



**COLLEGE OF EDUCATION  
DIVISION OF TEACHER EDUCATION**

**MASTER OF EDUCATION  
IN  
ELEMENTARY EDUCATION**

**Student Handbook**

**NONDISCRIMINATION**

Delta State University is committed to a policy of equal employment and educational opportunity for all persons without regard to race, color, religion, national origin, sex, physical or mental handicap, status as to disabled veteran or Vietnam era veteran, or age as specified by applicable laws and regulations. This policy extends to all programs and activities supported by the University.

**STUDENT RESPONSIBILITY**

The graduate student must accept full responsibility for knowing the policies and regulations relevant to the Educational Specialist degree program. These policies are contained in the Delta State University Graduate Catalogue and the Educational Specialist Student Handbook.

Revised Spring 2012

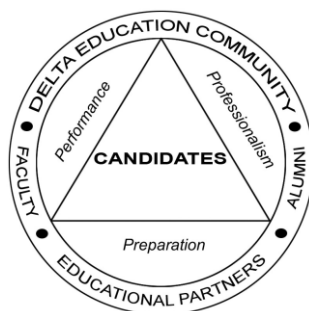
# DIVISION OF TEACHER EDUCATION MASTER OF EDUCATION IN ELEMENTARY EDUCATION

## Student Handbook

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## UNIT'S CONCEPTUAL FRAMEWORK DELTA P<sup>3</sup> MODEL



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident teacher candidates who can positively effect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

### **Guiding Principles:**

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

### **DIVERSITY PROFICIENCIES EXPECTED OF ALL CANDIDATES**

In accord with NCATE Standard IV, Diversity, candidates will have multiple opportunities to work with faculty, other candidates, and P-12 students who represent various ethnicities, races, socioeconomic levels and learning needs. Since diversity is the hallmark characteristic of all learning settings, a major purpose of the Elementary Education Program at Delta State University is to provide candidates with learning environments and experiences that prepare them to meet the diverse challenges they will face in schools. Such experiences will prepare them to acknowledge, accept, and celebrate the diverse races, ethnicities, cultures, genders, socioeconomic status, languages, physical and cognitive abilities, and learning styles and modalities of colleagues and students with whom they interact. Consequently, all candidates will be expected to demonstrate the following proficiencies:

1. The development of the capacity to function within diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF\* 1, 3; DRS\* 7.1/8.1; STAI\* 10, 11)
2. The ability to identify contextual factors that may influence student learning (CF 2, 3, 4; DRS\* 7.3/8.3; STAI 18, 20)
3. The establishment of a classroom and school climate that celebrates diversity (CF 2, 3, 4; DRS 7.1/8.1; 7.2/8.2; 7.3/8.3; STAI 8, 10, 11, 18, 20)
4. The ability to differentiate instruction and experiences based on individual needs (CF 2, 3, 4, 5; DRS 7.1/8.1, 7.3/8.3; STAI 4, 8, 18, 19, 20)
5. The ability to group for instruction for a variety of purposes related to the diverse needs of learners (CF 3, 4; DRS 7.1/8.1, 7.3/8.3; STAI 4, 18, 19, 20)
6. The ability to use appropriate assessment strategies to identify the diverse needs of learners (CF 3, 4; DRS 7.2/8.2; STAI 4, 18)

### **DESCRIPTION OF PROGRAM**

The Master of Education degree (M.Ed.) in elementary education at Delta State University is in the Division of Teacher Education in the College of Education. The M.Ed. program is designed to give those students enrolled a graduate level perspective of elementary education.

The M.Ed. in elementary education is a 30 - 36 semester hour program. It is offered online, on campus, and via distance learning. Candidates who wish to move from one venue to the must submit a written request and must receive approval from the advisor. The program is accredited by the National Council for the Accreditation of Teacher Education and is designed for students seeking a class AA license in elementary classroom teaching. This program is also designed to provide the student with the academic preparation needed to become a quality elementary school teacher.

The faculty teaching in the Program hold doctoral or Educational Specialist degrees and are active in various professional organizations. The faculty are dedicated to providing a quality education where all students can experience intellectual growth and development of professional knowledge and skills. Most classes are taught in Ewing Hall on the Delta State University campus. Required courses are offered on a regular basis and electives are offered on a rotating basis. Students are expected to work closely with their advisors throughout the program to ensure that courses are taken at the appropriate times.

### **ADMISSION REQUIREMENTS**

In order for an applicant to be admitted to the graduate elementary education program, the applicant has to be admitted to the University and satisfy the standards set by the Division of Teacher Education and the graduate school of the University. To be eligible, the following requirements must be met:

1. An applicant must hold a baccalaureate degree from an accredited institution.
2. A Standard Class A teaching license, or its equivalent.
3. An overall undergraduate grade point average (UGPA) of 2.50 or 2.75 or higher on the last 64 hours of required course work.

4. A satisfactory score on one of the following nationally recognized, standardized tests of verbal skills:

- Praxis I Writing Test-minimum score of 174 on PPST or 320 on CBT
- National Teacher Examination (NTE) Communication Skills-minimum score of 653
- Graduate Record Examination (GRE) Verbal Test-minimum score of 370
- Miller Analogies Test (MAT)- minimum score of 30
- Collegiate Assessment of Academic Proficiency (CAAP) Writing Essay Test-minimum score of 3

All applicants who meet the GPA and license requirements will be admitted and will be advised regarding the process for meeting all other requirements.

## **CURRICULUM FOR THE M.ED. IN ELEMENTARY EDUCATION (30 - 36 Semester Hours)**

1. Core Education Courses  
EPY 601, ELR 605, CUR 608
2. Required Courses  
CEL 610, CEL 611, CEL 618, CEL 620, CEL 621, CEL 630, CRD 624
3. Electives (with advisor's approval only), 0-6 semester hours

### **Course Descriptions**

EPY 601 Psychology Of Learning. Study of the application of psychological principles to learning environments with special emphasis on the classroom. (3)

ELR 605 Methods Of Educational Research And Statistics. Development of library skills, analysis of types of research, investigation of research design; introduction to descriptive and inferential statistics. (3)

CUR 608 Historical Foundations Of Educational Thought And Curriculum Methodology. Cultural, historical, and philosophical background in educational thought to include curriculum methods. (3)

CEL 610 Effective Instruction In The Elementary School. A study of the characteristics of effective teaching in the elementary school with emphasis on research and literature in the field. (3)

CEL 611 Classroom Management. A study of effective techniques for management and discipline in the classroom setting. Emphasis placed on current research and literature. (3)

CEL 618 Curriculum Theory Development And Revision In Elementary Education. Formation and revision of curriculum from early childhood through the eighth grade level with supporting theories. (3)

CEL 620 Fundamentals Of Early Childhood Education. Identification and analysis of various aspects of early childhood education including theories, instructional practices and developmental stages. Major emphasis on current research. (3)

CEL 621 Education In The Intermediate Grades. Analysis of various aspects of education for children in grades four through eight. Discussed will be theories, instructional strategies, and developmental stages. (3)

CEL 630 Practicum In Elementary Education. Analysis of problems in elementary education from a classroom perspective. (3)

CRD 624 Methods And Materials Of Teaching Reading In The Elementary School. Selection and use of materials for various approaches to teaching reading in grades 1-6. Prerequisite: CRD 622 or permission of instructor. (3)

### **ADVANCED CANDIDATE ASSESSMENT SYSTEM**

The National Council for Accreditation of Teacher Education (NCATE) is our accrediting body. NCATE's mission is to ensure quality teacher preparation. As such, the M. Ed. program uses several assessments to evaluate instructional quality and performance and to determine the program's strengths and weaknesses. The following matrix lists the assessments that are used in the graduate education programs.

#### **Advanced Programs—Matrix** **Unit Assessments for Graduate Programs**

<b>Transition Point / Focus of Assessment</b>	<b>Full Admission to Program</b>	<b>Prior to Clinical Practice</b>	<b>Completion of Clinical Practice</b>	<b>Program Completion</b>
<b>Content Knowledge</b>	Minimum score on graduate admissions test (% requirement met/not met)			Comprehensive Examination (pass rate)
<b>Ability to Plan</b>		Program-Specific Assessments		
<b>Professional Knowledge and Skills (Clinical Practice)</b>			Practicum or Internship Evaluations	
<b>Impact on Student Learning</b>		Program-Specific Assessments		
<b>Dispositions</b>			Dispositions Portfolio rating by candidate and program faculty (at application to take	

			comprehensive examination)	
<b>Grade Point Average</b>	Minimum GPA * (% requirement met/not met)			Minimum GPA ** (% requirement met/not met)

**\* Minimum GPA Requirements at Full Admission**

- M.Ed. – Elementary and Special Education 2.5 or 2.75 on last 64 hours, MAT overall 2.75, HPER overall 2.75 or 3.00 on last 64 hours, Educational Leadership minimum overall 2.5
- Ed.S.– Elementary and Educational Leadership: 3.25
- Ed.D. – sliding scale for weighted GPA

**\*\* Minimum GPA Requirements at Program Completion**

- M.Ed. – Elementary, HPER, Educational Leadership, MAT, Special Education: 3.0
- Ed.S. – Elementary and Educational Leadership: 3.25
- Ed.D. – 3.25

Beginning Fall 2010, all graduate elementary education candidates will be required to purchase TaskStream, a technological portal for data collection and analysis. The Teacher Education program will use TaskStream to collect and analyze assessment data to determine our strengths and weakness in teacher preparation. TaskStream can also facilitate the completion of many of your program assignments by offering instructional support which includes content- area standards, lesson plans, and other web-based links. TaskStream can be purchased online at [www.taskstream.com](http://www.taskstream.com) or at the DSU bookstore where financial aid funds can be used.

### **Protocol for Dispositions Assessment**

1. Upon admission, flag forms will be placed in each candidate's folder: Yellow for warning, red for deficiency, and green for exemplary.
2. Faculty who note evidence of deficiencies or exemplary practices in a candidate relevant to a disposition area enter this information on the appropriate flag form, provide details related to the reason for concern or commendation, and hold a conference with the candidate regarding concerns.
3. Based upon the number and severity of dispositional deficiencies, faculty will refer the candidate to the advisor or to a faculty committee for counseling. The faculty members and candidate will establish a written plan for improvement that will become part of the candidate's file. The plan will specify how and when the improvement will occur.
4. If the deficiency(ies) persist, the faculty will meet to consider whether or not the candidate should continue in the program.
5. Exemplary (green) flags will be used by faculty to help select students for scholarships and for data when the student requests reference or recommendation letters.

6. Upon application for comprehensive examinations, candidates will complete the Dispositions Portfolio Self-rating Scale via TaskStream. Faculty will review each portfolio in light of the portfolio's justifications and recorded information on the dispositions flag sheets.

### **Dispositions Portfolio Graduate Programs In Elementary Education**

The Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS) outline the knowledge, skills, and dispositions for quality teachers. Among the key dispositions that measure a teacher's effectiveness are equity, fairness, respect for diversity, reflective practice, professional growth, and collaboration. Courses and related experiences within the graduate programs at Delta State University have been designed to hone the dispositions characteristic of professional educators. Assessment of such dispositions will be accomplished by the Dispositions Portfolio. The Disposition Portfolio will serve two purposes. First, it will engage each candidate in self-reflection that facilitates an examination of how one's own beliefs impact practice. Second, the Disposition Portfolio will enable each graduate program to assess its effectiveness in providing learning experiences that promote the development of dispositions that exemplify professional educators.

The Disposition Portfolio will be developed by each candidate who submits an application for the Comprehensive Exam. The portfolio will be an electronic document that addresses each of the following dispositions: fairness, the belief that all students can learn professionalism, resourcefulness, dependability, and commitment to inquiry. Descriptions for each disposition are listed in the Rating Scale. You will self-evaluate your portfolio and submit it for faculty evaluation. The criteria for evaluation of the portfolio are noted in the Appraisal Scale.

The Disposition Portfolio must be submitted via TaskStream, our electronic assessment tool. Each candidate is expected to purchase and use TaskStream for all assignments so designated in specific courses and for the Dispositions Portfolio, which is completed at application to the Comprehensive Exam. Program faculty will evaluate your Portfolio and submit a rating which you can view on TaskStream.

To purchase TaskStream, go to [www.taskstream.com](http://www.taskstream.com) to pay by credit card. The DSU bookstore has TaskStream accounts that can be purchased with financial aid funds.

**Directions:** Review the Graduate Dispositions (page 9) & Rating Scale (page 11). The Disposition Indicators (e.g., 1.1, 1.2) provide clarification needed to understand what each disposition means.

1. **Reflect on your experiences throughout your graduate program to develop an electronic portfolio that documents how you meet the criteria for each of the following six dispositions: fairness, the belief that all students can learn professionalism, resourcefulness, dependability, and commitment to inquiry.** This electronic document must include a cover page and six sections (one section for each disposition). Each section must contain narratives and supporting evidence for each disposition. The narratives should address how you exemplify each disposition and the related indicators as well as a brief description of how the evidence supports your stance. The narratives should be no more than 2 paragraphs for each disposition. The supporting evidence should clearly display a direct connection to the narratives. Supporting evidence can be assignments or descriptions



of assignments and course experiences that clearly address the disposition characteristics. Other acceptable pieces of evidence include pictures, instructor and/or peer comments, and self-reflections. Each piece of evidence must be accompanied by a brief descriptive statement or caption. At least one piece of supporting evidence must be submitted for each disposition; however, the evidence must encompass all related indicators for a particular disposition as described in the Rating Scale. There may be dispositions for which you will include two or more pieces of evidence in order to fully address the disposition and related indicators.

2. **Use the Appraisal Scale to self-rate your Dispositions Portfolio on TaskStream.** Justify your ratings of each disposition with brief statements. Program faculty will also rate your portfolio and return a rating to you via TaskStream.

3. **Submit the Disposition Portfolio via TaskStream.** The chart below lists the deadlines for submitting the Dispositions Portfolio.

Semester you plan to take the Comprehensive Exam	Deadline for Submitting the Dispositions Portfolio	Comprehensive Exam Date
Spring	4th Monday in January	3 <sup>rd</sup> Monday in March
Summer I	4th Monday in April	2 <sup>nd</sup> Monday in June
Summer II	4th Monday in May	2 <sup>nd</sup> Monday in July
Fall	4th Monday in August	3 <sup>rd</sup> Monday in October

### Graduate Dispositions

Characteristic (Disposition)	Rating of Disposition	Evidence for 1,2, or 4 Rating
<p><b>1. Fairness</b></p> <p>1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner</p> <p>1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p>	<p><b>1. Fairness</b> _____</p>	
<p><b>2. The Belief That All Students Can Learn</b></p> <p>2.1 Establishes a classroom, school, and/or school district climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population</p> <p>2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a</p>	<p><b>2. The Belief That All Students Can Learn</b> _____</p>	

diverse student population; or effectively participates in this process as an administrator		
<b>3. Professionalism</b> 3.1 Engages in ongoing self-reflection and professional development  3.2 Consistently displays professional appearance and actions, including effective oral and written communication  3.3 Collaborates with professors, students, colleagues, families, and/or community members	<b>3 Professionalism</b> _____	
<b>4. Resourcefulness</b> 4.1 Motivates self and others to perform well  4.2 Acts in a proactive manner by anticipating what a situation calls for and responding appropriately  4.3 Uses personal talents to enhance professional functioning  4.5 Adapts willingly to change	<b>4 Resourcefulness</b> _____	
<b>5. Dependability</b> 5.1 Attends all expected classes and meetings, and arrives punctually  5.2 Participates meaningfully in classes and meetings  5.3 Fulfills responsibilities in the college classroom and in P-12 settings	<b>5. Dependability</b> _____	
<b>6. Commitment to Inquiry</b> 6.1 Is knowledgeable of the professional literature in his/her field of study  6.2 Implements research-based strategies in his/her practice  6.3 Uses data to make decisions regarding learning and teaching	<b>6. Commitment to Inquiry</b> _____	
<b>1. Fairness</b> 1.1 Strives to meet the educational needs	<b>1. Fairness</b> _____	

<p>of all students in a caring, non-discriminatory, and equitable manner</p> <p>1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p>		
<p><b>2. The Belief That All Students Can Learn</b></p> <p>2.1 Establishes a classroom, school, and/or school district climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population</p> <p>2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population; or effectively participates in this process as an administrator</p>	<p><b>2. The Belief That All Students Can Learn _____</b></p>	

### Dispositions Portfolio Appraisal Scale

#### Appraisal Scale:

**1 – Does not meet expectations** - Poorly and/or inadequately developed narrative that reveals little or no evidence of fully meeting the disposition; inappropriate and/or no use of evidence that supports the narrative and disposition; Poorly stated ideas with poor use of grammar, sentence structure, word choice, and spelling.

**2 – Meets a few expectations but not sufficient** - Minimal development of narrative that reveals insufficient evidence of fully meeting the disposition; mostly inappropriate evidence that supports the narrative; Ambiguous statement of ideas with poor use of grammar, sentence structure, word choice, and spelling.

**3 – Meets expectations** - Thorough development of narrative that reveals adequate and acceptable evidence of fully meeting the disposition; appropriate evidence that clearly supports the narrative and disposition; Clear statement of ideas with acceptable use of grammar, sentence structure, word choice, and spelling.

**4 – Exceeds expectations** - Thorough development of narrative that reveals outstanding evidence of full embodiment of the disposition; Multiple outstanding evidence that clearly supports the narrative and disposition; Clear statement of ideas with outstanding use of grammar, sentence structure, word choice, and spelling.

## GRADUATE INFORMATION

The following information expounds on Delta State University's guidelines for graduate programs. Additional clarification can be found in the graduate catalog.

### Time Limit

The master's degree must be completed within six calendar years. Courses taken at Delta State prior to six years before completion of degree may not be applied to the M.Ed. in Elementary Education unless revalidated with permission of the graduate advisor, department chair, and the college or school dean. A student is eligible to revalidate up to two courses. In special cases, and with approval of the department chair, the college or school dean may waive revalidation and accept course work that is more than six years old. Guidelines for revalidation are available in the college or school dean's office.

### Transfer of Credits

Graduate courses may be transferred from another accredited college or university. Transfer credit will be granted only for those courses in which the student received a B or better and which are listed on a program of study approved by the graduate advisor and the college or school dean. Transfer courses may be substituted for required courses if the catalog description reflects similar course content and each course is recommended by the student's advisor to the college or school dean. A maximum of 6 semester hours of the credit required for the M. Ed. in Elementary Education may be accepted as transfer credit from another accredited graduate school. When circumstances merit it, a request for an exception to the policy allowing a maximum transfer of 6 semester hours may be submitted by the Department Chair. The request must be approved by the college or school dean. No graduate credit is accepted for courses completed by correspondence.

### Student Responsibilities

It is the responsibility of the student to become thoroughly acquainted with all graduate regulations, including admission and degree requirements. All graduate students should become familiar with the Graduate Bulletin and departmental program requirements. Students enrolling in graduate courses must possess satisfactory prerequisite experiences for each course taken. Students should consult their advisors, department chair, and/or the course instructor prior to enrollment in any course.

### Advisement

All students should pre-register with their advisor at the designated times set by the University if possible. If this is not possible students should register at the designated time at the beginning of the semester. For advisement, all students must contact their advisor and submit the required information: name; 900#; program; name & CRNs of courses (see page 17). The advisor will help the student plan the schedule and give the student the PIN. No changes in the schedule may be made without the approval of the advisor. **Under no circumstances should students sign up for a course unless they have the approval of the advisor.**

### **Cheating and Plagiarism**

Cheating and plagiarism are not tolerated. Give authors proper credit for their work(s). All assignments must be created as new works for a specific course assignment; thus, assignments that have already been submitted in one course should not be resubmitted in any other course. If it is established that a violation has occurred, the student will receive a grade of zero (0) for the assignment and may receive a grade of “F” in the course. Instructors report the offense to the division/department chair, the student’s advisor and/or program coordinator, the Graduate Office and the Office of Academic Affairs. A second offense by any student will result in dismissal from the university. Plagiarism in a Delta State University graduate thesis will result in denial or removal of the degree, and the person will be denied admission to or be expelled from subsequent degree programs at Delta State University.

### **Student Academic Grievance Policy**

Students who feel that they have been treated unfairly may appeal as follows:

1. Discuss the problem with the instructor and seek a solution. If the problem is not satisfactorily resolved in conference with the instructor, the student is entitled to submit an appeal in writing (with documentation) to the department/division chair. Upon receiving a student appeal, the department/division chair submits a written request for a response in writing (with documentation) from the instructor. The department/division chair notifies the student and faculty member in writing of his/her decision, within fifteen working days from the date the appeal is received.
2. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the college dean with administrative responsibility for the department where the alleged infraction occurred. The college dean reviews the student appeal and the corresponding response from the faculty member. The college dean notifies the student and faculty member in writing of his/her decision with a copy to the division chair, within ten working days from the date the appeal is received.
3. If the problem is not satisfactorily resolved, the student is entitled to submit a request for a hearing with the Academic Appeals Committee. The Academic Appeals Committee chair schedules a hearing date, within fifteen working days from the date the appeal is received, and notifies the student and faculty member. Both parties may submit their cases in person or in writing to the committee. The Academic Appeals Committee notifies the student and faculty member in writing of its decision with a copy to the appropriate dean, within five working days from the date of the hearing.
4. If the problem is not satisfactorily resolved, the student is entitled to resubmit the appeal in writing to the Vice President for Academic Affairs. The Vice President for Academic Affairs reviews the student appeal and the corresponding response from the faculty member. The Vice President for Academic Affairs notifies the student and faculty member in writing of his/her decision, which is final, with a copy to the appropriate dean and chair of the Academic Appeals Committee, within ten days from the date the appeal is received. Academic appeals by students must be filed no later than the end of the next regular term after the grievance occurred.

### **Grades**

Graduate students are awarded grades of A, B, C, D, or F on coursework but no graduate credit toward a degree is earned for a grade of less than C. The temporary mark of “I” (incomplete) is

given when, for reasons acceptable to the instructor, course requirements cannot be completed during the enrollment period. An “I” must be removed within a period of one year. This does not apply to thesis, research, or practicum courses. All “I” grades must be removed from the student’s transcript before the student can be processed for graduation. In certain research and practicum courses, a student may receive an “IP” (in progress) grade. This grade does not calculate in the grade point average. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings and/or participate in any online course activities.

### **Repeating Courses**

Graduate students may repeat a course only once but must have permission from their graduate advisor and the college or school dean to repeat a course. Repeating a course does not remove the grade previously earned in the course. The calculation of the cumulative grade point average is based on all grades received for graduate courses taken at Delta State University. Exceptions must be approved by the graduate advisor, department chair, and college dean.

### **Academic Suspension and Dismissal**

Students who earn three grades of “C” or one grade of “D” or “F” will be dismissed from their degree program. Also, graduate students must maintain a 3.0 GPA during the first nine semester hours of graduate work in a degree program. Failure to do so will result in dismissal from the program unless otherwise stipulated by the department offering the program. If, anytime after completion of nine hours, a student’s overall grade point average on graduate courses drops below a 3.0, the student will be placed on probation. A student on probation is not a candidate for a degree. Probationary status is removed by raising the overall grade point average to 3.0 or better on all graduate work at the end of the next semester of enrollment after being placed on probation. (For students enrolled in the summer, both school terms will be used to determine if probationary status should be removed.) Failure to remove probation in the manner described will result in the student being dropped from the degree program. Requests for reinstatement to a graduate program must be approved by the college or school dean. If, at any period of enrollment, a student demonstrates to the satisfaction of the advisor and the department chair that a consistently satisfactory level of achievement cannot be maintained, withdrawal from the graduate program is advised. Candidates must also have a 3.0 GPA in the three required core courses.

### **Class Attendance & Participation**

The attendance policy for a graduate class will be left to the discretion of the instructor, as stated in the course syllabus. In no case, however, shall absences or lack of online participation exceed 25 percent of the scheduled class meetings or required online participation. In such cases, the student shall receive a grade of F in the class. Particular policies and procedures on participation and makeup work are established for each class and are announced in writing at the beginning of the term. Each student is directly responsible to the individual professor for absence or online participation and for making up work missed.

Expectations for online class participation for each course are outlined in each syllabus and/or stated on the course's home page. Discussions, group chats, assignment due dates, and other timed activities will count as class attendance. Failure to participate in discussions and group chats and failure to submit assignments and complete course activities by due dates may be counted as absences and may result in point deductions.

A student who pre-registers for classes and is unable to attend must remove these courses from the registration term. Failure to remove the registration or to notify the Registrar and Bursar will result in charges to the student account and financial obligations to the university.

A student who registers for classes and never meets the classes will be reported to the Registrar's Office by the instructors as a No Show. **Online students must interact with the Blackboard course tasks or assignments during the first week of school. Online students who fail to log on to their Blackboard course(s) by the end of the second week of class may be reported as a "No Show".** No Shows are reported to the Financial Aid Office and may affect the student's current and future financial aid. A grade of NS will be posted for these courses.

### **Course Load Limits**

Students enrolled for 9 hours or more during a regular semester or 4 hours or more during a summer term are classified as full-time graduate students. Students may take up to 13 hours during a regular semester and up to 6 hours during a summer term. Exceptions to the upper limits must have the prior approval of the graduate advisor and the department chair. Students taking in excess of these upper limits will be assessed an overload fee. Students working full time may take no more than 6 semester hours each semester.

### **Program of Studies**

Before the student completes twelve hours of graduate work toward a degree at Delta State University, a program of studies must be filed with the graduate advisor. The program must be completed in triplicate, signed by the student and the advisor, and then forwarded to the college or school dean for approval. Upon the Dean's approval, a copy has to be submitted to the Graduate Studies Office.

### **Writing Proficiency**

If the writing standard of a graduate student is questioned, referral may be made to the Writing Center which is directed by the Division of Languages and Literature. Successful performance on a writing proficiency examination may be required for continuation in the degree program.

### **Comprehensive Examination**

A final written comprehensive examination in the candidate's major field is required of all candidates and must be completed at least two weeks before the graduation date (See page 18). A committee to administer the comprehensive examination is appointed by the college or school dean upon the recommendation of the department chair. The examination covers all major field courses including transfer and off-campus work. To take the major field comprehensive the candidate must be enrolled in, or have completed, the final coursework and have a 3.0 average in

the major field and a 3.0 in the core courses. Doctoral degree candidates will follow guidelines in a separate publication for qualifying and comprehensive examinations.

All students qualifying for the comprehensive examination must submit an application to the secretary of the Division of Teacher Education two weeks before the examination is to be administered. These forms are available from the division secretary.

The comprehensive examination is administered each semester and each summer session.

Notices are posted in the Division of Teacher Education regarding the registration date for the examination and the date it will be given. Students are notified of the results by mail when the exams are graded. The notices will be mailed to the address given on the application for examination form.

### **Application for the Degree**

Application for a degree must be submitted the semester prior to graduation, approved by the graduate advisor/coordinator, and then filed with the Division of Graduate and Continuing Studies.

In order for a graduate degree to be conferred, the candidate must attend graduation unless prohibited by mitigating circumstances.

### **Financial Aid**

Students seeking financial assistance should check with the student financial aid office for available loans, grants, and scholarships. Students should also check with the office of the Dean of the College of Education about available scholarships for which they might be eligible.



## **Online Advisement Protocol for Candidates in a Graduate Elementary Education Program**

Please contact your advisor via email for advisement and to receive your PIN for registering. Campus students may request an appointment for campus advisement.

**Review the Complete Class Schedule on the Delta State University website ([https://rapids.deltastate.edu/pls/dsu/twbkwbis.P\\_GenMenu?name=homepage](https://rapids.deltastate.edu/pls/dsu/twbkwbis.P_GenMenu?name=homepage)) to obtain CRNs for the courses you plan to take.**

**Online students must include the following in the email:**

- 1. state your full name**
- 2. your 900 number**
- 3. name of your program (Master's or Ed. Specialist) and location of your program (DSU campus, online, GHEC, or Clarksdale for Master's; Online for Ed. Specialist)**
- 4. the name and CRN numbers of the course(s) you plan to take**

After receiving your PIN, you will go online to the DSU website to register for your classes. This process may take up to 7 days and emails will only be answered Monday –Friday. You may resend your original email if you have not received a PIN from the advisor after 7 days.

**Failure to follow these instructions will delay the registration process and may result in a delay in the semester/session you begin coursework.**

Delta State University  
 Division of Teacher Education  
 Elementary Education  
**Comprehensive Examination**  
**Grading Scale**

<b>3 -Target</b>	<b>2 - Acceptable</b>	<b>1 - Unacceptable</b>
All components of the prompt are addressed; the response indicates thorough understanding of specific bodies of knowledge and content while demonstrating clear understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains accurate and appropriate citations; the response is organized and developed in a scholarly manner; <b>and</b> the response demonstrates accurate use of standard English.	All components of the prompt are addressed; the response indicates adequate understanding of specific bodies of knowledge and content while demonstrating adequate understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response contains acceptable citations; the response is organized and developed in a scholarly manner; <b>and</b> the response demonstrates use of standard English.	One or more components of the prompt is not addressed; the response does not indicate understanding of specific bodies of knowledge and content or understanding of instructional practices that reflect the National Board for Professional Teaching Standards (NBPTS); the response does not contain acceptable elaborations and citations; the response is not organized and developed in a scholarly manner; <b>and</b> the response does not demonstrate use of standard English.

(Total # points earned  
 Total # of questions) \_\_\_\_\_

**Candidates must earn a score of at least 2 on each attempted question to pass the exam.**