



**Master of Education
General with Specialization**

**Program Handbook
2018-2019**



Sul Ross State

A Member of the Texas State University System
ALPINE, TEXAS 79832

Department of Education
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Dear Student,

Welcome to the Sul Ross State University Master of Education General with Specialization Program and congratulations on making the decision to continue your formal education. The purpose of the Master of Education General Program is to offer students a customized experience to meet their specific career and personal growth goals.

This handbook will serve as your guide throughout the program; however, information contained in this handbook does not replace information from me, your advisor. When in doubt, please contact me with your questions or concerns. I always am happy to help you in any way I can.

I commend you for your commitment to your own personal growth and to the betterment of society through excellence in education. I wish you great success as you pursue your Master of Education General with Specialization Degree.

Jeanne Qvarnstrom

Jeanne Qvarnstrom, Ed.D.
MED General with Specialization Program Coordinator
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Program Overview

Master of Education General with Specialization Program

This is a 33-hours graduate program leading to a Master of Education degree in a specialization of the student's choice. The program provides students with a comprehensive and life changing education to expand their cultural awareness, creativity and service. The program is predominantly online and is not associated with a teaching credential, so students have flexibility to select courses that meet their individual interests and career goals.

The Master of Education degree is designed for students who wish to acquire a strong foundation in the practical and theoretical aspects of education, considering past and contemporary issues. Students who complete the program will acquire professional knowledge, conceptual understanding and instructional applications to enable them to assume leadership positions improving the overall quality of education in their selected areas of specialization and deepening their knowledge of this important field of study. Interdepartmental collaboration among graduate students, Education Department faculty, and other department professors, in the students' selected areas of specialization enrich students' experiences. SRSU offers a unique approach to degree plan development through consultations among graduate students and department advisors. Graduate students tailor their own degree plans to best meet their interests and needs.

The degree leads to a variety of opportunities including:

- Eligibility to teach dual-credit courses in high schools (with existing educator certificate).
- School or district level leadership positions.
- Eligibility to teach courses at community colleges.
- Professional and personal readings and research in the field of education.
- Preparation for doctoral work in university graduate programs.
- Technology integration specialist.

Student Learning Outcomes

As a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Sul Ross State University requires that all degree programs include Student Learning Outcomes (SLO). The Student Learning Outcomes identify the knowledge, skills and/or attitudes that students are expected to demonstrate before completing their program. Although these SLO's will be infused in all courses, the assessments for the SLO's will be embedded in designated courses.

- 1) Students will demonstrate writing skills and the ability to use research methodology to design a research paper (measured in ED 5307).
- 2) Students will demonstrate their understanding of diversity (measured in ED 5316).
- 3) Students will demonstrate their understanding of content in their chosen area of specialization (measured in selected courses of specialization)

Admission

Application Process

Students should begin the application process on the Sul Ross State University webpage at www.sulross.edu Access and submit the online application at Apply >Apply Online>Apply Texas. If you have questions regarding applying to Sul Ross please contact Graduate Admissions at 432-837-8052 or email admissions@sulross.edu

Once you are accepted into the Graduate Program, you will receive a letter outlining your specific program and any additional requirements you will need to complete. Any paperwork you receive requesting further information and/or signatures must be returned promptly to the specified department. Once a degree plan has been developed, you will receive an email with a copy of the degree plan, as well as a Statement of Affirmation regarding the Educator Code of Ethics and a FERPA consent form. Return these two forms to the department as soon as possible. Refer to the Graduate Students website or the university catalog for specific admission criteria.

Program Requirements

Course Requirements

The Master of Education General Program offers students the opportunity to customize their degrees. The entire program is delivered online to increase accessibility for students. Graduate students enroll in 15 credit hours of core courses in education and then select 18 credit hours in a specialization area of their choice.

The following courses are required for a Master of Education General with Specialization.

Education Component (15 Semester Credit Hours)

- **ED 6308 Advanced Human Growth and Development (3-0).** A study of the human life span from conception to death, with emphasis on childhood and adolescence, and the implications for effective academic and interpersonal experiences.
- **ED 5316 Diversity in Public Education (3-0).** A study of theory, research and methodology relative to the needs of multicultural and special student populations.
- **ED 5307 Graduate Research (3-0).** A course designed to broaden the perspectives of graduate students and to introduce them to the techniques of research and the various fields of graduate work offered on this campus. Must be completed in first 12 sch.
- **ED 5317 History, Philosophy, and Trends in Education (3-0).** This course is a survey of the historical, philosophical and contemporary landscape of schools in the United States. Emphasis is placed on enduring debates about the purposes of education in a democratic society.
- **EDUC 5319 School Law (3-0).** A study of general laws applying to all states concerning education; an in-depth study of cases and decisions affecting current education.

Specialization Component (18 Semester Credit Hours)

Students choose these courses in consultation with their advisors.

Degree Plan

A copy of the MED General with Specialization Degree Plan follows.

EDUCATION DEPARTMENT
MASTER OF EDUCATION GENERAL WITH SPECIALIZATION

Name: _____ Date: _____
 Address: _____ A #: _____
 _____ Phone (H): _____
 E-mail: _____ Phone (W): _____
 Certificate(s) now held: _____ Admission Status: Full _____ Probational

30 SEMESTER CREDIT HOURS FOR MASTERS All courses must be completed in a 6-year period.
<i>These courses are taken first: ED 5307 Graduate Research must be taken with first 12 hours.</i>

		ED 5307, EDUC 5301 or ED 6376	Graduate Research, Research Methodology or Inquiry-Based Research Methods
		ED 5317 or EDUC 6315	History, Philosophy and Trends in Education or Curriculum Theory and Development
		ED 5316 or EDUC 5316	Diversity in Public Education
		ED 5319 or EDUC 5319	School Law
		ED 6308 or EDUC 6308	Advanced Human Growth and Development

<i>Area of Specialization (18 semester hours)</i>		

Transfers/Substitutions with approval only.	
for	for
for	for

 Dr. Jeanne Qvarnstrom, Date Chair or Director Date
 Advisor

Additional Requirements: Pass Comprehensive Exam (during last semester of program)
 Maintain a 3.0 GPA

Due to the popularity of educational technology, a separate MED-General degree plan has been developed for that area of specialization. If a student selects educational technology for the area of focus, there are six specific courses required for that specialization. Each of those courses is offered for an eight weeks term.

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Master of Education General with Specialization in Educational Technology

Name: _____ Date: _____
 Address: _____ A #: _____
 _____ Phone (H): _____
 E-mail: _____ Phone (W): _____
 Certificate(s) now held: _____ Admission Status: Full_Probational

33 SEMESTER CREDIT HOURS FOR GENERAL MASTERS			
All courses must be completed in a 6-year period.			
General M.Ed. requires these 15 semester credit hours (SCH)			
You must take ALL FIVE of the following courses, but ONLY the ED 6376 Inquiry-Based Research Methods course *must be taken within the first 12 hours.			
	*ED 6376 Inquiry-Based Research Methods (8-week online)		ED 5316 Diversity in Public Education (16-week Online)
	ED 6308 Adv. Human Growth and Dev. (16-week Online)		ED 5319 School Law (16-week Online)
	ED 5317 Hist. Phil. and Trends in Edu. (16-week online)		

Area of Specialization - Educational Technology courses (18 semester hours)	
	ED 6375 Foundations of Educational Technology – 8-week online
	ED 6377 Instructional Design – 8-week online
	ED 6378 Integration of Technology into the Curriculum – 8-week online
	ED 6379 Implementation of Educational Technology Programs in the Educational Setting – 8-week online
	ED 6380 Special Topics in Educational Technology – 8-week online
	ED 6381 Critical Issues in Educational Technology – 8-week online
	ED 6382 Basic Applications of Media and Technology – 8-week online

Transfers/Substitutions with approval only.	
for	for
for	for

Dr. Jeanne Qvarnstrom, Advisor

Date

Chair or Director

Date

Additional Requirements:

Pass Comprehensive Exam (during last semester of program)

Maintain a 3.0 GPA

Comprehensive Examination

All students are required to pass a comprehensive exam that is administered during the last semester of the course work. The exam consists of four questions with two addressing the five required courses and two addressing the six courses in the specialization. Prior to the test, students are given a study packet to use in preparation. Graduate students are allowed up to four hours to take the exam in a proctored setting either in Alpine or a mutually agreed upon testing center. The questions are developed and graded by the faculty who teach the respective courses. All faculty use the same scoring rubric to evaluate a student's response and indicate if the student's response is failing, proficient, or exemplary. Students are given the scoring rubric in advance, so they understand how they will be evaluated. To earn exemplary, students must receive that rating on each of the questions. If students do not receive proficient or higher on the first test administration, they will be given an additional testing opportunity. Each comprehensive exam will be different depending upon the area of specialization that the student selected and the faculty who taught the courses and wrote the exam questions.

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Master of Education-General Comprehensive Exam Scoring Rubric

Student _____

Faculty Committee Member _____

Course Evaluated _____

Date of Exam _____

Review the components below. Provide a rating for each of the components. Please include any comments or explanations in the box. Then provide an overall recommendation. Please email this evaluation to me.

Components	Fail	Proficient	Exemplary
The student demonstrated understanding of key terms, concepts, and processes of the content addressed in the course.			
The student used effective writing skills to communicate his/her understanding of the content.			
The student's response demonstrated in depth knowledge and critical thinking skills reflective of graduate level work.			

Overall recommendation: ___ fail ___ proficient ___ distinction

Candidacy

Graduate students are expected to maintain a 3.0 GPA average throughout the program.

Break in Enrollment

Non-enrollment for a period longer than a semester will require reapplying to the university. Reapplying will necessitate an additional fee.

Graduation

Students should be aware of the deadlines for graduation and submit the necessary forms and paperwork. Graduation applications forms can be found on the SRSU webpage. (Academics>Professional Studies>Education>Forms)

Master of Education General Online Program Student Information

Instruction for this program occurs online between the instructors and the students through Blackboard.

- Online students are subject to the same university policies and procedures applicable to students attending face-to-face courses on campus.
- The course syllabus is available on Blackboard prior to the beginning of each semester. This document describes the course content, goals, assignments, due dates, and student expectations. Criteria for success for online students is as rigorous and comprehensive as those used in face-to-face courses.
- Communication between instructor and student occurs through Blackboard and/or SRSU email. Students can expect to receive feedback for their assignments within five working days and responses to their emails within 48 hours.
- Technical support is available M-F, 8:30 - 5:30, Sandy Bogus sbogus@sulross.edu, 432-837-8523; Sul Ross help desk: 432-837-8888.

- Attendance policies in effect for face-to-face instruction also apply to online students. This policy is interpreted as not participating for more than three weeks in a long semester or one week in a shorter session. Any student dropped for non-participation will receive an F in the course dropped.
- Academic integrity is crucial for online instruction. To ensure academic integrity, online students are expected to honestly identify themselves.
- The program is designed to accommodate working schedules.
- The program is designed so that it may be completed in one year (with some exceptions in specialization courses)
- All technology specialization courses are offered completely online in eight weeks modules to fit into students' busy life styles.

GRADUATE STUDENT CENTER

The mission of the Graduate Student Center at Sul Ross State University is to increase access to post-baccalaureate programs and to foster graduate student success by developing and providing pro-active support services in a centralized location.

The Center offers:

- Desktop and laptop PCs
- Wireless internet
- A conference room for group study or meetings
- Satellite phone and personal locator beacon for check-out to graduate students doing field work in remote locations
- A projector and screen for student presentation rehearsals and workshops
- A networked printer/copier/scanner for student use

The Center also provides students a place to study and provides pro-active graduate student services, which include **orientation, mentoring, workshops/direct assistance in financial literacy, academic research, writing,**

thesis preparation, preparing external funding requests, and career/education planning.

Program Benefits

Students in the MED General Program are eligible for numerous departmental and university scholarships.

Each year at the annual SRSU Honors convocation in April, one outstanding student in the MED General program is selected to receive the Education Excellence Award. Selection is based upon scholarly performance, professionalism, and their potential to become an outstanding leader in education.

Graduate students may also be invited to join Kappa Delta Pi, an international honor society for education majors. Eligibility is based on a GPA of 3.5 or higher and a student's commitment to the field of education. Students become members of Kappa Delta Pi and the local SRSU Chapter, Zeta Delta. Initiation ceremonies are scheduled at the end of each semester.

Program Graduates Reflect on the Program

Upon graduation, all students are surveyed to gain input for the program and monitor their level of satisfaction with the program. Student comments include:

I see this university as Texas' best kept secret!

Everything I read and learned will be a great asset to my education career.

I would highly recommend this program to others.

The program was wonderful!

EDUCATOR’S CODE OF ETHICS

Texas Administrative Code §247.2

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247 EDUCATORS' CODE OF ETHICS

RULE §247.2 Code of Ethics and Standard Practices for Texas Educators

(a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted

openly from students, parents, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other applicable state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes

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or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC under this chapter.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not knowingly treat a student in a manner that adversely affects the student's learning, physical health, mental health, or safety.

(C) Standard 3.3. The educator shall not deliberately or knowingly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.

(E) Standard 3.5. The educator shall not engage in physical mistreatment of a student.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any student or knowingly allow any student to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

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Accredited by the Southern Association of Colleges and Schools: Commission on Colleges

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.



MEMBER
THE TEXAS
STATE UNIVERSITY
SYSTEM