# Master of Arts in Secondary 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)
- Secondary Education Change of Advisement Form
- POS & M.A. Examination Checklist*
- Application for 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 listed above.

Information subject to change
3/2021
UNM College of Education and Human Sciences

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; 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

The COEHS 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.

1. **UNDERSTANDINGS** frame the identity and practice of educational professionals. We seek to help our students to better understand:

   • **Human Growth and Development 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:**
o Identify effects of media and technology on knowledge, communication, and society
o Critique, analyze, and raise awareness of the impact of media and technology
o Learn how to apply and use current technology

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

• Nature of Knowledge Objectives:
  o Understand how knowledge is constructed within social contexts, including the academic disciplines
  o Identify differences and connections among the knowledge constructed in different social contexts
  o 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:
  o Understand how students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences
  o Integrate routines that promote learner risk-taking and allow learners to take increasing control of their own learning and functioning

• Contextual Objectives:
  o 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
  o Learn how to present ideas and practices with the richness of their contextual cues and information
  o Provide learners with models and opportunities to reflect on their experiences and to relate their learning to other social contexts

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

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

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

### III. Developing a **PROFESSIONAL IDENTITY**

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

• **Caring Objectives:**
  o *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:**
  o *Commitment* to ensuring equitable treatment and nurturing
    environments for all learners

• **Inquisitiveness Objectives:**
  o *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:**
  o *Analyze, assess, and revise* practice in light of student learning,
    research and theory, and collegial feedback

### 10 Basic INTASC Standards

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)

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:

- Send an email. This is generally the best way.
- Phone your advisor’s office.
- Remember that your 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 and ask which faculty member is available for advisement.
• 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 from the TEELP Administrative Assistant office.

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. Your advisor should approve courses taken outside of the department.

In the M.A. with Alternative Route to Licensure Program, the methods courses serve as some of your electives.

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”.

Information subject to change

3/2021  
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• 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://coehs.unm.edu/uploads/docs/coe-main/coe-directory.pdf and download the COEHS 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 COEHS 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?

If you have questions, contact the TEELP Department Chair. The deadline is typically in early May.

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. Go to: https://coehs.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.php

16. Is there a writing style guide I should follow?
Yes. Purchase the APA Style Manual. Be sure you use the most recent edition.

17. How do I contact the Office of Graduate Studies (OGS)?

Visit 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 enrolled 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](http://www.unm.edu) and click on "FastInfo" in the upper right-hand corner of the webpage. Type in your question and/or key words and see what comes up.
<table>
<thead>
<tr>
<th>Event</th>
<th>Graduate Student Responsibilities</th>
<th>Faculty Advisor Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling of Classes</td>
<td>Set up an appointment each semester with your Advisor prior to scheduling. Fill out the Advisement Form in this Handbook and take it with you to your appointment. You will schedule 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.</td>
<td>Prior to the deadlines outlined below, review and sign the Program of Studies Form.</td>
</tr>
<tr>
<td></td>
<td>In preparation for this meeting, transfer documentation from you Advisement Form to the Program of Studies Form. Complete POS and MA Exam Checklist with Advisor.</td>
<td>Submit the POS to the via the UNM portal</td>
</tr>
<tr>
<td></td>
<td>The following are STRICT deadlines for document submission to OGS depending on graduation semester. Submit all materials by the dates below:</td>
<td>Deadlines for submission of POS depend on graduation semester. (See Table to the Left.)</td>
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</table>

<table>
<thead>
<tr>
<th>Graduation Semester</th>
<th>Deadline for Submission</th>
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<tbody>
<tr>
<td>Summer</td>
<td>February 8</td>
</tr>
<tr>
<td>Fall</td>
<td>June 8</td>
</tr>
<tr>
<td>Spring</td>
<td>September 8</td>
</tr>
<tr>
<td>Event</td>
<td>Graduate Student Responsibilities</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Examination Information (Discussed at POS Review)</td>
<td>Confirm members on your examination committee. Advisor will chair Exam Committee. Submit Application for MA Exam and Committee Member Documentation Form.</td>
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<tr>
<td></td>
<td><a href="https://grad.unm.edu/home/">https://grad.unm.edu/home/</a></td>
</tr>
<tr>
<td></td>
<td>See Resources</td>
</tr>
<tr>
<td>Announcement of Examination</td>
<td>Student completes the online Announcement of Exam via the UNM portal/OGS</td>
</tr>
<tr>
<td></td>
<td><a href="https://grad.unm.edu/home/">https://grad.unm.edu/home/</a></td>
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<tr>
<td></td>
<td>See Resources</td>
</tr>
<tr>
<td>Graduation List</td>
<td>Confirm with TEELP Administrative Assistant that all materials/documents have been signed and filed by deadlines.</td>
</tr>
<tr>
<td>Submission of Exam</td>
<td>For you Committee: Confirm preferred format (paper or electronic) for each committee member. Submit all paper copies, including a copy for</td>
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<tr>
<td>Information</td>
<td>Subject to change 3/2021</td>
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<tr>
<td>your file, to the TEELP Administrative Assistant in Hokona Hall 121 before the department deadline.</td>
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<tr>
<td>For your file: Provide one electronic copy of your exam</td>
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<tr>
<td>TEELP Admin. Assistant.</td>
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<tr>
<th>Report of Exam</th>
<th>Graduate Studies Forms: <a href="https://grad.unm.edu/home/">https://grad.unm.edu/home/</a></th>
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</thead>
<tbody>
<tr>
<td>No action required.</td>
<td></td>
</tr>
<tr>
<td>Note: Each committee member will mark 1 of 3 options:</td>
<td></td>
</tr>
<tr>
<td>__Passed</td>
<td></td>
</tr>
<tr>
<td>__Conditionally Passed</td>
<td></td>
</tr>
<tr>
<td>__Failed</td>
<td></td>
</tr>
<tr>
<td>Distinction</td>
<td></td>
</tr>
<tr>
<td>__Yes</td>
<td></td>
</tr>
<tr>
<td>__No</td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor and committee members will submit completed report of Exam to OGS by appropriate deadline.</td>
<td></td>
</tr>
<tr>
<td>Committee determines eligibility for Distinction status.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation/ Convocation Ceremony Information</th>
<th>Check your emails!</th>
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</thead>
<tbody>
<tr>
<td>No action required. website</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Celebration of Degree</th>
<th>CELEBRATE!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELEBRATE!!!</td>
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</tbody>
</table>
Masters of Arts in Secondary Education
Master's Exam

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.
SECONDARY EDUCATION 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.

The Master's Examination
At the time students 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.

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.
**Secondary Education Master’s Exam Rubric**

The Master's Exam should demonstrate your understandings of important issues in your area of concentration, your depth and breadth of knowledge, and your ability to write for practitioner or research colleagues. Your paper should follow the current APA manual. Your final paper will be evaluated using the following scale:

<table>
<thead>
<tr>
<th>Needs Improvement - 1</th>
<th>Acceptable - 2</th>
<th>Outstanding - 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry/ Discussion is difficult.</td>
<td>Inquiry is articulated well, but may have several places where connections are difficult to follow.</td>
<td>Inquiry is clearly articulated. Each part builds upon earlier parts.</td>
</tr>
<tr>
<td>Organization is confusing or it is organized as a list of summarized scholarship around a topic and unrelated or separate experiences.</td>
<td>Main points are supported by reasonable interpretations of scholarship and professional experiences.</td>
<td>New insight is created through analysis and synthesis of scholarship and professional experiences.</td>
</tr>
<tr>
<td>Scholarship is inaccurately cited, quoted, or summarized.</td>
<td>Scholarship is accurately cited, summarized and/or quoted.</td>
<td>Scholarship is seamlessly integrated into the discussion/ argument.</td>
</tr>
<tr>
<td>Accounts of personal experience or descriptions of findings are not situated within existing scholarship.</td>
<td>Data or reflection on personal experiences is explained in the context of existing scholarship.</td>
<td>Synthesis of existing scholarship provides a critical lens for analyzing personal experience or data.</td>
</tr>
<tr>
<td>Style deviated from style guidelines (APA) in ways that would prevent publication.</td>
<td>Style guidelines (APA) followed with a few unobtrusive deviations.</td>
<td>Use of style guidelines (APA) is of publishable caliber.</td>
</tr>
<tr>
<td>Significant errors in language usage.</td>
<td>Language is acceptable for a graduate paper. Errors are minimal and do not interfere with flow or reading.</td>
<td>Language usage is eloquent and of publishable quality.</td>
</tr>
</tbody>
</table>
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 COEHS and in Teacher Education. 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 Secondary Education Key Assessments

Each Key Assessment is tied to specific courses 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
   Core Area: Social Justice, Diversity, and Transformational Practices
   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.
2. Detailed Lesson Plan
   Core 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
   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:

<table>
<thead>
<tr>
<th></th>
<th>Outstanding (Exceed)</th>
<th>Passed (Meets)</th>
<th>Fail (Does Not Meet)</th>
<th>Not Submitted</th>
</tr>
</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>
</tr>
</tbody>
</table>
3. **Historical/Contemporary Curriculum Analysis**  
**Core 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:**

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<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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<tbody>
<tr>
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</table>

4. **Research Protocol**  
**Core 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: The 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:

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

5. 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>
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<th>2</th>
<th>1</th>
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</thead>
<tbody>
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<td>No assignment submitted to meet the student learning objective for this assignment.</td>
</tr>
</tbody>
</table>

6. 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. Elementary Education: In consultation with your advisor, choose one (1) of the following three (3) options for completion of your M.A. Examination:
      Option I: Action/Practitioner Research or Thought Paper
      Option II: Project and Presentation
      Option III: Written Examination
   2. Secondary Education: 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 for Tk20:

<table>
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<tr>
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<td>No assignment submitted to meet the student learning objective for this assignment.</td>
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</table>
EDUC 590: Seminar

EDUC 590: Seminar should be taken in a student's last semester of his or her MA coursework. The information below outlines the basic information regarding this course.

1. Students in both Elementary and Secondary Education programs can take this course together.
2. All students will deliver a professional presentation, which is the Key Assessment for this course.
3. In this course, students will be encouraged to build upon previous areas of interest or work.
4. There is a clear and distinct separation between the Course Requirements for EDUC 590 and the Examination Requirements for completion of the MA. Instructors will encourage and strongly suggest that students communicate with their advisors regarding examination requirements and completion.
5. EDUC 590 may include activities and experiences that further the students' professional development and/or professional identities, such as speakers representing teachers' unions, school boards, and other representatives to speak to school and/or political issues.
6. EDUC 590 may include student exploration of the MA Core Courses and their contributions to the professional development of the student.
FORMS
# Master of Arts in Secondary Education for Licensed Teachers

## Advisement Form (Plan I with Thesis)

Student Name: ______________________  Faculty Advisor: ______________________

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core</strong></td>
<td>Social Justice, Diversity, and Transformational Practices</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 552</td>
<td>Social Justice in Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(or equivalent approved by your advisor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Instructional Strategies</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 502</td>
<td>Advanced Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Experiential, Project-Based and Service Learning</td>
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<tr>
<td></td>
<td>(or equivalent approved by your advisor)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Curriculum</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>EDUC 542</td>
<td>Principles of Curriculum Development</td>
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<td>(or equivalent approved by your advisor)</td>
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<td></td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Research</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>EDUC 500</td>
<td>Research Applications to Education</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDUC 513</td>
<td>The Process of Reflection and Inquiry</td>
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<tr>
<td></td>
<td>(or equivalent approved by your advisor)</td>
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<tr>
<td><strong>Thesis</strong></td>
<td>Thesis Hours</td>
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<td>EDUC 599</td>
<td>Master’s Thesis</td>
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<tr>
<td><strong>Choose 4:</strong></td>
<td>Electives Chosen in consultation with advisor</td>
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<tr>
<td>Elective:</td>
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<td>Elective:</td>
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<tr>
<td><strong>Total Credit Hours for M.A. in Secondary Education with Thesis (Plan I)</strong></td>
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</tr>
</tbody>
</table>

A minimum of 24 credit hours +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 are 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).**

**Focus Area:** Electives for the program specialty area should focus on some aspect(s) of the comprehensive secondary education curriculum, such as courses related to teaching one or more academic disciplines, best practices in instruction, teacher development, teacher leadership, or reflective practice. Students may also complete a concentration in Mathematics, Science and Educational Technology (MSET) in this program. Courses in the specialty areas may include up to 9 credit hours from outside the COEHS (e.g., The College of Arts & Sciences) with approval of the Faculty Advisor.

Information subject to change
# Master of Arts in Secondary Education for Licensed Teachers

## Advisement Form (Plan II without Thesis)

<table>
<thead>
<tr>
<th>Core</th>
<th>Courses</th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 552</td>
<td>Social Justice in Education</td>
<td></td>
<td></td>
<td></td>
<td>(or equivalent approved by your advisor)</td>
</tr>
<tr>
<td>EDUC 502</td>
<td>Advanced Instructional Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 505</td>
<td>Experiential, Project-Based and Service Learning</td>
<td></td>
<td></td>
<td></td>
<td>(or equivalent approved by your advisor)</td>
</tr>
</tbody>
</table>

### Core Electives

- **Curriculum**
  - EDUC 542 | Principles of Curriculum Development | | | |
  - (or equivalent approved by your advisor) |

### Core Research

- EDUC 500 | Research Applications to Education | | | |
- EDUC 513 | The Process of Reflection and Inquiry | | | (or equivalent approved by your advisor) |

### Seminar

- EDUC 590 | Seminar | | | Seminar- should be completed in final semester |

### Electives

- Electives Chosen in consultation with advisor | 17+ |

**Total Credit Hours for M.A. in Secondary Education without Thesis (Plan II)** | 32 |

A minimum of 32 credit hours is required in order to successfully complete the program.

**Note on Electives:** A minimum of seventeen (17) focused elective credit hours is chosen by the student in consultation with his/her advisor.

**Program of Studies (POS) must be submitted by 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).**

**Focus Area:** Electives for the program specialty area should focus on some aspect(s) of the comprehensive secondary education curriculum, such as courses related to teaching one or more academic disciplines, best practices in instruction, teacher development, teacher leadership, or reflective practice. Students may also complete a concentration in Mathematics, Science and Educational Technology (MSET) in this program. Courses in the specialty areas may include up to 9 credit hours from outside the COEHS (e.g., The College of Arts & Sciences) with approval of the Faculty Advisor.

Information subject to change