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 Academic Advisor or me at weckenrodgre@radfrod.edu. Your success is our passion!

Dr. Wendy Eckenrod-Green
Graduate Program Coordinator
Associate Professor
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 coursework, 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.
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

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 the MyRU homepage of the Radford University Website at https://myru.radford.edu/cp/home/displaylogin
2. Click on “New User? Activate your Account” right under the place to login
3. A new screen will appear; follow the directions to activate account
4. Note: The process of activating your account can take approximately 1 hour to replicate to all university servers
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 RU website (www.radford.edu)
- Click on the My RU link (This will take you to the MyRU Homepage, where you activated your account).
- Sign in with your username and password.
- 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).
- 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 students 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 MyRU Homepage with your user name and password. Link: https://myru.radford.edu/cp/home/displaylogin
- Click the “Finances” icon
- Click the “View Accounts” link on the right-hand side
- Your student account will load on the screen.

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

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 MyRU Homepage as you would for email. Then click on the Desire 2 Learn 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 will contact you and request a meeting before the first day of classes begin to review your degree requirements and plan a course of study. During this meeting, your course work will be explained, signatures will be obtained, and copies will be made for the graduate program coordinator, the student’s advisor, and for the student.

New Student Orientation

A new Student Orientation will occur before beginning classes or the first week of classes of your first semester. The orientation session will introduce you to the program and reinforce the activities required for successful matriculation. Students are required to attend orientation or view the recorded session online.

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.
Before the end of the first semester you must file a Declaration of Intent for the Comprehensive Exam form with the Graduate Program Coordinator.

By the end of your second semester or completion of 12 credit hours (whichever comes first), meet with your advisor again. At this point, you must fill out the official Program of Study form with your advisor. You must sign, your advisor must sign, and the graduate program coordinator must sign. If you need to make any changes to this formal plan, you must fill out a Petition for Program Changes form that is available on the Graduate College website.

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

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>What</th>
<th>When it should happen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting with the Graduate Program Coordinator</td>
<td>As soon as possible after you are accepted</td>
</tr>
<tr>
<td></td>
<td>Initial meeting with advisor</td>
<td>By the end of your first semester</td>
</tr>
<tr>
<td></td>
<td>Declaration of Intent: Comprehensive Exam</td>
<td>After first 9 hours of coursework</td>
</tr>
<tr>
<td></td>
<td>Decision on which written comprehensive option to do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Written exam?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Scholarly paper?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Portfolio?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student and advisor both sign Declaration of Intent form and submit it to the Graduate Program Coordinator (see previous pages for specific checklists for each of the options)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Signed Program of study submitted to Graduate College</td>
<td>By the end of your second semester or completion of 12 credit hours (whichever happens first)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If student needs to make a change in the submitted Program of Study – the student must fill out the Petition for Program Changes form.</td>
</tr>
<tr>
<td></td>
<td>Application to Take the Comprehensive Exam</td>
<td>Beginning of the semester in which you plan to graduate</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Exam (Curriculum and Instruction concentrators -Licensure or not licensure, see checklists for each option found in the student handbook)</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Signed “application to graduate” submitted to Graduate College</td>
<td>Due before the 2nd week of classes in the semester you plan to graduate</td>
</tr>
<tr>
<td></td>
<td>Semester you graduate</td>
<td>Exit Survey</td>
</tr>
</tbody>
</table>
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

**Good Standing**

Any student who maintains a minimum grade point average of 3.00 in graduate courses will be in good standing. Undergraduate courses may not be taken to correct a grade point average deficiency. Programs may also have more stringent rules for remaining in degree programs.

**Probation and Dismissal**

If at any point a student earns a cumulative grade point average below 2.0, the student will be dismissed from the Graduate College. If a student is dismissed from a program she or he may not enroll again in the Graduate College until two academic years have passed. At that time, she/he will be eligible to reapply and must pay the application fee, submit supplemental application materials, and be accepted in order to re-enroll. A program may be more, but not less stringent than the Graduate College in its application policies and it may choose the option of not readmitting. If a program’s readmission policies are more stringent than those of the Graduate College, they must be documented in the program’s or department’s student handbook.

If at any point after a student has completed a minimum of nine credit hours as a graduate student and the student’s cumulative grade point average is at least a 2.0 but less than a 3.0, he or she will be placed on academic probation. Some programs have more stringent requirements for remaining in degree programs. A student who is on probation will be restricted to nine credit hours of coursework until he or she returns to good standing.

To return to good standing, a student must have earned a minimum cumulative grade point average of 3.0 within the first nine graduate credit hours attempted after being placed on probation. A student who does not meet the minimum cumulative grade point average in that restricted enrollment period will be dismissed from the Graduate College.

A student who has been on probation and then returns to good standing will be placed on probation again if the student’s grade point average falls below 3.0 a second time.

A student who receives more than two grades of “C” or lower in any work attempted at Radford University at the 500-level or above while classified as a graduate student shall be dismissed. This includes graduate supporting coursework and courses taken as a non-degree seeking student. Programs may be more but not less stringent than this criterion. All program-specific dismissal policies must be reviewed and approved by the dean of the Graduate College before being adopted by a program and then documented in the program’s or department’s student handbook.

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.

*College of Education and Human Development Policies*

For students seeking Master’s and teacher licensure, in addition to the Graduate Catalog policies,
you are also bound by the retention policies of the College of Education and Human
Development’s “Policies and Procedures Governing Admission and Retention” in the handbook

**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)](http://www.radford.edu/content/dam/colleges/cehd/fexp/documents/2016-2018_Field_Experience_Handbook.pdf). 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. Tamara Wallace, Assistant Dean and Director of Field Experience, as soon as possible to learn
about admission requirements and important deadlines. Email Dr. Wallace at twallace8@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 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, [http://www.radford.edu/content/grad/home.html](http://www.radford.edu/content/grad/home.html).

If you have made changes to your Program of Study, you must submit a Petition for Program Changes to the graduate college along with your application for graduation, [http://www.radford.edu/content/dam/colleges/cgps/PDF/petprogch.pdj](http://www.radford.edu/content/dam/colleges/cgps/PDF/petprogch.pdj).

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 comprehensive examinations are scheduled during Fall and Spring semesters only. Students who plan to complete their graduate coursework during the summer should schedule their comps in the spring semester to avoid having to complete the comprehensive examination in the Fall semester following the completion of graduate coursework. Students must be enrolled for at least one continuing education credit during the semester in which the comprehensive examination is taken.

Students in the MS in Education program, Curriculum and Instruction concentration, have three options for their comprehensive exam. All three options involve a written component and a feedback meeting on the chosen option.
The three options are:

1. **The Written Exam** involves two questions (the first question is a case study/application question developed around a topic requested by the student, the second question is developed by the MS in Education committee and is based on key concepts from the four core courses in the MS in Education program);

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 are to make their choice after the first 9 hours of coursework by filling out the “Declaration of Intent” form found in Appendix A of this handbook. 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. The semester before students take the comprehensive exam, students will complete the application for the comprehensive exam (see Appendix B).

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.

**Written Examination**

This option involves the student responses to two specific questions. On the Friday of the 7th week of semester, the student will be sent BOTH questions via email. The student then has 12 days from that date to submit her/his two papers to her/his committee members (by 5pm of the 12th date)

1. The first question will be drawn from the 4 required courses in the Master’s Core (EDET 620, EDEF 606, EDEF 607, and EDUC 670). This question will be the same for all students taking the written examination in a given semester. Faculty teaching the required courses (led by the Graduate Program Coordinator) will create a question that seeks to gauge student’s ability to synthesize information from these core courses. You may be asked to show your growth over the course of the program, take a critically reflective stance on issues, or analyze contemporary problems in education.

2. The second question is based on a topic suggested by the student to her/his committee. In week 4 of the semester that the student plans to take the exam, he/she will submit a request to committee members detailing a topic he/she would like to be asked. The committee then writes a question regarding this topic that includes some case study elements (i.e. that asks the student apply his/her knowledge). The committee as a group will craft this question, keeping in mind the specific coursework the student has taken during the program.
Each question will be scored using a rubric (see Appendix C).

There are three possible outcomes:

1. **Clear Pass (no oral exam needed):** Score of 85-100. Committee chair will inform student via email that the student passed the exam and that no further action is needed from the student (other than to cancel the room reservation for the oral exam). The committee chair will collect all signatures on the comps form, make a copy for student’s paper file, and then send original to the Graduate College.

2. **Borderline (oral exam needed):** Score of 70-84. Student will be informed via email by the committee chair that the oral exam is on the date previously agreed upon by the student and committee. Student will need to do the following in preparation for the oral exam: Carefully read through his or her two papers, especially noting such things as holes he or she now detects, erroneous information, missing viewpoints, and points where she could have elaborated more. Student is to come to the oral exam prepared to address these issues. One the date of the oral exam, the committee chair will invite the student to speak on the items she has prepared. The committee then asks the student questions about the work, seeking clarification, elaboration, and/or correction. After all questions are addressed, the committee asks the student to step out of the room. At that point, the committee then discusses whether the student has, in his or her oral response, satisfied the committee’s concerns.
   a. If the student HAS satisfied the committee’s concerns, then the student is invited back into the room and told that she has passed the oral comps, but will need to revise her/his papers as the committee advises. Committee will determine the deadline for the resubmissions and inform the student. After the submission of the revisions, the committee members will rescore. If it is determined that the revisions are satisfactory, then the committee members will sign the paperwork, give a copy to the student, and send the original to the Graduate College (via campus mail).
   b. If the student has NOT satisfied the committee’s concerns, then the student is invited back into the room and told that he or she has failed the comprehensive exam for this semester and that he or she will need to return the following semester to try again (for his or her second an final time). The committee signs the comps paperwork (as failing), gives a copy to student, and then sends the original to the Graduate College. Please inform the Graduate Program Coordinator of this outcome so this student can be put back into the contact list for the following semester’s administration of the exam.

3. **Clear fail (no oral exam needed):** Score of 0-69. Committee will meet with the student on the oral exam date to inform the student that he/she has failed the exam and will give the student advice on what improvements he/she could make in order to pass the exam in the next semester. Committee will instruct student to sign up for continuous enrollment the following semester in order to obtain a second chance or passing the exam. The
committee chair will collect all signatures on the comps form (in the fail column), make a copy for student’s paper file and then send original to the Graduate College.

**Internet ethics/plagiarism statement** – Student are reminded that they are to abide by the RU Honor Code while taking this written exam. Plagiarism or any other ethical violation of internet usage will result in a failure of the written comprehensive exam.

**Reporting Student Results**

The comprehensive exam committee chair will report the results to the graduate program coordinator by completing the form located in Appendix D. The committee chair will also facilitate obtaining committee signatures for the graduate college.
# Checklist for Comprehensive Examination: Written

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and advisory both sign form in which the student declares his/her written comprehensive choice or the portfolio and submits to the Graduate Program Coordinator</td>
<td>After first 9 hours of coursework. <strong>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.</strong></td>
</tr>
<tr>
<td>Application to Take the Comprehensive Exam</td>
<td>Beginning of the semester in which you plan to graduate</td>
</tr>
<tr>
<td>Student selects comprehensive exam committee (3 faculty members, one of whom is the student’s 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 10-11 of the semester. Once a date/time is agreed upon, the student will contact the administrative assistant to reserve a room for the meeting.</td>
<td>By 3rd week of semester of potential graduation</td>
</tr>
<tr>
<td>Student submits a topic request to committee members for a question he/she would like to be asked.</td>
<td>Must be completed by week 4 of semester of potential graduation.</td>
</tr>
<tr>
<td>Student receives (via email) the questions. Student responds to questions submits answer to committee within 12 days of written exam (this gives the student two weekends)</td>
<td>Week 7 of semester of potential graduation.</td>
</tr>
<tr>
<td>Faculty scores the two questions using the official rubric. Committee members will submit their independent scores to committee chair.</td>
<td></td>
</tr>
<tr>
<td>Oral exam (if applicable) and paperwork</td>
<td>Week 10 or 11 of semester. This exam meeting occurs. If student passes or fails, then committee will submit paperwork to the Graduate College. If student passes oral exam and has to re-submit papers, the committee will establish another deadline for re-submission.</td>
</tr>
</tbody>
</table>
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 606 – Educational Research, which you are required to take during your first 9 hours, will give you a broad overview of research design and methodology. A course assignment will require you to design, but not implement, a research proposal. The Scholarly Paper option would be fulfilled by implementing this research proposal to its full conclusion, collecting and analyzing data and creating a final product as agreed upon by the student’s comprehensive examination committee. Students may also select to embark on a totally different research project to fulfill the requirements of the Scholarly Paper option. If the proposed research involves human subjects, it is necessary to obtain IRB approval prior to collecting data. It is NOT acceptable to simply re-submit what you created in EDEF 606 for this or any other comps exam option. You must add to it by carrying out the research in some way, OR do a whole new research project.

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

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

<table>
<thead>
<tr>
<th>Date when complete</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student and advisory both sign form in which the student declares his/her written comprehensive choice or the portfolio and submits to the Graduate Program Coordinator</td>
<td>After first 9 hours of coursework. <strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td>Student selects committee members, sits down with them 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). 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 requests the comprehensive examination paperwork from Teri Hills in the Graduate College.</td>
<td>Semester prior to graduation. <strong>Selection of committee; timeline of due dates decided. By 3rd week of semester of potential graduation.</strong> Arrangement of date, time, and location of oral feedback; and request of paperwork from Jean Cox must be completed by 3rd week of semester of potential graduation.</td>
</tr>
<tr>
<td>Application to Take the Comprehensive Exam</td>
<td>Submit research paper to committee</td>
<td>Beginning of the semester in which you plan to graduate</td>
</tr>
<tr>
<td></td>
<td>Oral feedback and paperwork</td>
<td>Week 9, 10, or 11 of semester of potential graduation. <strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

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.
## Checklist for the Comprehensive Examination: Portfolio

<table>
<thead>
<tr>
<th>Check date when done</th>
<th>What</th>
<th>When it should happen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student and advisor both sign the Declaration of Intent for Comprehensive Exam form in which the student declares his/her written comprehensive choice or the portfolio and submits to the Graduate Program Coordinator. Student prepares portfolio.</td>
<td>After first 9 hours of coursework. ** 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. Between declaration of choice and 1st month of last semester of enrollment.</td>
</tr>
<tr>
<td>Student selects comprehensive exam committee (3 faculty members, one of whom is the student’s 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 requests the comprehensive examination paperwork from Teri Hills in the Graduate College.</td>
<td>By 3rd week of semester of potential graduation. Selection of committee; arrangement of date, time and location of oral feedback; and request of paperwork from Jean Cox must be completed by 3rd week of semester of potential graduation.</td>
<td></td>
</tr>
<tr>
<td>Submit portfolio to committee</td>
<td>Two weeks prior to oral feedback date. Committee members then have until the feedback date to independently 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.</td>
<td></td>
</tr>
<tr>
<td>Feedback meeting and paperwork.</td>
<td>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. 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 for resubmission as well as another oral feedback date, time and location within the semester of potential graduation.</td>
<td></td>
</tr>
</tbody>
</table>
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

Declaration of Intent for Comprehensive Exam

School of Teacher Education and Leadership
Master of Science in Education

Student notify the graduate program coordinator of their intention to take a comprehensive examination (i.e., written exam, scholarly paper, or portfolio). After completing this form, submit via email or paper copy to the MS in Education program coordinator (weckenrodegeradford.edu). Please be sure that your advisor is listed below and has signed the form. To eligible to complete this form, students will:

1. Have completed 9 hours of coursework.
2. Provide an up to date program of study signed by their advisor.
3. Understand that the Application to take the comprehensive exam will need to be completed during the semester in which they plan to graduate.

_______________________________________________________________________

Date: _____________

Student Name (Printed):_________________________________________________________

Student Signature:_______________________________________________________________

Graduate Advisor (Printed):_________________________________________________________________

Graduate Advisor Signature:________________________________________________________________

Anticipated Date of Graduation: __________________________________________________________

I hereby declare that I will be completing the written comprehensive option checked below:

☐ Written Exam
☐ Scholarly Paper
☐ Portfolio
Appendix B

Application for the
Comprehensive Written Exam/Scholarly Paper/Portfolio

School of Teacher Education and Leadership
Master of Science in Education

Student requests a comprehensive exam for the completion of an MS in Education degree. After completing this form, submit via email or paper copy to the MS in Education program coordinator (weckenrodgre@radford.edu). Please be sure that your advisor/comprehensive written exam chair and all of your committee members are listed below.

1. Students will provide an up to date program of study signed by their advisor.

2. Students must maintain continuous enrollment while in the MS in Education program and must be enrolled in the term they intend to graduate. If all coursework is completed, please enroll in GRAD 799 to ensure continuous enrollment is maintained.

3. Students engage in the comprehensive written exam during their last semester of coursework.

4. Unless specific exceptions are provided by the program coordinator, students must apply for the comprehensive written exam by the specified deadlines.

I will be Engaging in the:

☐ Written Exam (complete one of the exam dates below)
  o Fall of 20_______
  o Spring
    ▪ January 20_______
    ▪ March 20_______

☐ Scholarly Paper
☐ Portfolio

Student Name (Printed):______________________________________________________________

Student Signature:______________________________________________________________

Comp Committee Chair:__________________________________________________________

Comp Committee Member #1:______________________________________________________

Comp Committee Member #2: ______________________________________________________
### Appendix C

#### Comprehensive Exam: Written Exam Rubric (revised October 4, 2013)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>• Compelling evidence primarily from professionally legitimate sources (e.g. verifiable, peer reviewed, primary sources, the root research rather than someone else’s take on the research, etc.) is given to support claims.</td>
<td>• For the most part, relies on professionally legitimate sources, but there are parts where there is too much reliance on one or two sources, anecdotal/non-research-based sources, secondary sources, etc.</td>
<td>• The writing mainly represents author’s opinions; few or no references to other thinkers is included, or many sources are inadequate or inappropriate (see target column to left for definitions of adequate and appropriate/legitimate)</td>
</tr>
<tr>
<td>• Supported with literature and citations?</td>
<td>[Limited amount of direct quotes – only used when really powerful or well-said and paraphrasing would somehow subtract. Writer does not over-rely on one or two authors. Credit is given to authors when dieas are used. There is a match between what is cited in the paper and what is listed in the reference/works cited list. The work of other authors is not simply taken on face value (e.g. viewpoints of experts are questioned thorough)]</td>
<td></td>
<td>• The use of sources is often inappropriate (see target column for definition of what is appropriate/adequate, etc.)</td>
</tr>
<tr>
<td>(25%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>• Provides detailed descriptions and numerous specific, vivid examples</td>
<td>• Provides some detail and specific examples</td>
<td>• Fails to provide supporting details or examples</td>
</tr>
<tr>
<td>• Is response fully developed and supported with accurate content knowledge?</td>
<td>• Avoids clichés and generalities that are unsupported by literature</td>
<td>• Has minimal use of vague generalities and clichés</td>
<td>• Relies on vague generalities and clichés</td>
</tr>
<tr>
<td>• Are there clear connections between theory and practice?</td>
<td>• All aspects of question are answered. Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding</td>
<td>• Most aspects of question are answered. Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>• Fails to answer significant portions of question. Issue/problem to be considered critically is stated without clarification or description.</td>
</tr>
<tr>
<td>(25%)</td>
<td>• Exhibits fluent or creative applications for educational practice (there is a very clear connection between theory and practice.)</td>
<td>• Exhibits appropriate applications for educational practice (the connections between theory and practice are mostly clear.)</td>
<td>• Exhibits limited or inappropriate applications for educational practice (the connections between theory and practice are not clear.)</td>
</tr>
<tr>
<td></td>
<td>• Supports diagnosis and opinions with strong arguments and evidence;</td>
<td>• Supports diagnosis and opinions with limited reasons and evidence;</td>
<td>• Supports diagnosis and opinions with few reasons and little evidence</td>
</tr>
<tr>
<td></td>
<td>• Presents detailed, realistic, logical, informed, and appropriate recommendations clearly supported by research in best practices.</td>
<td>• Presents realistic or appropriate recommendations somewhat supported by research in best practices. At times, writer seems to only present information in order to fit his/her desired conclusion.</td>
<td>• Presents recommendations with little, if any, support from research in best practices (things seem oversimplified or not logically connected.)</td>
</tr>
<tr>
<td>21.25-25 points</td>
<td>17.5-21 points</td>
<td>0-17.25 points</td>
<td>0-17.25 points</td>
</tr>
<tr>
<td>Criterion</td>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Critical Analysis</strong>&lt;br&gt;• Has the student critically analyzed all aspects of the issue (e.g. provided multiple viewpoints, explored limitations, made connections to specific data)?&lt;br&gt;(25%)&lt;br&gt;<strong>21.25-25 points</strong></td>
<td>• Systematically and methodically analyzes own and others/assumptions (e.g. shows that they are critical consumers of information)&lt;br&gt;• Carefully evaluates the relevance of contexts (e.g. if data is provided in question, then student incorporates it thoroughly in his/her answer)&lt;br&gt;• Different perspectives are acknowledged and explained (e.g. clearly shows understanding of the complexity of the issue)&lt;br&gt;• Limits of position (perspective, thesis/hypothesis) are acknowledged.</td>
<td>• Questions some assumptions. May be more aware of others/assumptions than one’s own (or vice versa).&lt;br&gt;• Makes appropriate connections between the question and the data provided (if applicable).&lt;br&gt;• Different perspectives are only sometimes acknowledged.&lt;br&gt;• Sometimes acknowledged limits of position.</td>
<td>• Shows an emerging awareness of present assumptions (of own and others).&lt;br&gt;• Makes few to no appropriate connections between the question and the data provided (if applicable).&lt;br&gt;• Different perspectives are not acknowledged.&lt;br&gt;• Rarely or never acknowledges limits of position. Presentation is simplistic.</td>
</tr>
<tr>
<td><strong>Quality of writing</strong>&lt;br&gt;• Grammar/mechanics?&lt;br&gt;• APA&lt;br&gt;• Page numbers and running head&lt;br&gt;(Continued on next page)&lt;br&gt;(12.5%)&lt;br&gt;<strong>17.5-21 points</strong></td>
<td>• The writing is free or almost free of grammatical and mechanical errors. (0-3 errors)&lt;br&gt;• APA format is used accurately and consistently for in-text citations in the paper and on the “References” page.&lt;br&gt;• Page numbers, section headings, and running head are provided.</td>
<td>• There are occasional grammar and mechanics errors, but they don’t represent a major distraction or obscure meaning. (4-6 errors)&lt;br&gt;• APA format is used with some errors.&lt;br&gt;• Of page numbers and running head, only one of these is present.&lt;br&gt;• There are only some section headings provided, or the ones provided are uninformative.</td>
<td>• The writing has many grammar and mechanics errors, and they distract the reader or there are so many errors that meaning is obscured. (7+ errors)&lt;br&gt;• There are errors in APA format or the format of the document is not recognizable as APA.&lt;br&gt;• There are neither page numbers nor running heads provided.&lt;br&gt;• There are no section headings provided.</td>
</tr>
<tr>
<td><strong>Quality of writing</strong>&lt;br&gt;• Sentence structure and fluency&lt;br&gt;• Organized and logical&lt;br&gt;• Voice/feel&lt;br&gt;(12.5%)&lt;br&gt;<strong>10.5-12 points</strong></td>
<td>• Sentences are well phrased and varied in length and structure.&lt;br&gt;• The ideas are arranged logically. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.&lt;br&gt;• The writing is engaging/compelling (e.g. it hooks the reader and sustains interest throughout; there is a clear economy of expression/precision of thought; words are chosen well, there is coherence to the writing.)</td>
<td>• Sentences are well phrased and there is some variety in length and structure.&lt;br&gt;• 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.&lt;br&gt;• The writing is generally engaging, but has some dry or difficult to read spots. In general, it is focused and keeps the reader’s attention, though there are times where word choice and sentence construction would be more coherent, economical, or appropriate.</td>
<td>• Some or many sentences are awkwardly constructed so that the reader is occasionally or majorly distracted.&lt;br&gt;• The writing has frequent gaps in connecting ideas. The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.&lt;br&gt;• The writing is dull and unengaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest due to word choice and sentence construction, excessive wordiness, etc.</td>
</tr>
</tbody>
</table>

PLAGIARISM STATEMENT: There is no excuse for any form of plagiarism (intentional or unintentional), and if evidence of plagiarism is found of it to any degree, the student will be immediately failed.

Total Score ______________/100
Appendix D

Comprehensive Exam: Written Reporting Form

School of Teacher Education and Leadership
Master of Science in Education

Instructions

The chair and committee members receive, via email, student responses for the comprehensive written exam during week 9 of the semester.

- During weeks 9 and 10 faculty grade each question independently with the Comprehensive Exam: Written Rubric;
- Upon grading the exam, committee members will send the form below to the comprehensive exam committee chair
- The chair will compile results from committee members and communicate the results of the exam to the student;
- The chair and committee will follow the steps outlined for each comprehensive exam outcome;
- The chair will provide a copy of the form below to the graduate program coordinator for reporting comprehensive exam results for accreditation purposes and requesting new comprehensive exam forms for students who have failed.

Student Name:

Date of Comprehensive Exam: Fall 20_______, January 20_______, or March 20_______

Comprehensive Exam Chair Name:

Circle one below:
Clear Pass (no oral exam needed): 85-100
Borderline (oral exam needed): 70-84
Clear Fail (no oral exam needed): 0-69
Scheduled retake date ____________________
Appendix D

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>(3) Target</th>
<th>(2) Acceptable</th>
<th>(1) Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Research Problem</strong></td>
<td>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.</td>
<td>The problem or issue is addressed with some degree of clarity, but without a fully compelling, convincing argument about why this research is worthy, timely, and significant.</td>
<td>The problem or issue being addressed is not articulated in a clear, convincing way, nor its significance established.</td>
</tr>
<tr>
<td><strong>Review of relevant literature</strong></td>
<td>The review of relevant theory and research literatures is clear, critical, and convincing. The candidate’s command of contemporary literature in his/her chosen domain of study is obvious. Bibliographic references are appropriately provided; their links to the research issue(s) address are always clear. The paper evidences a creative, original synthesis of theoretical material and research literatures that leads to the articulation of a clear, undergirding framework informed by theory.</td>
<td>The review of relevant theory and research literatures is only moderately convincing. There is moderate evidence of a knowledge base informed by contemporary literatures in the candidate’s chosen domain of study. Bibliographic references are in most cases appropriately provided and connected to the research issue(s) addressed. 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.</td>
<td>The review of relevant theory and research literatures is weak and unconvincing. There is insufficient evidence of a knowledge base informed by contemporary literatures in the candidate’s domain of study. Bibliographic references may be missing, outdated, or only weakly connected to the research issue addressed. The candidate’s command and synthesis of theory may be unconvincing or even confusing. There is little evidence of an original, critical synthesis of research literatures nor is there an undergirding framework informed by theory.</td>
</tr>
<tr>
<td><strong>Methodology</strong> ** Data collection Data analysis**</td>
<td>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. The data collection and data analysis methods are clearly and thoroughly described. The data collection and data analysis methods are fluently and accurately implemented.</td>
<td>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. The data collection and data analysis methods are somewhat described. The data collection and data analysis methods are somewhat accurately implemented.</td>
<td>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. The data collection and data analysis methods are minimally or not described. The data collection and data analysis methods are minimally or not accurate in their implementation.</td>
</tr>
</tbody>
</table>
This rubric continues on the next page.

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(3) Target</th>
<th>(2) Acceptable</th>
<th>(1) Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results**</td>
<td>The conclusions drawn are fully and richly supported by the evidence presented.</td>
<td>The conclusion drawn are supported moderately well by the evidence presented, though with partial rather than full success.</td>
<td>The conclusions drawn are weakly or inadequately supported by the evidence presented.</td>
</tr>
<tr>
<td>- Grounding of evidence</td>
<td>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).</td>
<td>There is a summation of the central points made and some discussion of the wider implications of the work.</td>
<td>There is little in the way of summation that includes discussion of the wider implications (for research, practice, policy, theory) of the work.</td>
</tr>
<tr>
<td>- Significance of results</td>
<td>The concluding arguments show evidence of a critical perspective that takes into account potential critiques and that addresses a wide, diverse readership.</td>
<td>The conclusion provides some evidence of a perspective that at least considers potential critiques and attempts to reach beyond a narrowly construed readership.</td>
<td>The conclusion does not show evidence of a perspective that takes into account potential critiques and a potentially wide, diverse readership.</td>
</tr>
<tr>
<td>Applicability/Suitability to</td>
<td>The solution/intervention offered is highly appropriate and suitable to the population proposed.</td>
<td>The solution/intervention is somewhat appropriate and suitable to the proposed population.</td>
<td>The solution/intervention is not very appropriate and suitable to the proposed population.</td>
</tr>
<tr>
<td>the problem identified</td>
<td>The writer shows is quite realistic given the parameters of the environment in which it is intended to be implemented.</td>
<td>The writer shows somewhat of an understanding of the implications of the solution offered.</td>
<td>The writer does not show an understanding of the implications of the solution offered.</td>
</tr>
<tr>
<td>(if the project does not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>involve data collection and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instead is development of a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>new idea, then this criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>row should be used instead of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the methodology criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>row above)**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Originality/Contribution to</td>
<td>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.</td>
<td>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.</td>
<td>The solution/intervention is traditional or predictable, it mostly mimics ideas borrowed from others, reflecting minimal to no original thought.</td>
</tr>
<tr>
<td>the field</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rubric continues
<table>
<thead>
<tr>
<th>Quality of writing</th>
<th>The writing is free or almost free of grammatical and mechanical errors.</th>
<th>There are occasional grammar and mechanics errors, but they don’t represent a major distraction or obscure meaning.</th>
<th>The writing has many grammar and mechanic errors, and they distract the reader or there are so many errors that meaning is obscured.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar/mechanics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure and fluency</strong></td>
<td>Sentences are well phrased and varied in length and structure. 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. The writing is compelling. It hooks the reader and sustains interest throughout.</td>
<td>Sentences are well phrased and there is some variety in length and structure. 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. The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader’s attention.</td>
<td>Some of many sentences are awkwardly constructed so that the reader is occasionally or majorly distracted. The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest. The writing is dull and not engaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest.</td>
</tr>
<tr>
<td><strong>Organized and logical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Voice/feel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix E

### Comprehensive Exam: Portfolio Rubric

Candidate: _____________________________  Date: ___________________________

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

<table>
<thead>
<tr>
<th>Target (3 points)</th>
<th>Acceptable (2 points)</th>
<th>Unacceptable (1 point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents is complete: documents are easy to find; organization is logical and coherent</td>
<td>Table of contents is partially complete with some part missing; documents are not easy to find</td>
<td>Presented in unorganized or confused way; difficult to find or missing documents</td>
</tr>
<tr>
<td><strong>Completeness and accuracy: Inclusion of All Required Elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each standard is documented with at least 2 appropriate artifacts. Rich and detailed reflection on the standard</td>
<td>Each standard is documented with 2 appropriate artifacts Reflection contains appropriate detail, although at times seems brief and not well thought out.</td>
<td>One or more standard is not documented with appropriate artifacts. Reflection is missing or brief.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge, Skills, and Dispositions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Mechanics and Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtually no errors in grammar, word usage, or mechanics; Professional yet creative appearance.</td>
<td>Some (between 8-15) errors in grammar, usage, or mechanics; Professional appearance for the most part.</td>
<td>Quite a lot (15+) of errors in grammar, usage, or mechanics; Unprofessional in appearance.</td>
</tr>
</tbody>
</table>

Comments: