School of Education
in
College of Education and Behavioral Sciences

2011-12

MSCI Graduate Guidebook

for

Master of Science
in
Curriculum & Instruction

The mission of the School of Education is to prepare competent, confident, and caring professionals.

Introduction

Mission

The mission is to prepare competent, confident, and caring professionals.

COMPETENT graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

CONFIDENT graduates exhibit an understanding of their abilities to positively affect student learning, behavior and motivation.

CARING graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

Contents of the MSCI Graduate Guidebook

The Guidebook has been assembled to guide your journey to the Master of Science in Curriculum and Instruction degree. Please refer to it often.

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Chapter 1
Admissions and Candidacy Process for the MSCI Program

Admission to the MSCI and establishing candidacy status are two separate phases that must be completed. The admission phase is the initial beginning point of entry for the program.

Phase 1- Admissions

1. Apply online at **www.bhsu.edu** for admission to graduate studies. Submit completed application form and a $35.00 application fee. Request that an official undergraduate transcript showing your posted baccalaureate degree be sent from the institution that awarded the degree to BHSU Admissions, along with graduate transcripts if you wish to transfer graduate credit. You will receive an email from the Director of Graduate Studies regarding your acceptance.

2. After acceptance to BHSU graduate study, contact the School of Education Graduate Coordinator at **patricia.simpson@bhsu.edu** for a plan of study in the Master of Science in Curriculum & Instruction program. The Graduate Coordinator will serve as your academic advisor; you will be assigned a second advisor as a consultant in decisions such as your culminating event choice after admission to candidacy.

Phase 2- Candidacy

During the first semester of MSCI coursework and while enrolled in ED 630, each student will apply for candidacy status. Students will be directed to an online module that contains all instructions. Although recommendation for candidacy is determined at this point, candidacy does not become official until the student completes 10 to 17 credit hours with a GPA of 3.00.

Students will submit the following information via the D2L candidacy module to the Graduate Coordinator for review by the MSCI Graduate Candidacy Committee:

1. Professional Dispositions Assessment completed as a self-evaluation
2. Professional Dispositions Assessments completed by references
3. Reference forms from supervisors or others qualified to provide a fair and impartial evaluation of the student's ability
4. A reflective writing piece (based on case studies) to allow evaluation of the student's reasoning skills and ability to communicate in written form
    a. Students will complete Case Study Reflective Writing (CSRW) in a separate online module while enrolled in ED 630.
    b. The CSRW will be evaluated by at least two members of the MSCI Graduate Council. (See Appendix D for rubrics used for Candidacy Application)
    c. If students receive scores at or above the cutoff score, they will be recommended for candidacy. If two evaluations are below the cutoff score, the entire committee will review and, at that time, may access additional student information to assist in making a final decision. The committee may direct the student to re-take some or all of the CSRW or

other appropriate action to determine suitability of the MSCI program for that student. The MSCI Graduate Council may also deny candidacy recommendation, in which case the student is free to continue taking graduate coursework but will not be allowed to use the credit toward the MSCI degree.

   d. Students denied candidacy may appeal to the Dean of the College of Education and Behavioral Sciences for further consideration.

5. Official copies of any graduate transcripts previously completed (if you desire to transfer credit) Note: If other institutional graduate credits are to be considered for use in the MSCI degree, even as elective credit, the following criteria must be met:
   a. Although the BHSU graduate program can accept up to 10 credits, the actual number of transfer credits will be dependent on the student's plan of study and generally falls between zero and nine credit hours.
   b. All previous credit hours must have been taken within a period of six years, calculated from date of enrollment to the date the degree is conferred.
   c. Only credits that have a letter grade of "A" or "B" may be considered. ("Pass/fail" and "satisfactory/unsatisfactory" graded classes will not be allowed.)
   d. Students may be asked to provide course descriptions, syllabi or other documentation to verify the relationship of transferred credits to the MSCI program.

CHAPTER 2
MSCI Goals, Standards, Program Design, and Plans of Study

The goal of the Black Hills State University Master of Science in Curriculum & Instruction (MSCI) is to facilitate professional growth while preparing graduate candidates for leadership in roles beyond the classroom. Candidates expand their understanding of research and research-based practices while they prepare to be Technology Integrationists, Math Specialists, or Science Specialists. Candidates take graduate work into their classrooms and into leadership experiences to connect theory to practice.

National and State Standards

Technology Integrationist, Math Specialist, and Science Specialist programs can lead to advanced certifications in the state of South Dakota. The Technology Integrationist program also has broader instructional purposes for persons not employed as P-12 teachers. Courses in each of the specializations align with South Dakota standards and, in many cases, national standards of the designated professional association. Core courses are guided by propositions of the National Board for Professional Teaching Standards (NBPTS). These propositions, along with the standards within each, are nationally recognized as measures of accomplished teaching. They include

1) Teachers committed to students and their learning,
2) Teachers knowing the subjects they teach and how to teach those subjects to students,
3) Teachers being responsible for managing and monitoring student learning,
4) Teachers thinking systematically about their practice and learning from experience, and
5) Teachers as members of learning communities.

(See Appendix C for standards expanding each proposition.)

Cohort Design and Online Delivery

The MSCI uses a cohort structure that establishes a core of learning relationships and develops faculty and student collaboration. Students normally move through the MSCI together in a sequence of courses leading to the 35-credit degree.

The MSCI Technology Integrationist program of study is online except for a clinical practice experience arranged for students in their home locations during the last full semester of study. The program is designed to be completed in two years. The MSCI Math Specialist and MSCI Science Specialist programs are partially site-based with core courses online.

Programs of Study

The Master of Science in Curriculum & Instruction (MSCI) offers three different plans of study. Each plan leads to different opportunities.

MSCI Technology Integrationist

MSCI Technology Integrationist cohorts take all courses online except for a practicum arranged in each student's home location in the last semester. The program meets South Dakota requirements for the

Technology Integrationist designation, and the K-12 Classroom Technology endorsement can be earned simultaneously. This program of study can also accommodate students not employed as P-12 teachers. Persons who work with adult learners in professional development roles in business or the military can enhance their use of instructional strategies through this program. An appropriate practicum will be designed.

MSCI Math Specialist

MSCI Math Specialist cohorts take core courses online and specialization courses in a site-based format. The program meets South Dakota requirements for the Math Specialist designation. Graduates are prepared to serve school districts as teacher leaders, math coaches, and math coordinators.

MSCI Science Specialist

MSCI Science Specialist cohorts take core courses online and specialization courses in a site-based format. The program meets South Dakota requirements for the Science Specialist designation. Graduates are prepared to be school and district leaders in science education.

MSCI Technology Integrationist Plan of Study

The K-12 Technology Integrationist endorsement requires, along with three years teaching experience, a technology methods course plus 18 credits that address the standards. It does not require a master's degree. **Courses marked with * are required for the endorsement**.

The K-12 Classroom Technology endorsement can be earned simultaneously by taking a technology methods course plus 12 credits that address the standards. **Courses marked with @ are required for this endorsement.**

Classes	Credit	Semester/Year Completed
ED 630 Educational Inquiry and Collaboration	3	
ED 744 Curriculum Development and Instruction	3	
ED 750 Action Research in Schools	3	
*@ED 703 Applying Learning Theory to Instructional Design	3	
*@ED 642 Methods of Instructional Technology	3	
ED 748 Cultural Diversity in Schools	3	
*@ED 624 Digital Applications in K-12 Curriculum	3	
*ED 712 Educational Assessment	3	
*@ED 728 Educational Applications of Technology	3	
*ED 754 Leadership in Schools	2	
*ED 695 Practicum	1	
*@ED 727 Technology in Education: Maintaining Equity & Ethics	3	
ED 790 Educational Research in Schools	2	
TOTAL CREDITS	35	

MSCI Math Specialist Plan of Study

Teachers must have a master's degree or National Board certification, completion of an approved program, and three years teaching experience to add the K-12 Math Specialist endorsement in the state of South Dakota.

Core Classes	Credit	Semester/Year Completed
ED 630 Educational Inquiry and Collaboration	3	
ED 601 Foundations and Issues of Math Education	2	
ED 611 Algebraic Reasoning for K-12 Educators	2	
ED 621 Geometry & Measurement for K-12 Educators	2	
ED 641 Understanding Student Thinking in Numbers & Operations	2	
ED 703 Applying Learning Theory to Instruction and Assessment	3	
ED 651 Understanding Student Thinking in Algebra	2	
ED 661 Understanding Student Thinking: Geometry/Measurement	2	
ED 744 Curriculum Development and Instruction	3	
ED 741 Historical Development of Mathematical Concepts	2	
ED 750 Action Research in Schools	3	
ED 671 Assessment for School Mathematics	2	
ED 754 Leadership in Schools	1	
ED 695 Practicum	1	
ED 790 Educational Research in Schools	2	
ED 748 Cultural Diversity in Schools	3	
TOTAL CREDITS	35	

MSCI Science Specialist Plan of Study

Teachers must have a master's degree or National Board certification, completion of an approved program, and three years teaching experience to add the K-12 Science Specialist endorsement in the state of South Dakota.

Classes	Credits	Semester/Year Completed
ED 630 Educational Inquiry and Collaboration	3	
ED 609 Contemporary Issues in Science Education	2	
ED 639 Physical Science for K-12 Teachers	2	
ED 669 Translating Theory into Practice: Physical and Earth Science	2	
ED 703 Applying Learning Theory to Instruction and Assessment	3	
ED 749 The History, Nature, and Context of Science	2	
ED 619 Earth and Space Science for K-12 Teachers	2	
ED 744 Curriculum Development and Instruction	3	
ED 750 Action Research in Schools	3	
ED 679 Assessment of Science Teaching and Learning	2	
ED 629 Life Science Concepts for K-12 Teachers	2	
ED 659 Translating Theory into Practice: Life Science	2	
ED 748 Cultural Diversity in Schools	3	
ED 754 Leadership in Schools	1	
ED 695 Practicum	1	
ED 790 Educational Research in Schools	2	
TOTAL CREDITS	35	

CHAPTER 3
Academic Requirements for all Graduate Students

1. All work submitted for a master's degree or for certification, including transferred credit, must be taken within a period of six years to be calculated from the date of enrollment to the date the degree or certification program is completed.
2. A maximum of ten semester hours of graduate credit may be accepted from other institutions (dependent upon approval and applicability to students' plan of study).
3. No more than six semester hours of independent study will be accepted toward a master's degree.
4. A minimum of ten semester hours of the thirty-five (35) hours must be taken through Black Hills State University.
5. A student must maintain an overall GPA of 3.00 in graduate work. No grade below C will be accepted.
6. A student must maintain an overall GPA of 3.0 in graduate work to remain in good standing. If GPA drops below 3.00 the student is placed on probation and allowed one semester to raise the GPA to that level.
7. No more than 2 Cs or 6 hours may be counted toward the degree, even if the GPA exceeds 3.00.
8. A student's GPA is required to be 3.00 or higher to graduate. No student may enter the capstone course without first meeting the academic requirements for graduation.
9. Any grade of F places the student on automatic probation and must be repeated. In repeated courses both grades remain on the student's record and are in the GPA calculation. If the GPA is such that the student cannot possibly raise it to the 3.00 level the student is dismissed.
10. A student will be allowed a total of two takes for graduate courses (course numbers of 500 and above) for which credit is only counted toward graduation once. The student must petition to the Graduate Dean to be permitted to take a graduate course more than two times. At the graduate level all attempts (average) will count into grade point average calculations. A student will be allowed unlimited takes for a graduate course for which credit toward graduation may be received more than once (e.g., problems courses, independent study, etc.) All attempts will count into grade point calculations.
11. Over half of the hours taken toward the degree must be at the 700 level.
12. To be classified as a full-time student, a student must enroll in a minimum of nine (9) hours per semester. Half-time status requires the student to enroll in a minimum of 4.5 hours and is the minimum for federal financial aid eligibility.
13. During the regular academic year, the maximum course load is twelve (12) hours per semester. During the summer, the maximum course load is nine (9) credits per session.

CHAPTER 4
Clinical Practice Requirements For Practicum Experiences in P-12 Schools
(See *Field Experience and Clinical Practice Handbook* for additional details.)

1. Candidates must complete a clinical practicum course that engages them in supervised field-based experiences in leadership, professional development, and instructional program development in their specific areas of specialization.
2. The practicum course must be taken near the end of the program of study and requires a 3.0 cumulative GPA in graduate courses in the program.
3. Practicum experiences are co-designed by candidates, university graduate faculty members, and P-12 school personnel selected as mentors on the basis of educational preparation, expertise, and experience.
4. Mentors must be certified teachers, have degrees or training giving them expertise specifically in the area of specialization, and must have at least 3 years of teaching experience. The Graduate Coordinator approves selection of mentors.
5. University and clinical faculty, along with the SOE Graduate Coordinator, work with candidates to find rigorous placements based on standards for each specific program of study.
6. Candidates must participate in planning, implementing, and evaluating professional development/leadership efforts at the grade, school, district, and/or state level.
7. Supervision and evaluation of candidate performance are shared by BHSU graduate faculty and public school mentors in the various areas of specialization.
8. Candidates will participate in regularly scheduled email, phone, web-based, and/or video conferences between graduate faculty in SPA content areas and P-12 school district mentors to ensure that the delivery of practicum experiences is appropriate, standards-based, and rigorous.
9. Candidates, graduate faculty in SPA content areas, and P-12 school district mentors all complete forms that provide feedback used to evaluate and improve practicum experiences.

NOTE: Individualized practicum experiences are designed for non-certified candidates working in settings other than P-12 schools.

CHAPTER 5
MSCI Culminating/Capstone Events

Each MSCI graduate student is required to select one of three possible culminating events. The student may collaborate with a graduate faculty member to research an issue and submit an article for possible publication in a professional journal. Writing a thesis is another option. The third option is the completion of a professional portfolio using artifacts that are examples of professional growth and representative of proficiency in the five propositions offered by the National Board of Professional Teaching Standards (NBPTS).

Option One: Collaborative Research Publication

As a teacher leader, a graduate student may want opportunities to contribute to the field of study in broader ways and to become associated with leadership in that field. Publishing an article in a refereed educational journal is one way to accomplish this. The graduate student who wants to pursue such possibilities chooses the CRP as the culminating event. The student and a collaborating faculty member share the research process and write an article together. The student presents the article, along with information about the refereed journal, to the MSCI Culminating/ Capstone Events Committee for editorial review that may result in revisions. After committee acceptance, the student submits the article to the selected journal for possible publication. Presenting proof of submission completes requirements for the culminating event. The capstone class, ED 790, is the vehicle for academic credit for successful completion of the CRP. If the completed article is not accepted by the culminating event committee after revisions, an alternative plan may be developed in lieu of submission of the article.

Option Two: Thesis

A graduate student planning to pursue further graduate work, perhaps even entering a doctoral program, may want to become involved in more extensive research and write a thesis as the culminating event. This student chooses the thesis option and begins the process under the direction of a chair and three-member MSCI Culminating/Capstone Events Committee. The committee includes at least one COE graduate faculty member and one faculty member from outside the College of Education. The thesis process includes a proposal hearing, the writing of the thesis, an oral defense of the final product, and the completing of any necessary revisions. The completed thesis is then submitted for binding. The capstone class, ED 790, is the vehicle for academic credit for successful completion of the thesis. If the thesis is not accepted by the committee after revisions, an alternative plan may be developed.

Option Three: Portfolio of Professional Growth

The portfolio option may be the best choice for the graduate student who prefers to demonstrate research-based practice by connecting products from graduate courses and teaching directly to theory found in current research. The student choosing this option carefully analyzes products generated during MSCI classes and/or professional experiences that integrate theory, principles or applications leaned in the MSCI program, and selects as artifacts those that demonstrate proficiency in each of the five propositions of the National Board of Professional Teaching Standards. (Appendices B, and C provide the

propositions, standards, and portfolio resources.) Each student begins the portfolio with a vita and a reflection on professional growth. For each of the five propositions, the student then writes a 3-5 page analytical reflection that connects the selected artifact directly to relevant research and theories supporting that proposition. Citing researchers and theorists, the student must successfully explain HOW each artifact demonstrates proficiency in the targeted NBPTS proposition. Each of the five narratives must be thorough and focused, illustrating the graduate student's understanding of the theories and how they impact practice. The completed portfolio is submitted for review to a designated MSCI Culminating Events/Capstone Committee. The portfolio may be submitted in CD format or in print form ready for binding. Each portfolio is reviewed by multiple reviewers and may be returned for revisions. Acceptance of the portfolio at the level of "proficient" or "distinguished" by the committee indicates that the student has fulfilled culminating event requirements. If the portfolio is not accepted after revisions, an alternative plan may be developed. NOTE: See Appendix D for standards that expand the NBPTS Propositions.

CHAPTER 6
University Graduate Council Information

Graduate Council

The Black Hills State University Graduate Council meets monthly. The council serves as a policy-making body and aids in developing University policies which ensure faculty involvement with such issues as the following:

1. Decisions and recommendations of the Director of Graduate Studies about the status of, and plans for, the graduate studies program at BHSU;
2. Class I, II, and III curriculum proposals and questions regarding graduate faculty qualifications;
3. Creation of guidelines for the University graduate studies program;
4. Other tasks as requested by the Director of Graduate Studies, Vice-President of Academic Affairs, or the President of the University

For additional information about the graduate studies program at Black Hills State University, please review the Graduate Bulletin.

Due Process

In the event a student has academic concerns, the School of Education acknowledges the right of due process. We encourage students to review the process outlined in the Black Hills State University's Handbook and the Policy Manual for the College of Education and Behavioral Sciences.

Guidelines for Use of Human Subjects in Research

All applications or proposals for research projects involving human subjects are subject to review according to the policies outlined in the Black Hills State University's Animal Care and Human Subjects Committee Guidebook. Guidelines are available online at http://www.bhsu.edu/Research/ResearchPolicies/HumanSubjects/tabid/7260/Default.aspx.

In general, the review of research projects under these regulations determines whether the project will:

1. Avoid placing human subjects at risk;
2. Provide adequate safeguards for the rights and welfare of the subjects; and
3. Provide for obtaining the informed consent of the human subjects.

No data can be collected until a proposal has been submitted to and approved by the BHSU Institutional Research Board. (See Appendix A for more information.)

Completing Records for Graduation

Early in the semester of graduation (including summer graduation as part of the spring semester), the candidate must complete an application for graduation supplied by the Graduate Coordinator. At this point in time, the Graduate Coordinator will evaluate the candidate's transcript to see that requirements for graduation can be met on schedule and forward approved applications to the Registrar's Office.

APPENDIX A
Human Subjects Approval Information

Following is the approved BHSU policy for the use of human subjects in research. This university-wide policy affects all projects that use human subjects; not only those receiving external funding. Student projects, both undergraduate and graduate, must comply with the policy. No work can begin on a project involving human subjects until approval has been received.

Projects using human subjects can be exempt from full committee review or subject to committee review. The policy describes the criteria for each. Projects exempted from review of the full committee are approved through the chairperson. Such projects include the use of survey/interview research, study of existing data involving human subjects, educational tests and observational research. If you believe your project is exempt from full review, you can request approval by completing the Human Subjects Approval Request and Research Protocol attached or available from the chair of the Human Subjects Committee and send it to the chair. You will also be required to send the chairperson a copy of you proposed consent to participate form.

You must also complete the Human Subjects Use Approval Request and Research Protocol and provide a copy of your proposed consent form for the projects that do not meet the exempt criteria. These projects may go to the Human Subjects Committee for review and approval which may take up to four (4) weeks. You may be requested to provide additional information, provide clarification or make changes in the protocol before approval can be given.

Full descriptions of Human Subjects Policy and access to the following forms are available from the Institutional Review Board website:
http://www.bhsu.edu/Research/ResearchPolicies/HumanSubjects/tabid/7260/Default.aspx

- Research & Review Level Determination Form
- Human Subjects Approval Request Form
- Research Protocol Form
- Guidelines for Informed Consent and Sample Consent Form
-

At this website researchers can also register and complete the online training courses

- Protecting Human Research Participants
- Responsible Conduct of Research.

REMEMBER – NO WORK CAN BEGIN ON A PROJECT USING HUMAN SUBJECTS UNTIL APPROVAL HAS BEEN RECEIVED.

If you have any further questions, please contact the chair, Dr. Cynthia Anderson, at (605) 642-6854.

APPENDIX B
Resources/Rubric for Professional Portfolio

NOTE: See Appendix D for standards that expand the NBPTS Propositions.

Guidelines for Analytical Reflections and Artifact Preparation

1. Begin each of the five sections by inserting the NBPTS Proposition (without listing standards)
2. Insert no more than a three to five page (or approximately 2000 to 2500 word) Analytical Reflection that illustrates an understanding of educational research as it relates to practice.
   - Begin with a short overall introduction to the analytical reflection by describing the context in which the artifact was created. This section should explain how the MSCI coursework supported the development of your knowledge base and helped you connect educational research/theory to your professional practice.
   - Next, create a comprehensive explanation of how the selected artifact demonstrates your competency in the targeted National Board of Professional Teaching Standard. Use critical thinking skills to construct an analytical reflection of the educational research/theory investigated during the MSCI and how it impacts your practice. It is important for the reader to discern the connection between educational research and professional practice. Relevant theories and research should not only be noted but incorporated in the narrative.
   - Finally, draw a conclusion that illustrates how effectively and successfully you have documented your knowledge base of theory and how it applies to practice.
3. Add the completed artifact

Rubric for Evaluation of Analytical Reflection

4-Distinguished: The analytical reflection explained the student's understanding of what the proposition means to him/her as a professional educator and supports that understanding with educational research/theory, classroom applications, and the selection of an individually developed artifact. The student's understanding of educational research and theory was strongly demonstrated through a concise explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar was strong with no noticeable errors or with minor errors that did not detract from the narrative.

3-Proficient: The analytical reflection explained the student's understanding of what the proposition means to him/her as a professional educator and supports that understanding with educational research/theory, classroom applications, and the selection of an individually developed artifact. The candidate's understanding of educational research and theory was demonstrated through an explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar was satisfactory and any noticeable errors did not detract from the flow of the analytical reflection.

2-Basic: The analytical reflection explained the candidate's understanding of what the proposition means to him/her as a professional educator and supports that understanding with educational research/theory,

classroom applications, and the selection of an individually developed artifact. The student's understanding of educational research and theory was somewhat demonstrated through an explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar did reflect some noticeable errors that did detract from the flow of the analytical reflection.

1-Unsatisfactory: The analytical reflection failed to explain the student's understanding of what the proposition means to him/her as a professional educator and/or fails to support that understanding with educational research/theory, classroom applications, and the selection of an individually developed artifact. If any educational research or theory was presented it did not suffice in demonstrating the students' understanding of the ideas, principles, implications of the noted theory and/or research. The use of language conventions, mechanics, and grammar contained many noticeable errors and made the flow of the analytical reflection difficult to follow.

APPENDIX C
NBPTS Propositions and Standards

Proposition One: Teachers that are committed to students and their learning:

Standards:

1a. Teachers recognize individual differences in their students and adjust their practice accordingly.
1b. Teachers have an understanding of how students develop and learn.
1c. Teachers treat students equitably.
1d. Teachers' mission extends beyond understanding the cognitive capacity of their students.

Proposition Two: Teachers know the subjects they teach and how to teach those subjects to students.

Standards:

2a. Teachers appreciate how knowledge in their subject is created, organized, and linked to other disciplines.
2b. Teachers command specialized knowledge of how to convey a subject to students.
2c. Teachers generate multiple paths to knowledge.

Proposition Three: Teachers are responsible for managing and monitoring student learning.

Standards:

3a. Teachers call on multiple methods to meet their goals.
3b. Teachers orchestrate learning in group settings.
3c. Teachers place a premium on student engagement.
3d. Teachers regularly assess student progress.
3e. Teachers are mindful of their principal objectives.

Proposition Four: Teachers think systematically about their practice and learn from experience.

Standards:

4a. Teachers are continually making difficult choices that test their judgment.
4b. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition Five: Teachers are members of learning communities.

Standards:

5a. Teachers contribute to school effectiveness by collaborating with other professionals
5b. Teachers work collaboratively with parents.
5c. Teachers take advantage of community resources.

APPENDIX D
MSCI Admission/Candidacy Critical Reflection Rubric

Accurately identifies key concepts or issues.

4 - Accurately and thoroughly describes the relevant key concepts or issues; addresses concepts or issues that are not immediately apparent.
3 - Accurately identifies the most important concepts or issues.
2 - Identifies some concepts or issues that are accurate along with some that are not accurate.
1 - Omits the most significant concepts or issues.

Identifies alternatives and rationale for addressing the concepts or issues.

4 - Identifies creative but plausible solutions and rationale to the problem under consideration; the solutions address the central difficulties posed by the concepts or issues.
3 - Proposes alternative solutions and rationale that appear plausible and that address the most important concepts or issues.
2 - Presents alternative solutions and rationale for dealing with the concepts or issues, but solutions or rationale do not all address the important difficulties.
1 - Presents solutions or rationale that fail to address critical parts of the problem.

Reasoning

4 - Consistently and accurately demonstrates the writers reasoning process that is well supported, sensitive to assumptions, and alternative points of view.
3 - Demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.
2 - Sporadically demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.
1 - Rarely, if ever accurately demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.

Conventions

4 - Demonstrates a solid understanding of standard writing conventions (spelling, punctuation, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.
3 - Demonstrates a good understanding of standard writing conventions with few errors that is not distracting from readability.
2 - Presents a fair understanding of standard writing conventions with errors that do somewhat distract from readability.
1 - Frequent errors in standard conventions that are distracting and impair readability.

(Adapted from McRel Institute: Marzano, Pickering & McTighe, 1993; and Northwest Regional Educational Laboratory, 1998).

APPENDIX E
School of Education Graduate Faculty

Dr. John Alsup John.alsup@bhsu.edu	Math Education/Statistics
Dr. June Apaza June.apaza@bhsu.edu	Math Education
Dr. Leonard Austin Len.austin@bhsu.edu	Educational Psychology
Dr. Janet Briggs Janet.briggs@bhsu.edu	Science Education
Dr. David Calhoon David.calhoon@bhsu.edu	Early Childhood/Instructional Technology
Dr. Richard Carriveau Richard.carriveau@bhsu.edu	Reading
Dr. Cynthia Chandler Cynthia.chandler@bhsu.edu	Early Childhood/Reading
Dr. Greg Cooch Gregory.cooch@bhsu.edu	Special Education
Dr. Dorothy Fuller Dorothy.fuller@bhsu.edu	Instructional Technology
Dr. Carol Hess Carol.hess@bhsu.edu	Reading/Social Studies Education
Dr. Michelle Hovland Michelle.hovland@bhsu.edu	Reading
Dr. Mary Jones Mary.jones@bhsu.edu	Human Resources/Indian Education
Dr. Faye LaDuke Pelster Faye.laduke@bhsu.edu	Reading
Dr. Kathleen Matthew Kathleen.matthew@bhsu.edu	Science Education
Dr. Tim Molseed Tim.molseed@bhsu.edu	Curriculum & Instruction/Educatonal Research
Dr. Lee Pearce Lee.pearce@bhsu.edu	Special Education
Dr. Betsy Silva Betsy.Silva@bhsu.edu	Health & Physical Education
Dr. Pat Simpson Patricia.simpson@bhsu.edu	Reading
Dr. Jami Stone Jami.Stone@bhsu.edu	Math Education

APPENDIX F
BLACK HILLS STATE UNIVERSITY RESOURCES

Academic Affairs Office, **Director of Graduate Studies**	Dr. Kristi Pearce **kristi.pearce@bhsu.edu** (605) 642-6270
Dean **College of Education & Behavioral Sciences**	Dr. Pat Simpson Patricia.Simpson@bhsu.edu (605) 642-6550
Admissions (Graduate)	Mr. Gregg Galea Gregg.galea@bhsu.edu (605) 642-6270
Bookstore	Mr. Dennis Walkins Dennis.walkins@bhsu.edu (605) 642-6287
Business Office	Ms. Pam Thomas Pam.thomas@bhsu.edu (605) 642-6527
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