Option Areas:
- Curriculum and Leadership Studies
- K-12 Education (EMS K12)
- Gifted Education
- Mathematics and Science
- Reading and Literacy
- Special Education
- Workforce and Adult Education
INTRODUCTION

The College of Education, Health & Aviation is organized into Schools (rather than departments). The School of Teaching, Learning & Educational Sciences offer both a Master of Science (M.S.) Degree in Teaching, Learning and Leadership (TLL) and a Master of Arts in Teaching (MAT) Degree. This handbook applies only to the MS in Teaching, Learning and Leadership degrees. Within the MS in Teaching, Learning, and Leadership (TLL) there are several options, including Curriculum Studies; K-12 Education; Gifted and Talented; Mathematics and Science; Reading and Literacy; Special Education; and Workforce and Adult Education. This handbook will note areas where you need to refer to your program option for guidance on option-specific policies and procedures.

The MS in Teaching, Learning, and Leadership (TLL) degree is designed to provide a sound knowledge base in curriculum and pedagogy. The 36 hour program that includes common core classes and specialized areas of emphasis within the option areas. This program has been designed for those who want to increase their understanding, effectiveness, and leadership qualities in their work with learners of all ages. The various options of the degree program prepare graduates for positions as curriculum planners, school educational leaders, and teacher researchers. Core courses in curriculum issues, educational advocacy, and leadership provide a basis that is both theoretically rich and practically oriented, and each applicant can choose the particular option area that best meets her/his needs and interests.

OPTIONS AND EMPHASIS AREAS

Curriculum Studies Option
K-12 Option
  • Elementary and Middle Level Emphasis
  • Secondary Emphasis
Gifted Education Option
Mathematics/Science Option
  • Mathematics Education Emphasis
  • Science Education Emphasis
  • Mathematics and Science Education Emphasis
  • Elementary Mathematics Education Emphasis
Reading and Literacy Option
Special Education Option
Workforce and Adult Education Option

ADMISSION INFORMATION

To apply for admission to the M.S. TLL in Education program, complete an online application to OSU Graduate College. Indicate your preference for the Master of Science in Teaching, Learning, and Leadership and choose a program option. Next, submit the following materials online for review by an admissions committee:

  • Transcripts from all institutions of higher education indicating completion of a bachelor’s degree
    o (Note: a minimum GPA of 3.0 for undergraduate and 3.5 for graduate work is required).
  • Statement of professional goals and objectives including how the degree supports your goals/interests (approximately 500 words)
  • Resume or Curriculum Vitae (CV) that includes your educational background, professional experience, professional awards and honors, publications (if any), professional service, and references.
  • A personal interview may be required as part of the admissions process, depending on the program option area.

Note: Non-degree seeking students can apply no more than 9 graduate hours to a degree program.
International applications must also submit TOEFL scores if English is a second language. An official TOEFL score of 79 (internet based test) or 550 (paper based test) is required to be submitted. The TOEFL institution code for OSU is 6546.

Each program option will review admission materials once a month, make admission recommendations, and assign a temporary advisor to students admitted into the program option. The review process may take from 2-6 weeks during the fall and spring semesters or longer during the summer session.

SCHOLARSHIPS AND FINANCIAL AID

There are numerous scholarships available for which graduate students can apply. For information about College of Education Scholarships, call 405-744-3646 or visit EHA Scholarship Office. Graduate students may also apply for teaching and research assistantships for half time (20 hours/week). For information about graduate assistantships, contact the program coordinator for your desired option.

For information about financial aid, contact the OSU Scholarships & Financial Aid Office, 119 Student Union, 405-744-6604.

PROGRAM COMPONENTS

The MS TLL in Education program consists of coursework, comprehensive exam, and a creative component. Some areas may require professional examinations. The coursework component of the program consists of the following:

- Common Core - Common to all options within the TLL (6 hours)
- Research and Inquiry Requirement (3 - 6 hours)
- Specialization/Emphasis Courses specific to each option area (varies by program area)
- Non-Thesis or Thesis

See Appendix A for option area degree sheets.

PROGRESS THROUGH THE DEGREE PROGRAM

This section highlights important steps to take after admission and during the early coursework semesters of your program.

Getting started in the Program
You will be informed of your admission via an e-mail from the Graduate College. Upon acceptance, you will be assigned a temporary advisor. Contact your temporary advisor for an initial conversation about your degree plan. Newly admitted students have an automatic advising hold that needs to be lifted before you can register for your first semester of courses. Your temporary advisor will lift the hold after your initial meeting or phone conversation.

While your advisor will provide assistance, there is much you can do to inform yourself of the requirements for your degree and program option. Each degree option has a program description with course choices on its website. Consult the University Catalog and Graduate College to read about university requirements. The Registrar will have information and instructions for enrollment and course schedules.

Assignment of Temporary Advisor
The admissions review process takes several weeks. The Graduate College will send you an admissions letter with the admissions committee recommendation and the name of your temporary advisor. Contact your temporary advisor to discuss enrollment, formation of an advisory committee, and the required formal Plan of Study. The temporary advisor will remove the enrollment hold and guide you in the selection of courses for the first semester.
Your temporary advisor may or may not eventually become your permanent advisor. As you progress through your coursework and interact with faculty, you will discover more about your own research interests and which faculty members can best support you in your program. The faculty understands that your temporary advisor may or may not be the best match for you in the end. You should feel free to discuss the composition of your committee, including your choice for advisor and committee chair, with your temporary advisor. If you have filed a plan of study and wish to change your committee, you will need to initiate a Committee Change form.

**Non-Degree Seeking Students**

You may take up to 9 hours as a non-degree seeking student that may count toward degree requirements before being admitted to a degree program. Admission to the Graduate College as a non-degree seeking student means only that the student will be permitted to enroll in courses through the Graduate College. It does not imply that the student has been or will be admitted to a program leading to an advanced degree or that the student will be able to obtain a graduate degree from OSU.

**Continuous Enrollment Requirements**

The Graduate College requires that graduate students maintain continuous enrollment throughout the degree program. The specific requirements for continuous enrollment and progress to degree can be found on the Graduate College website at [Grad College Enrollment](#).

**Leave of Absence Provisions**

If you are unable to maintain continuous enrollment, you should consider requesting a Leave of Absence. The Graduate College policies on Leave of Absence can be found at [Leave of Absence Policy](#). Approval of a student Leave of Absence from the TLL is contingent upon good academic standing as defined by the Graduate College. In order to be reinstated at the end of the Leave of Absence, you must meet the admissions criteria in place at the time of your initial admission to the program. In addition, you must meet the conditions set forth by your graduate advisory committee (or academic advisor in the case that the committee has not yet been formed) as indicated in the letter from the committee/advisor that must be attached to the Leave of Absence Request Form. Students whose military orders call for deployment are automatically approved for a leave of absence for the duration of their deployment. Students with military orders that prevent them from continuous enrollment do not need Leave of Absence approval but do need to notify their academic advisor/advisory committee members. Their Leave of Absence will not be counted toward their time-to-degree limits.

**Graduate Forms**

Each milestone in the graduate program (e.g., Plan of Study & Graduate Clearance Form) requires a specific form to notify the Graduate College of your progress. These forms must be electronically signed by your advisor and/or advisory committee. You are responsible for completing the form(s) and submitted by the deadline. The OSU Graduate College website contains links to the most current versions of the required forms, including the [Plan of Study](#) form. Other forms are found here [Grad College Forms](#). It is your responsibility to initiate and follow through on these processes and assure that these forms are appropriately completed and submitted to the Graduate College in a timely manner.

**College of Education, Health and Aviation Graduate Student Services Coordinator**

Within the College of Education, Health and Aviation we have a coordinator for graduate student services, Kristen Kulling, who is helpful in answering procedural questions specifically about forms, deadlines, and other requirements. Her contact information is as follows and you may reach out to her when you have questions.

Kristen Kulling  
Coordinator for Graduate Student Services  
eha_grad.studies@okstate.edu
Master Advisory Committee
The Master Advisory Committee serves to assist you in planning the most appropriate coursework and related program experiences. The committee should be composed of three faculty members who hold Graduate Faculty membership. Your temporary advisor will help you identify the committee chair and committee members, all of whom must be full members of the Graduate Faculty. The committee chair’s primary duty is to monitor the progress of the student toward the degree. Other committee members’ duties include participating in examinations per Graduate College and program requirements, attending regular meetings of the advisory committee, and interacting regularly with committee members and the student to monitor progress toward the degree. The student and the members of the advisory committee should consult regularly to review the progress of the student’s work.

You have the option of changing the membership of your advisory committee at any time. However, a written request for changing a committee’s membership must be signed digitally by all old and new committee members and submitted to the School Head. The request should include a clear rationale for the proposed change (e.g., faculty member retirement, etc.). Pending the School Head’s approval, the appropriate notification will be forwarded to the Graduate College. The link to these forms are available at Grad College Forms.

Plan of Study Meeting
You must complete a draft of the Plan of Study (POS) online and also convene a Plan of Study Meeting with your full committee. The purpose of the meeting is to get the whole committee’s input on developing a Plan of Study that includes required courses in specific programs, selected elective courses and other related experiences that best support your goals. You are responsible for initiating and arranging the Plan of Study meeting with the assistance of your advisor.

According to the Graduate College policy, the Plan of Study is to be submitted prior to the end of the second semester of enrollment. If you do not have an approved Plan of Study on file by this time, you may face an advising hold that will prevent you from registering for classes. Once approved online by the committee, the Plan of Study goes to the Graduate College for final approval. Changes in the plan can be made using the same online Plan of Study form, and must be approved by the Masters Advisory Committee and the Dean of the Graduate College.

Annual Review Process
Faculty in your program option are required to have a process in place to monitor your progress through the program each year. The goal is to identify students encountering difficulties and provide support. Each program option has its own process for conducting the annual review process that must be completed by March 15th of each year. Your advisor will explain the requirements of your program option. Be sure to meet any stated deadlines and provide complete information when requested.

Thesis or Non-Thesis Option
Graduate students, in consultation with their advisor, will determine whether they will complete a thesis or complete the non-thesis option. Both options have value to the graduate student. For example, if you are considering a doctoral degree in the future you should consider a thesis. The thesis option requires the graduate student to conduct research that meets the rigor and guidelines (https://gradcollege.okstate.edu/tdg) provided by the Graduate College.

Students who choose the non-thesis option will work with their faculty to submit a comprehensive scholarly project demonstrating their knowledge and leadership. The non-thesis component will differ by option area.
Comprehensive Examinations

The comprehensive examination is designed to measure your proficiency in the field specialization, your understanding of agency and advocacy, knowledge of research in the field of specialization, and knowledge of diversity and working with diverse learners. Most option areas have students pass a comprehensive exam before the degree is granted. You should take the initiative in communicating with your advisor and registering for the comprehensive exam at Comprehensive Exam very early in the semester in which you plan to take the exam.

Be sure to check with your advisor concerning program-specific guidelines. Masters students typically take comprehensive exams the last semester of their coursework. The content of the comprehensive exam is based on program core coursework, specialization area, and research. For most programs, the exam is administered in a take-home format. Take-home exams are “open-book,” with high expectations for references and writing; students are given a time frame within which to complete and submit the exam. Your program may offer a sit down exam instead. Sit-down exams take place on campus for a one-day testing period. During that one-day testing period there is a morning and afternoon session in which students respond to questions. Be sure to check with your advisor concerning program-specific guidelines and exam dates.

The responsibility for developing the comprehensive examinations resides with your Advisory Committee. The Advisory Committee has the most pertinent information about your program and objectives. Decisions regarding the examination should, therefore, reside with the Committee. Typically, the Advisory Committee chair solicits questions from all committee members and takes responsibility for the evaluation of the examinations. See Appendix B for a copy of the Comprehensive Examination Rubric.

Reporting Results of Comprehensive Examinations

The chair of the Advisory Committee will gather committee member evaluations and make a summary evaluation that will be reported to the Graduate Coordinator, who will report results to the Graduate Studies Office. The chair of the Advisory Committee may choose to report the evaluation results and feedback directly to you as well.

In the event that you do not pass the comprehensive examination on your first attempt, you will be permitted to retake the examination when offered the following semester. You may be required to retake the entire exam or only a portion of it at the discretion of your advisory committee. You must remain enrolled as a degree candidate for at least two semester hours per semester or six credit hours per year until requirements are completed. You must reapply to take the examination and indicate a second retake on the application form. A third and final retake requires approval from the Graduate Dean.

Graduation

An approved Plan of Study (revised if necessary to match your transcript) and a Graduation Clearance Form must be submitted to the Graduate College (the deadline changes each semester). Once the Graduation Clearance form as been approved by the Graduate College, the student must complete the Application for Graduation through the Office of the Registrar.

The academic calendar with deadlines can be found online at https://gradcollege.okstate.edu/graduate-college-academic-calendar.

Graduation checklist for Master’s students: https://gradcollege.okstate.edu/masters-checklist
ACADEMIC INTEGRITY

Responsible Conduct of Research (RCR)
All students in the TLL program are required to pass training in the Responsible Conduct of Research. Oklahoma State University is making use of the Collaborative Institutional Training Initiative (CITI) as a component of training in the area of Responsible Conduct of Research (RCR). This online training program consists of a series of tutorial modules focusing on different aspects of RCR and is intended for anyone engaged in research. The training is appropriate for faculty, staff, and students conducting research in the natural sciences, physical sciences, social and behavioral sciences, humanities, and fine arts. Modules include instructional material, case studies, and additional suggested readings. At the end of each module is a short quiz. The results of each quiz are recorded and provided to you and to the Office of University Research Compliance. You must have a cumulative score of 80% to pass/complete the course.

Additional information follows. You can access the training modules from the here Responsible Conduct of Research. This must be completed before your Plan of Study can be approved. A copy of your successful completion should be e-mailed to your advisor.

Institutional Review Board (IRB)
Before research begins, all research (including thesis, reports, and creative components) involving human subjects must be approved by the Institutional Review Board (IRB). In order to submit an application, you must first successfully complete the IRB training. Please consult the IRB website for details at https://irb.okstate.edu/. If your research involves humans, then you will need to complete an IRB application form and include a summary of your research plan with the application. Your IRB application must be approved and signed by your advisor before it is submitted to the IRB office for approval. Once the IRB begins to review your application, you can expect the process to take about one month (sometimes it is less or more). Be sure to include a signed letter of consent from the administrator in charge if your research will take place in a school/institutional setting or will involve research on teachers or students.
**FACULTY DIRECTORY**

Curriculum & Leadership Studies
Erin Dyke
Jon Smythe
Hongyu Wang (coordinator)

Science & Math Education
Julie Angle
Jennifer Cribbs
Stephanie Hathcock
Toni Ivey
Amy Olson
Juliana Utley
John Weaver
Karen Zwanch

Special Education
Penny Cantley
Candace Gann (coordinator)
Claudia Otto

Literacy
Adam Crawley
Suzii Parsons
Donita Shaw (co-coordinator)
Sheri Vasinda (co-coordinator)
Qiuying Lydia Wang

K-12
Gayla Foster (Art)
Sarah Donovan (English)
Shelbie Witte (English)
Virginia Worley (English)
Shanedra Nowell (Social Studies)
Joe Terantino (Foreign Language)

Workforce
Mary Jo Self
Dismissal from the Graduate Program: Graduate students may be dismissed from their program for failure to meet academic standards. In such instances, the student will be notified of the intent to dismiss and informed of his/her rights for due process and appeal (See section XII. Appeals Processes). If a student appeals the decision to dismiss, s/he must be allowed to maintain enrollment and continue working toward the graduate degree in the same manner as any other graduate student in the program during the appeals process. Continued enrollment is not required to appeal. Once the decision of the appropriate appeals panel is made, it will be final.

Helpful Links:

- College of Education, Health & Aviation: [https://education.okstate.edu/](https://education.okstate.edu/)
- Graduate Faculty Database: [http://graduatefaculty.okstate.edu/Default.aspx](http://graduatefaculty.okstate.edu/Default.aspx)
- Oklahoma State University Guidelines for Best Practices in Graduate Education: [https://gradcollege.okstate.edu/best-practices](https://gradcollege.okstate.edu/best-practices)
- Plan of Study Portal: [http://gradcollege.okstate.edu/planofstudy](http://gradcollege.okstate.edu/planofstudy)
- Checklist for Masters Students: [http://gradcollege.okstate.edu/masters-checklist](http://gradcollege.okstate.edu/masters-checklist)
- Graduate Student Appeals: [https://gradcollege.okstate.edu/content/appeals-policy](https://gradcollege.okstate.edu/content/appeals-policy)
- Responsible Conduct in Research: [https://research.okstate.edu/compliance/rcr/index.html](https://research.okstate.edu/compliance/rcr/index.html)
- Student Code of Conduct: [https://studentconduct.okstate.edu/code](https://studentconduct.okstate.edu/code)
- Graduate Assistantships: [http://gradcollege.okstate.edu/assistantship](http://gradcollege.okstate.edu/assistantship)
- Enrollment Guidelines: [https://gradcollege.okstate.edu/enrollment](https://gradcollege.okstate.edu/enrollment)
- Student Health Insurance: [http://uhs.okstate.edu/student-health-insurance-plan](http://uhs.okstate.edu/student-health-insurance-plan)
- Graduate College Forms: [http://gradcollege.okstate.edu/FormsPage](http://gradcollege.okstate.edu/FormsPage)
Appendix A
Option Area Degree Sheets
MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP (TLL)
Option: Curriculum & Leadership Studies

DEGREE REQUIREMENTS
A minimum of 36 hours beyond the Bachelor’s degree and a thesis or creative component is required.

COMMON CORE 6 hours
CIED 5053 Curriculum Issues
CIED 5813 Educational Advocacy and Leadership

RESEARCH AND INQUIRY 6 hours
CIED 5073 Pedagogical Research
AND Selected Research course with Advisor’s approval such as
SCFD 5913 Intro to Qual Res, REMS 5953 Stat Meth in Educ, or REMS 5013 Res Design & Meth

PROGRAM CORE 6 hours
CIED 5623 Multicultural and Diversity Issues in Curriculum AND
CIED 5043 Issues of Teaching OR Selected course with Advisor’s approval

AREA OF EMPHASIS 12 hours
CIED 5043 Issues of Teaching
CIED 5123 Curriculum in the Secondary School CIED 5163 Middle School Curriculum
CIED 5173 Kindergarten-Primary Curriculum
CIED 5183 Media Literacy Across the Curriculum CIED 5313 Curriculum of the Elementary School
CIED 5623 Multicultural & Diversity Issues
CIED 5723 Gender and Curriculum
CIED 5730 Seminar in Education: Curriculum Topics with Advisor’s approval
SCFD 5883 Educational Sociology OSU Writing Project OR other courses with Advisor’s approval

ELECTIVES or THESIS 6 hours
CIED 5000 Thesis
Courses with Advisor’s approval

Program Coordinator: Dr. Hongyu Wang hongyu.wang@okstate.edu 918-594-8192
MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP
Option: K-12 Education

A minimum of 36 hours beyond the Bachelor’s degree is required.

### COMMON CORE

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>CIED 5053</td>
<td>Curriculum Issues ®</td>
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<tr>
<td>CIED 5813</td>
<td>Educational Advocacy and Leadership ®</td>
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### RESEARCH REQUIREMENT (select two or one plus three courses designated ®)

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<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SCFD 5913</td>
<td>Introduction to Qualitative Research OR</td>
<td>3-6</td>
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<tr>
<td>REMS 5013</td>
<td>Research Design and Methodology OR</td>
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<tr>
<td>CIED 5073</td>
<td>Pedagogical Research OR</td>
<td></td>
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<tr>
<td>REMS 5953</td>
<td>Elementary Statistical Methods</td>
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### PROGRAM CORE

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<tr>
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<tbody>
<tr>
<td>CIED 5043</td>
<td>Issues in Teaching ®</td>
<td>6</td>
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</table>

And choose from one of the following three courses:

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CIED 5343</td>
<td>Introduction to K-12 English Language Learners OR</td>
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<tr>
<td>CIED 5623</td>
<td>Multicultural and Diversity Issues in Curriculum ® OR</td>
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<tr>
<td>SPED 5993</td>
<td>Diversity in Special Education</td>
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### AREAS OF EMPHASIS

#### Art

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<tbody>
<tr>
<td>CIED 4713G</td>
<td>Teaching and Learning in the Secondary School</td>
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<tr>
<td>CIED 5350</td>
<td>Visual Arts in the Curriculum</td>
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#### Children’s and Young Adult Literature

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<th>Course</th>
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<tbody>
<tr>
<td>CIED 5153</td>
<td>Advanced Studies in Children’s Literature</td>
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<tr>
<td>CIED 5353</td>
<td>Literature for Children, Adolescents and Adults</td>
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<tr>
<td>CIED 5443</td>
<td>Teaching Reading with Literature</td>
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<tr>
<td>CIED 4313G</td>
<td>Young Adult Literature</td>
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#### Curriculum

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<tbody>
<tr>
<td>CIED 5173</td>
<td>Kindergarten-Primary Curriculum</td>
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<tr>
<td>CIED 5313</td>
<td>Curriculum of the Elementary School</td>
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<tr>
<td>CIED 5123</td>
<td>Curriculum in the Secondary School</td>
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#### English (Secondary)

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<th>Hours</th>
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<tr>
<td>CIED 4313G</td>
<td>Young Adult Literature</td>
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<tr>
<td>CIED 5143</td>
<td>Language Arts in the Curriculum</td>
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<tr>
<td>CIED 5183</td>
<td>Media Literacy Across the Curriculum</td>
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<tr>
<td>CIED 5353</td>
<td>Literature for Children, Adolescents and Adults</td>
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<tr>
<td>CIED 5433</td>
<td>Reading and Writing in the Content Areas</td>
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<tr>
<td>CIED 5443</td>
<td>Teaching Reading with Literature</td>
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<tr>
<td>CIED 5463</td>
<td>Reading Assessment and Instruction</td>
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<tr>
<td>CIED 5473</td>
<td>Reading and Writing Difficulties</td>
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<tr>
<td>CIED 5483</td>
<td>Literacy and Technology Across the Curriculum</td>
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<tr>
<td>CIED 5553</td>
<td>Literacy Leadership and Coaching</td>
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</tr>
<tr>
<td>CIED 5733</td>
<td>History of Reading</td>
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</tbody>
</table>
### Foreign Language
- CIED 4813G: Introduction to First and Second Language Acquisition for Teachers
- CIED 4823G: Foreign Language Instruction, Curriculum & Assessment, Grades PK-12

### Literacy/Reading
- CIED 5143: Language Arts in the Curriculum
- CIED 5423*: Primary Literacy
- CIED 5433: Content Area Reading and Writing
- CIED 5463: Literacy Assessment and Instruction
- CIED 5473: Reading and Writing Difficulties
- CIED 5523: Reading Practicum
- CIED 5893: Reading Processes and Practices Grades 1-8

### Mathematics
- SMED 5050: Seminar in Integrated Mathematics and Science Applications
- SMED 5253*: Tchg Rational Number Concepts, Proportional Reasoning, & Class Interactions

### Assessment and Evaluation
- SMED 5263*: Assessment and Evaluation in School Mathematics
- SMED 5270: Practicum in School Mathematics
- SMED 5273: Number Concepts and Assessment at the Elementary Level (PK-6)
- SMED 5283: Problem-Centered Learning in Mathematics
- SMED 5293*: Teaching and Learning Mathematics in Technology
- SMED 5913: Teaching Geometry and Spatial Visualization
- SMED 5923: Teaching Algebra and Mathematical Tasks
- SMED 5933: Teaching Data and Probability in Schools
- SMED 5943: Mathematics Leadership and Coaching

### Science
- SMED 4613G: Teaching the Nature of Science Through an Inquiry Approach
- SMED 4713G: Teaching and Learning Science in the Secondary School
- SMED 5193: Inquiry and Problem-Based Learning in Science Education
- SMED 5223: Teaching Science in the Schools
- SMED 5050: Seminar in Integrated Mathematics and Science Applications
- SMED 5243: Environmental Education in the Curriculum
- SMED 5280: Workshop in Science Education

### STEM
- SMED 5313: Introduction to K-12 Engineering Education
- SMED 5323: Technology for the K-12 STEM Educator
- SMED 5333: Developing Informal and Formal STEM Programs in Schools

### Social Studies
- CIED 4713G: Teaching and Learning Social Studies in the Secondary School
- CIED 5323: Teaching Social Studies in the Schools

### Special Education
- SPED 5623: Characteristics of Students with Mild/Moderate Disabilities
- SPED 5743: Planning, Compliance and Current Practices
- SPED 5883: Classroom and Behavior Management
- SPED 5993: Culturally Responsive Teaching in Special Education

### Seminar courses
- CIED 5720: Education Workshop
- CIED 5730: Seminar in Education
Elementary Education (grades 1-8) - Early Career Alt Certified Teachers - 15 credit hours

CIED 4362 Design and Management of the Elementary Classroom (2 hours)** graduate credit
CIED 5120 Practicum for Early Career Elementary Teachers (1 hour)
CIED 5893 Reading Processes and Practices Grades 1-8
SMED 5013 Mathematics Education: Theory & Practice (Grades 1-4)
CIED 5323 Social Studies in Schools
SMED 5083 Teaching Science in the Elementary School (Grades 1-8)

Secondary Education (grades 6-12) - Early Career Alt Certified Teachers - 12 credit hours

CIED 5333 Effective Classroom Management for Secondary Schools
CIED 5363 Effective Teaching Strategies for Teaching in the 6-12 Classroom
CIED 5010 Practicum for Early Career Secondary Teachers (Fall - 1 hour and Spring – 2 hours)
Choice of Methods course:
  o CIED 5403 Teaching & Learning in the Secondary Schools: English/Language Arts Methods
  o CIED 5413 Teaching & Learning in the Secondary Schools: Social Studies
  o SMED 5153 Methods for Teaching Secondary Mathematics
  o SMED 5143 Methods for Teaching Secondary Science

Note: Once students have met their area emphasis above and have remaining hours they may choose course(s) from but not limited to CIED, EPSY, OCED, EDLE, EDTC, REMS, SCFD; CIED 5000 Thesis; or content area courses from Arts and Science or other appropriate subject related courses per advisor’s approval.

Program Coordinator:  Dr. Donita Shaw  Donita.shaw@okstate.edu  918-594-8481
MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP
Option: Gifted and Talented Education

A minimum of 36 hours beyond the Bachelor’s degree is required.

COMMON CORE (Specific courses required of all TLL majors) 6 hours

CIED 5053 Curriculum Issues®
CIED 5813 Educational Advocacy and Leadership®

RESEARCH REQUIREMENT (Select one) 3 hours

CIED 5073 Pedagogical Research®
REMS 5013 Research Design and Methodology**
REMS 5953 Statistical Methods in Education**
SCFD 5913 Introduction to Qualitative Research®

*These are required pre-requisites for students wishing to pursue a PhD in Education

AREA OF EMPHASIS (Gifted and Talented Education) 21 hours

GTED 5063 Introduction to Gifted Education
GTED 5163 Counseling Techniques for Teachers of Gifted Learners
GTED 5363 Differentiating Curriculum for the Gifted & Talented*
GTED 5763 Teaching Techniques and Models for Gifted Education
GTED 5993 Identification and Behavioral Characteristics of Gifted Learners
GTED 5863 Developing Programs for Gifted Learners
GTED 5620 Practicum in Education of Exceptional Learners

*Not required for Specialist Certification

ELECTIVES or THESIS 6 hours

Select thesis OR creative component and 6 hours of coursework approved by committee

Important Information:

- * Indicates courses with at least one-third research content. Students in this program must complete at least three courses with an *.
- In order to qualify for the Oklahoma Gifted Education Specialist Certification, candidates must hold a valid teaching license and have two years of teaching experience.

Program Coordinator: Dr. Stephanie Hathcock  stephanie.hathcock@okstate.edu  405-744-8893
# MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP

Option: Mathematics/Science Education

A minimum of 36 hours beyond the Bachelor’s degree is required.

## COMMON CORE 6 hours
- CIED 5053 Curriculum Issues
- CIED 5813 Educational Advocacy and Leadership

## RESEARCH REQUIREMENT 6 hours
- CIED 5073 Pedagogical Research
- MATH 5913 Intro to Research in Mathematics Education
- REMS 5013 Research Design and Methodology
- REMS 5953 Elementary Statistical Methods
- STAT 5013 Statistics for Experimenters I
- SCFD 5913 Introduction to Qualitative Research
  OR other research methodology focused courses approved by advisor.

*These are required pre-requisites for students wishing to pursue a PhD in Education

## AREA OF EMPHASIS 18 hours
Choose 18 hours in the appropriate area of emphasis.

### Elementary Mathematics Education
- SMED 5253 Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)
- SMED 5273 Number Concepts and Assessment at the Elementary Level (PK-6)
- SMED 5283 Problem-Centered Learning in Mathematics
- SMED 5913 Algebra and Mathematical Tasks at the Elementary Level (PK-6)
- SMED 5923 Geometry, Spatial Visualization, and Learning Trajectories at the Elementary Level (PK-6)
- SMED 5933 Teaching Measurement and Data at the Elementary Level (PK-6)
- SMED 5943 Mathematics Leadership and Coaching

### Secondary Mathematics Education
- SMED 5050 Integrating Mathematics and Science Applications
- SMED 5253 Rational Number Concepts, Proportional Reasoning, and Classroom Interactions at the Elementary Level (PK-6)
- SMED 5263 Assessment and Evaluation in Mathematics
- SMED 5273 Number Concepts and Assessment at the Elementary Level (PK-6)
- SMED 5283 Problem-Centered Learning in Mathematics
- SMED 5293 Teaching and Learning Mathematics with Technology
- SMED 5613 Effective Teaching of Mathematics in the Secondary
- SMED 5750 Seminar in Mathematics Education
- SMED 5913 Algebra and Mathematical Tasks at the Elementary Level (PK-6)
- SMED 5923 Geometry, Spatial Visualization, and Learning Trajectories at the Elementary Level (PK-6)
- SMED 5933 Teaching Measurement and Data at the Elementary Level (PK-6)
- SMED 5943 Mathematics Leadership and Coaching
Science Education
- CIED 5193  Inquiry and Problem-Based Learning in Science Education
- CIED 5730  Seminar in Education
- SMED 5050  Integrating Mathematics and Science Applications
- SMED 5223  Teaching Science in Schools ®

Elementary Mathematics and Science Education
Students will work with their advisor to choose 18 hours of SMED coursework that includes both science education and mathematics education courses appropriate for the elementary teacher.

ELECTIVES or THESIS 6 hours
Select thesis OR creative component and 6 hours of courses.

Important Information:
- ® Indicates courses with at least one-third research content. Students in this program must complete at least three courses with an ®.
- Elementary teachers wishing to meet certification requirements for the elementary mathematics specialist certification should work with their advisor to take the appropriate 18 hours of SMED courses and meet other certification requirements.
- Secondary teachers are recommended to take at least 6 hours of graduate level (1) mathematics and/or statistics content courses or (2) science content courses.
- Secondary teachers wishing to meet the Higher Learning Commission’s requirement of a master’s degree with 18 hours of mathematics/science coursework should work with their advisor to meet this requirement. It will require an extra 3 hours on your degree plan. [18 hours = 6 hours in Research area + 3 hours math/science prefix course in emphasis area + 6 areas of Elective Math/science + 3 hours of math/science above the 36 hours in the degree]

Program Coordinators:
- Mathematics Education: Dr. Juliana Utley  juliana.utley@okstate.edu  405-744-8111
- Science Education: Dr. Toni Ivey  toni.ivey@okstate.edu  405-744-8019
MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP
Option: Workforce and Adult Education

A minimum of 36 hours beyond the Bachelor’s degree is required.

**COMMON CORE**
- 6 hours
  - CIED 5053 Curriculum Issues
  - CIED 5813 Educational Advocacy and Leadership

**RESEARCH AND INQUIRY REQUIREMENT**
- 6 hours
  - WAED 5443 Interpreting Research in Workforce Education

And one of the following:
- AGED 5983 Research Design in Occupational Education
- REMS 5013 Research Design and Methodology
- REMS 5953 Statistical Methods in Education
- SCFD 5913 Introduction to Qualitative Research
- STAT 5013 Statistics for Experimenters I

**PROGRAM CORE**
- 9 hours
  - WAED 5153 Curriculum Planning in Workforce Education or
  - CTED 4343 Occupational Analysis and Curriculum Development
  - WAED 5233 Advanced Instructional Procedures in Workforce Education OR
    - Graduate section of CTED 4103
  - WAED 5313 History, Principles and Organization of Workforce Education

**AREAS OF EMPHASIS**
- 15 hours
  - 15 hours selected from, but not limited to courses listed below. Students should work with Advisor to select courses appropriate for emphasis in WAED teaching, administration, workforce development or engineering education.
    - CTED 4123* Coordinating Career and Technical Student Organizations & Activities
    - CTED 4213* Safety, Organization and Management of Learning Facilities
    - EDLE 5723 School Law
    - WAED 5000** Thesis or Report
    - WAED 5010*** Seminar
    - WAED 5013 Characteristics of Adult Learners
    - WAED 5123 Evaluation of Workforce Education Programs and Instruction
    - WAED 5133 Internationalism, Globalization and Workforce Education
    - WAED 5143 Organization and Administration of Adult Education
    - WAED 5203 Foundations of Adult and Continuing Education
    - WAED 5223 Program Planning for Workforce and Technical Educators
    - WAED 5333 Administration and Supervision of Workforce Education Programs
    - WAED 5340*** Special Problems in Workforce Education
WAED 5353 Instructional Strategies for Adults
WAED 5423 Individualizing Competency-Based Instruction Programs
WAED 5703 Adult Learning in Diverse Settings
WAED 5720*** Workshop
WAED 5730*** Special Topics in Adult Education WAED 5833 Workforce and Adult Consulting
WAED 5880 Internship in Workforce Education
WAED 5910*** Developing and Analyzing Teaching Content

* A senior level class available for graduate and undergraduate credit.
** For degree by thesis, 6 hours WAED 5000 Thesis plus thirty (30) hours of coursework required; for degree with creative component, thirty-six (36) hours coursework plus creative component required.
*** Check with advisor for guidance.

Program Coordinator: Dr. Shelbie Witte shelbie.witte@okstate.edu 405-744-8322
MASTER OF SCIENCE IN TEACHING, LEARNING, AND LEADERSHIP
Option: Reading/Literacy

A minimum of 36 hours beyond the Bachelor’s degree is required.

COMMON CORE 6 hours
CIED 5053 Curriculum Issues ®
CIED 5813 Educational Advocacy and Leadership ®

RESEARCH AND INQUIRY 3 hours
SCFD 5913 Introduction to Qualitative Research OR
REMS 5013 Research Design and Methodology OR
CIED 5073 Pedagogical Research

AREA OF EMPHASIS (Reading Specialist Certification Program) 21 hours
CIED 5143 Language Arts in the Curriculum
CIED 5153 Advanced Studies in Children’s Literature
CIED 5423 Literacy Instruction in the Primary Grades ®
CIED 5433 Reading and Writing in the Content Area
CIED 5463 Reading Assessment and Instruction
CIED 5523 Practicum in Reading Instruction
CIED 5553 Literacy Leadership and Coaching

ELECTIVES or THESIS 6 Hours
Each student must complete six hours of elective coursework or a master’s thesis.
Please discuss your options with your advisor.

IMPORTANT INFORMATION
- Courses marked with an ® include at least one-third research content. Students in this program must complete at least three ®-designated courses in addition to the required research course.
- All students completing the Reading/Literacy program option are required to submit a portfolio commiserate with requirements set forth by the State of Oklahoma for Reading Specialist Certification. A portfolio requirement overview (and other helpful program information) is available for review at https://education.okstate.edu/read/
- In order to qualify for Reading Specialist Certification, candidates must hold a valid teaching license and have two years of teaching experience.

Program Coordinators: Dr. Sheri Vasinda sheri.vasinda@okstate.edu 405-744-8008
Dr. Donita Shaw Donita.shaw@okstate.edu 918-594-8481
MASTER OF SCIENCE IN TEACHING, LEARNING AND LEADERSHIP
Option: Special Education (SPED)

A minimum of 36 hours beyond the Bachelor’s degree is required.

COMMON CORE (specific courses required of all TLL options) 6 hours
CIED 5053  Curriculum Issues ®
CIED 5813  Educational Advocacy and Leadership ®

RESEARCH AND INQUIRY (Select One Course) 3 hours
CIED 5073  Pedagogical Research
REMS 5013  Research Design and Methodology
REMS 5953  Statistical Methods in Education

PROGRAM CORE (specific courses required of all SPED students) 12 hours
SPED 5683  Models of Instruction in the Inclusive Classroom
SPED 5673  Improving Literacy Skills of Individuals with Disabilities OR approved reading course
SPED 5743  Planning and Instruction in Special Education
SPED 5150  Seminar in Special Education

AREA OF EMPHASIS 9-15 hours
Students taking less than 15 hours of coursework from Area of Emphasis may select, with advisor’s approval, up to 6 hours of coursework from the Electives section included on this degree sheet.

SPED 4723  Transition into Adulthood for Individuals with Disabilities
SPED 5123  Characteristics & Teaching Methods for Students with Autism Spectrum Disorders
SPED 5620  Practicum with Exceptional Learners
SPED 5623  Characteristics of Students with Mild/Moderate Disabilities
SPED 5783  Assessing Students with Disabilities
SPED 5883  Classroom and Behavior Management
SPED 5993  Culturally Responsive Teaching in Special Education

ELECTIVES up to 6 hours
EPSY 5103  Human Development in Psychology
EPSY 5463  Psychology of Learning
EPSY 5753  Psychoeducational Assessment of Pre-Schoolers
EPSY 5853  Applied Behavior Analysis
EPSY 5783  Psycho-Educational Testing of Exceptional Individuals
EPSY 5793  Individual Intellectual Assessment of Children and Youth
CIED 5143  Language Arts in the Curriculum
CIED 5423  Literacy Instruction in the Primary Grades
CIED 5433  Reading and Writing in the Content Areas
CIED 5463  Reading Assessment and Instruction
SMED 5113  Knowing and Learning in Mathematics and Science
SMED 5253  Rational Number Concepts, Proportional Reasoning, & Classroom Interactions
SMED 5273  Number Concepts and Assessment
SMED 5913  Geometry and Spatial Visualization
SMED 5923  Algebra and Mathematical Tasks
SMED 5933  Data and Probability

IMPORTANT INFORMATION

- Program admission is contingent based on availability of advisor
- All students completing the MS-TLL SPED option are required to submit a portfolio commensurate with requirements set forth by the State of Oklahoma for Special Education Teacher Certification.
- Students seeking initial SPED teacher certification must meet OSUs Professional Education requirements found at https://education.okstate.edu/peu/certification.html

Program Coordinators: Dr. Jenn Sanders  jenn.sanders10@okstate.edu  405-744-9214
Dr. Candace Gann  candace.gann@okstate.edu  405-744-9898
Appendix B
Comprehensive Exam Rubric
# Teaching, Learning, and Leadership Comprehensive Exam Rubric

**Objectives:** The Teaching, Learning, and Leadership (TLL) comprehensive exam is designed to assess the understanding of the significant content and process areas of our master’s degree program through the LEADS Core Values (https://education.okstate.edu/peu/leads).

**Directions:** Advisor/Chair, you will give your students their comprehensive exams in your typical format and with the number of questions you determine. One rubric per student will be completed based on the totality of the student’s answers.

<table>
<thead>
<tr>
<th>Goal / Objective</th>
<th>Satisfactory 3 points</th>
<th>Marginal 2 point</th>
<th>Unsatisfactory 1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Agency and Advocacy</td>
<td>Demonstrates the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school. Articulates an awareness of and responsiveness to emerging trends/initiatives impacting students and classrooms through teaching stance, classroom resources, and standards and assessments. In-depth evidence of how educational policies and trends influenced work.</td>
<td>Demonstrates the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school, but without awareness of emerging trends/initiatives impacting students and classrooms through teaching stance, classroom resources, and standards and assessments. Some evidence of and/or unclear about how educational policies and trends influenced work.</td>
<td>Little to no evidence of the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school, awareness of or responsive to emerging trends/initiatives, or how educational policies and trends influence work.</td>
</tr>
<tr>
<td>Research</td>
<td>Provides evidence of Integration of theory and practice. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge. Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice.</td>
<td>Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills, such as applying, analyzing, evaluating, or creating. Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the responses are unsupported and/or incorrectly cited.</td>
<td>Little to no integration of theory and practice is present. Little to no evidence of higher-order, or critical, thinking skills such as applying, analyzing, evaluating, or creating.</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>Provides evidence of understanding and use of a variety of assessment strategies to evaluate and modify the</td>
<td>Provides evidence of partial or inconsistent understanding and use of a variety of assessment strategies to evaluate and modify the</td>
<td>Little to no evidence of understanding of connections and use a variety of assessment strategies to evaluate and modify the</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students’ development and learning is evident.</th>
<th>modify the teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Partial or inconsistent understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students’ development and learning is evident.</th>
<th>teaching/learning process to ensure the continuous intellectual, social, and physical development of learners. Little to no evidence of understanding of the process of curriculum integration and use of a variety of instructional strategies to encourage students’ development and learning is evident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Provides evidence of understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. An understanding of differentiated instruction by demonstrating the ability to vary their approaches to learning and creating opportunities that are adaptable to individual differences in learners is evident.</td>
<td>Provides evidence of partial or inconsistent understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. A partial or inconsistent understanding of differentiated instruction is evident.</td>
<td>Little to no evidence of understanding of differences in age, gender, ethnicity, culture, socioeconomic status, and intellectual, physical, and language abilities. Little to no evidence of understanding of differentiated instruction is evident.</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>Response is free of grammar, usage, and mechanics that distracts the reader from content. Clear organization is obvious.</td>
<td>Response contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.</td>
<td>Response contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.</td>
</tr>
<tr>
<td>Specialization</td>
<td>Individualized per program</td>
<td>Individualized per program</td>
<td>Individualized per program</td>
</tr>
</tbody>
</table>

**Pass, 15 points:** Satisfactory completion of the graduate comprehensive exam required for the TLL graduate degree  
**Requires Revision, 13-14 points:** Concern for and/or minimal response in multiple areas, requiring student revision and resubmission  
**Fail, 12 points or below:** Based on the answers provided, the student does not demonstrate a mastery of knowledge and understandings of the topics covered in the exam and must, therefore, retake the exam in full during the next administration of the comprehensive exam
Appendix C
Non-Thesis Rubric
TLL MASTER’S NON-THESIS (“Creative Component”) COMMITTEE MEMBER RUBRIC

Student Name_________________________Degree/Option_________________________________

Date of Evaluation_____________________

Title of Creative Component_________________________________________________________

Committee Member Name___________________________________________________________

Directions: Advisor/Chair, you will complete one rubric per student based on the totality of the student’s work. After scoring with the rubric, please select an overall rating.

A. meets the requirements for the master’s program.

B. does not meet the requirements for the master’s program.

C. needs additional support in the following area________________________________________.

Evaluation of Non-Thesis “Creative Component”

<table>
<thead>
<tr>
<th>Leadership, Agency &amp; Advocacy</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Agency &amp; Advocacy</td>
<td>Evidence of an informed perspective of agency and advocacy, &amp; evidence of strong connections developed during graduate program.</td>
<td>Addresses agency and advocacy &amp; includes some evidence of agency and advocacy connections developed during graduate program.</td>
<td>Unclear connections to agency and advocacy within the project. Does not fully provide evidence of diversity or diverse perspectives.</td>
<td>Lacks completion or evidence of an informed perspective of agency and advocacy.</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Leadership, Agency & Advocacy Comments
<p>| Research          | Scholarly, well conceptualized, well organized, evidence of an <strong>informed perspective of scholars and applicable theory</strong>, addresses major people/concepts, &amp; evidence of strong connections developed during graduate program. | Acceptable conceptualization, addresses the perspective of <strong>scholars and applicable theory</strong>, &amp; includes some evidence of research connections developed | Unclear conceptualization of <strong>scholarship and theory</strong> within the project. Does not fully provide evidence of scholars and or applicable theories in the project. | Lacks completion or evidence of an informed perspective of <strong>scholarship and applicable theory</strong>. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Evidence of an informed perspective of pedagogical application, addresses approaches to teaching and learning, &amp; evidence of strong connections developed during graduate program.</th>
<th>Acceptable pedagogical application, &amp; includes some evidence of connections to teaching and learning developed during the graduate program.</th>
<th>Unclear conceptualization of pedagogical application within the project. Does not fully provide evidence of teaching and learning within the project.</th>
<th>Lacks completion or evidence of an informed perspective of pedagogical application.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy</td>
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<td>Pedagogy</td>
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<tr>
<td>Pedagogy</td>
<td>Evidence of an informed perspective of diversity, &amp; evidence of strong connections developed during graduate program.</td>
<td>Addresses diversity &amp; includes some evidence of diversity connections developed during graduate program.</td>
<td>Unclear connections to diversity within the project. Does not fully provide evidence of diversity or diverse perspectives.</td>
<td>Lacks completion or evidence of an informed perspective of diversity.</td>
</tr>
<tr>
<td>Diversity</td>
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<tr>
<td>Diversity</td>
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<td></td>
</tr>
<tr>
<td>Specialization</td>
<td>Clear and convincing evidence of depth and breadth of knowledge within specialization area is present within the creative component.</td>
<td>Acceptable evidence of knowledge within specialization area is present within the creative component.</td>
<td>Unclear or superficial evidence of knowledge within specialization area is present within the creative component.</td>
<td>Lacks specialization area within the creative component.</td>
</tr>
<tr>
<td>Specialization</td>
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<tr>
<td>Specialization</td>
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</tr>
<tr>
<td>Presentation</td>
<td>Presentation of creative component was well conceptualized, well organized, and provided clear evidence of strong connections</td>
<td>Presentation of creative component was acceptable and adequately addresses the connections developed</td>
<td>Presentation of creative component was unclear. Did not provide sufficient evidence in one or more areas or provide connections</td>
<td>Unacceptable presentation, lacks completion or evidence.</td>
</tr>
</tbody>
</table>

| Presentation Comments | developed during graduate program. | during graduate program. | developed during graduate program. | |

Presentation Comments