Master of Arts in Education Graduate Handbook
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Graduate Studies Forms: [http://grad.unm.edu/resources/gs-forms/index.html](http://grad.unm.edu/resources/gs-forms/index.html)*

- M.A. Program of Studies (POS)
- Change of Advisement Form
- Official Final Semester Examination Documentation
- Application of Master's Exam and Committee Member Documentation
- Examination Submission Documentation
- Announcement/Report of Examination

*All forms can be located and printed at the graduate resources web page, via the Office of Graduate Studies website listed above.
UNM College of Education and Human Sciences (COEHS)

Vision
Excellence and Diversity Through People, Ideas, and Innovation

Mission & Core Values

Our mission is the study and practice of education through teaching, research, and service. We address critical education issues; test new ideas and approaches to teaching and learning; and educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces, and prepare students for participation in a complex and challenging society.

In carrying out this mission, we ground our work in the following core values: 1) Advocacy, 2) Building Professional Identities, (3) Collaboration and Relationships, (4) Dignity, (5) Diversity and Social Justice, (6) New Mexico, (7) Scholarship and Research, and (8) Teaching and Learning.

The College of Education and Human Sciences at UNM believes that professional individuals develop professional understandings, practices, and identities. These concepts frame the lifelong learning of professional educators and reflect the values articulated in state and national standards and competencies

- **Understandings** frame the identity and practices of professionals. We seek to help you better understand (1) human growth and development, (2) culture and language, (3) content of the disciplines, (4) pedagogy, (5) technology, (6) professional issues, and (7) the nature of knowledge.

- These understandings enable you, as a professional, to value and engage in **practices** that embody the following qualities: (1) learner-centered, (2) contextual, (3) coherent, (4) culturally responsive, and (5) technologically current.

- Developing a professional **identity** is central to lifelong growth as a professional educator. The COEHS will help you develop the following attributes of a professional: (1) caring, (2) advocacy, (3) inquisitiveness, (4) reflection-in-action, (5) communication, (6) collaboration, (7) ethical behavior.

University of New Mexico
College of Education and Human Sciences

Conceptual Framework for Professional Education

I. Understandings frame the identity and practice of educational professionals. We seek to help our students to better understand:

The College of Education and Human Sciences at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities. These understandings, practices, and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

❖ Human Growth and Developmental Objectives:
  - Identify patterns in how individuals develop physically, emotionally, and intellectually
  - Provide the conditions that promote the growth and learning of individuals from diverse cultural and linguistic background and include those with special learning needs

❖ Culture and Language Objectives:
  - Learn how home, school, community, workplace, state, national, and global provide different contexts for learning
  - Assess how social groups develop and function and the dynamics of power within and among them
  - Identify how language and other forms of expression reflect cultural assumptions yet can be used to evoke social change
  - Implement how one's own background and development shapes understanding and interaction

❖ Content of the Disciplines Objectives:
  - Master the substance of the disciplines taught - the central organizing concepts and factual information - and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists

❖ Pedagogy Objectives:
  - Theorize and research effective educational practices
Create contexts for learning in and across the disciplines
Assess student learning and design, plan, and implement instruction to meet the needs of learners
Evaluate educational practice

Technology Objectives:
Identify effects of media and technology on knowledge, communication, and society
Critique, analyze, and raise awareness of the impact of media and technology
Learn how to apply and use current technology

Professional Issues Objectives:
Understand the social and political influences on education, both historically and currently—local, state, and national policies—including requirements and standards
Critically analyze and participate in the formation of educational policy
Learn strategies for leadership, collaboration, and research

Nature of Knowledge Objectives:
Understand the social and political influences on education, both historically and currently-local, state, and national policies—including requirements and standards.
Identify differences and connections among the knowledge constructed in different social contexts
Conduct inquiry into the nature of knowledge within and across the disciplines

II. These Understandings enable individuals, as professionals, to value and engage in PRACTICES that embody the following qualities:

Learner-Centered Objectives:
Understand how students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences
Integrate routines that promote learner risk-taking and allow learners to take increasing control of their own learning and functioning

Contextual Objectives:
Understand how experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts
Learn how to present ideas and practices with the richness of their contextual cues and information
Provide learners with models and opportunities to reflect on their experiences and relate their learning to other social contexts
10 Basic INTASC Standards

- **Coherent Objectives:**
  - Organize learning experiences around the development of concepts and strategies that learners need in order to participate in other similar situations
  - Assess learners on what they had the opportunity to learn

- **Culturally Responsive Objectives:**
  - Appreciate the value of diversity
  - Cultivate awareness among learners of the impact of culture on how they and others perceive the world

- **Technologically Current Objectives:**
  - Understand what is available for technology facilitates learning
  - Help learners understand the effect of media on their perceptions and communication

**III. Developing a PROFESSIONAL IDENTITY** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help individuals to develop the following attributes of professionals:

- **Caring Objectives:**
  - Demonstrate skills as attentive to learners that include a willingness to listen and withhold judgment, and the ability to empathize while maintaining high expectations for learner success

- **Advocacy Objectives:**
  - Commitment to ensuring equitable treatment and nurturing environments for all learners

- **Inquisitiveness Objectives:**
  - Demonstrate habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning

- **Reflection-in-Action Objectives:**
  - Analyze, assess, and revise practice in light of student learning, research and theory, and collegial feedback
The Learner and Learning:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content:

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice:

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility:
Standard #9: **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Frequently Asked Questions (FAQs) of
Graduate Students

1. How do I get a UNM Student ID Card?

Student Photo ID Cards can be obtained in the Student Union Building.

2. How do I get a UNM Student ID#, PIN, and UNM email account?

Instructions for getting your new UNM ID#, PIN, and UNM account can be found at http://it.unm.edu/accounts/faq.html. The website also has online support if you have remaining questions or difficulties.

3. How do I forward my UNM emails to my other email account?

Instructions for how to forward your UNM emails to other email accounts can be found on the webpage: https://lobomail.unm.edu. Log in using your UNM NetID and password.

4. How do I get a Parking Pass?

Contact Parking & Transportation Services Monday - Friday 7:30 a.m. to 5:00 p.m. for information on prices, availability, and to purchase parking permits. Website: http://pats.unm.edu/parking/index.html Phone: (505) 277-0850

5. What should I know about the Library?

Contact Zimmerman Library at 277-2003 or at http://eLibrary.unm.edu for hours and other information. There are several branches of libraries available for your use. Zimmerman is the main branch of the University Library System.

6. How do I contact my Advisor?

There are several ways to contact your Advisor:

- Phone your advisor's office.
- Send an email.
- Remember that you Advisor may be on a 9-month contract, which means that he or she is not available during Summer semester or during Winter or Spring breaks.
- If you need answers to questions and cannot reach your advisor, contact the TEELP Administrative Assistant.
- Please be patient in receiving a response from your Advisor. Advisors are not in their offices or at their computers all day every day. Please be professional and give your advisor a chance to receive your communication and respond to it. If you have not received an answer in a week, then please re-submit your communication. If you do not receive a response in two weeks, please contact the TEELP Administrative Assistant and ask for someone who can answer your question.
*If you need to change advisors, please complete the Change of Advisor form included in this handbook or available on the website.

7. How do I find out what classes are offered each semester?

In addition to working with your advisor each semester to determine what courses you should be taking, you can go to https://schedule.unm.edu/ and explore options there. You can also find courses by logging into Lobo Web and clicking on register for classes.

8. What do all these different course prefixes stand for?

FCS = Family and Child Studies  
EDUC = Teacher Education  
EDPY = Educational Psychology  
LEAD = Educational Leadership  
LLSS = Language, Literacy, and Socio-Cultural Studies  
MSET = Math, Science, and Environmental Technology  
SPCD = Special Education

9. How do I decide what electives to take?

In conversation with your advisor, you should determine a focus for your electives. Your electives may be taken within the College of Education and Human Sciences or in other departments as long as they help you achieve your goals and fit with your elective focus.

10. How do I register for classes?

To register for classes using Lobo Web:

- From www.unm.edu, click on myUNM.  
- Click on “Login”.  
- Fill in your username and password. Click on “Login”.  
- Click on “Enter LoboWeb” under the heading LoboWeb (Students).  
- Click on “Registration & Records”.  
- Under the Registration Heading, click on “Registration (Add/ Drop), Course Search”.  
- When you are ready, click the “Registration Portal” link.  
- There is a “Navigating Registration” Video at the bottom of the page should you require further assistance.

11. How do I connect with the TEELP faculty and staff?

Faculty and staff contact information can be located at the UNM College of Education and Human Sciences website. Go to: https://coe.unm.edu/faculty-staff/index.html and download the COE directory.

12. Is there an organization I can join for support during my Master’s Degree?
Yes, the Teacher Education Graduate Student Association (TEGSA) is an organization for students created by students. The group has student officers and determines its own activities for the school year. The main purpose of TEGSA is to promote active participation of Teacher Education graduate students in the life of the College of Education and Human Sciences and in Teacher Education.

The group has a faculty advisor. All students enrolled in graduate classes qualify as members of TEGSA. In fact, part of your graduate student fees come back to this organization for our student activities. TEGSA's first year as an organization was 2007-2008.

13. What should I do if I am interested in a Graduate Assistantship or a Teaching Assistantship?

Please contact the Departmental Administrator. Requests of interest are typically sent out to students in the spring.

14. How do I find out about Graduate Scholarships?

The Office of Graduate Studies website provides useful information on how to obtain Graduate funding. You can find funding information at the following address: http://grad.unm.edu/funding/. Additional scholarships are available through the College of Education and Human Sciences. Go to: https://coe.unm.edu/current-students/scholarships/index.html for more information.

15. Where can I go to get help with my writing?

The Graduate Online Writing Lab (GROWL) is an online support service available to graduate and professional students seeking feedback on their writing and research projects. You can submit your written work, online 24/7, for review by a trained Graduate Resource Center (GRC) consultant. Find out more information by going to: http://unmgrc.unm.edu/support-services/growl.html

16. Is there a writing style guide I should follow?


17. How do I contact the Office of Graduate Studies (OGS)?
Visiting our website: www.unm.edu/grad

Go directly to the office:
UNM Map Location - Building #81 - Humanities Building, Suite 107

Mailing Address:
The University of New Mexico
Office of Graduate Studies
MSC03 2180
1 University of New Mexico
Albuquerque, NM 87131-0001

Office Hours:
Monday - Friday
8:00 a.m. to 5:00 p.m.

Phone Numbers:
Graduate Admissions: 505-277-2447
OGS Main Office: 505-277-2711
OGS Fax: 505-277-7405

Assistantship Contracts: 505-277-7344
Scholarships and Fellowships: 505-277-6062
Program Advancement and Completion: 277-7398

18. What are the billing dates and what methods of payment can I use to pay my UNM account?

Billing Dates: Current students will receive e-mail notifications that their online statements are available. Students may view their monthly statements by logging into LoboWeb and clicking on "Bursar Payments" followed by "Make Payment" option.


Failure to pay the "Current Due" on or before the statement due date may result in a financial hold and service charge on your student account and you may be dropped from your classes.

Payment: Payments can be made in person, by mail, over Lobo Web, and telephone. Directions for payment options can be located in "Bursar Payments” section in your LoboWeb account.

19. Is there a phone number for a University Operator?
Yes, the number is 277-0111. Be sure to listen through all the prompts (be patient) and you will eventually reach a human if you call on weekdays between the hours of 8:00 a.m. and 5:00 p.m.

20. Where is University Lost & Found?

Contact the University Police at 277-2241. The University Police Office is located in the basement of Hokona Hall, with the entrance on the north side of the building. Lost and Found is located on the 1st floor of Hokona Hall.

21. What if I need to take a few semesters off from my graduate studies and how long do I have to complete my Master's Degree?

A student who is admitted and completes at least one semester in graduate status at the University of New Mexico will receive registration materials for 3 subsequent semesters (including summer session) whether or not he or she enrolls. Graduate students will not be required to apply for readmission to resume their studies by registering for classes if they do so within these 3 semesters. If they are not registered by the published registration deadline of the third semester (including summer session), they must apply for readmission and pay the readmission fee. Such "stop-out" periods are included in the time to degree. A Master's Degree student has a total of 7 years to complete the Master's Degree.

22. What if I have a question that is not answered here?

Go to www.unm.edu and click on "Fast Info" in the upper right-hand corner of the webpage. Type in your question and/or key words and see what comes up.

Chart of Responsibilities Graduate Student and Graduate Advisor Journey to the Master of Arts Degree
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<th>Event</th>
<th>Graduate Student Responsibilities</th>
<th>Faculty Advisory Responsibilities</th>
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<tr>
<td>Scheduling of classes</td>
<td>Set up an appointment with your Advisor each semester prior to scheduling. Fill out the Advisement Form in this Handbook and take it with you to your appointment. You will register for your own classes individually following advisement.</td>
<td>Work with the student regarding course of study and elective selections. Confirm notations on Advisement Form with student.</td>
</tr>
<tr>
<td>Program of Studies (POS) Review</td>
<td>Set up an appointment to complete your Program of Studies (POS) Form. In preparation for this meeting, transfer documentation for your Advisement Form to the Program of Studies Form. Complete POS and MA Exam Checklist with Advisor. The following are STRICT deadlines for document submission to OGS depending on graduation semester. Submit all paperwork to the TEELP Administrative Assistant by the dates below.</td>
<td>Prior to the deadlines outlined below, review and sign the Program of Studies Form. Deadlines for submission of POS depend on the graduation semester. (See Table to the Below.)</td>
</tr>
<tr>
<td>Graduation Semester</td>
<td>Deadline for paperwork submission</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>February 8th</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>June 8th</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>September 8th</td>
<td></td>
</tr>
<tr>
<td>Preparation Master's Examination</td>
<td>1. Consider faculty as members of your Examination Committee. 2. Begin thinking about your area(s) of interest in preparation for your final examination.</td>
<td>Meet with your advisee one semester prior to the exam.</td>
</tr>
<tr>
<td>Examination Information (Discussed at POS Review)</td>
<td>Confirm members of your examination committee. Advisor will chair Exam Committee. Determine which paper option you will complete. Proposals are due to committee the semester before graduation.</td>
<td>Communicate to TEELP Administrative Assistant that student is ready for exam and that appropriate form has been submitted</td>
</tr>
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</table>

Chart of Responsibilities Graduate Student and Graduate Advisor Journey to the Master of Arts Degree Continued
# Report of Exam

Graduate Studies Online Forms:

[http://grad.unm.edu/resources/gs-forms/index.html](http://grad.unm.edu/resources/gs-forms/index.html)

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<th>Graduation/ Convocation Ceremony Information from Dean's Office</th>
<th>Celebration of Degree</th>
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<tr>
<td>Confirm with TEELP Administrative Assistant that all paperwork has been signed and filed by deadlines.</td>
<td>Confirm preferred Format (Paper or Electronic) for each committee member. Submit exam to all committee members. Submit electronic copy, for your files, to the TEELP Administrative Assistant in Hokona Hall 121</td>
<td>Check the COEHS for graduate information regarding regalia and ceremony procedures/dates.</td>
<td>Celebrate!</td>
</tr>
<tr>
<td>Graduate Semester</td>
<td>Deadline for Paperwork Submission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>July 8th</td>
<td></td>
<td></td>
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<tr>
<td>Fall</td>
<td>November 8th</td>
<td></td>
<td></td>
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<tr>
<td>Spring</td>
<td>April 8th</td>
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Note: Each committee member will mark 1 of 3 options:
- Passed
- Conditionally Passed
- Failed

Distinction: __Yes __No

Committee will confer to assess student's exam. (Papers will be submitted to Committee Members not later than 2 weeks prior to exam.)

* Committee determines eligibility for Distinction Status

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# MASTER'S DEGREE

# MASTER'S EXAMINATION
AND

COMMITTEE FORMULATION

Program of Studies
You must have your Program of Studies submitted to OGS the semester prior to your graduation. See: http://grad.unm.edu/resources/gs-forms/pos-masters.html for Guidelines for Completing Program of Studies for Master's Degree and Program of Studies PDF. These are all electronic submissions.

The Master's Examination
At the time they are reviewing their Program of Studies (POS) with their faculty advisors, students will form their own committees made up of three faculty members. Should a student choose to reformulate the committee, the student should report the changes to the TEELP Administrative Assistant in writing so the appropriate documents can be updated. See: http://grad.unm.edu/resources/gs-forms/committee-composition.html for student committee composition and approval for committee service form.

The student's advisor will chair the committee and provide assistance to the student in selecting the other two faculty members. Committee composition must meet the Graduate School requirements for Master's Committees as follows:

Committee Members:
- A minimum of three members must be approved for Committee service.
- Two members must be tenured or tenure-track faculty.
- The Committee Chair must be tenured or tenure-track faculty and within the student's major.
- One member may be a lecturer.
- No more than one voting member can be an outside expert in the field, including part-time UNM faculty, faculty from other institutions, etc.

Convening the Committee
The student's Master's Examination Committee Chair will communicate with the Committee following OGS guidelines to review and assess the Master's Degree Examination and will submit required documentation to OGS in accordance with graduation deadlines. Go to: http://grad.unm.edu/resources/gs-forms/announcement-examination.html for guidelines for examinations and access to report of examination online forms.

| Master’s Examination Deadlines |
Master’s Examination Deadlines

The table below provides timelines and final deadlines for the M.A. Examination. Plan and work ahead to guard against unforeseen circumstances.

<table>
<thead>
<tr>
<th>POS submission and approval</th>
<th>Fall Semester Graduation</th>
<th>Spring Semester Graduation</th>
<th>Summer Semester Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-June</td>
<td>8-September</td>
<td>8-February</td>
<td></td>
</tr>
<tr>
<td>Exam Proposal Meeting with Committee</td>
<td>Before September 1</td>
<td>Before February 1</td>
<td>Before June 1</td>
</tr>
<tr>
<td>Announcement of Exam</td>
<td>1-October</td>
<td>1-March</td>
<td>1-June</td>
</tr>
<tr>
<td>Materials Due</td>
<td>** Prior to Nov. 1</td>
<td>** Prior to Apr. 1</td>
<td>** Prior to July 1</td>
</tr>
<tr>
<td>Exam Committee Meeting</td>
<td>** Prior to Nov. 8</td>
<td>** Prior to Apr. 8</td>
<td>** Prior to July 8</td>
</tr>
<tr>
<td>Exam Results to OGS</td>
<td>November 15</td>
<td>April 15</td>
<td>July 15</td>
</tr>
</tbody>
</table>

**Note: Committees should have 2 weeks to read exams.**

Communication with the Faculty Advisor is critical to ensure successful and timely progress toward your Master of Arts Degree. It is the student’s responsibility to contact the Faculty Advisor at least once every semester. If the student has tried to contact the Faculty Advisor and does not get a response after 2 weeks, contact the Administrative Assistant in TEELP.

*Note: Summer Graduation must be approved by your advisor.*
This handout provides information regarding the Master’s Exam. For related OGS guidelines and forms go to: http://grad.unm.edu/resources/gs-forms/index.html

The graduate student must contact the Faculty Advisor to discuss the examination options and selection of examination committee members.

The graduate student must meet with the Faculty Advisor the semester prior to the master’s examination semester to begin the examination documentation and other requirements of the preparation process.

Master’s Examination Overview

Candidates for the Master’s Degree must pass a master’s examination. The examination is drawn from the student’s major field and from minor/related fields as appropriate.

The examination is conducted by a committee of a minimum of 3 members approved for committee service. The role of the examination committee is to approve the exam questions, conduct the exam/defense, evaluate the student response, and report results.

The major graduate unit must notify the Office of Graduate Studies (OGS) of the Student’s scheduled examination date by submitting the announcement form. The announcement form must be submitted at least 2 weeks prior to the master’s to the master’s examination. The Department of Teacher Education, Educational Leadership and Policy will notify the student and OGS of the results of the examination no later than 2 weeks from the date on which it was administered. The results of the examination (pass and fail) must be reported to OGS by Nov, 15 for Fall graduation, April 15 for Spring graduation, or July 15 for Summer graduation.*

If a student fails the exam, the TEELP Department may recommend a second examination, which must be administered within 1 calendar year from the date of the first exam. The master’s examination may be taken only twice. A second failure will result in the student’s termination from the program. The student must maintain the same committee.

Conditional Pass

If the committee determines that the student has demonstrated knowledge and understanding of the field, but it is not sufficient to justify a grade of “Pass,” the committee may assign a “Conditional Pass,” requiring that the student meet certain conditions before a grade of “Pass” will be awarded. These conditions must be met by the end of the subsequent term.

Summer Graduation must be approved by your advisor.

(See UNM Catalog from semester of admission for Additional information.)

Points of Information
1. **General Academic Regulations**
   Students are responsible for complying with all regulations of the University of New Mexico, the Graduate College, the Department of Teacher Education, Educational Leadership and Policy and the MA Program. In addition, they are responsible for fulfilling all degree requirements. Students must comply with all academic regulations and deadlines. (See the UNM Catalog for more details.)

2. **Role of the Faculty Advisor**
   The student and the faculty advisor are responsible for planning and scheduling the master’s examination. The faculty advisor serves as the examination committee chair.

3. **Proposal Meeting**
   The student will meet with the faculty advisor early in the examination process to review the examination option and committee expectations for successful completion of the examination.

4. **Examination Assessment**
   The examination committee will evaluate the examination. The committee chair will communicate the examination results to the student.

### M. A. Examination Overview

#### Two Examinations Options

There are two options for your paper at this time.

- One is a literature review that attempts to address a specific issue or question. This literature review usually encompasses 20-25 pages and includes 20-25 citations addressing a specific question collaboratively developed by the student and major advisor. This option should include a reflective component that explores the impact of the literature on the practice of the teacher.

- The second format is a research paper that illustrates data from a project or piece of action research completed in the classroom. Specific questions for the research are collaboratively developed between the major advisor and student. This option should incorporate a methodology, results, discussion, and a reflection section on how the research would impact the teacher's practice.

Paper should adhere to the following guidelines:

- The paper should be expository or narrative style, but your paper.
- The paper should have a point of view.
• The paper should demonstrate your understanding and ability to analyze the literature related to your topic/question.
• The paper should demonstrate what impact the process of writing and developing the paper has had on your practice in the classroom.

Stylistically the paper must:
• Follow APA format for form and writing.
• Be modeled on academic and scholarly writing that incorporates personal and/or professional perspectives.

Before embarking on your exam

1. Student submits possible exam topics to the committee chair. The student should include the names of the committee chair and members and e-mails for each for ease of communication.
2. Student meets with Chair (and committee members if available) to discuss Exam topic(s).
3. Chair summarizes decisions at meeting in an e-mail to the student and to the members of the committee.

Work submitted in a prior class cannot be submitted as the exam. If you wish to base your exam on prior work, you must discuss this with your advisor and provide a copy of any previous papers, literature reviews, or other prior paper work to your advisor for review.

Role of the Faculty Advisor

The faculty advisor serves as the master’s examination chair and directs the master’s examination process.

Responsibilities of the Faculty Advisor/Examination Chair:

The faculty advisor assists the candidate in:
• Determining the examination option appropriate for the candidate’s professional goals;
• Determining the examination topic and focus question;
• Determining the Examination Committee members; and
• Setting the proposal and examination meetings* of the examination committee

Responsibilities of the Master’s Candidate:
• Meet* with faculty advisor at least once every semester.
• Plan ahead and prepare for the M.A. Exam; and provide committee chair/advisor a draft of examination work to seek feedback and direction. *Note: A “meeting” can be defined as a phone conversation, e-mail, or face-to-face meeting, depending on the preferences of the committee and the chair.

Teacher Education Graduate Student Association

(TEGSA)
TEGSA is an organization for students created by students. We have our own student officers and determine our activities for the school year. Our main purpose is to promote active participation of Teacher Education Graduate Students in the life of the College of Education and Human Sciences and in Teacher Education, Educational Leadership, and Policy. Any student enrolled in graduate classes in the Department of Teacher Education, Educational Leadership and Policy can be a member of TEGSA. In fact, part of your graduate student fees come back to this organization for our student activities. TEGSA was started fall of 2007. We have the following goals:

1. *New student orientation.* TEGSA holds a new student orientation each spring to provide new students with information about UNM, the college, and the department.

2. *Social networking.* One of the main goals of TEGSA is to give students the opportunity to meet each other and develop social networks outside of classes. We believe this type of support is essential for graduate students who are developing their academic and professional skills.

3. *Student funding.* TEGSA supports the academic and professional development of students, provides funds for students to join professional organizations, and to present at conferences. TEGSA also provides equipment for student use in the department.

4. *Graduate Student Advisory Council Representative.* This council will help us identify concerns and successes. Students interested in serving in this position should contact the Department of Teacher Education, Educational Leadership & Policy.

5. *Officer Elections.* If a student is interested in running for a leadership position in TEGSA, please contact the Faculty Sponsor.

**M. A. in Education Key Assessments**

The information below outlines the Key Assessments:
Each Key Assessment is tied to specific courses that fulfill each Focus Area/Core for each program, except for the Examination. Each Key Assessment is also tied specifically to the Interstate Teacher Assessment and Support Consortium Standards (InTASC), and to specific student learning objectives, foundational assignments, and basic rubrics.

Faculty teaching the courses are required to evaluate the Key Assessments, using the foundational assignments as the basis for creating their assignment requirements. Faculty may require additional requirements (such as length, technology requirements, number of references, etc.) for their own courses.

Faculty are also required to submit assignment results in Tk20 prior to the beginning of the next semester using the rubrics for the Key Assessments. Faculty have the option to add additional information to the rubrics that meet the basics of their personal assignments. These last two options protect faculty academic freedom, while meeting the important departmental requirements of program evaluation.

**Key Assessments**

1. **Diversity Case Study**  
   **Focus Area:** Social Justice, Diversity, and Transformational Practice  
   **Core:** Diversity  
   A. Student Learning Objective:  
      Using theoretical constructs on cultural studies, the student will analyze multicultural student classroom case study narratives to identify implications for teaching.  
   B. Courses:  
      EDUC 552: Social Justice in Education  
   C. InTASC Standards  
      1, 2, 3, 4, 5, 6, 7, 8, 9  
   D. Foundational Assignment:  
      Read the case study (ies) provided, which involve a potential situation in a multicultural classroom. Using your knowledge of the theoretical constructs of cultural studies, analyze the case study(ies), identify specific theoretical constructs at play, and explain specific implications for teaching.

E. Basic Rubric for Tk20:

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
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<tr>
<td>Fail</td>
<td>1</td>
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</tr>
<tr>
<td>Not Submitted</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>
2. Detailed Lesson Plan
   Focus Area: Instructional Strategies
   Core: Pedagogical Practices

   A. Student Learning Objective:
      The student will write a detailed lesson plan, showing evidence of a minimum of
      three (3) observable qualities that directly connect to the New Mexico State
      Observation Protocol.

   B. Courses:
      EDUC 502: Advanced Instructional Strategies
      EDUC 505: Experiential, Project-Based, and Service-Learning
      EDUC 421: The Social Studies Program in the Elementary School

   C. InTASC Standards:
      1, 2, 3, 4, 5, 6, 7, 8,

   D. Foundational Assignment:
      Write a detailed lesson plan that clearly shows evidence of a minimum of three
      (3) observable qualities that directly connect to the New Mexico State
      Observation Protocol. Clearly indicate the specific areas of your lesson plan that
      you are using as evidence and identify each of these areas with the specific
      criteria from the New Mexico State Observation Protocol.

   E. Basic Rubric for Tk20:

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<thead>
<tr>
<th>3</th>
<th>2</th>
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<td>Passed (Meets)</td>
<td>Fail (Does Not Meet)</td>
<td>Not Submitted</td>
</tr>
<tr>
<td>Exceeds meeting the student learning objective for this assignment.</td>
<td>Meets all criteria for the student learning objective for this assignment.</td>
<td>Does not meet the criteria for the student learning objective for this assignment</td>
<td>No assignment submitted to meet the student learning objective for this assignment</td>
</tr>
</tbody>
</table>

1. Historical/Contemporary Curriculum Analysis
   Focus Area: Curriculum
   Core: Curricular Studies
A. Student Learning Objective:
The student will understand the purposes of curriculum in education that have influenced current political and philosophical discourse about teaching and learning.

B. Courses:
   EDUC 542: Principles of Curriculum Development

C. InTASC Standards:
   9, 10

D. Foundational Assignment:
   Write a 10-page or more paper, using APA style, including ten (10) or more academic resources exploring:
   a) The historical trends in curriculum based on the work of theorists, historical incidents, the development of schools, and/or models of curriculum; and
   b) The contemporary trends in curriculum based on the work of theorists, historical incidents, the development of schools, and/or of curriculum; and
   c) Include a reflection on how the curricular trends might impact classroom curricular planning and implementation.

E. Basic Rubric for Tk20:

<table>
<thead>
<tr>
<th></th>
<th>3 Outstanding (Exceed)</th>
<th>2 Passed (Meets)</th>
<th>1 Fail (Does Not Meet)</th>
<th>0 Not Submitted</th>
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<tbody>
<tr>
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<td>Meets all criteria for the student learning objective for this assignment.</td>
<td>Does not meet the criteria for the student learning objective for this assignment</td>
<td>No assignment submitted to meet the student learning objective for this assignment</td>
<td></td>
</tr>
</tbody>
</table>

3. Research Protocol
   Focus Area: Research
   Core: Educational Research

A. Student Learning Objective:
The student will design a protocol that demonstrates his/her understandings and abilities to inquire into one's own classroom teaching practices.

B. Courses:
   EDUC 500: Research Applications to Education
   EDUC 513: Process of Reflection and Inquiry

C. InTASC Standards:
   6, 7, 8, 9, 10

D. Foundational Assignment:
   Design a research protocol that demonstrates your understandings and research abilities of yourself as a teacher, highlighting your own classroom-based inquiry of your teaching practices. Include an introduction to the topic, a brief but
inclusive literature review, information on your participants, and an outline of your methodology.

E. Basic Rubric for TK20

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<thead>
<tr>
<th>3</th>
<th>Outstanding (Exceed)</th>
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<th>Passed (Meets)</th>
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<th>Fail (Does Not Meet)</th>
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</thead>
<tbody>
<tr>
<td>Exceeds meeting the student learning objective for this assignment.</td>
<td>Meets all criteria for the student learning objective for this assignment.</td>
<td>Does not meet the criteria for the student learning objective for this assignment</td>
<td>No assignment submitted to meet the student learning objective for this assignment</td>
<td></td>
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</tr>
</tbody>
</table>

4. Professional Presentation Seminar
A. Student Learning Objective:
Through a professional presentation, the student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, identify implications for teaching, and/or summarize and analyze research in the field.

B. Courses:
EDUC 590: Seminar

C. InTASC Standards:
6, 7, 8, 9, 10

D. Foundational Assignment:
Utilize technology (PowerPoint, Prezi, Narrable, Professional Poster, etc.) create and present a professional-style presentation, suitable for a professional conference on a topic of your choosing. Your presentation should demonstrate your abilities to reflect on your graduate learning experiences, connect pedagogical theories to classroom practices, identify specific implications of these insights for your teaching, and/or summarize and analyze research in the field.

E. Basic Rubric for TK20

<table>
<thead>
<tr>
<th>3</th>
<th>Outstanding (Exceed)</th>
<th>2</th>
<th>Passed (Meets)</th>
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</thead>
<tbody>
<tr>
<td>Exceeds meeting the student learning objective for this assignment.</td>
<td>Meets all criteria for the student learning objective for this assignment.</td>
<td>Does not meet the criteria for the student learning objective for this assignment</td>
<td>No assignment submitted to meet the student learning objective for this assignment</td>
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</tbody>
</table>

5. Examination
A. Student Learning Objective:
The student will successfully meet all the criteria for passage of the Master of Arts Examination.
B. Courses: None  
C. InTASC Standards:  
   1, 2, 3, 4, 5, 6, 7, 8, 9, 10  
D. Foundational Assignment:  
   1. In consultation with your advisor, choose one (1) of the following two (2) options for completion of your M.A. Examination:  
      Option I: Literature Review  
      Option II: Research Paper  

E. Basic Rubric TK20  

<table>
<thead>
<tr>
<th></th>
<th>3 Outstanding (Exceed)</th>
<th>2 Passed (Meets)</th>
<th>1 Fail (Does Not Meet)</th>
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</thead>
<tbody>
<tr>
<td>Exceeds meeting the student learning objective for this assignment.</td>
<td>Meets all criteria for the student learning objective for this assignment.</td>
<td>Does not meet the criteria for the student learning objective for this assignment</td>
<td>No assignment submitted to meet the student learning objective for this assignment</td>
<td></td>
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FORMS

Master of Arts in Education For Licensed Teachers
Advisement Form (Plan I with Thesis)

Student Name:_________________________    Faculty Advisor:_________________________
<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester Year</th>
<th>Credit Hours</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Core</td>
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<tr>
<td>Social Justice, Diversity, &amp; Transformative Practice</td>
<td></td>
<td>3</td>
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</tr>
<tr>
<td>EDUC 552 Social Justice in Education</td>
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<td>3</td>
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<tr>
<td>Instructional Strategies</td>
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<tr>
<td>EDUC 502 Advanced Instructional Strategies</td>
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</tr>
<tr>
<td>EDUC 505 Experiential, Project- Based, and Service Learning</td>
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<tr>
<td>Focus Area (1)</td>
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<tr>
<td>EDUC 501 High School Curriculum</td>
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<td>EDUC 511 Curriculum in the Elementary School</td>
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<tr>
<td>EDUC 542 Principles of Curriculum Development</td>
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<td>Focus Area (1)</td>
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<tr>
<td>EDUC 500 Research Applications to Education</td>
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<td>3</td>
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<tr>
<td>EDUC 513 Process of Reflection and Inquiry OR Equivalent course approved by your faculty advisor</td>
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<td>3</td>
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<tr>
<td>Master’s Thesis</td>
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<td>EDUC 599 Master’s Thesis Hours</td>
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</tbody>
</table>

A minimum of 24 credit hours of course work + 6 credit hours of thesis is required in order to successfully complete the program.

**Note on Electives:** A minimum of twelve (12) focused elective credit hours is chosen by the student in consultation with his/her advisor.

Program of Studies (POS) must be submitted the semester prior to graduation (September 8 for Spring, February 8 for Summer and June 8 for Fall graduation; or the following business day if the date falls on a weekend or holiday).

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**Master of Arts in Education for Licensed Teachers**

**Advisement Form (Plan II without Thesis)**

Student Name:_________________________    Faculty Advisor:_________________________
<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Courses</th>
<th>Semester Year</th>
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<tbody>
<tr>
<td>Focus Area (1)</td>
<td>Social Justice, Diversity, &amp; Transformative Practice</td>
<td></td>
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<tr>
<td>EDUC 552</td>
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<tr>
<td>EDUC 502</td>
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<tr>
<td>EDUC 542</td>
<td>Principles of Curriculum Development</td>
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<tr>
<td>Focus Area (1)</td>
<td>Research</td>
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<tr>
<td>EDUC 500</td>
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</table>

A minimum of 30 credit hours is required in order to successfully complete the program.

**Note on Electives:** A minimum of fifteen (15) focused elective credit hours is chosen by the student in consultation with his/her advisor.

Program of Studies (POS) must be submitted the semester prior to graduation (September 8 for Spring, February 8 for Summer and June 8 for Fall graduation; or the following business day if the date falls on a weekend or holiday).
## Master of Arts in Education

### Focused Electives

<table>
<thead>
<tr>
<th>Electives for M.A. in Education with a Focus on Reflective Practice (MARP)</th>
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<tbody>
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<td>EDUC 568</td>
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<td>EDUC 520</td>
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<tr>
<td>EDUC 500</td>
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<tr>
<td>EDUC 516</td>
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<table>
<thead>
<tr>
<th>Electives for M.A. in Education (offered Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
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<tr>
<td>EDUC 563</td>
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<td>MSET 570</td>
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<td>MSET 571</td>
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</table>

### Electives for M.A. in Education with a Concentration in Mathematics, Science & Educational Technology (MSET)

**MSET:**

MSET is a concentration for teachers interested in the fields of mathematics, science, and educational technology.

Students will complete core content classes as determined by their faculty advisors, as well as elective classes in MSET or in the Departments of Mathematics, Biology, Chemistry, or Physics.

A student interested in this concentration should consult with a faculty advisor for specific course information.