

Handbook for Master of Arts in Secondary Education

*Department of Teacher Education,
Educational Leadership & Policy*

Secondary Education Program

*Master of Arts in
Secondary Education
Graduate Handbook*

**Master of Arts in Secondary Education Graduate Handbook
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UNM COLLEGE OF EDUCATION

VISION

Excellence and Diversity Through
People, Ideas, and Innovation

MISSION & CORE VALUES

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

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

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

- **Understandings** frame the identity and practices of professionals. We seek to help you better understand (1) human growth and development, (2) culture and language, (3) content of the disciplines, (4) pedagogy, (5) technology, (6) professional issues, and (7) the nature of knowledge.
- These understandings enable you, as a professional, to value and engage in **practices** that embody the following qualities: (1) learner-centered, (2) contextual, (3) coherent, (4) culturally responsive, and (5) technologically current.
- Developing a professional **identity** is central to lifelong growth as a professional educator. The COE will help you develop the following attributes of a professional: (1) caring, (2) advocacy, (3) inquisitiveness, (4) reflection-in-action, (5) communication, (6) collaboration, (7) ethical behavior.

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University of New Mexico College of Education Conceptual Framework for Professional Education

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional understandings, practices, and identities.

These understandings, practices, and identities frame the lifelong learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

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

❖ **Human Growth and Development**

- Patterns in how individuals develop *physically, emotionally, and intellectually*. How to provide conditions that promote the *growth and learning of individuals from diverse cultural and linguistic backgrounds*, including those with *special learning needs*.

❖ **Culture and Language**

- The nature of *home, school, community, workplace, state, national, and global contexts* for learning. How *social groups develop and function* and the dynamics of power within and among them. How language and other forms of expression *reflect cultural assumptions* yet can be *used to evoke social change*. How one's own background and development *shape understanding and interaction*.

❖ **Content of the Disciplines**

- The substance of the disciplines taught—the *central organizing concepts and factual information*—and the ways in which new knowledge is created, including the forms of *creative investigation* that characterize the work of scholars and artists.

❖ **Pedagogy**

- Theory and research on effective *educational practices*. How to create *contexts for learning in and across the disciplines*. How to *assess student learning and design, plan, and implement instruction* to meet the needs of learners. How to *evaluate* educational practice.

❖ **Technology**

- Effects of *media and technology on knowledge, communication, and society*. How to critically analyze and raise awareness of the *impact* of media and technology. How to use current technology.

❖ **Professional Issues**

- The *social and political influences on education*, both historically and currently. *Local, state, and national policies*, including requirements and standards. How to *critically analyze and participate* in the *formation of educational policy*. Strategies for leadership, collaboration, and research.

❖ **Nature of Knowledge**

- How *knowledge is constructed within social contexts*, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct *inquiry into the nature of knowledge* within and across the disciplines.

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

❖ **Learner-Centered**

- Students' *past experiences, cultural backgrounds, interests, capabilities, and understandings* are accommodated in learning experiences. *Routines* promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

❖ **Contextual**

- *Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc.,* that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the *richness of their contextual cues and information*. Learners are provided with *models and opportunities to reflect* on their experiences and to relate *their learning to other social contexts*.

❖ **Coherent**

- Learning experiences are organized around the development of *concepts and strategies* that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

❖ **Culturally Responsive**

- *Diversity is valued,* and learners are helped to become aware of the impact of culture on how they and others perceive the world.

❖ **Technologically Current**

- *Available technology facilitates learning.* Learners are helped to understand the effect of media on their perceptions and communication.

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

❖ **Caring**

- *Attentive* to learners, willingness to *listen and withhold judgment*, and ability to *empathize* while *maintaining high expectations* for learner success.

❖ **Advocacy**

- Committed to ensuring *equitable treatment* and *nurturing environments* for all learners.

❖ **Inquisitiveness**

- *Habitual inquiry* into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

❖ **Reflection-in-Action**

- Able to *analyze, assess, and revise practice* in light of student learning, research and theory, and collegial feedback.

❖ **Communication**

- *Skilled in speaking, writing*, and using other modes of expression.

❖ **Collaboration**

- Able to *work cooperatively* with students, parents, community members, and colleagues.

❖ **Ethical Behavior**

- Aware of and able to work within the ethical codes of the profession.

FREQUENTLY ASKED QUESTIONS (FAQs) OF SECONDARY EDUCATION GRADUATE STUDENTS

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

Student Photo ID Cards can be obtained from the basement of the Student Union Building.

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

Instructions for getting your new UNM ID# and PIN are available at <http://www.unm.edu/~linksc/getunmid.pdf>.

OR

1. Log into <http://its.unm.edu/dds> with your Net ID and Password,
2. Click on Demographic Information
3. Your UNM ID# and PIN should then be displayed.
4. If your PIN is not listed, there is a problem with your file. Please call the Registrar's Office at 505-277-2916 for additional information.

3. How do I get a UNM e-mail account?

Log on to MY UNM through the www.unm.edu website and then click on the MY UNM E-mail Tab across the top. Follow the instructions.

4. How do I forward my UNM E-mails to my other e-mail account?

Open a web browser and go to the UNM webmail page: <https://lobomail.unm.edu>. Log in using your UNM NetID and password.

When the application loads completely, click the settings gear at the top, then click on "Options".



On the right side, click the link that says, "Forward your email". Under the Forwarding section, enter the email address you would like to forward to. Click the box, "Keep a copy of forwarded messages in Outlook Web App".

Then click, "Start Forwarding".

5. How do I get a Parking Pass?

Contact Parking & Transportation Services at 277-1938 for information on prices, availability, and to purchase parking permits. Go to: <http://pats.unm.edu/contact.cfm>.

6. What should I know about the Library?

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

7. How do I contact my Advisor?

When you email a faculty member, please follow these guidelines:

You should address the email to the faculty member respectfully, using either the title Dr. or Prof. (but not Mr., Mrs., or Ms.)

When you contact a faculty member because you have questions or need advising, your email should contain the following information:

- You first and last name
- Details about your current status (e.g., current UNM undergraduate)
- Details about relevant plans, such as applying for a particular program
- Which particular program you are in or interested in: Licensure; MA + Licensure; MA only, MARP, MSET, MA online.
- What your content area is. (e.g., Math, Science)
- Include any questions you have
- Include relevant COMPLETED electronic copies of any relevant forms, such as POS, advisement sheet, etc.
- If applicable, include your transcripts (unofficial are fine)

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

In addition to working with your Advisor each semester to determine what courses you should be taking, you can go to www.unm.edu and click on Schedule of Classes in the left column, or follow the links through LoboWeb.

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

ECME = Early Childhood Multicultural Education

EDUC = Teacher Education

EDPY = Educational Psychology

LEAD = Educational Leadership

LLSS = Language, Literacy, and Socio-Cultural Studies

MSET = Math, Science, and Environmental Technology

SPCD = Special Education

10. How do I decide what electives to take?

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

In the MA with Alternative Route to Licensure Program, the Methods Courses serve as the majority of your electives.

11. How do I register for classes?

To register for classes using LoboWeb:

- Login to my.unm.edu using your NetID and Password
- Click on the “**Student Life**” tab across the top of the myUNM web page.
- Click on the red “**LoboWeb**” link in the middle of the page. Please note any announcements that may be presented above.
- From the Student & Financial Aid Menu click on “**Registration & Records**”
- Click on the “**Select Term**” link and select a term from the drop down menu and click “Submit”.
- If you DO NOT know your desired course CRN (Course Reference Numbers), you will need to “**Search Class Schedule for Classes to Add**”.
 - See [Answer ID# 2312](#) to learn how.
- If you DO know the course CRN, click on “**Registration Add/Drop Classes**”.
- To register you must “Accept” Student Financial Responsibility.
 - If you are already registered for a course you will see details listed here.
 - To **add classes**, enter the CRNs at the bottom of the Registration (Add/Drop Classes) page in the text fields provided. *You may also add classes via the Class Search page by checking the box to the left of the course listing and clicking on the bottom Submit button. If there is not a check box to the left of the course then refer to the legend at the top of the page for explanation.*
 - To **drop classes**, select the available drop option from the menu (defaulted to 'None') under the "Action" column of your Current Schedule.
 - Click “Submit”

12. Is there an organization I can join for support during my Master’s Degree?

Yes, the Teacher Education Graduate Student Association (TEGSA) is an organization for students created by students. The group has student officers and determines its own activities for the school year. The main purpose of TEGSA is to promote active participation of Teacher Education Graduate Students in the life of the College of Education and in Teacher Education.

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

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

If you have questions, please Contact Dr. Cheryl Torrez, Interim Department Chair, TEELP, at catorrez@unm.edu. The deadline is typically in early May.

14. How do I find out about Graduate Scholarships?

The Office of Graduate Studies website provides useful information on how to obtain Graduate funding. You can find funding information at the following address:
www.unm.edu/grad/funding/funding.html

Take advantage of the Scholarship Survey located on the College of Education website to determine which scholarships for which you are eligible by visiting <http://coe.unm.edu/current-students/coe-scholarships.html>

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

CAPS is the University center for tutoring and writing assistance. Visit caps.unm.edu for more information, including office hours, online chats, and other helpful services. According to their website, “Writing & Language Center at CAPS offers a variety of services geared towards providing writing and language support for students at UNM- these include Individual Appointments, Drop-in Writing Labs across campus, a series of Writing and Language Workshops that are run throughout the semester, Supplemental Instruction for selected writing-intensive courses, research and writing support for graduate students, and a number of online services.”

“CAPS writing tutors can help out at any stage of the writing process, and our goal is to help students to master tools and techniques that will help them in their careers both at the university and beyond. We also offer tutoring for ESL students and content-based tutoring for courses in the English Department.”

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

Yes. Purchase the APA Style Manual (6th Edition). Be sure you use this edition. As a member of TEGSA you can receive this style manual as a benefit of your membership.

17. My professor said our course was linked to Blackboard Learn. How do I get there?

Simply type learn.unm.edu (no www) in your web browser and then type in your UNM User Name and Net ID. Then click on the course in which you are enrolled. Go to FastInfo (located on the www.unm.edu website) and type in Blackboard Learn to be linked to more tutorials about using Blackboard Learn.

18. How do I have my e-mail automatically forwarded from Blackboard Learn and UNM to another e-mail account?

It is strongly recommended that if you use another e-mail provider other than UNM, please forward your UNM e-mail to your primary account. Your UNM e-mail is the official e-mail address to which official communication will be sent.

To forward Blackboard Learn mail to an external e-mail account:

1. Login to Blackboard Learn.
2. From the *My Blackboard Learn* home page, click the *My Settings* link in the top-right corner (next to *Check Browser*).

3. Click the *Edit Profile* button.
4. Enter your external e-mail address in the *E-mail:* field.
5. Click the *Save* button.
6. Click the *My Tool Options* tab on the *My Settings* page.
7. Check the box in front of *Forward all mail messages to the e-mail address in my profile.*
8. Click the *Save* button.

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

Visit our website: www.unm.edu/grad

Come by and see us:

UNM Map Location - Building #81 - Humanities Building, Suite 107

Mailing Address:

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

Office Hours:

Monday - Friday

8:00 a.m. to 5:00 p.m.

Phone Numbers:

Graduate Admissions: 505-277-2447

OGS Main Office: 505-277-2711

OGS Fax: 505-277-7405

Assistantship Contracts: 505-277-7344

Scholarships and Fellowships: 505-277-6062

Program Advancement and Completion: 277-7398

20. *What are the billing dates, and what methods of payment can I use to pay my UNM Account?*

Billing Dates: Current students will receive an e-mail notification that their online statement is available. Students may view their monthly statements by logging into LoboWeb and choosing the "Make Payments" option.

Semester Billing Dates: Found on the UNM Bursar's Webpage.

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

Payment and Payment Plans:

A student may set up an installment payment plan to defer part of his/her balance to later in the semester. Installment plans may be set up for current semester balances on LoboWeb. A portion of the balance will be due at the time of enrollment and will automatically be drawn from the bank or credit card account specified by the student. In addition, future installments will automatically be pulled from the specified account on the due date of the installment.

A student with a Payment Plan will still receive a monthly billing statement to review monthly transactions, *however* he/she should follow the due dates and amounts shown on the payment plan.

Payment in Person:

The Cashier Department is located in the John and June Perovich Business Center. 1700 Lomas NE Albuquerque, NM 87131

Hours of operation are 8:00 a.m. to 5:00 p.m., Monday through Friday.

Payment by Mail:

Payments must be received by 5:00 p.m. on the payment due date.

Payment over LoboWeb:

Credit card (Visa and MasterCard only) and eCheck payments made over LoboWeb must be received before 5:00 p.m. on the payment due date.

Payment by Telephone:

Call (505) 277-4748 to make a credit card payment during Cashier Department hours of operation.

LoboPhone: (505) 246-2020

21. What if I don't have access to a computer and I have questions about registration, etc.?

You can call the LoboPhone at (505) 246-2020 and receive recorded information for the following departments:

- Registration (ext. 1)
- Billing (ext. 2)
- Financial Aid (ext. 3)
- Grading (ext. 4)
- Admissions (ext. 5)

22. Where do I go to get copies made?

The College of Education Publishing Center is located in the Educational Technology (TEC) Building. Hours are posted and vary by semester. You can get documents copied, bound, etc. at the COE Publishing Center. Please be aware that the Copy Center operates on a "cash only" basis.

23. Is there a phone number for a University Operator?

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

24. Where is University Lost & Found?

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

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

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

A Master's Degree student has a total of 7 years to complete the Master's Degree.

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

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

**Secondary Education Chart of Responsibilities
Graduate Student and Graduate Advisor
Journey to the Master of Arts Degree**

Event	Date Completed	Graduate Student Responsibilities	Faculty Advisor Responsibilities								
Scheduling of Class		Each semester, set up an appointment with your Advisor prior to scheduling. Fill out the <i>Advisement Form</i> in this handbook and take it with you to your appointment. You will schedule your own classes individually following advisement.	Work with the student regarding course of study and elective selections. Confirm notations on <i>Advisement Form</i> with student.								
Program of Studies (POS) Review		<p>Set up an appointment to complete your <i>Program of Studies (POS) Form</i>.</p> <p>In preparation for this meeting, transfer documentation from you <i>Advisement Form</i> to the <i>Program of Studies Form</i>. Complete POS and MA Exam Checklist with Advisor.</p> <p>The following are STRICT deadlines for document submission to OGS depending on graduation semester. Submit all paperwork to the TEELP Administrative Assistant by the dates below:</p> <table border="1" data-bbox="586 1178 1105 1402"> <tr> <td data-bbox="586 1178 841 1287">Graduation Semester:</td> <td data-bbox="841 1178 1105 1287">Deadline for Paperwork Submission:</td> </tr> <tr> <td data-bbox="586 1287 841 1329">Summer</td> <td data-bbox="841 1287 1105 1329">February 8</td> </tr> <tr> <td data-bbox="586 1329 841 1371">Fall</td> <td data-bbox="841 1329 1105 1371">June 8</td> </tr> <tr> <td data-bbox="586 1371 841 1402">Spring</td> <td data-bbox="841 1371 1105 1402">September 8</td> </tr> </table>	Graduation Semester:	Deadline for Paperwork Submission:	Summer	February 8	Fall	June 8	Spring	September 8	<p>Prior to the deadlines outlined below, review and sign the <i>Program of Studies Form</i>.</p> <p>Submit the POS to the Secondary Education Graduate Administrative Assistant.</p> <p>[The POS is then submitted to the Department Chair for signature and then to the Office of Graduate Studies.]</p> <p>Deadlines for submission of POS depend on graduation semester. (See table to left)</p>
Graduation Semester:	Deadline for Paperwork Submission:										
Summer	February 8										
Fall	June 8										
Spring	September 8										
Examination Information (Discussed at POS Review)		Confirm members of your examination committee. Advisor will chair Exam Committee. Submit Application for MA Exam and Committee Member Documentation Form.	Communicate to TEELP Administrative Assistant that student is ready for exam and that appropriate paper work is on file.								
Announcement of Examination		<p>No action required as long as Program of Studies and MA Exam and Committee Member Documentation Forms were submitted by deadline for graduation semester.</p> <table border="1" data-bbox="586 1881 1027 1915"> <tr> <td data-bbox="586 1881 808 1915">Graduation</td> <td data-bbox="808 1881 1027 1915">Deadline for</td> </tr> </table>	Graduation	Deadline for	TEELP Administrative Assistant confirms the examination date with Advisor. The Announcement of Examination is submitted to OGS with pertinent dates and committee member names.						
Graduation	Deadline for										

		<table border="1"> <tr> <td>Semester:</td> <td>Paperwork:</td> </tr> <tr> <td>Summer</td> <td>June 1</td> </tr> <tr> <td>Fall</td> <td>October 1</td> </tr> <tr> <td>Spring</td> <td>March 1</td> </tr> </table>	Semester:	Paperwork:	Summer	June 1	Fall	October 1	Spring	March 1	Deadline: Minimum of 2 weeks prior to examination date.
Semester:	Paperwork:										
Summer	June 1										
Fall	October 1										
Spring	March 1										
Submission of Exam		<p>For your committee: Confirm preferred format (paper or electronic) for each committee member. Submit all paper copies, including a copy for your file for committee members, to the TEELP Administrative Assistant in Hokona Hall 121 before the department deadline.</p> <p>For your file: Provide one paper copy of your exam and a completed <i>Examination Submission Documentation Form</i>.</p>	Ensure committee members have received exams and rubrics from TEELP Admin Assistant.								
Report of Exam		<p>No action required.</p> <p>Note: Each committee member will mark 1 of 3 options: ___ Passed ___ Conditionally Passed ___ Failed</p>	<p>Faculty Advisor and TEELP Administrative Assistant will submit completed <i>Report of Exam</i> to OGS by appropriate deadline.</p> <p>Committee determines eligibility for <i>Distinction</i> status.</p>								
Graduation List		Confirm with TEELP Administrative Assistant that all paperwork has been signed and filed by deadlines.	Advisor and TEELP Administrative Assistant coordinate with OGS and Dean's Administrative Assistant to submit the Graduation List for the semester.								
Graduation/ Convocation Ceremony Information from Dean's Office		Check the College of Education website or graduation.unm.edu for graduate information regarding regalia and ceremony procedures/dates.	No action required.								
Celebration of Degree		CELEBRATE!	CELEBRATE!								

**SECONDARY EDUCATION MASTER'S DEGREE
MASTER'S EXAMINATION
AND
COMMITTEE FORMULATION**

Program of Studies

You must have your Program of Studies submitted to the TEELP Office and to OGS the semester prior to your graduation.

The Master's Examination

At the time they are reviewing their Program of Studies (POS) with their faculty advisors, students will form their own committees made up of three faculty members. Formulation of these committees should have occurred during Program of Studies Review. Should a student choose to reformulate the committee, the student should report the changes to the TEELP Administrative Assistant in writing so the appropriate documents can be updated.

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

Committee Members:

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

Masters of Arts in Secondary Education

Master's Exam

There are two options for your paper at this time.

- One is a literature review that attempts to address a specific issue or question. This literature review usually encompasses 20-25 pages and includes 20-25 citations addressing a specific questions collaboratively developed by the student and major advisor. This option should include a reflective component that explores the impact of the literature on the practice of the teacher.
- The second format is a research paper that illustrates data from a project or piece of action research completed in the classroom. Specific questions for the research are collaboratively developed between the major advisor and student. This option should incorporate a methodology, results and discussion section as well as a reflection section on how the research would impact the teacher's practice.

Paper should adhere to the following guidelines:

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

Stylistically the paper must:

- Follow APA format for form and writing.
- Be modeled on academic and scholarly writing that incorporates personal and/or professional perspectives.

Note: This information is subject to change

Secondary Education Master's Exam Rubric

The Secondary Education Master's Capstone Inquiry should demonstrate your understandings of important issues in your area of concentration, your depth and breadth of knowledge, and your ability to write for practitioner or research colleagues. You may use an expository style or a narrative style, but your paper should have a point and point of view. The style of your paper should follow one of the accepted style manuals in your field (APA for summer papers), and be modeled on academic and scholarly writing that incorporates personal and/or professional perspectives. Your final paper will be evaluated using the following scale:

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

Teacher Education Graduate Student Association (TEGSA)

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

1. *New student orientation.* TEGSA holds a new student orientation each spring to provide new students with information about UNM, the College, and Teacher Education.
2. *Social networking.* One of the main goals of TEGSA is to give students the opportunity to meet each other and develop social networks outside of classes. We believe this type of support is essential for graduate students who are developing their academic and professional skills.
3. *Student funding.* TEGSA supports the academic and professional development of students, provides funds for students to join professional organizations, and to present at conferences. TEGSA also provides equipment for student use in the department.
4. *Graduate Student Advisory Council Representative.* This council identifies concerns and successes in Teacher Education. Students interested in serving in this position should contact the Department of Teacher Education.
5. *Officer Elections.* If a student is interested in running for a leadership position in TEGSA, please contact the Faculty Sponsors.
6. *Faculty Sponsor.* Dr. Kersti Tyson is the faculty sponsor for TEGSA. To contact Dr. Tyson, email Kersti@unm.edu.

APA Format Overview

(submitted by Jonathan Brinkerhoff)
6th Edition Updates Included

1. Setting margins to one inch: File → Page setup, then adjust margins to 1 inch.
2. Setting font style and size: Edit → Select All, then select Times New Roman from the font style drop down menu and 12 from the font size drop down menu on the Formatting toolbar.
3. Setting double spacing: Edit → Select All, then Format → Paragraph → Indents and Spacing, then select Double from the line spacing drop down menu.
4. Setting text to left justified: Edit → Select All, then select the left justified icon on the formatting toolbar.
5. Adding page numbers and a running head in the header: View → Header and Footer, then click on the right justification icon in the formatting toolbar, type in the running head, add three or four spaces, then click the Insert Page Number button on the Header Footer toolbar.
6. Formatting APA levels of headings:
 - a. For one level:
Centered, Boldface, Uppercase and Lowercase Heading
 - b. For two levels:
Flush Left, Boldface, Uppercase and Lowercase Heading
 - c. For three levels:
Indented, boldface, lowercase paragraph heading ending with a period. The text of the paragraph begins immediately after the period.
7. Creating hanging indents for the references section: Select the text you wish to appear with a hanging indent then go to Format → Paragraph. On the Indents and Spacing tab, select Hanging from the Special drop down menu.
8. Common APA style references.

Book:

Wolfe, P. (2001). *Brain matters translating research into classroom practice*.

Alexandria, VA: ASCD.

Edited book with more than two authors:

Bransford, J. D., Brown, A. L., Cocking, R. R., Donovan, Bransford, M. S., & Pellegrino, J. J. Eds. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

Journal with a single author:

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126(2), 910-924.

Journal with two authors:

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process: A summary. *Psychology Today*, 23(4), 13-21.

Online Document:

Butterfield-Booth, S. (1996). *Attribution theory*. Retrieved November 15, 2004, from <http://www.as.wvu.edu/~sbb/comm221/chapters/attrib.htm>

Online Periodical:

Carstensen, L. L. (1992). Social and emotional patterns in adulthood: Support for socioemotional selectivity theory. *Psychology and Aging*, 7, 331-338.
doi: 10.1037/0882-7974.7.3.331

9. Sample Title Page – see next page.

Individual Differences in the Successful Cure of Writer's Block

(substitute your title)

Aye M. Dunn

(substitute your name)

University of New Mexico

M. A. in Elementary Education and Secondary Education Key Assessments November 2013

The information below outlines the Key Assessments for each Focus Area/Core for Elementary and Secondary Education Graduate Programs (Focus Area = Elementary Education; Core = Secondary Education).

Each Key Assessment is tied to specific courses that fulfill each Focus Area/Core for each program, except for the Examination, in which results will be reported by the Administrative Assistant in the Teacher Education, Educational Leadership and Policy Department. Each Key Assessment is also tied specifically to the New Mexico Level III Teacher Competencies, and to specific Student Learning Objectives, Foundational Assignments, and Basic Rubrics.

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

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

New Mexico Level III Teacher Competencies

1.	The teacher accurately demonstrates knowledge of the content area and approved curriculum.
2.	The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.
3.	The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.
4.	The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.
5.	The teacher effectively utilizes student assessment techniques and procedures.
6.	The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7.	The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8.	The teacher demonstrates a willingness to examine and implement change, as appropriate.
9.	The teacher works productively with colleagues, parents and community members.

Key Assessments

I. Diversity Case Study

Focus Area: Social Justice, Diversity, and Transformational Practice **Core: Diversity**

A. Student Learning Objective:

Using theoretical constructs on cultural studies, the student will analyze multicultural student classroom case study narratives to identify implications for teaching.

B. Courses:

EDUC 552: Social Justice in Education

EDUC 554: Peace Education

C. New Mexico Level III Teacher Competencies:

3, 4, 6, 7

D. Foundational Assignment:

Read the case study(ies) provided, which involve a potential situation in a multicultural classroom. Using your knowledge of the theoretical constructs of cultural studies, analyze the case study(ies), identify specific theoretical constructs at play, and explain specific implications for teaching.

E. Basic Rubric for Tk20:

3 Outstanding (Exceeds)	2 Passed (Meets)	1 Fail (Does Not Meet)	0 Not Submitted
Exceeds meeting the student learning objective for this assignment.	Meets all criteria for the student learning objective for this assignment.	Does not meet the criteria for the student learning objective for this assignment.	No assignment submitted to meet the student learning objective for this assignment.

II. Detailed Lesson Plan

Area: Instructional Strategies **Core: Pedagogical Practices**

A. Student Learning Objective:

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

B. Courses:

EDUC 502: Advanced Instructional Strategies

EDUC 505: Experiential, Project-Based, and Service-Learning

EDUC 421: Teaching Social Studies in the Elementary School

C. New Mexico Level III Teacher Competencies:

2, 3, 4, 5, 6, 7, 8, 9

D. Foundational Assignment:

Write a detailed lesson plan that clearly shows evidence of a minimum of three (3) observable qualities that directly connect to the New Mexico State Observation Protocol.

Clearly indicate the specific areas of your lesson plan that you are using as evidence and identify each of these areas with the specific criteria from the New Mexico State Observation Protocol.

E. Basic Rubric for Tk20:

3 Outstanding (Exceeds)	2 Passed (Meets)	1 Fail (Does Not Meet)	0 Not Submitted
Exceeds meeting the student learning objective for this assignment.	Meets all criteria for the student learning objective for this assignment.	Does not meet the criteria for the student learning objective for this assignment.	No assignment submitted to meet the student learning objective for this assignment.

III. Historical/Contemporary Curriculum Analysis

Focus Area: Curriculum Core: Curricular Studies

A. Student Learning Objective:

The student will understand the purposes of curriculum in education that have influenced current political and philosophical discourse about teaching and learning.

B. Courses:

EDUC 542: Principles of Curriculum Development

EDUC 511: Curriculum in the Elementary School

C. New Mexico Level III Teacher Competencies:

1, 5, 6, 7

D. Foundational Assignment:

Write a 10-page or more paper, using APA style, including ten (10) or more academic resources exploring:

- a) the historical trends in curriculum based on the work of theorists, historical incidents, the development of schools, and/or models of curriculum;
and
- b) the contemporary trends in curriculum based on the work of theorists, historical incidents, the development of schools, and/or of curriculum;
and
- c) include a reflection on how the curricular trends might impact classroom curricular planning and implementation.

E. Basic Rubric for Tk20:

3 Outstanding (Exceeds)	2 Passed (Meets)	1 Fail (Does Not Meet)	0 Not Submitted
Exceeds meeting the student learning objective for this assignment.	Meets all criteria for the student learning objective for this assignment.	Does not meet the criteria for the student learning objective for this assignment.	No assignment submitted to meet the student learning objective for this assignment.

IV. Research Protocol

Focus Area: Research Core: Educational Research

A. Student Learning Objective:

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

B. Courses:

EDUC 500: Research Applications to Education

EDUC 513: Process of Reflection and Inquiry

C. New Mexico Level III Teacher Competencies:

8, 9

D. Foundational Assignment:

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

Basic Rubric for Tk20:

3 Outstanding (Exceeds)	2 Passed (Meets)	1 Fail (Does Not Meet)	0 Not Submitted
Exceeds meeting the student learning objective for this assignment.	Meets all criteria for the student learning objective for this assignment.	Does not meet the criteria for the student learning objective for this assignment.	No assignment submitted to meet the student learning objective for this assignment.

V. Professional Presentation

Seminar

A. Student Learning Objective:

Through a professional presentation, the student will demonstrate the ability to reflect on learning experiences, make theoretical connections to practice, identify implications for teaching, and/or summarize and analyze research in the field.

B. Courses:

EDUC 590: Seminar

C. New Mexico Level III Teacher Competencies:

8, 9

D. Foundational Assignment:

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

E. Basic Rubric for Tk20:

3 Outstanding (Exceeds)	2 Passed (Meets)	1 Fail (Does Not Meet)	0 Not Submitted
Exceeds meeting the student learning objective for this assignment.	Meets all criteria for the student learning objective for this assignment.	Does not meet the criteria for the student learning objective for this assignment.	No assignment submitted to meet the student learning objective for this assignment.

VI. Examination

Examination

A. Student Learning Objective:

The student will successfully meet all the criteria for passage of the Master of Arts Examination.

B. Courses: None

C. New Mexico Level III Teacher Competencies:

1, 2, 3, 4, 5, 6, 7, 8, 9

D. Foundational Assignment:

1. Elementary Education: In consultation with your advisor, choose one (1) of the following three (3) options for completion of your M. A. Examination:

Option I: Action/Practitioner Research or Thought Paper

Option II: Project and Presentation

Option III: Written Examination

2. Secondary Education: In consultation with your advisor, choose one (1) of the following two (2) options for completion of your M. A. Examination:

Option I: Literature Review

Option II: Research Paper

E. Basic Rubric for Tk20:

3 Outstanding (Consider Passage with Distinction)	2 Passed (Meets)	1 Conditionally Pass (Revisions Necessary)	0 Fail
Exceeds meeting the requirements for the Examination.	Meets all criteria for the Examination	Revisions necessary to meet all criteria for the Examination.	Does not meet the criteria for the Examination.

EDUC 590: Seminar

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

1. Students in both Elementary and Secondary Education programs can take this course together.
2. All students will write a professional academic paper
3. All students will deliver a professional presentation, which is the Key Assessment for this course.
4. In this course, students will be encouraged to build upon previous areas of interest or work.
5. Each student will provide the instructor with a writing sample from a previous semester, to serve as a beginning point for conversation regarding the student's research interest area. This previous writing sample may serve as a starting point for revisions for the paper requirement for EDUC 590.
6. There is a clear and distinct separation between the Course Requirements for EDUC 590 and the Examination Requirements for completion of the MA. Instructors will encourage and strongly suggest that students communicate with their advisors regarding examination requirements and completion.
7. EDUC 590 may include activities and experiences that further the students' professional development and/or professional identities, such as speakers representing teachers' unions, school boards, and other representatives to speak to school and/or political issues.
8. EDUC 590 may include student exploration of the MA Core Courses and their contributions to the professional development of the student.

FORMS

***Master of Arts in Secondary Education for Licensed Teachers
Advisement Form (Plan I with Thesis)***

Student Name _____

Faculty Advisor _____

REQUIRED CORE AREAS OF STUDIES = 18 CR HRS TOTAL	COURSE NUMBER/TITLE OF COURSE	SEM/YR	CR	GR
EDUCATIONAL RESEARCH 3 CR HRS REQUIRED	EDUC 500: RESEARCH APPLICATIONS OR EDUC 513: THE PROCESS OF REFLECTION AND INQUIRY OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
CURRICULAR STUDIES 3 CR HRS REQUIRED	EDUC 542: PRINCIPLES OF CURRICULUM OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
PEDAGOGICAL PRACTICES 3 CR HRS REQUIRED	EDUC 502: ADVANCED INSTRUCTIONAL STRATEGIES OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
DIVERSITY 3 CR HRS REQUIRED	EDUC 552: SOCIAL JUSTICE & EDUCATION OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
MASTER'S THESIS 6 CR HRS REQUIRED	EDUC 599: THESIS *THIS IS THE FINAL COURSE YOU SHOULD TAKE IN YOUR PROGRAM OF STUDIES, AFTER COMPLETING ALL OTHER CORE AREA COURSES AND THE SPECIALTY AREA COURSES.		6	
Elective Courses = 12 Cr Hrs Total				
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			3	
Total Graduate Credit Hours for M.A. in Secondary Education =			30	

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

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

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

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

***Master of Arts in Secondary Education for Licensed Teachers
Advisement Form (Plan II without Thesis)***

Student Name _____

Faculty Advisor _____

REQUIRED CORE AREAS OF STUDIES = 15 CR HRS TOTAL	COURSE NUMBER/TITLE OF COURSE	SEM/YR	CR	GR
EDUCATIONAL RESEARCH 3 CR HRS REQUIRED	EDUC 500: RESEARCH APPLICATIONS OR EDUC 513: THE PROCESS OF REFLECTION AND INQUIRY OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
CURRICULAR STUDIES 3 CR HRS REQUIRED	EDUC 542: PRINCIPLES OF CURRICULUM OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
PEDAGOGICAL PRACTICES 3 CR HRS REQUIRED	EDUC 502: ADVANCED INSTRUCTIONAL STRATEGIES OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
DIVERSITY 3 CR HRS REQUIRED	EDUC 552: SOCIAL JUSTICE & EDUCATION OR EQUIVALENT COURSE APPROVED BY YOUR FACULTY ADVISOR		3	
CAPSTONE SEMINAR 3 CR HRS (PLAN II ONLY)	EDUC 590: MASTERS SEMINAR* *THIS IS THE FINAL COURSE YOU SHOULD TAKE IN YOUR PROGRAM OF STUDIES, AFTER COMPLETING ALL OTHER CORE AREA COURSES AND THE SPECIALTY AREA COURSES.		3	
Elective Courses = 17 Cr Hrs Total				
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			3	
ELECTIVE			2/3	
Total Graduate Credit Hours for M.A. in Secondary Education =			32/33	

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

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

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

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

THE UNIVERSITY OF NEW MEXICO
The Office of Graduate Studies
PROGRAM OF STUDIES FOR: MASTER'S DEGREE/GRADUATE CERTIFICATE

Submit one completed form to OGS. The original is retained by OGS; a copy is returned by OGS to the graduate unit after approval.
Please print legibly or type this form completely. Leaving any question blank will result in a delay of approval.
Courses used for a master's degree may not be more than 7 years old at the time of graduation; departments may impose stricter limits.

DEADLINES: March 1 for Summer, July 1 for Fall, and October 1 for Spring.

Early submission to your department or graduate unit is strongly recommended, as your faculty will need time to approve the form.
Failure to submit this form on time will delay your graduation.

This form must be approved by OGS before a student may take the master's examination.

1. Personal Information

UNM ID Number: _____ Date: _____

Name (as it appears on UNM record): _____
First Middle Last

Other Names Used at UNM: _____
First Middle Last

Local Address: _____
Street City State Zip Telephone

Permanent Address: _____
Street City State Zip Telephone

Email Address: _____

2. Department or Graduate Unit: a) _____ b) _____

3. List all degrees you currently hold (include both undergraduate and graduate degrees, major, institution, and date conferred for each):

SAMPLE

Degree	Major	Institution	Date Conferred (mm/dd/yyyy)

4. Select appropriate option (**Required**): (list exactly as shown in the *University Catalog*)

Master's Degree **Dual Degree** **Master's Degree** (plus Graduate Certificate) **Graduate Certificate Only**

Degree Abbreviation (Primary Program) _____ Major _____ Banner Major Code _____

Degree Abbreviation (Secondary Program) – Dual Degree _____ Major _____ Banner Major Code _____

Degree Abbreviation (Certificate) _____ Major _____ Banner Major Code _____

5. Concentration #1: _____ 6. Minor (if any): _____

Concentration #2: _____ **If declaring a formal minor, additional paperwork is required**

7. Plan I (with thesis) 8. Semester and year that you expect to complete all requirements for this degree: _____
Plan II (without thesis) _____ Semester of Graduation Year

9. You must choose a UNM Catalog/Graduate Bulletin. You must meet all program degree requirements specified in a UNM catalog/bulletin in effect since your admission/readmission (see POS Guidelines for details and restrictions).

Which publication have you selected? 2006-2007 2007-2008 2008-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014

PROGRAM OF GRADUATE STUDY (Within each section list all courses in CHRONOLOGICAL ORDER.)

10. Graduate Degree Courses: List courses used to fulfill requirements completed or to be completed at UNM after admission to your graduate program. For Dual Degree Programs, list courses for each MAJOR separately, in chronological order. For Dual Degrees, please indicate “**A**” for first degree program, “**B**” for second degree program, and “**C**” for shared hours in column labeled “**DD**”.

***In the left hand column, place a check mark \checkmark beside core requirement courses only.** If you are listing a substitution for a required course, or if a required course is being waived by your program this must be noted in a memo approved by your advisor and department chair.

*	DD	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2006)	Instructor

SAMPLE

11. Applied Credit: List courses used to fulfill graduate degree requirements while in non-degree, extension or undergraduate status at UNM. Please see the section on APPLIED GRADUATE CREDIT in the *University Catalog*.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2006)	Instructor

12. Transfer Courses: List courses completed at an institution other than UNM that will be used to fulfill requirements for this degree. (May not be courses used for a previous Master's degree.) Official transcripts required.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2006)	Institution Name

13. Transcribed Graduate Certificate Courses: List courses completed to fulfill the requirements established by the certificate program as listed on front page.

*	Dept & Course #	Course Title	Sem Hrs	Grade	Sem/Year (e.g. Fall/2006)	Instructor

14. Language and/or Skill Requirements: (this section to be completed by Faculty Graduate Director only)

If your program requires a language and/or skill, has this student met the requirement? Yes No n/a

Signature

_____ of Faculty Graduate Director

- Credits used to fulfill requirements for any other degree may not be applied toward this degree

- You are responsible for knowing all UNM graduate regulations and requirements, as well as those specific to your graduate program. You are encouraged to obtain a *University Catalog* and obtain copies of your program's particular graduate requirements

15. APPROVALS (Unit #1 – Primary)

Signature of Student Date

Signature of Major Advisor Date

Major Advisor (printed or typed name) Date

Signature of Faculty Graduate Director or Graduate Unit Chair Date

Signature of Dean of Graduate Studies Date

16. APPROVALS (Unit #2 – Dual/Certificate)

Signature of Student Date

Signature of Major Advisor Date

Major Advisor (printed or typed name) Date

Signature of Faculty Graduate Director or Graduate Unit Chair Date

Signature of Dean of Graduate Studies Date

FOR OGS USE ONLY

Time limit for completion of degree:

SAMPLE

Degree: _____ Major: _____ Major Code: _____ Entered: _____

Plan I Plan II

Coursework [] _____ Required Courses: _____

Diss/Thesis [] _____

500 Min [] _____

Prob Max [] _____

Master's hrs [] _____

Lang/Skill (1) _____ (2) _____ Transf / ND / Ext / UG _____

GPS (3.0) _____ Instr. (50%) _____ Time Limit _____ Extension _____

Post Masters _____ 18 hrs after _____ 24 @ UNM _____ Doc / MFA Comp _____

Processor _____ Approved as presented this date _____

SECONDARY EDUCATION CHANGE OF ADVISOR FORM

When requesting a change of advisor, please follow the procedure outlined below:

1. Complete the information requested below.
2. Sign the form.
3. Obtain the signature of your current advisor. (If this is not possible, please inform the Program or Graduate Coordinator.)
4. Obtain the signature of your new advisor.
5. Obtain the signature of the Program or Graduate Coordinator.
6. The Program Coordinator will then place the form in your file in Hokona Hall 121.

Name _____ ID # _____

Address _____

Preferred Phone _____ E-mail _____

Date _____

Current Advisor _____ (please print)

New Advisor _____ (please print)

Signature of Student Requesting Change

APPROVAL SIGNATURES:

_____ **Current Advisor** _____ **Date**

_____ **New Advisor** _____ **Date**

_____ **Program or Graduate Coordinator** _____ **Date**

**POS & MA EXAMINATION CHECK LIST
SECONDARY EDUCATION**

Student: _____ Banner ID# _____
E-mail: _____ Preferred Phone: _____
Advisor: _____
Admission/Catalog Semester & Year _____ Plan I (Thesis) ____ Plan II (Non-Thesis) ____

Review

_____ Examination Topic: _____

_____ Committee Member Selection: _____

_____ **Program Of Studies Review/Submission**

To Secondary Education Office: Summer Graduation: May 8*
Fall Graduation: June 8
Spring Graduation: September 8

_____ **Announcement of Examination Form**

To Secondary Education Office: Summer Graduation: April 1*
Fall Graduation: March 1
Spring Graduation: October 1

_____ **Examination Due To Advisor Date:** _____

To Secondary Education Office: Summer Graduation: May 1*
Fall Graduation: November 1
Spring Graduation: April 1

Examination Committee Report: _____ Pass _____ Fail
OR _____ Conditional Pass with revisions to Advisor by:
_____ (date)

Comments on Necessary Revisions:

***SUMMER GRADUATION MUST BE ARRANGED AND APPROVED BY YOUR ADVISOR**



Department of Teacher Education,
Educational Leadership & Policy

Secondary Education Program
Application for Master's Exam
And
Committee Member Documentation

Submit this form to the Teacher Education Department by the appropriate deadline.

Note: The Program of Studies (POS) must be submitted the semester before the student plans to complete his/her Master's Exam and graduate.

Name: _____ UNM ID#: _____

City _____ State _____

Campus _____

Phone Number: _____ E-mail Address: _____

Please mark the semester you plan to complete your MA Exam:

Fall Semester Year _____ Spring Semester Year _____ Summer Semester Year _____

Please state subject of exam: _____

The examination will be conducted by a committee of a minimum of three (3) members approved for committee service. The MA student must have at least two (2) regular/tenure line faculty on his/her committee. The third member may consist of: a third regular/tenure line faculty **or** a non-tenure line faculty (ex. Lecturer) **or** a faculty member from outside the Department of Teacher Education.

Committee Members:

(Please print name and have committee members initial or include an email copy of their agreement to be on your committee)

Chair _____ Dept. _____

Member _____ Dept. _____

Member _____ Dept. _____

Member _____ Dept. _____
(Optional)

<i>Office Staff Use:</i>	<i>POS Approval Date:</i>
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**Examination Submission Documentation
Master of Arts in Secondary Education**

Please complete this cover sheet and attach it to your examination when submitting your exam documents to the Administrative Assistant in Hokona Hall Room 121.

MA Student Name _____

Banner ID Number _____

Please list all of your MA committee members:

_____	Committee Chair
_____	Committee Member
_____	Committee Member

I pledge that the exam I am submitting is my original work and that no part of the exam has been plagiarized or falsely represented. I have not submitted this work to fulfill requirements in any other classes or at any other institutions. The citations, data, and resources have been represented in accordance with university policies related to academic honesty.

Student Signature _____

Date _____

ANNOUNCEMENT OF EXAMINATION

This form must be submitted to the Office of Graduate Studies at least two weeks prior to the date of the examination.

GRADUATE UNIT: _____ DATE: _____
 GRADUATE UNIT CONTACT NAME AND PHONE: _____
 STUDENT NAME: _____ UNM ID: _____

<input type="checkbox"/> Master's Exam/Project <input type="checkbox"/> Ph.D. Comprehensive Exam <input type="checkbox"/> Ed.D. Comprehensive Exam <input type="checkbox"/> M.F.A. Comprehensive Exam <input type="checkbox"/> Final Exam for Thesis (Thesis Defense) <input type="checkbox"/> Final Exam for Doctorate (Dissertation Defense) <input type="checkbox"/> M.F.A. Dissertation Defense	<p>Students wishing to take any of the exams listed must be in active graduate status and must not be on any type of probation.</p> <p>Students seeking a master's degree (other than MFA) must have a Program of Studies approved by the Dean of Graduate Studies on file with OGS to be eligible to take the master's exam. The above named student's Program of Studies was approved by the Dean of Graduate Studies on the following date: _____</p> <p>Doctoral/MFA Students: It is strongly recommended that the Application for Candidacy be completed and approved by the graduate unit before the student takes the Comprehensive Examination.</p>
Date, Time, and Place of Examination: _____	
Title of Thesis or Dissertation: _____	
SAMPLE	

In consultation with the student, we propose the following examination committee:

Full Name (please print or type)	Graduate Unit
Examination Committee Chair:	

 Signature of Graduate Unit Chair

To: Examination Committee Chair
 From: Dean of Graduate Studies

The proposed committee is authorized to conduct the examination announced above, and the student is eligible to take the exam. **Within two weeks of the examination**, please complete the reverse side of this form and return it to the Office of Graduate Studies.

 Signature of the Dean of Graduate Studies

 Date

REPORT OF EXAMINATION

STUDENT NAME: _____ UNM ID: _____ DATE: _____
 GRADUATE UNIT: _____ DEGREE & TITLE (e.g. Ph.D. Optical Sciences): _____

We have conducted the examination announced on the reverse side of this form.

<p>Evaluation of the Thesis/ Dissertation Manuscript: (Please complete "Examination Results" section also.)</p> <p><input type="checkbox"/> Manuscript is approved without change <input type="checkbox"/> Manuscript is approved with only minor editorial corrections <input type="checkbox"/> Manuscript must be revised before approval</p> <p>A Certification of Final Form will constitute acceptance of the manuscript and any revisions.</p>	<p>Examination Results: We have read any written materials, participated in any oral examination and reviewed any exhibition work. On this basis, we report the student has:</p> <p><input type="checkbox"/> Passed <input type="checkbox"/> Conditionally Passed (List conditions below.* A memo to OGS from the committee chair is required to verify that conditions have been met.) <input type="checkbox"/> Failed (please comment below.*)</p>
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*Comments/Conditions: _____

<p>Signatures of the examining committee affirming agreement with the evaluation above:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border-bottom: 1px solid black;">Printed Name – Chair/Director</td> <td style="width: 40%; border-bottom: 1px solid black;">Signature</td> <td style="width: 30%; border-bottom: 1px solid black;">Date</td> </tr> <tr> <td style="text-align: center; vertical-align: middle; font-size: 4em; font-weight: bold;">SAMPLE</td> <td></td> <td></td> </tr> </table>	Printed Name – Chair/Director	Signature	Date	SAMPLE			<p>Examination passed with distinction?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Printed Name – Chair/Director	Signature	Date					
SAMPLE							
<p>Does this committee recommend that this student be considered by the graduate unit to receive distinction for this examination? Distinction will not be transcribed unless "Distinction" boxes to the right and below are completed.</p>		<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>					

Any committee member who **disagrees with the examination results** above should sign and comment below:

Printed Name	Signature	Date
Comments: _____		

Attn: Graduate Unit Chair Please review the Examination Committee's report of examination results and sign and date below. If appropriate, please also complete the Distinction section below.

Signature of Graduate Unit Chair _____ Date _____

DI ST I N C T I O N: Having completed its review of this examination, this committee requests that this student be considered to receive distinction for this examination. If distinction is approved, it will appear on the student's transcript.

This recommendation has been reviewed according to graduate unit guidelines:

DI ST I N C T I O N A P P R O V E D
 DI ST I N C T I O N D E N I E D

Signature of Graduate Unit Chair _____ Date _____