



**Program Handbook  
for the MEd in Curriculum and Instruction  
in Accomplished Teaching**

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## General Information

### Program Overview

The MEd in Accomplished Teaching is an online degree offered cooperatively by Columbus State University (CSU), Georgia Southern University (GSOU), and Valdosta State University (VSU), all fully accredited institutions in the University System of Georgia. The 36-hour program is based on the Curriculum and Instruction standards developed by the Georgia Professional Standards Commission (GaPSC). The standards include Knowledge of Curriculum, Instruction, Content, Students, Research, Assessment, and Professionalism. This innovative degree program provides advanced professional and pedagogical studies that develop expertise in the knowledge and skills of accomplished teachers. The degree emphasizes application of acquired knowledge and skills in the teacher's classroom and school.

This program is approved by the GaPSC as a program leading to certification in Curriculum and Instruction.

### Official Communication

The CSU email account is the official source of communication with the University. The MEd student should use his or her official CSU account for all e-mail communications. Email is a permanent record so be mindful when writing and sending e-mail correspondences. The MEd student should check his or her CSU email account and GoVIEW email account throughout the week for correspondences relating to course assignments and/or other announcements. If needed, forward the CSU email to an account that can be monitored regularly (e.g., personal email account).

### MyCSU

MyCSU is the online location for accessing student records, registration, university email, and campus announcements. The username will be the first part of the MEd student's CSU e-mail (i.e., lastname\_firstname), which is referred to as the MyCSU username. Some usernames include numerical digits. (*Note.* The MyCSU username and password will be utilized to log into MyCSU and CSU Library resources.)

- To log into [MyCSU](#), enter MyCSU username (i.e., lastname\_firstname), and enter MyCSU password (i.e., your date of birth in MMDDYY format). *Change password after initial login.*
- If you have trouble accessing [MyCSU](#), use the prompts for forget username/password, contact our helpdesk at 706.507.8199, or email [helpdesk@ColumbusState.edu](mailto:helpdesk@ColumbusState.edu).

### GoVIEW

This collaborative program uses the GoVIEW Design-2-Learn learning management system. The MEd student will be able to log into his or her classes on the first day of class. Technical support is available through the [Center of Online Learning](#).

To log into your online courses:

1. Access the system at <https://go.view.usg.edu>

2. Log into the system using your GoVIEW login name and MyCSU password. Your GoVIEW login name is your MyCSU username with “\_csu” added to the end (e.g., lastname\_firstname\_csu).

### **Degree Progress using DegreeWorks**

DegreeWorks shows how completed coursework applies to the program of study, what courses will be needed to complete the program of study, and what specific requirements are needed for graduation. These components are referred to as *degree progress*. The Registrar’s Office utilizes DegreeWorks to confer degrees. If the information within DegreeWorks is not accurate, let the Program Coordinator know as soon as possible.

To access DegreeWorks,

- (1) Log into MyCSU.
- (2) Click the *Students* in the menu.
- (3) Select *DegreeWorks* under Student Records. (Check to ensure pop-ups are allowed and select *MEd* from the drop-down menu.)
  - View the Requirements portion of the DegreeWorks Worksheet to access specific degree requirements.
  - Areas with a red box indicate that requirements are not satisfied.
  - Green checks indicate completed courses.
  - View the *Courses Not Used* portion of the worksheet courses that are not applying to the program of study currently.

### **TK20**

An active TK20 account is a required resource for this program because selected assignments *must* be submitted electronically using this online platform. TK20 is a repository for university data that are collected for various purposes (e.g., demonstrating the quality of our academic programs, improving teaching and learning, and compiling data for state, national, and local reports). MEd students can utilize their accounts for secure online storage of academic work and to create digital documents, such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. [Purchase the TK20 account online](#) with a credit or debit card. Please contact Thomas Dailey at [dailey\\_thomas@columbusstate.edu](mailto:dailey_thomas@columbusstate.edu) if further assistance is needed. (*Note.* If a MEd student has an active TK20 account already, he or she does not need to purchase another one.)

### **About this Program Handbook**

This program handbook contains policies and procedures for the MEd in Curriculum and Instruction in Accomplished Teaching Program at CSU. These policies and procedures are in conjunction with the policies and procedures of CSU, [CSU Graduate School](#), and [COEHP Graduate Studies](#), and they are subject to change during students’ progression through this MEd Program.

## Admission

### Admission Criteria

Admission requirements for the MEd in Curriculum and Instruction in Accomplished Teaching Program include:

- Minimum grade point average (GPA) of 2.75 on all undergraduate work at an accredited U.S. institution in fulfillment of the requirements for a baccalaureate degree.
- Applicants must hold a current professional teaching certificate in any field in the State of Georgia.

### Admission Paperwork Requirements

- Complete [online application](#).
- Admissions will be able to obtain an updated copy of your teaching certificate from the Georgia Professional Standards Commission.
- Pay the application fee through the Bursar's Office.
- A background check is not required for this program if you have a valid teaching certificate.
- Submit official transcripts from previous institutions. If you have an option to request an official electronic transcript, it can be sent to [Data\\_Entry@ColumbusState.edu](mailto:Data_Entry@ColumbusState.edu).
- Complete and sign the [Certification of Immunization](#). Students who are seeking an online degree can be exempt from the immunization requirement by completing the online degree exemption section of the form. Return the form by fax to the number listed or via email to [Data\\_Entry@ColumbusState.edu](mailto:Data_Entry@ColumbusState.edu).
- Submit [verification and proof of lawful residence](#).
- Follow your admission status through [MyCSU](#). Allow 2 to 3 business days after the receipt of documents to review, process, and update files within the system.
- To log into [MyCSU](#), enter MyCSU username (i.e., lastname\_firstname), and enter MyCSU password (i.e., your date of birth in MMDDYY format). *Change password after initial login.*
- If you have trouble accessing [MyCSU](#), use the prompts for forget username/password, contact our helpdesk at 706.507.8199, or email [helpdesk@ColumbusState.edu](mailto:helpdesk@ColumbusState.edu).
- If you need to change the semester of initial enrollment or change your program of study prior to enrollment, complete and submit the [Admissions Application Change Form](#).
- If you need to reapply for readmission, submit the [Graduate Re-Entry application](#).

## Enrollment

After MEd students are accepted into the program, the following tasks should be completed.

- Download and review the [program handbook](#), which contains information regarding textbooks and program of study.
- Complete the Graduate School Online Orientation in MyCSU.
- Complete the Initial Graduate Dispositions Self-Assessment.
- Download a recommended program of study from Department's Resource website.
- View available courses by semester using the [Online Schedule of Classes](#).
- Approved electives include the following course letters: EDAT 6119, EDAT 6217, EDAT 6125, EDAT 6126, EDAT 6127, PBIS courses, and PSYG courses. Other courses may serve as electives if Dr. Brown approves them prior to registration.
- Register for courses in [MyCSU](#) using the [registration directions](#).
- Purchase required textbooks. (See the program handbook for the current textbook list.)
- Courses are delivered through [GoVIEW](#). (See the program handbook for more details.)
- This program follows the [USG Collaborative Calendar](#) that may differ from CSU's Academic Calendar. *Mark the November 1st and April 1st registration dates on your calendar along with the semester beginning and ending dates.*
- If you would like to request transfer graduate credits, send an email to [Dr. Brown](#) and include the institution's name, course name and number, and the course syllabus or course description.
- Purchase required textbooks, which are listed in this program handbook.
- Contact [Dr. Brown](#) if you have any questions or concerns throughout the program.

### Graduate School Online Orientation

Before beginning coursework, MEd students should complete the Graduate School Online Orientation through MyCSU. After logging into MyCSU,

1. Select *Students* from the left side menu.
2. Select *Student Records*.
3. Under "Admissions" on the right, select *Graduate Student Orientation*.

This orientation contains a series of modules that will provide MEd students with information about Graduate School policies and procedures along with other support services available for graduate students. The duration of the orientation is approximately 30 minutes.

### Graduate Dispositions Self-Assessment

Dispositions are professional attitudes, beliefs, and values that are demonstrated through verbal and non-verbal behaviors. These behaviors are observed during any interaction with students, families, colleagues, administrators, university faculty/staff, and other community stakeholders. These interactions may take place in face-to-face, virtual, online, spoken, or written situations, including social media. They are considered to be appropriate and expected behaviors for the teaching professional from the preschool to post-secondary education levels. These dispositions are based on

COEHP Conceptual Framework and the GaPSC Code of Ethics. MEd students are responsible for demonstrating professional dispositions at all times. At minimum, professional dispositions will be self-assessed at two points (i.e., Transition Points 1 through 2) during this MEd Program. Faculty and Staff may choose to use the assessment at other appropriate times.

**Transition point 1.** During the first semester in the graduate program, each MEd student will complete a self-evaluation of his or her professional dispositions to establish a baseline of professional dispositions.

**Transition point 2.** During the last semester in the graduate program (i.e., EDAT 6010), each MEd student will complete a self-evaluation of his or her professional dispositions to examine one's growth during the program.

### Program of Study

The MEd in Curriculum and Instruction in Accomplished Teaching Program is comprised of four distinct areas, including the Professional Education Core (9 semester hours), the Georgia Framework (18 semester hours), approved electives (9 semester hours), and the culminating project (0 semester hours). A recommended program of study for six hours per semester and a recommended program of study for nine hours per semester are available on the [Department's Resources website under "Teacher Education"](#). It is not recommended for a MEd student to enroll in more than nine semester hours per semester. If a MEd student chooses to deviate from a recommended program study, then his or her progression in this program could be affected given some courses are not offered every semester. The Program Coordinator will serve as the academic advisor for all students in this MEd Program. Table 1 presents an overview of the program of study by area.

Table 1

#### *MEd in Curriculum and Instruction in Accomplished Teaching Program of Study*

| Course Number and Title                                       | Taught by | Semester Offered     | Credit Hours |
|---|-----------|----------------------|--------------|
| Professional Education Core (9 hours)                         |           |                      |              |
| EDAT 6159 (Multicultural Studies across the Curriculum)       | CSU       | Spring               | 3            |
| EDAT 7100 (Research Methodology in Education)                 | VSU       | Summer, Fall, Spring | 3            |
| EDAT 7133 (Trends, Issues, and Research in Education)         | GSOU      | Summer, Fall         | 3            |
| The Georgia Framework (18 hours)                              |           |                      |              |
| EDAT 6000 (Professional Decision Making)                      | VSU       | Summer, Spring       | 3            |
| EDAT 6001 (Using Assessment to Improve Teaching and Learning) | VSU       | Fall, Spring         | 3            |
| EDAT 6115 (Knowledge of Students and Their Learning)          | CSU       | Summer               | 3            |

| Course Number and Title                               | Taught by | Semester Offered     | Credit Hours |
|---|-----------|----------------------|--------------|
| EDAT 6226 (Curriculum Design for Student Achievement) | CSU       | Fall                 | 3            |
| EDAT 7132 (Framework for Teaching)                    | GSOU      | Summer, Spring       | 3            |
| EDAT 7131 (Enhancing Student Performance)             | GSOU      | Fall, Spring         | 3            |
| Electives (9 hours)                                   |           |                      |              |
| Approved Elective                                     | All       | Summer, Fall, Spring | 3            |
| Approved Elective                                     | All       | Summer, Fall, Spring | 3            |
| Approved Elective                                     | All       | Summer, Fall, Spring | 3            |
| Culminating Project (0 hours)                         |           |                      |              |
| EDAT 6010 (Capstone Portfolio)                        | CSU       | Summer, Fall, Spring | 0            |

*Note.* Columbus State University (CSU); Georgia Southern University (GSOU); Valdosta State University (VSU).

### Electives

The approved GoVIEW electives for this MEd Program include the following course letters/numbers: EDAT 6119, EDAT 6125, EDAT 6126, EDAT 6127, EDAT 6217, PBIS courses, and PSYG courses. Other courses may serve as electives if approved by the Program Coordinator prior to registration. Several endorsement programs are available through GoVIEW and through CSU's CougarVIEW. Note that these endorsement programs may require more than nine semester hours (i.e., elective credit) and may not be covered by financial aid. Some of these courses can be taken in isolation without completing the endorsement program. Contact the Program Coordinator for more information. Table 2 displays the available endorsement programs.

Table 3

### *List of Available Endorsement Programs*

| Institution (Platform) | Courses  | Program Information                            |
|------------------------|--|--|
| CSU (CougarVIEW)       | 10 hours (EDRG 6148, EDRG 6116 or EDRG 6118, EDRG 6245, EDRG 6756) | <a href="#">Reading Endorsement</a>            |
| CSU (CougarVIEW)       | 12 hours (EDUC 6231, EDUC 6232, EDUC 6233)                         | <a href="#">STEM Teaching P-12 Endorsement</a> |

| Institution (Platform) | Courses   | Program Information  |
|------------------------|---|--|
| VSU (GoVIEW)           | 12 hours (PSYG 5610, PSYG 6600, PSYG 6620, PSYG 7600) | <a href="#">Gifted Endorsement</a>                                       |
| GSOU (GoVIEW)          | 9 hours (PBIS 8130, PBIS 8131, PBIS 8839)             | <a href="#">Positive Behavior Interventions and Supports Endorsement</a> |

*Note.* Columbus State University (CSU); Georgia Southern University (GSOU); Valdosta State University (VSU).

### Transfer Credits

Up to nine semester hours for post-undergraduate coursework from accredited institution(s) may be applied as transferred elective credit. The Program Coordinator must approve transfer credit for courses. Review of possible transfer elective credit should be completed during the student's first semester in the program. Grades of C or below (i.e., grades of D, F, or WF) cannot be transferred. All requests for transfer credit will be submitted to the Registrar's Office by the Program Coordinator and will be posted in DegreeWorks. Any coursework transferred as elective credit must have been completed within seven years of MEd program completion (i.e., graduation).

### Course Registration

MEd students can register, drop, and/or withdraw from courses through [MyCSU](#). Follow the steps below to register:

1. Login to your MyCSU account.
2. Select *Student Records*.
3. Select *Add/Drop/Withdraw*.
4. Select *Term*.
5. Enter the CRN in the boxes at the bottom of the page.
6. Click *Submit*.

MEd students can view available courses by semester and locate the CRNs using the [Online Schedule of Classes](#).

### Tuition and Fees

Information about tuition and fees for MEd coursework is available on the [Bursar's Office Website](#). MEd students will pay for registered courses through [MyCSU](#). Once logged into MyCSU, look under Account Balance to review the information and pay online. Please allow 2 to 5 business days after completing course registration for the course schedule and tuition due to reflect in MyCSU.

### Enrollment Status

Enrollment status (i.e., full-time, half-time, and less than half-time) for MEd students is based on the number of semester hours enrolled, excluding withdrawn courses. The maximum course load for any graduate student is 12 semester hours. MEd students who hold graduate

assistantships must register for at least nine semester hours. MEd students who receive financial aid should contact the [Office of Financial Aid](#) to obtain information about how enrollment status may affect financial aid eligibility. Repeating courses and/or enrolling in courses outside of the MEd program of study may affect their financial aid. Table 3 displays the enrollment status for MEd students by number of semester hours.

Table 3

*Enrollment Status by Number of Semester Hours for MEd Students*

| Enrollment Status   | Number of Semester Hours |
|---------------------|--------------------------|
| Full-time           | 9 or more                |
| Half-time           | 5 to 8                   |
| Less than half-time | Less than 5              |

### Textbooks

MEd students in their program should have all textbooks in possession at the beginning of class. Although this list is kept up-to-date as much as possible, the students should check this list closer to the start of the semester or confirm with the course instructor to ensure enough time to acquire the textbooks. Table 4 displays the current textbook list for this MEd Program.

Table 4

*Textbook List for the MEd in Curriculum and Instruction in Accomplished Teaching Program*

| Course Number and Title                                    | Taught by | Textbook(s)   |
|--|-----------|---|
| EDAT 6159<br>(Multicultural Studies across the Curriculum) | CSU       | Open access course materials available in GoVIEW (Desire2Learn).  |
| EDAT 7100<br>(Research Methodology in Education)           | VSU       | American Psychological Association. (2019). <i>Publication manual of the American Psychological Association</i> (7th ed.). Author.<br>Galvan, J. L. (2015). <i>Writing literature reviews: A Guide for students of the social and behavioral sciences</i> (6th ed.). Routledge. (ISBN: 9781936523375) |
| EDAT 7133<br>(Trends, Issues, and Research in Education)   | GSOU      | Open access course materials available in GoVIEW (Desire2Learn).  |

| Course Number and Title  | Taught by | Textbook(s)  |
|--|-----------|--|
| EDAT 6000<br>(Professional Decision Making)                              | VSU       | Nelson, J. L., Palonsky, S., & McCarthy, M. (2012). <i>Critical issues in education</i> (8th ed.). McGraw Hill. (ISBN: 9780078024375)<br>Essex, N. (2014). <i>Teacher's pocket guide to school law</i> (3rd ed.). Pearson. (ISBN: 9780133351910) |
| EDAT 6001<br>(Using Assessment to Improve Teaching and Learning)         | VSU       | Oosterhof, A. (2008). <i>Developing and using classroom assessments</i> (4th ed.). Merrill. (ISBN: 9780132414296)  |
| EDAT 6115<br>(Knowledge of Students and Their Learning)                  | CSU       | Slavin, R. E. (2020). <i>Educational psychology: Theory and practice</i> (13th ed.). Pearson.  |
| EDAT 6226<br>(Curriculum Design for Student Achievement)                 | CSU       | Open access course materials available in GoVIEW (Desire2Learn).   |
| EDAT 7132<br>(Framework for Teaching)                                    | GSOU      | Harris, K. (2020). <i>Framework for teaching</i> . Kendall Hunt Publishing Company. (ISBN: 9781792422270)  |
| EDAT 7131<br>(Enhancing Student Performance)                             | GSOU      | Butler, S. M., & McMunn, N. D. (2014). <i>A teacher's guide to classroom assessment: Understanding and using classroom assessment to improve student leaning</i> . Jossey-Bass.  |
| Possible Electives   |           |  |
| EDAT 6119<br>(Infusing 21st Century Technology across the Content Areas) | CSU       | Roblyer, M. D. (2015). <i>Integrating education technology into teaching</i> (7th ed.). Pearson. (ISBN: 9780134046914)   |
| EDAT 6125<br>(Culturally Responsive Classroom Management)                | CSU       | Open access course materials available in GoVIEW (Desire2Learn).   |
| EDAT 6126<br>(Positive Psychology for Educators)                         | CSU       | Open access course materials available in GoVIEW (Desire2Learn).   |

| Course Number and Title   | Taught by | Textbook(s)  |
|---|-----------|--|
| EDAT 6217<br>(Literacy and Learning Strategies Across the Curriculum) | CSU       | McKenna, M., & Robinson, R. (2014). <i>Teaching through text: Reading and writing in the content areas</i> (2nd ed.). Pearson.<br>Miller, D. (2009). <i>The book whisper: Awakening the inner reader in every child</i> . Jossey-Bass. |

*Note.* Columbus State University (CSU); Georgia Southern University (GSOU); Valdosta State University (VSU).

### Dropping and Withdrawing

MED students can drop or add courses during the schedule change (i.e., *drop/add*) period each semester. If a MEd student withdraws from a course after the schedule change period has ended, he or she will earn a final grade of W on the academic transcript. If a MEd student withdraws from a course after the last date to withdraw from a course without academic penalty, he or she will earn a final grade of WF, which is calculated into the cumulative GPA as a F. Each of these processes must be conducted officially in [MyCSU](#) by the MEd student. Lack of attendance and/or communication with faculty cannot replace the official withdrawal process. The [USG Collaborative Calendar](#), which varies from the CSU Academic Calendar, provides specific dates for the schedule change period and withdrawing from a course without academic penalty (i.e., final grade of W). Note that the deadline for withdrawing without academic penalty from a half-term course occurs before the full-semester deadline.

### ADA/504 Accommodations

If a MEd student has a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, he or she may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. The MEd student should contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, [706-507-8755](tel:706-507-8755), to initiate the process. The Center for Accommodation and Access can assist in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived, but accommodations could assist in meeting the requirements.

### Out of State Students

If you live outside the state of Georgia, state regulations may limit your distance education options. To find out whether CSU is authorized to deliver specific programs in your state, please email your inquiry to [state\\_authorization@columbusstate.edu](mailto:state_authorization@columbusstate.edu). This email address is exclusively for questions regarding state approval of online offerings. Other types of questions should be sent to the academic department offering the online course.

CSU's programs leading to all levels of licensure, endorsement, and professional certification are designed to satisfy the requirements of their respective Georgia boards governing licensure. CSU does NOT guarantee that these programs will necessarily satisfy the criteria of professional boards in other states or territories. Programs that are affected by state licensing requirements may include, but are not limited to, programs in Nursing, Leadership, and Education. Students from outside of Georgia who are considering a professional program should

contact the appropriate board in their state of intended practice prior to beginning a course of study.

Follow the link below for professional licensure contact information by state.

- Education Programs - link to [http://www.nasdtec.net/?page=State\\_Directory](http://www.nasdtec.net/?page=State_Directory)

### **Academic Standing Policy**

Students enrolled in this program must maintain a minimum graduate overall GPA of 3.0. A maximum of two courses (not to exceed eight semester credit hours) with a grade of "C" may apply to a MEd degree. Courses with earned grades of D or below (i.e., grades of D, F, or WF) may not be used toward degree or certification completion, but will be calculated in the overall graduate GPA. Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students must be in Good Academic Standing to be eligible for graduation. See [Graduate Academic Regulations](#) for more details.

### **Repetition of Courses**

MEd students may repeat up to two courses for no more than one time each if they earned a final grade of C or below. The final grade in the course will be the final grade earned on the second attempt even if the final course grade in the previous attempt was higher. The final grade from the previous attempt will remain in the calculations for the cumulative GPA. Repeating a course forfeits the previous credit hours earned for that course during the first attempt. Repeating courses may affect their financial aid.

### **Time Limits for Degree Completion**

All work credited toward a graduate degree must be completed within seven years. Extension of time may be granted only on conditions beyond the control of the student. In each instance, a formal statement outlining the conditions upon which the extension of time is requested should be addressed to the Program Coordinator.

### **Student Complaints**

Students should attempt to resolve concerns and complaints at the level at which they arise. For example, complaints related to courses should be addressed at the institution offering the course with that institution's faculty members and department head. The formal mechanisms in place at each originating institution will be followed regarding student complaints that are course-related. Please contact the CSU program coordinator, Dr. Jennifer Brown, at [brown\\_jennifer2@columbusstate.edu](mailto:brown_jennifer2@columbusstate.edu) for more information.

Grievances should be addressed in a timely fashion. Academic grievances should be initiated within the semester/term the problem occurs or within the first 10 university working days of the next semester/term. The Grievance Review Board may consider extenuating circumstances for any exception to this time limitation. Those circumstances must be beyond the control of the student, such as hospitalization or military assignment.

### **Other Types of Academic Appeals**

1. *Medical Withdrawal* is an appeal process that allows a student to request an administrative withdrawal during the current term or semester if documented medical

conditions make it impossible to continue in the course(s) for which he or she has registered. The medical withdrawal process is outlined on the [CSU Academic Affairs](#) website.

2. *Academic Standards* is an appeal process that involved the university's Academic Standards Committee. This committee reviews four types of appeals, which involve factors outside of the contents of a particular course: (1) Grade Appeals of WF or W; (2) Grade Appeals of F to a Productive Grade (e.g., A, B, or C); (3) Medical Withdrawal if the semester has ended and final grades have been posted; and (4) Exception Petitions (i.e., issues associated with program and course requirements for degree completion). The academic standards process is outlined on the [CSU Academic Affairs](#) website.

## Preparing for Graduation

When MEd students reach the end of this program, they must enroll in EDAT 6010 (Capstone Portfolio), which is a zero-credit course, during their last semester. In this course, the students will compile artifacts gathered from various courses in the program and reflect on their learning in relation to program standards. In addition, the students will submit their field experience log and final graduate dispositions self-assessment.

### Application for Graduation

Applications for graduation should be submitted through [MyCSU](#) under *Enrollment Services* tab one semester prior to the anticipated semester of degree program completion. [Graduation information](#) is available through the Registrar's Office.

- Deadline for Spring Graduation is January 30th.
- Deadline for Summer Gradation is May 30th.
- Deadline for Fall Graduation is August 30th.

### Capstone Portfolio

Throughout this program, MEd students will gather artifacts from specific courses to include in their final portfolio, which will be compiled in EDAT 6010 during their last semester in the program. These artifacts will demonstrate the accomplishments and proficiency for each of the Curriculum and Instruction standards. Table 6 displays the list of the artifacts that should be included in their capstone portfolio. (*Note:* Institutions may change the key assessments for required coursework. If you have questions, please contact the Program Coordinator.) For each standard/assessment, MEd students will write a one- to two-page reflection, which includes approximately 250 to 400 words, to discuss how the selected assessment demonstrates their accomplishments and proficiency in that area. Consider the following questions. See the reflection example provided in GoVIEW's EDAT 6010 course shell.

- a. How is this standard significant to the context of your classroom?
- b. How might you use what you learned from this standard to become a better teacher?
- c. How did this standard change or confirm your knowledge or beliefs about teaching?

When submitting the final portfolio, MEd students should compile as many of the artifacts as possible into one Word or PDF document and include a table of contents organized by standard. See the sample table of contents on the following page. MEd students will include the reflection for each standard before the artifacts. Artifacts in other formats (e.g., PowerPoint) may be submitted as separate attachments, but MEd students should include a list of those documents in the table of contents.

Table 6

*List of Program Artifacts by Standard*

| Standard/Area   | Program Artifacts                               |
|---|---|
| Standard I & III: Knowledge of Curriculum and Content | Curriculum Audit Project (EDAT 6226)            |
| Standard II: Knowledge of Instruction                 | Assessment Project: Parts A, B, & C (EDAT 6001) |
| Standards IV & V: Knowledge of Students and Research  | Transformation of Schools Project (EDAT 6159)   |
| Standard VI: Assessment                               | The Assessment Plan (EDAT 7131)                 |
| Standard VII: Professionalism                         | Ethical Dilemma Case Study (EDAT 7132)          |
|   | &<br>Ethic Case Study Assignment (EDAT 6000)    |

**Sample Portfolio Table of Contents\***

*\*Do not forget the page numbers beside each artifact.*

|   |  |
|---|--|
| Standard I & III: Knowledge of Curriculum and Content ..... |  |
| I a. Reflection on Standards I & III.....                   |  |
| I b. Curriculum Audit Project .....                         |  |
| Standard II: Knowledge of Instruction .....                 |  |
| II a. Reflection on Standard II.....                        |  |
| II b. Assessment Project.....                               |  |
| Standards IV & V: Knowledge of Students and Research        |  |
| V a. Reflection on Standards IV & V .....                   |  |
| V b. Transformation of Schools Project .....                |  |
| Standard VI: Knowledge of Assessment .....                  |  |
| IV a. Reflection on Standard VI .....                       |  |
| IV b. The Assessment Plan .....                             |  |
| Standard VII Professional Practices.....                    |  |
| VII a. Reflection on Standard VII.....                      |  |
| VI b. Disposition Case Studies .....                        |  |
| VI c. Ethics Case Study Assignment .....                    |  |

## Capstone Portfolio Rubric

The Capstone Portfolio will be evaluated using the following rubric. Read it carefully to get a sense of the specific expectations.

| Criteria  | Unsatisfactory   | Needs Improvement   | Satisfactory   | Exemplary  |
|---|--|---|--|--|
| <i>Standards I &amp; III: Knowledge of Curriculum and Content</i> |  |   |  |  |
| <b>Reflection</b>   | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough. |
| <b>Supporting Evidence</b>  | Provided insufficient evidence to support all reflections using the selected assessment.                                   | Provided minimal evidence to support all reflections using the selected assessment.                                   | Provided adequate evidence to support all reflections using the selected assessment.                                   | Provided thorough evidence to support all reflections using the selected assessment.                                   |
| <i>Standard II: Knowledge of Instruction</i>                      |  |   |  |  |
| <b>Reflection</b>   | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough. |
| <b>Supporting Evidence</b>  | Provided insufficient evidence to support all reflections using the selected assessment.                                   | Provided minimal evidence to support all reflections using the selected assessment.                                   | Provided adequate evidence to support all reflections using the selected assessment.                                   | Provided thorough evidence to support all reflections using the selected assessment.                                   |
| <i>Standards IV &amp; V: Knowledge of Students and Research</i>   |  |   |  |  |
| <b>Reflection</b>   | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough. |
| <b>Supporting Evidence</b>  | Provided insufficient evidence to support all reflections using the selected assessment.                                   | Provided minimal evidence to support all reflections using the selected assessment.                                   | Provided adequate evidence to support all reflections using the selected assessment.                                   | Provided thorough evidence to support all reflections using the selected assessment.                                   |
| <i>Standard VI: Knowledge of Assessment</i>                       |  |   |  |  |
| <b>Reflection</b>   | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough. |

| Criteria                                    | Unsatisfactory   | Needs Improvement   | Satisfactory   | Exemplary  |
|---|--|---|--|--|
| <b>Supporting Evidence</b>                  | Provided insufficient evidence to support all reflections using the selected assessment.                                   | Provided minimal evidence to support all reflections using the selected assessment.                                   | Provided adequate evidence to support all reflections using the selected assessment.                                   | Provided thorough evidence to support all reflections using the selected assessment.                                   |
| <i>Standard VII: Professional Practices</i> |  |   |  |  |
| <b>Reflection</b>                           | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was insufficient. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was minimal. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was adequate. | Discussion of how the selected assessment demonstrates your accomplishments and proficiency in that area was thorough. |
| <b>Supporting Evidence</b>                  | Provided insufficient evidence to support all reflections using the selected assessment.                                   | Provided minimal evidence to support all reflections using the selected assessment.                                   | Provided adequate evidence to support all reflections using the selected assessment.                                   | Provided thorough evidence to support all reflections using the selected assessment.                                   |
| <i>Format</i>                               |  |   |  |  |
| <b>Components</b>                           | At least one designated artifact was missing.  | --  | All designated artifacts were included.  | --   |
| <b>Clarity</b>                              | Writing was not clear and concise. It lacked organization.   | Writing was adequate but lacked clarity and organization.   | Writing was adequate but lacked clarity. It was well-organized.  | Writing was clear, concise, and well-organized.  |
| <b>Mechanics</b>                            | More than 9 errors in spelling, capitalization, grammar, and/or punctuation.   | 6 to 9 errors in spelling, capitalization, grammar, and/or punctuation.   | 3 to 5 errors in spelling, capitalization, grammar, and/or punctuation.  | 0 to 2 errors in spelling, capitalization, grammar, and/or punctuation.  |
| <b>Table of Contents</b>                    | Table of Contents was not included.  | Table of Contents was not included with page numbers.   | Table of Contents was included with page numbers.  | Table of Contents was included with page numbers and appropriate fields as directed.                                   |
| <b>Organization</b>                         | Contents were not organized by standard AND were not placed in sequential order.   | Contents were not organized by standard.  | Contents were not placed in sequential order by standard.  | Contents were organized by standard AND standards were placed in sequential order.                                     |

### Field Experience Log

Throughout this program, MEd students will complete various field experience hours for the prescribed courses (e.g., EDAT 6226, EDAT 6159, and EDAT 6000). In the electronic [Field Experience Log](#), MEd students will document the date(s), course, activities, location(s)/grade(s), and total hour for each experience.

**MEd in Curriculum and Instruction in Accomplished Teaching  
Field Experience Log**

Name \_\_\_\_\_ Principal \_\_\_\_\_

Supervising Administrator (if applicable) \_\_\_\_\_

School System/School/Grade \_\_\_\_\_

| Dates  | Course | Description of Activities | Location/Grades<br>(Check all that apply)  | Total<br>Hours | Verification<br>(Site Admin<br>Initials) |
|--|--------|---------------------------|--|----------------|--|
|  |        |                           | <u>Schools</u> <u>Grades</u><br>___ Elem.    ___ PreK-2<br>___ Middle    ___ 3-5<br>___ High    ___ 6-8<br>___ 9-12<br>Other _____                                 |                |  |
|  |        |                           | <u>Schools</u> <u>Grades</u><br>___ Elem.    ___ PreK-2<br>___ Middle    ___ 3-5<br>___ High    ___ 6-8<br>___ 9-12<br>Other _____                                 |                |  |
| <b>TOTAL NUMBER OF<br/>EXPERIENCE HOURS IN<br/>EACH SCHOOL/GRADE<br/>LEVEL</b> |        |                           | <b>Schools:</b><br>_____ Elem.    _____ Middle    _____ High<br><b>Grade Bands:</b> _____ PreK-2    _____ 3-5<br>_____ 6-8    _____ 9-12<br><b>Other:</b><br>_____ |                |  |

### Final Graduate Dispositions Self-Assessment

MEd students will submit their final graduate dispositions self-assessment via Qualtrics, and each student must satisfactorily complete this assessment prior to exiting this program. The students will access the dispositions self-assessment using the provided link in the EDAT 6010 course shell.

### **GACE Content Assessment in Curriculum and Instruction**

MEd students who completed this program must take the GACE Content Assessment in Curriculum and Instruction to receive their certificate upgrade and add curriculum and instruction to their teaching certificates; however, the GACE is not required for program completion. To register for the exam, go to <http://gace.ets.org/register/>.

### **GaPSC Certification Process**

For MEd students who completed this program, the upgrade application should be submitted within the individual student's MyPSC account. The GaPSC will contact Columbus State University for program completion.