instructors use the Desire 2 Learn management system. You can use the Desire 2 Learn system to view course materials and assignments presented by your course instructor. You can complete assignments and quizzes and submit them to your course instructor for evaluation. After your course instructor has evaluated your assignments and quizzes, you can view your grades. You may also be able to monitor your own progress in a course. To communicate with your course instructor, teaching assistant, or other students, you can use an electronic mail feature, chat in real time, or post messages in online discussions.

To access Desire 2 Learn, sign in through the One Campus page as you would for email. Then click on the Learning Management System icon.



You should see a listing of all courses in which you are currently enrolled. Click on the class you want to access. If you encounter any problems getting into Desire 2 Learn, contact Tech Support from 8 am to 5 pm at (540) 831-7500. *Please be aware that you usually will not be able to access your classes in D2L until the Sunday preceding the first day of classes. Additionally, you will only have access to your classes' information for the duration of the semester.*

## Degree Planning

### Graduate Program Coordinator

Before registration, your transcripts will be reviewed by the Certification Officer to determine courses needed to complete the master's program. The Graduate Program Coordinator (who in most cases is your academic advisor) will email a program of study to you. You should set up a meeting with your Academic Advisor within the first couple weeks of being admitted to go over that program of study.

### Academic Advisor

Upon admission to the Masters of Science in Education program you will be assigned an Academic Advisor in your identified area of concentration. Your Academic Advisor will assist you as you prepare for your professional program of study and meet appropriate program policies and university deadlines throughout your matriculation. You are encouraged to meet with your advisor at least once per semester.

Although your Academic Advisor will help guide your academic progress, including identification and oversight of your culminating experience, **you are solely responsible for seeing that appropriate requirements are met and deadlines are adhered to.** To help do this, familiarize yourself with this Handbook and seek clarification whenever you are unsure.

## Checklist of Important Dates for All Master of Science in Education Students

Date Completed	What	When it should happen
	Meeting with your Advisor	As soon as possible after you are accepted
	Decision on which written comprehensive option to do <ul style="list-style-type: none"> <li>• NES exam</li> <li>• Scholarly paper?</li> <li>• Portfolio?</li> </ul> Student and advisor both sign Declaration of Intent form and submit it to the Graduate Program Coordinator	In your second semester.  Email Dr. Smith with your selection <a href="mailto:rsmith630@radford.edu">rsmith630@radford.edu</a>
	Signed Program of study submitted to Dr. Smith <a href="mailto:rsmith630@radford.edu">rsmith630@radford.edu</a>	By the beginning of your last semester.
	Comprehensive Exam (Curriculum and Instruction concentrators -Licensure <u>or</u> not licensure, see checklists for each option found in the student handbook)	Must be passed by last day of classes in final semester of enrollment. If no pass, then student will have to sign up for "Continuous Enrollment" – See Graduate Catalog for explanation.
	Signed "application to graduate" submitted to Graduate College	Due before the 2 <sup>nd</sup> week of classes in the semester you plan to graduate

## Retention Policy

All Students in the Master of Science in Education program are bound by the retention policies outlined in the Graduate Catalog.

### Graduate College Retention Policies

#### RETENTION AND GRADUATION POLICY

##### Good Academic Standing

Any student who maintains a minimum 3.0 cumulative grade point average (GPA) in graduate courses will be in good academic standing. (As noted in the catalog, some programs may have more stringent expectations.) Undergraduate courses may not be taken to correct a GPA deficiency.

##### Grades of “C”

Only two course grades of “C” will be allowed to count towards the completion of any graduate degree or certificate. (“Courses” include courses attempted at Radford University while classified as a graduate student, including graduate courses, graduate supporting coursework, and courses taken as a non-degree student.) When a student earns their first course grade of “C” or lower, they will be contacted by the Graduate College. When a student earns a second course grade of “C” or lower, they will be contacted by the Graduate College and informed of the consequences for earning a third “C.” When a student earns a third course grade of “C” or lower, they will be suspended. (See “Suspension.”) A student who earns four course grades of “C” or lower will be dismissed from the Graduate College. (See “Dismissal.”) Some programs have more stringent “C” limitations, which are noted in their respective sections in this catalog. However, students in the MS in Physician Assistant Program are permitted to have more than two course grades of “C.” (See the program entry for “MS, Physician Assistant.”)

##### Academic Probation

Once a student has completed 9 credit hours (or 6 credit hours for certificate, Fast Track, and non-degree students), and their cumulative GPA is at least a 2.0 but less than a 3.0, they will be placed on academic probation until they return to good academic standing. (See “Return to Good Academic Standing.”) While on academic probation, a student will be restricted to enrolling in no more than 12 credit hours of coursework in any given semester or combination of semesters until they return to good academic standing. Some programs may have more stringent thresholds for academic probation. Probation thresholds for the MS in Physician Assistant Program differ. (See the program entry for “MS, Physician Assistant.”)

A student may be placed on academic probation up to two times: A student who has been placed on probation but eventually returns to good academic standing will be placed on probation again if the student’s cumulative GPA falls between a 2.0 and 3.0 a second time. If a student’s academic record warrants being placed on probation for a third time, they will not be placed on probation but instead will be dismissed from the Graduate College. (See “Dismissal.”)

**Return to Good Academic Standing**

Once on academic probation, in order to return to good academic standing, a student must earn a minimum cumulative GPA of 3.0 within the first 12 graduate credit hours attempted after being placed on probation. A student who does not earn at least a 3.0 cumulative GPA within 12 credit hours or who cannot achieve a 3.0 cumulative GPA within 12 credit hours will be suspended from the Graduate College. (See “Suspension.”) However, if the student is enrolled in program that does not permit suspension, they will be dismissed from the Graduate College. (See “Dismissal.”)

**Suspension**

A student will be suspended from the Graduate College under any one of the following conditions:

- (1) The student is placed on probation but cannot mathematically achieve a 3.0 cumulative GPA within 12 credits.
- (2) After being placed on probation, the student completes 12 credit hours but does not achieve a 3.0 cumulative GPA.
- (3) The student earns a third course grade of “C” or lower.

If a student is suspended from the Graduate College, they may not resume graduate studies at Radford until at least 8 months have elapsed. (For instance, if a student is suspended at the end of Fall semester, they may not resume study until the next Fall semester.) No suspension period will last for more than 2 calendar years. Return after suspension is not automatic and suspended students must petition to resume their studies. (See “Return After Suspension”)

**Return After Suspension**

To return after the suspension period, a student must submit a “Petition to Return After Suspension” form to the Graduate College for review. The form must be accompanied by the following:

- A letter from the student addressing why they seek to return, and why they believe they are ready to do so.
- A plan of study, developed in consultation with the student’s graduate program coordinator and/or graduate advisor, that (1) accounts for at least the next 12 credits of the students’ expected enrollment, and (2) outlines how the student will return to good standing (i.e., the support they will seek, etc.). If warranted, this plan of study also must include the expected time table for retaking course(s) in which a grade of “C” or lower has been earned.
- Signature of the graduate program coordinator of the student’s primary graduate program
- Signature of the department chair or a graduate faculty member in the student’s primary graduate program.

The dean of the Graduate College has the final authority to allow a suspended student to return to academic studies; however, the dean will consult with the graduate program in making a decision. If a suspended student is not approved to return, they will be dismissed from the Graduate College. (See “Dismissal.”) If a suspended student is approved to return, they are restricted to enrolling in no more than 12 credit hours in their first semester after returning, and they must enroll in the courses specified in their approved plan of study. Upon completing 12 credit hours, the student must have earned a 3.0 cumulative GPA to return to good academic

standing; if good academic standing is not achieved within the first 12 credit hours after the student has returned from suspension, the student will be dismissed from the Graduate College (See “Dismissal.”)

### **Dismissal for Academic Performance**

A student will be dismissed from the Graduate College under any one of the following conditions:

- (1) The student warrants being placed on academic probation for a third time.
- (2) The student fails to achieve good academic standing after being placed on probation, and the student is enrolled in a program that does not permit suspension.
- (3) A student is suspended and fails to return to good academic standing within 12 credit hours.
- (4) Two calendar years have elapsed since a student has been suspended.
- (5) The student earns four grades of “C” or lower.
- (6) The cumulative GPA falls below a 2.0.

Dismissal results in the termination of one’s affiliation as a graduate student with the university.

### **Admission After Dismissal for Academic Performance**

A student who has been dismissed for academic performance from the Graduate College may pursue graduate studies at the university after two calendar years. At that time, they will be eligible to apply and must pay the application fee, submit supplemental application materials, and be accepted in order to enroll in graduate courses. Some programs may choose not to admit graduate students who were previously dismissed by the Graduate College.

### **Program-Specific Dismissal Policies**

Academic programs may choose to implement more stringent expectations and requirements with respect to the Graduate College’s probation, suspension, and academic dismissal policies. These exceptions must be reviewed and approved by the dean of the Graduate College before being adopted by the program; all approved departures from the Graduate College’s dismissal policies must be documented in the program’s and/or department’s student handbook.

### **Dismissal for Non-Grade Related Reasons**

Dismissal from a program based on non-grade related reasons not covered under the Radford University Code of Student Conduct shall be program specific. Each program’s criteria for non-grade related dismissals must also be communicated in the program’s or department’s student handbook along with the appeals process. If a program chooses to dismiss a student, the Graduate College, upon receipt of notification from the program, shall issue a formal letter of dismissal if the student does not appeal within the prescribed time frame or if the appeal is unsuccessful.

## For Those Seeking Licensure in Addition to the Master of Science in Education

If you are seeking a teaching license in addition to your graduate degree, then you must also **apply to the Teacher Education Program (TEP)**. Admission to the TEP is a separate process from applying to the graduate college. Admission to the TEP is not automatically included with admission to the Masters of Science in Education program.

Students must apply and be accepted into the TEP prior to enrolling in a field placement. Applications for the TEP are due on the sixth Monday of the semester prior to the semester/s in which the student will be completing field experiences (Early Field Experience and the Student Teaching Field Experience).

Several mandatory meetings are held each September and October to provide teacher candidates with an overview of the process and an application to the Teacher Education Program. If you are unable to attend one of these mandatory meetings based on the timing of your admission, please schedule an appointment with Dr. Debbie Wilbon-Bays, Associate Dean and Director of Field Experience, as soon as possible to learn about admission requirements and important deadlines. Email Dr. Wilbon-Bays at [dbays@RADFORD.EDU](mailto:dbays@RADFORD.EDU) to schedule your appointment.

## Planning Your Field Experiences

For students in the Master of Science in Education – Curriculum & Instruction program with licensure concentration, there are two semesters of field experiences that you will complete. For most of the licensure areas, the Early Field Experience must be completed in a fall semester and the Student Teaching Experience must be completed in a spring semester. While some of our larger programs, such as Elementary Education, offer the Early Field Experience in fall and spring, the spring section is much smaller and more competitive due to the limited number of spaces.

As you work with your academic advisor you will need to plan for your application to the TEP. Only complete applications to the TEP are accepted. Your advisor can provide more information on the licensure examinations and other documentation you will need to submit with your application to the TEP.

## Applying to Graduate

Candidates for the Master of Science in Education degree will have completed all the requirements pertaining to the degree and the University as stipulated in the Graduate Catalog and explained in this Handbook. It is important to be aware of deadlines for submission of forms and products of the culminating experience. **Missed deadlines usually translate into delayed graduation.** Keep in touch with your Academic Advisor on a regular basis. Keep your own checklist of requirements as you matriculate, and record your progress.

At the beginning of your last semester of coursework (before the census date, which is early in the second week of courses), you need to fill out the Graduate & Participation Application, which is found on the Graduate College Website, under Student Forms.

Finally, make plans to procure the appropriate graduation regalia for the ceremony and invite family and friends to share in the joy of your accomplishment.

## Comprehensive Examinations

The comprehensive examination provides an opportunity for you to synthesize all you have learned through your graduate coursework in the Master's program. The type of comprehensive examination that you complete is dependent upon your particular concentration.

Please note that students must be enrolled for at least one continuing education credit during the semester in which the comprehensive examination is taken.



## Graduate Catalog Policy Regarding How Many Times the Comps Can Be Attempted

### Final Comprehensive Examination and/or Thesis/Dissertation

A candidate who fails the [comps] defense (if one is required) may request one additional re-examination. A new defense form must be requested from the Graduate College. **A student who fails to pass the [comps] defense on the second attempt will be dropped from the degree program.**

Students in the MS in Education program, Curriculum and Instruction concentration, have three options for their comprehensive exam.

The three options are:

1. The **National Evaluation Series (NES)** involves taking an assessment related to professional knowledge (either elementary or secondary); or
2. The **Scholarly paper** (This can be action research, theoretical work, etc. Most any type of original research will be considered); or
3. The **Portfolio** is reserved for students who are currently employed as teachers at some school.

Students in the MS in Education program, IDEC concentration, have only one option for their comprehensive exam.

1. The **National Evaluation Series (NES)** involves taking an assessment related to professional knowledge (elementary)

Students are to make their choice (if applicable) in their second semester of enrollment by emailing Dr. Smith at [rsmith630@radford.edu](mailto:rsmith630@radford.edu). Students may change their minds as to which option they choose, but this change must occur prior to the last 12 hours of coursework. Students are strongly encouraged to think very carefully about their choices, discuss with their advisors, etc.

Each option is explained fully below and a checklist/timeline is provided for each option. It is the student's responsibility to strictly follow the timelines for each option. Failure to do so will result in a delaying of the comprehensive exam (and thus of graduation) until the following semester.

### The National Evaluation Series (NES)

The NES is an evaluation tool used to assess students' professional knowledge related to either elementary or secondary. Students who are middle school focused will take the secondary assessment. This assessment consists of both multiple choice items and essay. The assessment is a computer based test and students will need to register themselves at a testing site with Roanoke and

Wytheville being the closest testing sites to Radford University. Students incur the cost. Testing dates and times are flexible. You should take this test and get passing scores no later than the last week of classes in the semester you plan to graduate. **You cannot take this test in any semester prior to the one you plan to graduate.** So, if you plan to graduate in Spring semester, you should take the test sometime between January and March of that semester in order to get your scores by the end of the semester. If you plan to graduate in a Fall semester, you should take the test sometime between August and the last week of October in order to get your scores by the first week of December. When you register, you do not need to send scores to RU, you just need to have them sent to you and then once you receive them, you send them to the Graduate Program Coordinator (Dr. Ryan Smith at [rsmith630@radford.edu](mailto:rsmith630@radford.edu))

## I. If you are Elementary Focused

Assessment of Professional Knowledge: Elementary

[http://www.nestest.com/TestView.aspx?f=HTML\\_FRAG/NT051\\_TestPage.html](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT051_TestPage.html)

## II. If you are Middle School or Secondary Focused

Assessment of Professional Knowledge: Secondary

[http://www.nestest.com/TestView.aspx?f=HTML\\_FRAG/NT052\\_TestPage.html](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT052_TestPage.html)

The registration page can be found at <https://nestest.com>

### Reporting Student Results

A passing score on the NES is 220. When students receive their results they will forward a copy of the results to the MS in Education Coordinator [rsmith630@radford.edu](mailto:rsmith630@radford.edu). The MS in Education Coordinator will report the results to the Graduate College. The results from NES take a minimum of 4 to 6 weeks to be processed and mailed to the student.

### Checklist for Comprehensive Examination: NES Assessment

Student declares his/her written comprehensive choice and submits to the Graduate Program Coordinator	<p><b>At the beginning of the student’s second semester of coursework.</b></p> <p>** The student CAN change his/her mind on which comprehensive exam option to do, but this decision to change must occur before the student’s last 12 hours of coursework.</p>
Student registers for the NES assessment and passes the exam by the deadlines established.	<p><b>Suggestion: 3<sup>rd</sup> week of semester of potential graduation. Remember, the scores take 4-6 weeks to be reported, so plan when you take the test accordingly!</b></p>
Student passes the exam	Passing score is 220

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Student forwards passing scores report to advisor and MS in Education Coordinator.

By first day of the last week of the semester.

## Scholarly Paper

The School of Teacher Education and Leadership uses a broad definition of research that includes quantitative, qualitative, ethnographic, mixed methods, and action research studies, as well as theoretical writing and critical analysis of curriculum materials. The research must be original and add to our understanding of educational endeavors. The course EDEF 605 – Educational Research, which you are required to take during your first 9 hours, will give you a broad overview of research design and methodology.

If your research involves human subjects, it is necessary to obtain IRB approval prior to collecting data.

You will submit your final product to a committee of faculty for review. They will independently score your work using a rubric (Appendix A).

A score of 14-18 on the rubric is a pass.

A score of 10-13 on the rubric will require a resubmission. A score of 0-9 on the rubric will fail.

A student needs to earn passing scores from at least two committee members in order to pass the overall exam. If the student receives at least two failing scores, the comprehensive exam form will be marked as such and submitted to the Graduate College, and students will be encouraged to attempt the scholarly paper (can be the same topic, just will need major revisions, to be explained by committee) the following semester (he/she must be enrolled for “continuous enrollment” – see Graduate Catalog for explanation of this status). If the student earns at least two re-submit scores, this implies that there are some (but not major) revisions to be done and he/she will have the opportunity to re-submit the paper before the end of the semester. The student’s committee will inform him/her of exactly what needs to be done for this (any re-submit must be turned in and scored prior to the last date of classes in that semester).

On the date of the oral feedback meeting, the student will be expected to give a 20-minute presentation of the research. This will be followed by a question and answer/discussion period in which the student is probed for more information, scores are shared, and the student is provided feedback. No change of scores will occur as a result of this meeting. The meeting is for the sole purpose of providing the student with feedback.

See timeline/checklist below of when elements of this option are due (if student is seeking a summer graduation, he/she must speak with advisor to get the revised – condensed – checklist of due dates as the below checklist of dates only applies to Fall and Spring semesters).

### Checklist for Comprehensive Examination: Scholarly Paper

Date when complete	What	When
	<p>Student declares his/her written comprehensive choice and submits to the Graduate Program Coordinator</p>	<p><b>At the beginning of the student's second semester of coursework.</b></p> <p>** The student CAN change his/her mind on which comprehensive exam option to do, but</p>
	<p>Student selects committee chair, sits down with him/her to plan out timeline of due dates of chapters. One member of committee must be the student's academic advisor (summers are an exception advisor is unavailable in summer, the student can pick a third committee member of choice).</p> <p>The student works with the committee members to select a date and time that all can meet for oral feedback. This date/time must be around weeks 9–11 of the semester of potential graduation. Once a date/time is agreed upon, the committee chair reserves a room for the meeting. Student sends the date of this oral feedback meeting to the Graduate Program Coordinator.</p>	<p><b>Semester prior to graduation.</b></p> <p>Selection of committee; timeline of due dates decided.</p> <p><b>By 3<sup>rd</sup> week of semester of potential graduation.</b></p> <p>Arrangement of date, time, and location of oral feedback; and request of paperwork from Jean Cox <b>must be completed by 3<sup>rd</sup> week of semester of potential graduation.</b></p>
	<p>Submit research paper to committee</p>	<p>Two weeks prior to oral feedback date. Committee members then have until the feedback date to examine/score the paper using the rubric provided in the student handbook. They will send their scores to the committee chair prior to the oral feedback meeting.</p>

	<p>Oral feedback and paperwork</p> <p>If student passes or fails, then committee will submit paperwork to the Graduate College. If student is in “resubmit” category, the committee will establish another deadline. Submission of re-submit sections, as well as another oral feedback date, time and location within the semester of potential graduation.</p>	<p><b>Week 9,10, or 11 of semester of potential graduation.</b> This feedback meeting will begin with the student doing an approximately 20- minute presentation of the research, followed by a Q&amp;A session, and in-depth discussion of the paper and sharing of scores.</p>
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## Portfolio

This option is reserved for graduate students who are employed as teachers during the semester during the semester in which the comprehensive examination is completed (cannot be student teaching).

The portfolio is structured to allow you to show how you are applying to your teaching practice the skills, knowledge, and dispositions that were facilitated within your MS in Ed program. In essence, how has your coursework in this program affected your teaching in concrete, as well as abstract, ways? How are you operationalizing what you learned?

For this program, you were asked to take 4 required core courses, as well as courses in the following categories:

- Educational Research
- Educational Foundations
- Multicultural Education
- Educational Technology
- Teaching and Curriculum Development
- Assessment
- Special Education
- Reading
- open electives

To complete the Comprehensive examination portfolio, follow these steps:

1. Go to the Office of the Registrar website to access the official course syllabus for each course outlined in your official Program of Study:  
<http://www.radford.edu/content/registrar/home.html>
2. On the official syllabus for each course, you will find a section related to the goals and objectives of the course. Scroll down until you see multiple specific standards listed (e.g.

“Upon completion of this course the student will be able to: Integrate various instructional technologies to meet the needs of diverse learners in a variety of educational settings.”)

3. After reading through the goals and objectives of each course you took, select 10 standards demonstrate how each standard in being actively applied in your classroom and/or professional career. You must select at least one standard from no fewer than 5 courses.
4. Each of the ten standards you choose will become a section of your portfolio. Each section will include the following:
  - a. A demonstration of your mastery of the standard through at least 2 artifacts (artifacts can be digital videos of your teaching, projects you have created for your students, evidence of actual application with students, or some sort of other evidence that you have mastery of the standard, etc.). You must have at least 5 video artifacts over your whole portfolio.
  - b. A reflective essay of at least 1000 words (for EACH of the TEN standards you chose). In your essay will describe what you learned for that particular standard, what specific standards-based knowledge and skills you gained from the course/completing the assignments, and how you have applied what you have learned to your teaching. Reflections must be concise and use professional language and APA formatting.
5. This will all be graded using the rubric found in Appendix B.

### Checklist for the Comprehensive Examination: Portfolio

Check date when done	What	When it should happen
	Student declares his/her written comprehensive choice and submits to the Graduate Program Coordinator	<b>At the beginning of the student’s second semester of coursework.</b>  ** The student CAN change his/her mind on which comprehensive exam option to do, but
	Student selects comprehensive exam committee (3 faculty members, one of whom is the student’s	<b>By 3<sup>rd</sup> week of semester of potential graduation.</b>

	<p>advisor). The advisor is the committee chair. The student works with the committee members to select a date and time that all can meet for oral feedback. This date/time must be around weeks 9-11 of the semester of potential graduation. Once a date/time is agreed upon, the committee chair reserves a room for the meeting. The student then informs the Graduate Program Coordinator of the date of this meeting.</p>	<p>Selection of committee; arrangement of date, time and location of oral feedback <b>must be completed by 3<sup>rd</sup> week of semester</b> of potential graduation.</p>
	<p>Submit portfolio to committee</p>	<p><b>Two weeks prior to oral feedback date.</b></p> <p>Committee members then have until the feedback date to <b>independently</b> examine/score the portfolio using the Rubric for MS in Education C&amp;I Portfolio Option. Committee members will submit their scores to committee chair. Once chair receives scores from all members, he/she will disseminate the results to the entire committee in preparation for the oral feedback meeting.</p>
	<p>Feedback meeting and paperwork.</p>	<p>Week 9,10, or 11 of semester of potential graduation. This feedback meeting will be an in-depth discussion of the portfolio and sharing of scores.</p> <p>If student passes or fails, then committee will submit paperwork to the Graduate College.</p> <p>If student is in “resubmit” category, the committee will establish another deadline for resubmission as well as another oral feedback date, time and location within the semester of potential graduation.</p>

### **Office Hours of Faculty**

Faculty members welcome the opportunity to confer with students. Faculty typically posts their office hours to assure availability and to assist in arranging meeting times. Although most faculty members post their office hours or state them in their course syllabi, it is still a good idea to call or email to schedule an appointment. This will help ensure the meeting is at a time that is mutually convenient.



## Resolving Academic Concerns

All students at this University have the right to appeal a final course grade. The process to be followed is detailed under “Grade Appeal Procedures” on the Graduates College website. Many issues, however, may be resolved with the assistance of the Academic Advisor or the Director of the School of Teacher Education and Leadership. A grievance should be made by the aggrieved student directly to the faculty member(s) involved as a first course of action. If the student is not satisfied with the outcome, the next step is to present the grievance in writing to the Director of the School of Teacher Education and Leadership.

## Academic Misconduct

Not only in this program, but in your entire University experience, you are expected to practice the highest standards of academic integrity. Plagiarism, cheating, fabrication, and other forms of academic dishonesty are prohibited. Plagiarism is using, borrowing, or stealing someone else’s words or ideas without giving proper credit to the source or claiming them as your own. This includes copying definitions and sentences from textbooks, periodicals, other student’s papers, the internet, or any other resource.

Cheating occurs in many forms, including the use of unauthorized materials, information, or study aids on assignments or tests. It also includes collaborating with others on exercises not designated as group assignments. Fabrication involves the intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Committing any of these acts, or helping others to do so, will result in disciplinary sanctions including loss of credit for an assignment, failing the course, or removal from the program. For a full description of the university policy on Academic Misconduct, including details of possible sanctions, consult the Office of Student Standards and Conduct at <http://www.radford.edu/content/student-conduct/home/overview.html>.

## Graduate College Honor System Statement

Radford University’s Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor System without compromise or exception. Individuals have the responsibility to be honorable in their own conduct and to insist that other students act honorably.

Lying, cheating and stealing are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. Students who commit an honor violation or any members of the Radford University community who have knowledge that a student has committed an honor violation are expected to comply with the reporting procedures.

## Other University Policies

Other important policies are found on the School of Graduate Studies Policies and Procedures web page



## Appendix A

## Comprehensive Exam: Scholarly Paper Rubric (Revised June 12, 2011)

CRITERIA	(3) Target	(2) Acceptable	(1) Unacceptable
<b>Statement of Research Problem</b>	The problem or issue is addressed with both clarity and conviction. A convincing argument is made about why the research is worthy, timely, and significant.	The problem or issue is addressed with some degree of clarity, but without a fully compelling, convincing argument about <i>why</i> this research is worthy, timely, and significant.	The problem or issue being addressed is not articulated in a clear, convincing way, nor its significance established.
<b>Review of relevant literature</b>	<p>The review of relevant theory and research literatures is clear, critical, and convincing.</p> <p>The candidate's command of contemporary literature in his/her chosen domain of study is obvious.</p> <p>Bibliographic references are appropriately provided; their links to the research issue(s) address are always clear.</p> <p>The paper evidences a creative, original synthesis of theoretical material and research literatures that leads to the articulation of a clear, under-girding framework informed by theory.</p>	<p>The review of relevant theory and research literatures is only moderately convincing.</p> <p>There is moderate evidence of a knowledge base informed by contemporary literatures in the candidate's chosen domain of study.</p> <p>Bibliographic references are in most cases appropriately provided and connected to the research issue(s) addressed.</p> <p>The candidate attempts a synthesis of relevant theoretical literatures, but with mixed or moderate success. There is an attempt made to articulate a theoretical framework, but the achievement of these synthesis is partial.</p>	<p>The review of relevant theory and research literatures is weak and unconvincing.</p> <p>There is insufficient evidence of a knowledge base informed by contemporary literatures in the candidate's domain of study.</p> <p>Bibliographic references may be missing, outdated, or only weakly connected to the research issue addressed.</p> <p>The candidate's command and synthesis of theory may be unconvincing or even confusing.</p> <p>There is little evidence of an original, critical <i>synthesis</i> of research literatures nor is there an under girding framework informed by theory.</p>
<b>Methodology ** Data collection Data Analysis</b>	<p>A rationale for the candidate's methodology (data collection and data analysis) has clear links to the identified problem, synthesis of literature, and the ensuing argument(s) made across the paper.</p> <p>The data collection and data analysis methods are clearly and thoroughly described.</p> <p>The data collection and data analysis methods are fluently and accurately implemented.</p>	<p>A rationale for the candidate's methodology (data collection and data analysis) may have less than fully clear or convincing links to the identified problem, synthesis of literature, and the ensuing argument(s) made across the paper.</p> <p>The data collection and data analysis methods are somewhat described.</p> <p>The data collection and data analysis methods are somewhat accurately implemented.</p>	<p>A rationale for the candidate's methodology (data collection and data analysis) has minimal or no articulated links to the identified problem, synthesis of literature, and the ensuing argument(s) made across the paper.</p> <p>The data collection and data analysis methods are minimally or not described.</p> <p>The data collection and data analysis methods are minimally or not accurate in their implementation.</p>

This rubric continues on the next page.

Continuation of Rubric for Scholarly paper option (SP) – revised June 12, 2011

Criteria	(3) Target	(2) Acceptable	(1) Unacceptable
<p>Results**</p> <ul style="list-style-type: none"> <li>• Grounding of evidence</li> <li>• Significance of results</li> </ul>	<p>The conclusions drawn are fully and richly supported by the evidence presented.</p> <p>There is a clear and convincing summation of the central arguments made as well as discussion of the wider implications of the work (for research, practice, policy, and/or theory).</p> <p>The concluding arguments show evidence of a critical perspective that takes into account potential critiques and that addresses a wide, diverse readership.</p>	<p>The conclusion drawn are supported moderately well by the evidence presented, though with partial rather than full success.</p> <p>There is a summation of the central points made and some discussion of the wider implications of the work.</p> <p>The conclusion provides some evidence of a perspective that at least considers potential critiques and attempts to reach beyond a narrowly construed readership.</p>	<p>The conclusions drawn are weakly or inadequately supported by the evidence presented.</p> <p>There is little in the way of summation that includes discussion of the wider implications (for research, practice, policy, theory) of the work.</p> <p>The conclusion does not show evidence of a perspective that takes into account potential critiques and a potentially wide, diverse readership.</p>
<p>Applicability/Suitability to the problem identified</p> <p>(if the project does not involve data collection and instead is development of a new idea, then this criteria row should be used instead of the methodology criteria row above)**</p>	<p>The solution/intervention offered is highly appropriate and suitable to the population proposed.</p> <p>The writer shows is quite realistic given the parameters of the environment in which it is intended to be implemented.</p>	<p>The solution/intervention is somewhat appropriate and suitable to the proposed population.</p> <p>The writer shows somewhat of an understanding of the implications of the solution offered.</p> <p>The solution is somewhat realistic given the parameters of the environment in which it is intended to be implemented.</p>	<p>The solution/intervention is not very appropriate and suitable to the proposed population.</p> <p>The writer does not show an understanding of the implications of the solution offered.</p> <p>The solution is unrealistic given the parameters of the environment in which it is intended to be implemented.</p>
<p>Originality/Contribution to the field</p>	<p>The solution/intervention offered is original, unique, and inventive; it offers a novel, creative way of dealing with an education problem. It does not resemble any other work currently in the literature on how to attend to the educational problem. The contribution to the field is significant.</p>	<p>The solution/intervention is loosely connected to some other work (e.g. shows inspiration from other sources), but some clear original elements are present (e.g. the solution/intervention extends beyond, merging original thought with other sources). The contribution to the field is marginal.</p>	<p>The solution/intervention is traditional or predictable, it mostly mimics ideas borrowed from others, reflecting minimal to no original thought.</p>

Rubric continues next page

<p><b>Quality of writing</b></p> <ul style="list-style-type: none"> <li>• <b>Grammar/mechanics</b></li> </ul>	<p>The writing is free or almost free of grammatical and mechanical errors.</p>	<p>There are occasional grammar and mechanics errors, but they don't represent a major distraction or obscure meaning.</p>	<p>The writing has many grammar and mechanic errors, and they distract the reader or there are so many errors that meaning is obscured.</p>
<p><b>Quality of writing</b></p> <ul style="list-style-type: none"> <li>• <b>Sentence structure and fluency</b></li> <li>• <b>Organized and logical</b></li> <li>• <b>Voice/feel</b></li> </ul>	<p>Sentences are well phrased and varied in length and structure.</p> <p>The ideas are arranged logically. The flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.</p> <p>The writing is compelling. It hooks the reader and sustains interest throughout.</p>	<p>Sentences are well phrased and there is some variety in length and structure.</p> <p>The ideas are arranged logically. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.</p> <p>The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention.</p>	<p>Some of many sentences are awkwardly constructed so that the reader is occasionally or majorly distracted.</p> <p>The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.</p> <p>The writing is dull and not engaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.</p>

## Appendix B

## Comprehensive Exam: Portfolio Rubric

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

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

(Points can be split depending on what is circled below)

PASS 9.25 or higher

RESUBMIT – 6.25-9.24

FAIL – 6.24 and below

	Target (3 points)	Acceptable (2 points)	Unacceptable (1 point)
Organization	Table of Contents is complete: documents are easy to find; organization is logical and coherent	Table of contents is partially complete with some part missing; documents are not easy to find	Presented in unorganized or confused way; difficult to find or missing documents
Completeness and accuracy: Inclusion of All Required Elements	Each standard is documented with at least 2 appropriate artifacts.  Rich and detailed reflection on the standard	Each standard is documented with 2 appropriate artifacts  Reflection contains appropriate detail, although at times seems brief and not well thought out.	One or more standard is not documented with appropriate artifacts.  Reflection is missing or brief.
Integration of Knowledge, Skills, and Dispositions	Shows excellent evidence of in-depth, integrated knowledge, skills, and dispositions in all 10 standards. The portfolio shows dedication to excellence, creativity, initiative, and an understanding of the relevance of the portfolio to the classroom and the teaching profession.	Shows good evidence of integrated knowledge, skills, and dispositions in all but one or two of the 10 standards.  Overall, the portfolio shows dedication to quality, and an understanding of the relevance of the portfolio to the classroom and the teaching profession, although in certain sections the portfolio lacks a clear connection to the classroom and teaching profession.	Shows evidence of weakly integrated knowledge, skills, and dispositions in three or more of the 10 standards. There is little evidence of dedication to quality, and a weak understanding of relevance of portfolio to the classroom and the profession.
Mechanics and Presentation	Virtually no errors in grammar, word usage, or mechanics; Professional yet creative appearance.	Some (between 8-15) errors in grammar, usage, or mechanics; Professional appearance for the most part.	Quite a lot (15+) of errors in grammar, usage, or mechanics; Unprofessional in appearance.

Comments: