



**SCHOOL OF EDUCATION**

**GRADUATE STUDIES HANDBOOK**

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School of Education  
650 W. Easterday Ave.  
Sault Ste. Marie, MI 49783

<http://lssu.edu/education/graduate>

**School of Education Graduate Studies Handbook  
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## I. PROGRAM VISION AND MISSION STATEMENTS

### A. Vision Statement

The Lake Superior State University School of Education is a community of learners bound by shared values that exemplify excellence in the professional development of educators.

### B. Mission Statement

The School of Education is committed to providing opportunities for research, reflection, and response in education. The foundations for the development of content knowledge, pedagogical knowledge, professional dispositions, a commitment to learning communities, and the dedication to meet the diverse needs of learners, are built through situated and contextualized learning experiences.

### C. Program Goals and Objectives

- To educate professionals in the practices of research, reflection, and response
- To provide opportunities for the development of the skills and knowledge bases that facilitate research, reflection, and response in the contexts of learning, education, and schooling
- To be vested in the construction of sound pedagogical knowledge bases
- To afford opportunities to construct the theoretical knowledge and the skills of practice that are grounded in best practice
- To be committed to the development and assessment of professional dispositions
- To discuss, define, disseminate, and model professional dispositions of professional educators
- To foster the development and appreciation of learning communities.
- To demonstrate a commitment to learning communities in environments conducive to learning, and to appreciate the multidimensional contexts of the learning communities
- To be bound by a strong commitment to learners and learner-centered processes
- To embrace the principle and belief that all can learn

## II. CONCEPTUAL FRAMEWORK

The act of teaching and learning involves a framework of research, reflection, and response. These elements entail an evolving cyclical process, a pathway that learners and leaders of learning use to create powerful knowledge bases, to develop as active members in a democratic society, and to establish and maintain environments conducive to learning. This process of research, reflection, and response is focused upon four areas: content knowledge, pedagogical knowledge, professional dispositions, and learning communities. At the centre of this process of acquiring and applying the skills and knowledge of professional practice is the learner.

### What is ....

#### **Research:**

Effective professional educators understand the need to maintain a current perspective on the numerous facets of educational practice. A professional educator strives to engage in

the study of pedagogy, to examine the current literature related to teaching and learning, and to pursue the sometimes daunting task of applying this theory to practice.

**Reflection:**

John Dewey stated that the “active, persistent, careful consideration of any belief or supposed form of knowledge in light of the grounds that support it is reflective thought” (1933, p.9). Effective professional educators are continuously reflecting upon their practice. The act of reflection requires one to question one’s behavior, one’s beliefs as determinants of practice, and to consider carefully the responsibility of being leaders of learning.

**Response:**

Effective pedagogy requires continuous response. To implement change in one’s practice for the purpose of facilitating learning is a critical element in the repertoire of an effective professional educator. Response in this sense does not mean change for the sake of change. Response is that act of planned change after careful research and reflection. Given a perceived need for change, the professional educator continues to actively engage in continued research and reflection to improve practice.

**Content Knowledge:**

Effective professional educators are knowledgeable about the interdependence of the disciplines. They analyze and synthesize ideas, information, and data to make applications of this knowledge in inquiry, problem solving, and critical thinking. The professional educator is an effective communicator, possessing the skills and abilities of listening, speaking, writing, and reading.

**Pedagogical Knowledge:**

Professional educators have the knowledge to engage individuals in the learning process. Excellence requires an in-depth understanding of cognition, and the multidimensional qualities of learners and learning, of the skills of research, and of reflective and responsive pedagogy. Through an understanding of human growth and development, of a variety of instructional techniques, assessments, materials, and technologies, professional educators will continue to grow.

**Professional Dispositions:**

As models and guides of future generations, professional educators are influential in various settings. Professional educators need to exemplify ethics, values, and professional dispositions. Professional educators engage in active reflection and self-critique. As lifelong learners, they welcome constructive criticism and incorporate reasonable suggestions into their practice.

**Learning Communities:**

Schools and classrooms are microcosms of society. They are the venues for students to learn and grow as participants in the community. The themes of caring, responsibility, democracy, and stewardship are woven into the fabric of curriculum as professional educators assume the role of facilitators of environments conducive to learning. In this

role, professional educators model tolerance, dignity, participation, and shared decision making with other stakeholders.

### **III. PROGRAM INTRODUCTION**

The Master of Arts: Curriculum and Instruction is appropriate for those interested in assuming leadership in a number of possible settings. The program has been grounded within the constructivist view of knowledge acquisition. Given this focus on curriculum and instruction, candidates are expected to engage in critical analysis of the research and current literature that speaks to their practices. A mix of professionals enriches both the program and the enrolled candidates. Every attempt has been made to address the academic needs of candidates from a variety of disciplines.

The Graduate Studies Handbook has been prepared to assist those interested in examining the various aspects of the Master of Arts: Curriculum and Instruction program. It should also be noted that the information contained in this handbook may change, as policies and procedures are examined periodically for their relevance and appropriateness over time. Changes that occur within the handbook may be made without prior notice and without obligation, unless otherwise specified.

#### **A. Image of the M.A. Graduate**

The MA program is an interdisciplinary self-growth model. At the heart of the program are the educational questions and issues of the learner. Central concepts and frameworks are the vehicles through which various disciplinary issues in curriculum leadership and foundational knowledge are explored.

#### **B. National Board for Professional Teaching Standards**

The National Board for Professional Teaching Standards (NBPTS) has worked with committees of teachers and other experts to identify standards for the assessment of teacher excellence. National Board Certification is a symbol of teaching excellence measured against these standards that recognizes teachers who effectively enhance student learning and demonstrate a high level of knowledge, skills, abilities, and commitment. The MA-C & I degree program is aligned with the five core principles that serve as the basis of the NBPTS certification. The required courses in the program core and foundations courses address these standards and provide the foundation for the balance of the program.

The NBPTS core propositions identify the five domains in which accomplished teachers are proficient:

1. Teachers are committed to students and student learning.
2. Teachers know the subjects they teach and how to teach these subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities

## **IV. PROGRAM OVERVIEW**

The Master of Arts in Curriculum and Instruction degree program provides an essential opportunity for professionals to enrich their understanding of, and improve their skills in pedagogy, curriculum design, and assessment. The degree provides a framework for securing a rigorous plan of study focused on the professional development needs of professionals. The degree program allows masters' degree candidates the opportunity to develop a graduate plan of study that strengthens their practices.

Master of Arts degree candidates bring with them wide ranges and depths of experiences within their professional practices. By enrolling in the MA program, they are indicating their interest in and desire to expand current levels of experience in their instruction. Many wish to become curriculum leaders (i.e. consultants, team leaders, team mentors, principals, nurse educators, police instructors, etc.) and/or develop knowledge and skill in curriculum leadership.

There is recognition that the educative process, as a human service activity, involves artistic and intuitive processes in contexts of uncertainty, uniqueness and values conflict (Schon, 1983). Within these contexts, candidates have developed their own praxis (Friere, 1970) - professional practice that is informed by, and which, in turn, informs theory: they have developed and are engaged in processes that facilitate others' growth.

Inherent within this understanding of praxis is the recognition that as curriculum leaders, program candidates are engaged with learners who in turn are creating or refining their own professional practice. Involvement at this level of professional development requires a significant degree of skill in self-directed learning. Thus, there is an expectation that candidate for the Master of Arts: Curriculum and Instruction degree are self-directed learners who are engaged in developing a deeper understanding of their own professional practices and in developing professional/practical knowledge that will assist them in their present leadership positions or lead them to positions of leadership.

Candidates in this program complete core requirements aligned with the professional competencies of accomplished educators as identified by the National Board for Professional Teaching Standards (NBPTS), and electives from the fields pertaining to their academic disciplines and/or educational foundations. Candidates demonstrate competencies in the design, implementation and assessment of student learning through a culminating curricular project (the capstone project). A School of Education advisor will work closely with each candidate to develop individualized plans of study designed to address specific professional development needs. The program requires a total of 32 hours of graduate credit.

### **A. Program Description**

The Master of Arts in Curriculum and Instruction (MA-C & I) program has as its goal to deliver a high quality, focused graduate program that meets the ongoing professional needs of educators and other professionals, at all levels. The LSSU MA-C & I program is comprised of a core in educational research, curriculum and instruction: electives in the areas of learning theory, special

education, educational leadership, technology, and reading; and discipline specific coursework to increase breadth and depth of candidates' content knowledge. A Capstone Project with public presentation and oral defense is required for graduation. Each candidate works with a graduate advisor from the School of Education to develop an individualized program of study designed to complement the student's past development and educational needs.

### **B. Admission Requirements**

The minimum requirements for admission into the MA-C & I program:

- Proof of graduation with an approved undergraduate degree from an appropriately accredited university.
- One of the following:
  - a grade point average (GPA) of 3.0 or higher or a 4.0 scale for the last 60 semester hours accruing to the undergraduate degree; or
  - a graduate degree from an appropriately accredited institution
- Recommendation (form 130-b)
- Essay stating professional and educational goals
- Application form completed and submitted

Transcripts from all universities attended and all references, professional and academic, must be forwarded directly to the School of Education address by the institutions and referees.

Candidates who have not achieved minimum test scores or the minimum GPA but who meet the other requirements may, under special circumstances, be considered for admission into the program.

### **C. Advanced Standing**

A candidate may apply to transfer a maximum of nine credit hours into the MA: Curriculum and Instruction program.

Requests for advanced standing will be considered only at the time of application.

Candidates may apply for advanced standing as long as:

- transferred courses have not been applied to another degree program;
- transferred courses are at a recognized graduate level;
- courses have been completed with a minimum grade of B (3.0)
- transferred courses have been taken within the last seven years.

Note: The MA-C & I program limits the transfer of graduate coursework to 9 credit hours.

Decisions concerning transfer of coursework are made at the time of admission.

### **D. Admission Timelines**

Candidates may apply to and enroll in the program at any time. No more than ONE HALF of the total degree credits may be earned prior to admission to the program for use in fulfillment of the requirements of the program.

### **E. Graduate Program Readmission Policy**

We appreciate that candidates in the graduate program may not be continuously enrolled, and therefore may occasionally need to seek "re-admission". This DOES NOT indicate that they have lost any standing with the School of Education, only that the student information system needs to be updated upon their return after a break in enrollment. The graduate re-admit form is available on the website. ([http://education.lssu.edu/MA/Graduate\\_Readmission.html](http://education.lssu.edu/MA/Graduate_Readmission.html))

## **IV. PROGRAM REQUIREMENTS**

The MA Curriculum and Instruction Degree program requires the candidate to complete 32 credit hours distributed among the following categories: 12 semester credits in core research-based curriculum development and assessment, 8 semester credits selected from topics in education and 12 elective credits.

Submission of an e-portfolio, comprised in part of satisfactory teaching units, research projects, or papers is required for graduation.

The program consists of the following compulsory core courses:

- Reflection and Inquiry into Teaching Practices 1 (EDUC 602)
- Reflection and Inquiry into Teacher Practice 11 (EDUC 604)
- Integrated Approaches in Curriculum Design and Implementation (EDUC 605)
- Capstone Research Project (EDUC 695)
- Capstone Research Project Presentation (EDUC 696)

In addition, there are a number of possible electives in which candidates may enroll. For a complete listing of courses and their descriptions, please refer to page 9.

### **A. Faculty Advisor**

Upon acceptance into the MA: Curriculum and Instruction program, candidates are assigned a faculty advisor. Candidates are encouraged to contact their advisor to discuss their course of study. Your advisor can provide invaluable assistance as you progress through your Masters program.

### **B. The E-Portfolio**

A significant feature of the Masters program is its focus on developing critical questions regarding ones professional practice. To this end, each candidate is required to maintain an e-portfolio that has, as its main function, the maintenance of his/her graduate course work – representative Items selected to demonstrate the candidate's meeting the standards. The portfolio and its contents may be used to generate research questions. In addition, the e-portfolio will comprise the Capstone Project. (It is anticipated that each completed assignment will allow candidates to uncover or discover significant questions focusing on issues related to professional practice.

### **C. Frequently Asked Questions**

**“What are the time constraints in completing the program?”**

Candidates have seven (7) years, upon enrollment in the Masters program, to successfully complete the program.

**“How many courses can I bring into my program?”**

If you have taken Master level courses from a recognized graduate program, courses that correspond to similar courses within the Lake Superior State University MA program, you may be allowed to import a maximum of nine credit hours into your program.

**“Can I take courses at another university?”**

Once you have registered in the program, you may enroll in a maximum of nine credit hours of Master of Arts or equivalent courses through another graduate program. If you have received advanced standing for courses imported into your program, these will reduce the number of courses you may take at another university, while in the program. To receive permission from the Coordinator of Graduate Studies, please submit a brief description of each course you wish to take and the credit hours allocated to it. If the course is accepted into your program, your request will be approved.

**“What is a ‘Visiting Student’?”**

A visiting student is an individual in a graduate degree program offered by another university who wishes to take an MA course through Lake Superior State University.

## **V. COURSE DESCRIPTIONS**

### **A. Core Courses**

The following core courses are required in the MA program:

**EDUC 602**    Reflection and Inquiry into Teaching Practices I (3 credits) Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.

**EDUC 604**    Reflection and Inquiry into Teaching Practices II (3 credits) Collecting, analyzing and interpreting data on teaching and learning, and educational policy – largely through action-based research in the classroom. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

**EDUC 605**    Integrated Approaches in Curricular Design and Implementation (3 credits) Theoretical and practical examination of the principles of integrated curriculum, acquisition of skills and knowledge bases to facilitate the development of curriculum that is integrative, responsive to student needs, and meets recommended curricular frameworks and benchmarks.

**EDUC 695**    Capstone Research Project (2 credits)

Development of a research-based curricular project that is integrated, responsive to student needs, and aligned with recommended curriculum and assessment frameworks. Candidates work independently under the guidance of a supervisor.

**EDUC 696** Capstone Research Project Presentation (1 credit)

### **B. Foundations Courses**

Candidates in the MA program will select two of the following courses in the foundations of education. (The remaining course may be an elective if so desired):

**EDUC 611** Psychological Foundations of Education (4 credits)

Advanced research and study on educational psychology and learning theory, including constructivist theory, brain-based research, cognition, and their application to instructional strategies.

**EDUC 612** Philosophical Foundations of Education (4 credits)

Examines the philosophical underpinnings of education through study of individuals such as John Dewey, Paulo Friere, and Maxine Greene. Research on the philosophical perspectives of education, the role of teachers and learners in education, and on applying a philosophical framework to contemporary issues.

**EDUC 613** Sociological Foundations of Education (4 credits)

Advanced research and study on the sociological foundations of education. Course examines the relationship of social factors to educational practices, race/gender/disabilities in the classroom, diversity in language cultures, school reform and multicultural perspectives. Focus on applications in instructional practice.

### **C. Electives**

Candidates need to complete sufficient electives to reach a minimum of 36 semester credits total. Electives may include courses accepted in transfer, approved graduate courses in disciplines outside of education, or graduate level courses in teacher education. Examples include:

**EDUC 621** Educational Leadership (4 credits)

A course to assist the classroom teacher address improving classroom and school effectiveness. An examination of effective supervisory principles and practices which can be used to strengthen instructional effectiveness and facilitate school improvement.

**EDUC 622** Integrating Technology into Curriculum and Instruction (4 credits)

Understanding of the uses of technology in the presentation and construction of knowledge and the management of knowledge in educational settings. Emphasis on the use of technology as a tool in facilitating teaching effectiveness and student learning.

**EDUC 623** Foundations of Special Education (4 credits)

Addressing students with special needs. Course reflects on teaching as enabling diverse learners to inquire into and construct subject-specific meanings, on adapting subject

matter to learner diversity, and on constructing curricula to serve the needs of diverse learners.

**EDUC 624 Reading: Research and Methodologies** (3 credits)

Theories, research, and methods focused on enabling students to become self-regulated readers who effectively use multiple strategies in their reading. Strategic processes in comprehension, word identification, critical thinking, and analysis will be examined as will the role of the teacher as a model and mediator of such processes in a variety of reading contexts.

**EDUC 625 Multimedia Production in Instruction and Assessment** (3 credits)

The use of multimedia to enhance instructional and assessment strategies in education. Developing production skills in the construction of professional multimedia projects through the editing of digital imagery, video and audio files. Focus on the use of multimedia as authentic assessment in education. Digital narrative as an instructional and assessment tool.

**EDUC 626 Educational Assessment and Measurement** (3 credits)

Principles and practices of evaluation and measurement, reliability, validity; informal and formal strategies; performance assessment. Innovations in educational assessment and accountability as well as teacher-made tests will be examined.

**EDUC 627 Models of Teaching** (3 credits)

Models of teaching are designs for instruction developed to support particular types of learning. In this course, students will examine the theoretical and research bases of various models of teaching in terms of the instructional issues in their roles and educational setting.

**EDUC 628 Supervision of Instruction** (2 credits)

This course is designed to develop an understanding of the principles and processes of supervising instruction within the framework of teacher growth. Students will explore the rationales, assumptions, processes, and implications related to a variety of instructional supervisory practices, contexts and roles, as well as discuss issues associated with the supervision of instruction and teacher growth.

**EDUC 629 Issues in Special Education** (3 credits)

Contemporary issues in the education of students with special needs; assessment, identification, and service delivery models; instructional and social/emotional considerations; parent and professional relationships; research priorities; and transition to employment.

**EDUC 631 Teaching Language Arts: (Topic)** (2 credits)

Courses in English, Speech, and Language to meet the individual's professional development goals through study to increase content knowledge and skills.

**EDUC 632 Teaching Mathematics: (Topic)** (2 credits)

Courses in Mathematical and Computer Sciences to meet the individual's professional development goals through study to increase content knowledge and skill.

**EDUC 633 Teaching Science: (Topic) (2 credits)**

Courses in Life, Physical, And Earth/Space Sciences to meet the individual's professional development goals through study to increase content knowledge and skills.

**EDUC 634 Teaching Social Studies: (Topic) (2 credits)**

Courses in History, Geography, Political Science and Economics to meet the individual's professional development goals through study to increase content knowledge and skills.

**EDUC 635 Applying: Graduate Seminar**

**EDUC 690 Special Topics (1-4 credits)**

Course and workshops designed to meet the special needs of professionals and K-12 teachers. The transcript would specify the special content. e.g. Special Topics (K-4 Mathematics)

## **VI. ASSESSMENT AND EVALUATION**

### **A. The Electronic Portfolio (E-Portfolio)**

#### 1. Establishing a Context

21st Century Educators face greatly increasing expectations in their abilities to understand technology operations and concepts, to use technology personally and professionally, and to be able to use technologies appropriately to support student learning in K-16 classroom instruction, and other learning environments. (ISTE, 1999; NCATE, NBPTS). While Campbell and others (2001) define the portfolio as “an organized, goal-driven documentation of one’s professional growth and achieved competence”, an e-portfolio is an extensive and active resume or curriculum vita - an educator’s digitized version of a professional portfolio. Improving the technological competencies of practicing educators in authentic, teaching-related tasks in an e-portfolio has the potential of transforming the academic programs of all educational environments.

Through this requirement, the Master’s candidate has consistent opportunities, over time, to learn to use information technology in multiple and authentic educational contexts, to develop increased confidence levels and professional attitudes and beliefs about technology’s role in teaching and learning, and to showcase overall professional growth.

For the development of the professional e-portfolio, the School of Education uses customized templates in the web-based commercial portfolio system of TaskStream: Tools of Engagement ([www.taskstream.com](http://www.taskstream.com)). The templates on TaskStream become the professional educator’s electronic workspace: a production and storage space for “collecting” tools and materials for teaching, and “working” with those tools in professionally educative ways. This e-portfolio becomes the graduate candidate’s digital repository of authentic evidence (artifacts) of graduate work aligned with the National Educational Technology Standards (NETS) for teacher’s <http://cnets.iste.org/teachers> and students (<http://cnets.iste.org/students>), the International

Standards for Technology in Education (ISTE: <http://www.iste.org/>), and the National Board of Professional Teaching Standards (NBPTS: <http://www.nbpts.org/standards/index.cfm>).

Other aspects of the e-portfolio development process function as displays for collaboration with colleagues or for assessment purposes: “sharing” their tools and materials in professional collaboration, and “showcasing” elements of their practices to colleagues and others they encounter in their careers (EDUC instructors, potential employers, and certification boards). The Master of Arts in Curriculum and Instruction program at LSSU provides opportunities for candidates to submit graduate course requirements throughout the planned program. The Capstone Project, a culminating requirement for all Masters’ candidates, provides an opportunity not only to share and showcase their learning, but also to document their professional growth as an educator.

## 2. The Capstone Research Project

In the final stages of the program, the Master’s candidate engages in the Capstone Project, a culminating project for the Master’s in Curriculum and Instruction. The capstone project replaces the master’s thesis required in more traditional graduate programs.

The web-based, e-portfolio approach to graduate study at LSSU includes 3 phases of assessment: 1.) formative assessment (of the candidate’s performance in each course); 2.) summative assessment (of the candidate’s progress through the completion of the standards-based Graduate e-portfolio of all courses in the candidate’s planned program),; 3) a Capstone Project (the submission of a professional educator’s e-portfolio). The Capstone Project represents a holistic documentation and presentation of the candidate’s professional growth as an educator vis-a vis the graduate program.

## 3. What an e-portfolio system is not...

An e-portfolio is not a physical file of course assignments or projects, nor is it a collection of educational resources. It is not a scrapbook of teaching memorabilia. While collecting physical educational resources in an organized storage system is valuable, the e-portfolio system documents electronically your growth as a professional. It establishes links to online data bases of educational materials; contains personal and professional achievements, references and all relevant evidence of competence obtained in the Graduate course of study. It provides an opportunity to reflect on one’s own professional practice throughout the graduate work and beyond. Campbell, D. and others. (2001). How to develop a professional portfolio: A manual for teachers (2nd Ed.). Needham Heights, MA: Ally & Bacon.

## 4. MCOATT Digital Portfolios

The Michigan Coalition for Outstanding Achievement in Teaching with Technology offers a state-level award to teachers and student teaching interns who demonstrate achievement in teaching with technology.

## 5. Submission of MCOATT Digital Portfolios

For both teacher certification candidates and veteran teachers enrolled in the graduate program at LSSU, an external evaluation process is available through the Consortium of Outstanding Achievement in Teaching with Technology (COATT: <http://www.coatt.org/>). COATT sponsors

the Michigan Certificate of Outstanding Achievement in Teaching with Technology for MCOATT digital portfolios (<http://www.coatt.org/mcoatt/portfolio/index.html>) that meet the criteria of technology integrated teaching portfolios

## **B. Oral defense of Capstone Project**

Before graduation, graduate faculty will hear your oral defense of your capstone project. The decision from your oral defense may take one of three forms: (a) accept, (b) specific revisions required before acceptance, or (c) reject. Please refer to page 18 for further explanation.

### 1. Who will help me?

The primary support available to you, in the development of your capstone project, will be your Faculty Advisor. The role of the Faculty Advisor is outlined below. Beyond the Faculty Advisor, you are encouraged to interact with other graduate faculty and discuss their perceptions with your Faculty Advisor.

### 2. The Role of the Faculty Advisor

The capstone project Faculty Advisor's role is specifically to assist and guide you through the project process.

### 3. Examination decisions

The decision following the examination of the research report may take one of three forms: (a) accept; (B) specified revisions required before acceptance, or (c) reject.

- “Accept” means the project is, in the examiners’ opinion, flawless’. All citations are in APA format.
- “Specified revisions required before acceptance” generally means that, in the opinion of the examiners, there are minor additions or changes to be made to the project. A small number of typographical or formatting errors or omissions may need correction.
- “Reject” means that the project is unacceptable.

A candidate whose project is rejected may, with the permission of the examining committee, be allowed to revise and resubmit his/her project.

## **VII. PROGRESS REPORT**

Each academic year, every registered candidate is required to submit a progress report. The report details the courses that have been completed and the academic goals of the candidate. It is recommended that candidates contact their faculty advisor to discuss their academic goals and direction, prior to the completion of the report.

### **A. Incomplete Standing**

If extenuating circumstances warrant an extension longer than a year to complete a course, the student must contact the Graduate Coordinator, in writing, outlining the nature of the circumstances and providing supporting documentation (i.e. physician’s statement).

## **B. Appeals**

Appeals are normally heard regarding possible inequities in the process used in the grading. Should a student not be satisfied with an awarded grade, s/he may appeal. The first level of appeal is to the course instructor. If this does not bring satisfactory results, the student may appeal to the Dean of Professional Studies.

## **VIII. FACILITIES, FACULTY AND RESOURCES**

### **A. Lake Superior State University Library**

The KJS Library has an expanding collection of monographs and periodicals to support MA students. Access to information about the Library's collection is via the public catalogue work stations in the Library, or via the web catalogues from any location outside the Library. You may contact the KJS Library by e-mail, by telephone (906-635-2815) or by fax.

### Lake Superior State University Audio-Visual Centre

The audio-visual Centre maintains a collection of audio-visual materials and kits that are frequently used by students within the MA program. These may be accessed via telephone.

### **B. Program Documents**

The School of Education and the Master of Arts: Curriculum & Instruction program have extensive online resources. The graduate program website, <http://lssu.edu/education/graduate>, contains many forms and supporting documents used in the program. Once admitted graduate students use the My.LSSU website and the graduate program GROUP to share information and communicate with each other. The graduate program uses Taskstream (<http://www.taskstream.com>) and its extensive online resources to share information, archive samples of exemplary work and participate in online conferencing and email. Examples of online forms include the following:

- G040 Admissions Checklist
- G050 Graduate Program Checklist
- G100 Application for Admission to Graduate Program
- G110 Professional Reference
- G120 Graduate Plan of Study
- G250 Graduate Audit
- G300 Graduate Exit Survey

### **C. School of Education Faculty and Staff**

- **Dr. Barbara Searight, Associate Dean of Education, Graduate Studies Coordinator**
- Dr. Paulette Attie, Associate Professor of Education

- Dr. Lewis Brown, Professor of Geology and Education
- Dr. Lorraine Gregory, Assistant professor of Mathematics and Education
- Dr. Terry Heyns, Professor of Fine Science and Education
- Dr. Ann Marinoni, Professor of Business and Education
- Dr. Guidi Yang, Associate Professor of Education

#### **D. Contact information**

School of Education – Brown Hall  
Lake Superior State University  
650 W. Easterday Avenue  
Sault Ste. Marie, MI 49783  
Phone: (906) 635-2811  
Fax: (906)635-7565  
<http://www.lssu.edu/education/graduate>

School Secretary: Vicki Miller  
Brown Hall Room 1  
(906) 635-2811 FAX: (906) 635-6575  
vmiller@lssu.edu