Graduate Student Handbook
University of Southern Indiana
Department of Teacher Education

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ACCREDITATION

Initial and advanced programs are fully accredited by the National Council for the Accreditation of Teacher Education (NACTE).

UNIVERSITY MISSION

USI is an engaged learning community advancing education and knowledge, enhancing civic and cultural awareness, and fostering partnerships through comprehensive outreach programs. We prepare individuals to live wisely in a diverse and global community.

GRADUATE PROGRAMS

Consistent with the mission of the University of Southern Indiana, graduate programs seek to prepare students for service to humanity, community and profession. Graduate programs build upon the foundation of undergraduate education to empower learners to achieve intellectually, ethically and professionally through programs that stress scholarship, leadership and the core principals of the teaching profession. Graduate programs include studies in Elementary Education, Literacy, Special Education, Technology, Mathematics Education, Health/PE/Kinesiology/Sport Medicine, Secondary Education, Educational Leadership, Transition to Teaching (licensure program for mid-career changers), and professional development.

GOALS FOR GRADUATE STUDENTS

The University of Southern Indiana Graduate Students will be able to:

- Think critically and problem solve
- Analyze critical issues within the context of the discipline to implement creative and effective solutions.
- Communicate
- Demonstrate oral and written communication skills inherent in advanced practice.
- Be socially responsible
- Utilize research
- Assimilate scholarly inquiry into decision-making.

NOTICE OF NONDISCRIMINATORY POLICY

- The University of Southern Indiana is unequivocally pledged to the principles of equal employment opportunity, affirmative action, and nondiscrimination, assuming fair and equitable treatment of all persons. The University has given assurance of compliance with national, state, and local civil rights legislation and enactments, as outlined in the University’s affirmative action plan.
- The University of Southern Indiana reaffirms its present policy of equal employment opportunity,
- affirmative action, and nondiscrimination with respect to recruitment, hiring, training, promotion, and treatment of persons in all organizations, services, and programs under the legal control of the Trustees of the University of Southern Indiana, which shall be maintained on a nondiscriminatory basis in regard to race, sex, religion, disability, age, national origin, sexual orientation, or status as a disabled veteran or veteran at all times.
• The University of Southern Indiana will continue to take positive actions to ensure against discrimination toward any person. All members of the faculty and staff are expected to give full support to the University’s commitment to equal opportunity and affirmative action.

• Education is the key component in productivity, economic competitiveness, and workforce development. For the State of Indiana to remain economically competitive, the institutions of higher education and the State must work collaboratively to expand access, increase productivity, find solutions for funding postsecondary education, and to address preparedness for postsecondary education. The University of Southern Indiana enthusiastically accepted the Commission for Higher Education’s challenge to the state’s postsecondary institutions to serve more Indiana citizens in a cost-effective manner while maintaining and increasing the quality of the system. As evidenced by its enrollment gains, the University is a leader in finding innovative solutions to the critical issue of increasing the state’s educational attainment level.

• The University intends to accommodate larger numbers of students through recruitment and retention strategies. Past enrollment trends show that the University has been successful in these efforts. The University developed and adopted a comprehensive student retention plan which addresses student success in the areas of instruction, student support, and student services. In partial fulfillment of the plan, faculty members have developed a number of experimental course pairings for the promotion of “learning communities”.

GRADUATE STUDIES

The Office of Graduate Studies is located in Room 104 of the Byron C. Wright Administration Building. Normal business hours are 8:00 AM to 4:30 PM Monday through Friday.

The Office of Graduate Studies serves graduate students and a graduate faculty whose primary goals are the advancement of scholarship, research, and creative activity. It is through the encouragement and support of these goals that the institution contributes to the development of knowledge and the professional preparation of its graduate students.

Instruction through formal directed study, seminars, and independent research provides graduate students with ample opportunities to acquire advanced knowledge. Programs are designed to improve the student’s professional and scholarly abilities.

The primary responsibilities of the Office of Graduate Studies are to maintain and enhance the quality of graduate programs and to facilitate research and creative activity. The Graduate Council, the legislative and administrative body for graduate programs of the University, sets policies and regulations governing graduate work. The Graduate Council conducts the business of the faculty having to do specifically with graduate education, including development, direction, and implementation of graduate programs.

The University is accredited through the master's level by the North Central Association of Colleges and Secondary Schools (NCA), 30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone 312/263-0456, and is a member of the Council of Graduate Schools and the Midwestern Association of Graduate Schools.

REGISTRATION

Students register at the beginning of each semester and/or session on the dates published. Admissions must be completed before a student may register. Registration must be approved by the student’s advisor. Registration is not complete until payment has been satisfactorily arranged.
with Student Accounts. No subsequent registration will be permitted until the student's account is paid in full.

**ACADEMIC LOAD**

A full-time graduate student registers for 8 or more hours a semester; a part-time student for 4 or fewer.

**AUDIT COURSES**

A student may audit a scheduled course by adding it to his/her registration as an "audit." Records are kept of audit courses and a special tuition is charged. Transfer from credit to audit or from audit to credit registration is not permitted after the schedule-change period.

**WITHDRAWAL FROM THE UNIVERSITY**

An official withdrawal from the university is a written statement from the student indicating withdrawal of one's registration and filed with the Registrar. The advisor's signature and signatures from the Financial Aid Office (if applicable), and Student Accounts must be obtained on the form. An exit interview will be conducted with the Graduate Coordinator or Director in the student's field of study.

**TRANSCRIPTS**

Each student will receive a "personal copy" transcript of his/her record without charge at the time of graduation. Check with the registrar for current fees for additional or faxed copies of official transcripts.

In accordance with public law 93-380 (11-19-74), University of Southern Indiana adheres to the policy of releasing a student's record to a third party only upon the student's written request or under the condition stipulated in Sec. 438 (2) (b) (1), except that appropriate student records will be maintained as necessary for normal operation by the student's academic advisor(s) and other appropriate Newman personnel.

No transcript or letter of honorable dismissal will be released by Registrar's Office until all accounts are paid in full.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (PL 93-380)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Students have the right to inspect and review their education records and to request the amendment of their records if they believe they are inaccurate or misleading. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

Under FERPA, information other than "directory information" cannot be given to a third party without the expressed written consent of the student with the exception of Newman officials and faculty for expressed educational interest. The university routinely publishes material classified as "directory information" which is acceptable within the Act. University of Southern Indiana directory information includes the following: name; address (campus, home, e-mail); telephone number (campus, home); class standing (freshman, sophomore, etc.); major field(s) of study; course load status (full time, half time, etc.); dates of attendance; degree(s) conferred (including dates); awards; honors (including Dean's List and graduation honors); past and present participation in
officially recognized activities and sports; membership in campus organizations; physical factors (height, weight of athletes); previous institution(s) attended. An individual, however, may direct that his or her name may not appear in directory information by notifying the Registrar in writing at the time of his or her registration.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Registrar’s Office.

APPLICATION FOR DEGREE

University of Southern Indiana has two commencement ceremonies each academic year, one in May and another in December. Students who plan on completing coursework during the Spring, Summer I, Summer II, or Summer III semesters are encouraged to walk during the spring of that same year; students who plan on completing coursework during the fall semester are encouraged to walk during the December commencement. Failure to file the application by the designated date may result in the non-award of the degree for that semester. If degree requirements are not completed within the academic year in which the application was filed, a new application must be filed and the graduation fee repaid.

In order to graduate, all candidates must complete a diploma form, which can be found through the Office of the Registrar. Candidates should complete this form within the first four weeks of the semester they plan to graduate. Applicants also should notify the Director of Graduate Studies in Teacher Education that the department needs to complete a separate graduation checkout form simultaneous to completion of the diploma form.

ETHICAL CODE

The University of Southern Indiana expects its students to function as ethical citizens including their work pursued in the academic community. Integrity in the classroom is a definite expectation and is not to be violated in any manner. Violation of academic integrity includes:

1. Cheating on examinations, written quizzes, and other written work;
2. Plagiarism, defined as:
   a. The use of another's written work without recognition
   b. The use of another student's work
   c. The purchase and/or use of an already prepared paper
   d. The borrowing of an idea or phrase or the paraphrasing of an idea or material without proper documentation;
3. Giving assistance during an examination to another person.
4. Falsification of any academic record.
5. Falsification of research data; and
6. Obtaining or attempting to obtain copies of non-circulated examinations or examination questions.

An infraction of this ethical code by any student will result in an "F" for that examination, written work, or quiz. An individual faculty member has the right to impose more severe penalties.

Students may be subjected to disciplinary action by their respective programs or schools. In addition, infractions of this code may be referred to the Academic Review Board. The Review Board consists of the Provost and Vice President for Academic Affairs, the School Dean and a faculty member of the student's choosing. The university has the right to dismiss a student for these infractions.

Questions about graduate programs should be addressed to:
CAREER SERVICES AND PLACEMENT

Career Services and Placement (CSP) offers career and job-related services which meet the needs of current students, alumni, employers, and other University personnel. Examples include resume referrals of candidates to employers, Career Fairs for students, alumni and employers, part-time job listings, internships, and co-ops. To find out more about these great career-building opportunities, as well as the many other services CSP offers, please click on the appropriate link on the left side of this page. To contact the CSP Office, call 812/464-1865 during business hours.

COUNSELING CENTER

Every year hundreds of students, faculty, and staff members use Counseling Center services. Located in the Orr Center, room 1051, this office provides free and confidential psychological, personal, and academic resources. The primary mission of the center is to assist students in reaching their educational goals to improve their quality of life. The staff is diverse, professional, and receptive to those seeking assistance.

Primary Services:

- Individual and group counseling
- Testing programs
- Academic support
- Educational workshops and programs
- ULifeline Self Assessment
- Disability resources
- Life direction counseling
- Crisis intervention
- Substance abuse services
- Consultation

RICE LIBRARY

The David L. Rice Library supports the mission of the University of Southern Indiana by assisting the instruction and research efforts of the university's students and faculty through the provision of appropriate collections and services.

- The Library provides course-integrated instruction and individual consultation to assist users in identifying, locating, and interpreting information in a variety of formats. The provision of instruction is intended to assist users in becoming more critically aware, self-confident information consumers and researchers.
- The selection, cataloging, management and evaluation of information resources is undertaken to support present and future programs of the university. Ongoing review and evaluation of Library resources and services are carried out in collaboration with the
university community to determine the nature of information resources and services needed.

- The Library uses appropriate technology to make services and resources available to members of the USI community on campus and in remote locations, in support of distributed education as well as on-campus courses. The Library makes use of the campus Web site to provide information, to further communication, and to facilitate access to online resources.
- The Library shares information resources with local, state, national, and international communities, and librarians attempt to anticipate and respond to new trends in scholarship, instruction and the communication and delivery of information as these affect libraries.
- The LRC (Learning Resource Center) in the Rice Library contains thousands of P – 12 appropriate curricula, artifacts, manipulatives, and other assistive devices that can support classroom learning and programs. LRC hours are different than library hours; students should contact the library to inquire about LRC hours.

<table>
<thead>
<tr>
<th>Main Library</th>
<th>Library Hours Phone: 812/465-7127</th>
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<tbody>
<tr>
<td></td>
<td>FALL - SPRING SEMESTER</td>
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<tr>
<td>Monday-Thursday</td>
<td>7:00 a.m. - Midnight</td>
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<td>Friday</td>
<td>7:00 a.m. – 6:00 p.m.</td>
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<tr>
<td>Saturday</td>
<td>9:00 a.m. - 8:00 p.m.</td>
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<tr>
<td>Sunday</td>
<td>Noon - Midnight.</td>
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Rice Library is also accessible at [http://www.usi.edu/library/index.asp](http://www.usi.edu/library/index.asp)

**TEXTBOOKS AND SUPPLIES**

Each student must provide textbooks and supplies required. These may be purchased in the University Bookstore.

**TUITION, FEES AND REFUND POLICY**

See University Catalog and Semester Schedule of Classes.

**WITHDRAWAL FROM COURSES**

If you must withdraw from the semester/term, you must do so officially by the procedure outlined below. If you do not assume this responsibility, you may jeopardize your record with the possibility of incurring an F in a course not properly dropped. Merely not attending a course does not automatically remove the course from your record.

- Prior to the start of the term (100 percent credit): After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form; only the student’s signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw online via MyUSI. Refer to page 7 of the Schedule of Classes for MyUSI information.
- Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less*): Students may withdraw from the term using a Withdrawal From All Classes form; only the student’s signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the
procedure have been completed, a student is still enrolled in the courses. During the first two days of the term only, students may also withdraw online via MyUSI. Web withdrawals are not available beyond the first two days of the term. Refer to page 7 of the Schedule of Classes for MyUSI information.

**Grading:** A student who completes a Withdrawal from the Semester/term procedure beginning the first day of the term through the third week of the term will receive the grade of W for all courses dropped. Students who complete the Withdrawal from the Semester/Term procedure during the fourth week of the term through the last day of classes before the final exam will receive the grade of W if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of F. **Note:** cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.

**Financial Aid:** If a student receives financial aid but is unsure of the impact a Withdrawal from the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an **exit counseling session**. Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

**Refunds:** Refunds for dropped courses will be made by the Cashier's Office. The "Refund Information" section of the schedule of classes details refunds made upon withdrawal from the semester/term, as well as an available automated deposit program. Cross-term courses and courses which meet less than a complete term have different withdrawal dates and refund dates. Contact the Registrar's Office for these dates.

**CLASS ATTENDANCE**

Class attendance policy is established by the instructor in each course. If circumstances arise which make it impossible for a student to attend class, the instructor should be notified PRIOR TO CLASS MISSED and the work missed made up to the satisfaction of the instructor. If absences are excessive, the instructor may ask the student to withdraw from the class or recommend to the Provost and Vice President for Academic Affairs that the student be asked to withdraw from the class.

**ACADEMIC ADVISORS**

Academic Advising is provided to all degree-seeking students at University of Southern Indiana. It combines guidance towards a successful degree completion with course selection and course changes. Advising is primarily conducted by full-time faculty, although some staff and part-time faculty advise certain groups of students.

An advisor's signature is required for registration, course changes and the application for graduation. Each student is assigned a specific advisor who maintains information pertinent to offering him or her academic advising. For this reason, students are asked to refrain from seeking permission to enroll in courses from faculty or staff other than their advisor or the School Dean.

Academic advising carries with it responsibilities for students. Each student must make sure to keep track of his or her progress toward a degree. **Academic advising is a service offered by faculty and some professional staff, but it does not diminish the responsibility of the student to make sure that requirements for graduation and academic progress are met.**
MASTER’S OF SCIENCE IN EDUCATION

The Master of Science in Education degree programs involve advanced study designed to enhance the knowledge and skills of teachers in elementary, middle, junior high, and senior high schools. Programs are offered in elementary and secondary education. The program blend studies of educational theory with analysis of current issues and practices in teaching. Students explore the ways in which knowledge and skills developed in the programs enhance classroom experience.

Degree Requirements:

- Admission to candidacy for the degree. Candidacy application is to be completed after 15-18 semester hours of coursework.
- Completion of 33 semester hours of coursework with a grade point average of 3.0 or higher. Note: Students in the secondary education program must maintain a minimum 3.0 GPA in both teaching area(s) and professional education courses.
- Approval by the advisor of the completed graduate student portfolio.
- Completion of a formal application for graduation.

SEQUENCE FOR REFLECTIVE PRACTITIONER PROGRAM
MASTER’S OF EDUCATION

Outcomes and performances:

Exploration phase—portfolio of coursework knowledge
Analysis phase—prospectus presentation for teacher action research
Synthesis phase—teacher action research project

21 hours of coursework - student selected courses
Candidates must take at least 1 course from the following categories: HD – HUMAN DEVELOPMENT, CT – CURRICULUM THEORY, SF – Social foundations, and AI – advanced instruction, as well as 3 elective courses.
EXPLORATION PHASE

MASTER’S OF EDUCATION – UNIVERSITY OF SOUTHERN INDIANA

During the exploration phase of graduate coursework at USI, candidates are asked to meet with their faculty advisor to review program requirements. 21 hours of coursework are required to move from the exploration phase of the program to the analysis phase. Candidates required to complete at least 15 of the 21 hours in the exploration phase at USI, with at least 12 hours required from Teacher Education courses. Candidates may apply for candidacy after 15-18 hours of coursework.

Core Areas – Reflective Teacher Researcher Model

Teacher education requirements center on four core areas of the Reflective Teacher Researcher Model. Mandatory completion of courses from these four areas (based on five core principles of the NBPTS, as well as the NCATE emphasis on diversity) is a critical component of completion of the exploration phase. Candidates must take at least 1 course from the following categories:

- **HD** – Human Development – Courses in human development examine changes in human beings’ biological, social, cognitive, and emotional behavior from conception until death. Such lifelong processes and permanent change over time often influence not only how students learn, but who learns based on the contexts of the environment. Patterns of growth, motivation, engagement within classroom environments, and the implications of culture and the individual are tools to understanding how humans develop.

- **CT** – Curriculum Theory – Curriculum theory refers to the transmission of knowledge, skills, and affective sets to others through formal and informal means. These courses examine the organization of schooling, as well as formal and informal educational environments. Curriculum as process, curriculum and context, modes of learning, and revisionist theories of modes of knowledge will be explored.

- **SF** – Social Foundations – Social Foundations courses explore questions about the nature, structure, and functions of schools; education and social justice; the nature and uses of knowledge; and conceptions of a worthy life. These courses are intended to introduce students to the methods and questions of philosophy, history, sociology, and anthropology as tools for investigating the work of teachers and the institutions of schools.

- **AI** – Advanced Instruction – Courses in advanced instruction develop reflective and analytical skills in candidates related to their practices as teachers. Much of this curriculum emphasizes the learning process, and how students are changed as a result of experience, how they apply what they learn in different contexts, and how they recognize and extend that learning to completely new situations. Modes of facilitating effective learning, transferring new knowledge and skills to appropriate contexts, creativity and innovation, and experiential education will be investigated.

Reflective Teacher Researcher Program Focus

Prior to this initial meeting between advisor and candidate, candidates should begin considering a focus for their studies. Foci that have been done previously include literacy, special education, early childhood education, technology, and secondary education content areas. The focus will be expected to comprise an area of interest to the candidate that has (1) relevance to their classroom, (2) further their professional growth, and (3) advances their skills as a practicing teacher.

Candidates who are interested in a more theory driven program can consider a focus of “research” that is distinct from practitioner’s foci, and assists in advancing knowledge of formalized processes of knowing and practices related to the advancement of knowledge in
education. This option could be particularly of interest for candidates interested in pursuing doctoral coursework at a later time.

Outcome for Exploration Phase – Professional Portfolio

The coursework at the exploration phase of Master’s programming will culminate in the creation of a professional portfolio. The portfolio will represent an individual candidate’s organization of course-related and professional development knowledge, skills, and dispositions. Artifacts in the portfolio should be taken from each course taken, with divisions from the four principal areas above as well as the student selected focus area.

Campbell, Cignetti, Melingzer, Nettles, and Wyman in their book, How to Develop a Professional Portfolio, define a portfolio as “an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching.” They also identify a portfolio as a “tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional.”

Throughout the exploration phase, candidates will be expected to develop a portfolio around the Reflective Teacher Researcher Model and the Indiana Professional Standards Board Content Standards (IPSB Generalist Standards) using artifacts they have created. This portfolio should be comprised of self-selected documents reflecting the candidate’s individuality, the skills they possess and their accomplishments in and out of the classroom as an in-services teacher. This portfolio’s organization parallels the Beginning Teacher Assessment Program portfolio requirements as well as the requirements set for National Board for Professional Teaching Standards licensure.

The portfolio should be arranged in the following sections:

✓ Table of Contents
✓ Introduction
✓ Knowledge of Human Development
✓ Knowledge of Curriculum Theory
✓ Knowledge of Social Foundations
✓ Knowledge of Advanced Instruction
✓ Knowledge of Focus Area
✓ Miscellaneous

Artifacts

Items such as lesson plans, anecdotal records, student projects, class newsletters, videotapes, pictures, evaluations, letters of recommendations, etc. are called artifacts. Artifacts are an essential part of the portfolio because they document the candidate’s abilities to meet particular standards. Candidates will need to identify at least one artifact per section that demonstrates their understanding of the knowledge bases of the USI Reflective Teacher Researcher Model. Each artifact will then be supported by a rationale statement that should (a) identify and date the artifact, (b) its relationship to the knowledge base of the Reflective Teacher Researcher Model, and (c) its relationship to the Indiana Professional Standards Board Content Standards (IPSB Generalist Standards).

Portfolios will be presented to a committee of graduate faculty to review exploration phase performance. Candidacy will only occur after the candidate has (1) completed 15-18 hours of coursework, including at least one course from each area: CT, HD, SF, AI, (2) successfully presented his exploration phase portfolio, (3) begun considering a theme for the analysis phase coursework (most likely tied to the focus area from the exploration phase).

Candidates will find a copy of the candidacy form in the appendix of this handbook.
# REVIEW OF MASTER’S OF EDUCATION REFLECTIVE PRACTITIONER PROGRAM

## ADMISSION TO PROGRAM
- Ability to begin coursework
- 21 hours of coursework. Candidates required to take at least 15 of the 21 hours at USI, with 15 hours required from Teacher Education Requirements.
- EXPLORATION PHASE¹
  - Mandatory completion of courses from four areas (based on five core principles of the NBPTS, as well as the NCATE emphasis on diversity): **HD** – Human Development, **CT** – Curriculum Theory, **SF** – Social Foundations, and **AI** – Advanced Instruction.
  - OUTCOME – Portfolio that represents student organization of course-related and professional development knowledge, skills, and dispositions.
- CANDIDACY
  - Candidates must have completed 15-18 hours of coursework
- ANALYSIS PHASE
  - 9 hours of coursework, Education 601, 631, and another Analysis of Instruction course (6XX) related to focal area.
  - OUTCOME – Completion of guiding reflective action research question and literature review that could be used for prospectus presentation of project as well as teacher action research project.
- ADMISSION TO SYNTHESIS PHASE
  - Prospectus presentation of proposed project idea for Education 671 or 674 with emphasis on demonstrating mastery of knowledge related to assessment, evaluation, curriculum theory, and teacher action research.
- SYNTHESIS PHASE
  - 3 hours of coursework, either Education 671 or 674 required.
  - OUTCOME – Completion of teacher action research project.
- GRADUATION FROM PROGRAM
  - 33 hours or more required coursework, with at least 24 hours received at USI. Candidates demonstrate mastery through validated performances on portfolio (candidacy), oral presentation of project idea (admission to synthesis), and completed teacher action research project (synthesis phase and graduation).

¹ Exploration phase coursework is aligned with the five core principles of the NBPTS, as well as the NCATE emphasis on diversity (NCATE emphasis on technology is infused into all courses):
- **ST** (HD) – Teachers are committed to students and their learning.
- **CT** (CT) – Teachers know the subjects they teach and how to teach those subjects to students.
- **MM** (AI) – Teachers are responsible for managing and monitoring student learning.
- **TS** (SF) – Teachers think systematically about their practice and learn from experience.
- **LC** (HD, CT, SF) – Teachers are members of learning communities.
- **DV** (HD, AI, CT, SF) – A key element missing from the NBPTS principles, but critical to the advancement of the teaching profession centers on the need for teachers to be agents of change. Advanced candidates at USI will examine their roles as social activists within the systems with which they work.
MASTERS IN ELEMENTARY EDUCATION

Program Objectives - Students in this program learn to plan and evaluate curriculum for elementary schools and classrooms. They learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They develop an understanding of social forces and other factors which shape elementary school curriculum and of the process of curriculum development and change in elementary education. Students learn to plan and implement interdisciplinary learning experiences. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods for achieving various learning outcomes. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

Admission Requirements - Applicants must be admitted to graduate study under University graduate policies and then be accepted into the MS in Education—Elementary Education Program by the Department of Teacher Education. Admission to the Elementary Education Program requires the following:

- Graduation with an overall GPA of 3.00 or higher with a bachelor’s degree from a regionally-accredited college or university.
- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended.
- Standard teaching license for elementary grades.
- A minimum of two years of teaching experience.
- Completed application and information forms.
- A student who fails to meet one or more of the criteria may be granted probation.

Curriculum – Elementary teachers may choose from special education, technology education, reading/literacy, or other concentrations by approval.

Special Education Focus – Candidates complete the following courses:
- CT Elective
- EDUC 513
- EDUC 515
- EDUC 511
- EDUC 519
- EDUC 521
- EDUC 522
- EDUC 538
- Reflective Teacher Researcher Sequence

Technology education Focus – candidates complete the following courses:
- CT elective
- HD elective
- SF elective
- EDUC 565
- EDUC 566
- EDUC 567
- EDUC 568
- EDUC 569
- Reflective Teacher Researcher Sequence

Reading/Literacy Focus – Candidates complete the following courses:
- EDUC 641
EDUC 540
EDUC 555
EDUC 580
EDUC 541
Elective related to theme
Elective related to theme
Elective related to theme
Reflective Teacher Researcher Sequence

Other program foci may be arranged to fit individual needs.

**Reflective Teacher Researcher** Sequence- (Students must complete other courses prior to enrolling in this section) Teachers develop reflective teaching practices and conduct action research as the culminating experience in their program. (9 hrs.)

EDUC 601 Research in Education
EDUC 631 Analysis of Instruction
EDUC 674 Integrating Research Seminar in Elementary Education

**MASTERS IN SECONDARY EDUCATION**

Program Objectives - Students in this program learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They learn to plan and evaluate curriculum and to implement new programs and practices in their classrooms. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods in given subject areas and for specific objectives of instruction. Through experiences in the program, students learn to examine societal influences on education and to consider these influences in planning educational change. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

Admission Requirements - Applicants must be admitted to graduate study under University graduate policies and then be accepted into the MS in Education—Secondary Education Program by the Department of Teacher Education. Admission to the MS in Education—Secondary Education Program requires the following:
- Graduation with an overall GPA of 3.00 or higher with a bachelor’s degree from a regionally accredited college or university.
- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended.
- Standard teaching license in subject area in which graduate study is available at USI.
- At least two years of teaching experience.
- Completed application and information forms. A student who fails to meet one or more of the criteria may be granted probationary admission.

**Master Teacher Studies** - Teachers expand their knowledge and skills related to the teaching/learning process through courses that integrate technology into the learning environment, encourage teacher action research, investigate historical and philosophical influences in education, explore new trends in curriculum, and examine evaluation in education.

EDUC 565 Computers in the Curriculum
EDUC 603 Historical and Philosophical Influences in Education
EDUC 611 Secondary School Curriculum (or EDUC 588 Middle School Curriculum)
EDUC 621 Measurement and Evaluation
Elective related to theme
Elective related to theme
Elective related to theme
Elective related to theme

**Reflective Teacher Researcher Sequence**

**Teaching and Learning Focus** - Teachers need an opportunity to enhance their professional skills in current teaching areas, expand their knowledge in new areas, and also explore cutting edge issues and trends in education. Students are required to take a minimum of six hours in one licensed subject area.

- Approved Teaching Area Course 1
- Approved Teaching Area Course 2
- CT Course
- HD Course
- SF Course
- AI Course
- Approved Elective 1
- Approved Elective 2

**Reflective Teacher Researcher Sequence**

**Mathematics Teaching Focus** – Mathematics teachers complete 18 hours of prescribed mathematics education courses and one course from each HD and SF. The Reflective Teacher Researcher Sequence is also required for program completion.

- HD Course
- SF Course
- MATH 603 Fundamental Concepts of Algebra
- MATH 604 Fundamental Concepts of Geometry
- MATH 605 Problem Solving in Mathematics
- MATH 611 Introduction to Analysis for Secondary Teachers
- MATH 621 Using Technology in the School Curriculum
- MATH 638 Fundamental Models in Statistical Inference

**Reflective Teacher Researcher Sequence**

**Health/PE/Kinesiology/Sport Medicine Focus** – Health and Physical Education professionals complete 18 hours of health, physical education, kinesiology, and/or sport medicine courses and one course each from HD and SF. The Reflective Teacher Researcher Sequence is also required for program completion.

- HD Course
- SF Course
- PED 502 Teaching Difficult Topics in Health
- PED 592 Contemporary Issues in Sport and Exercise
- PED 593 Emotional Health of Children in Sport
- PED 594 Program Planning & Evaluation for Health Education
- PED 601 Physical Training for Youth, Young Adults, and Athletes

**Reflective Teacher Researcher Sequence** - (Students must complete other courses and be accepted for candidacy prior to enrolling in this sequence.) Teachers develop reflective teaching practices and conduct action research as the culminating experience in their program. (9 hrs.)

- EDUC 601 Research in Education
- EDUC 631 Analysis of Instruction
- EDUC 671 Integrating Research Seminar in Secondary Education Master Teacher Studies
SCHOOL ADMINISTRATION AND LEADERSHIP PROGRAM

Program Overview - The University of Southern Indiana’s program in educational leadership prepares educators to serve as building administrators in P-12 schools. The program addresses a regional need to increase the number of individuals qualified to serve as principals. Data compiled for the Indiana Principal Leadership Academy by the Indiana Department of Education, the Indiana Professional Standards Board, and the Indiana School Boards Association indicate a shortage of qualified persons for this role.

By completing the educational leadership program, teachers enhance their credentials so they can assume the challenging and rewarding responsibilities of a principalship. They position themselves to work with and have a greater impact on all members of the education community – fellow educators, students, parents, community leaders, and policy makers.

The USI Department of Teacher Education worked with area school administrators to design a top-quality educational program that incorporates the Indiana Professional Standards Board standards for building administrators. The curriculum combines classroom learning with field experiences to give prospective building administrators an understanding of theory and application in the school setting.

Admission Requirements - Admission is a two-step process. Students must be admitted to USI Graduate Studies and then be accepted into the building-level administrator’s program. Cohort groups of candidates begin the program in the fall. The program can be completed in 15 months with candidates taking two courses in the fall semester, two in the spring semester, three during the summer session, and the culminating internship in the final (fall semester).

Admission requirements for those who have an earned Master's:

- Must have a cumulative GPA of 3.2 on graduate course work, and two years of teaching experience, and a valid teaching license
- Obtain admission to graduate school through the USI Office of Graduate Studies.
- Request two letters of recommendation from administrators, program directors, or comparably qualified individuals.

Admission requirements for those who do not have a Master's:

- Must have a cumulative GPA of 3.2 on undergraduate course work.
- Show evidence of two years of teaching experience.
- Obtain admission to graduate school through the USI Office of Graduate Studies.
- Request two letters of recommendation from administrators, program directors, or comparably qualified individuals.

Upon the receipt of the above materials, applications will be promptly reviewed and applicants will be notified by mail of the decision.

Curriculum - The program includes the following eight courses for a total of 24 credit hours:

681 Foundations of Principalship (3 hours)
682 Issues in Educational Leadership (3 hours)
683 Leadership in the Principalship (3 hours)
684 Legal Aspects of School Administration (3 hours)
685 Curriculum and Learning for Educational Leaders (3 hours)
686 Management in the Principalship (3 hours)
688 Internship for School Leaders (3 hours)
689 Special Topics in Educational Leadership (3 hours)

Those seeking a Master’s Degree must also complete the Reflective Teacher Researcher Sequence; those who already hold a Master’s Degree do not have to complete the Reflective Teacher Researcher Sequence.

NON-DEGREE-SEEKING STATUS/PROFESSIONAL DEVELOPMENT

Teachers who already hold a Master’s Degree (or those who are not interested in completing the degree at present) may be interested in completing graduate courses for license renewal. There are two ways to earn graduate credit for professional development.

Students accepted into Graduate Studies as non-degree seeking/guest students may take up to six hours of coursework. All prerequisites apply; otherwise, you may enroll in graduate education courses of your choice.

Students may also earn graduate credit for their participating in workshops and seminars. This type of credit comes under EDUC 590.xxx: “Special Topics: Professional Development” and requires prior approval from the Director of Graduate Programs in Teacher Education. In general, approximately 12-15 hours of instructional time are required for one hour of graduate credit. In addition, participants who register to earn credit write a paper or complete a project that focuses on the experience.

Up to six hours of credits in this course designation can be used as electives in our Master’s of Science in Education programs.

Regardless of the type of graduate credit, the following apply:

1. You must be declared eligible by the Office of Graduate Studies in order to enroll in a graduate course. This is a simple procedure. There is a one sheet application form to be filled out, and if you’ve never enrolled in graduate studies at USI you’ll need to pay a one-time processing fee. You'll also be required to have an official transcript(s) mailed to their office.
2. There are two times each semester when you can register. The first is what is called early registration, and the second is the day before the beginning of the semester. You can register during the first week of classes also, but there is a late fee. You can see a schedule of early registration and other dates on the university calendar.

Please contact Dr. Vella Goebel, Director of Graduate Studies in Education, for more information. Phone: 461-5306 Email: vgoebel@usi.edu.

You will find a contract for workshop credit at the end of this handbook.

GRADUATE FACULTY – DEPARTMENT OF TEACHER EDUCATION

For a current listing of graduate faculty and academic advisors in the Department of Teacher Education, candidates should access the Department of Teacher Education website at http://www.usi.edu/science/teachered/facultystaff.asp
APPLICATION FOR CANDIDACY
Master’s Degree in Education

This application cannot be completed until the student has earned a minimum of twelve (12) hours of graduate credit. It must be completed by the time the student has earned twenty-one (21) hours of graduate credit.

Name____________________________    Banner_______________________________
Email____________________________    Phone _______________________________
Circle One:   Elementary Education    Secondary Education    Leadership
List the courses you have completed:
AI___________________________________
CT___________________________________
HD___________________________________
SF___________________________________

Other courses completed:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is the focus of your program? (ex. Literacy, Early Childhood, etc.)____________
When do you plan to enroll in EDUC601_______________________________________
What is your anticipated graduation date?______________________________________

Follow the directions on the website to prepare your portfolio for presentation to graduate faculty: http://www.usi.edu/science/teachered/masters-sequence.asp

You will be scheduled for a specific date and time to present your portfolio. Generally, two presentations are scheduled on the same day (4 PM and 5 PM).

Complete and return to Teacher Education Office.
PROFESSIONAL DEVELOPMENT PERFORMANCE FOR CREDIT
DEPARTMENT OF TEACHER EDUCATION
BOWER-SUHRHEINRICH SCHOOL OF EDUCATION AND HUMAN SERVICES

Candidate Name ____________________________________________

Candidate ID# ____________________________________________

PHONE ____________________ EMAIL ________________________

Faculty mentor VELLA GOEBEL, DIRECTOR GRAD STUDIES – EDUC

Semester performance due Spring Summer Fall _______ (year)

Credit hours requested 1 credit (1-2 day), 2 credits (3-4 days), 3 credits (5+ days)

Professional Development Experience:

Location for experience ________________________________________

Organization facilitating experience __________________________________

Description of experience:

Relevance of experience to program in graduate studies or professional growth:

Proposed performance outcome: As a requirement of gaining graduate credit for this experience, I agree to complete the following project as evidence of learning following the experience:

ESSAY
Portfolio
Presentation**

If choose presentation, to whom?

I will write a summary of the experience and relate it to my professional development. I will submit this paper to Dr. Goebel no later than two weeks following the workshop.

Signatures:

Graduate student ____________________ Date ____________________ Vella Goebel, Ph.D. ____________________ Date ____________________