

Master of Arts in Social Foundations
GRADUATE STUDENT HANDBOOK

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EASTERN MICHIGAN UNIVERSITY
Department of Teacher Education
Ypsilanti, Michigan

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Introduction

This Student Handbook for graduate students in the Social Foundations Program supplements, but does not replace, the Graduate School Handbook (www.emich.edu/graduate/policies/index.php) which contains important information. This Student Handbook introduces students to the program and guides those who are accepted as they proceed in their studies. The Handbook clarifies requirements and expectations and includes admission requirements and criteria for graduation, information on specific programs and concentrations. In addition to the Handbook, a program advisor assists with program planning and closely monitors student progress.

College of Education Graduate Program Theme

Eastern Michigan University's advanced professional education program promotes inquiry, advocacy, and leadership in education for a diverse and democratic society.

Social Foundations Program Theme

The social foundations graduate program seeks students with a broad range of professional goals who are eager to explore issues pertaining to quality of life, equity and ethics in schools and society. Graduate students in social foundations are expected to assess the complex forces - economic, social, historical, and political - that shape the structure and control of education both nationally and internationally. Students also engage in a theoretical analysis of cultural diversity as it impacts the practices and processes of education and life in a democratic society.

The goal of the program is to strengthen and inform a commitment to education for participatory democracy in a pluralistic society. This program is in compliance with the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies and Educational Policy as defined by the American Educational Studies Association.

Social Foundations Knowledge Base

Eastern Michigan University's advanced professional programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.

Social Foundations¹ derives its knowledge base, character, and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, psychology, cultural studies, gender studies, comparative and international education, educational studies, and educational policy studies. The purpose of foundations study is to bring these disciplinary resources to bear in developing interpretive, normative, and critical perspectives on education, both inside and outside of schools.² The rationale for such study is that tomorrow's educators

¹ Social Foundations is a broadly conceived field of educational study distinct from Psychological Foundations of Education, which rely on the behavioral sciences

² Adapted from: Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies, 1996, 2nd edition, Source: <http://members.aol.com/caddogap/standard.htm>

will be called upon to exercise sensitive judgments amidst competing cultural and educational values and beliefs, and they will continue to need studies in the ethical, philosophical, historical, and cultural foundations of education to inform their decisions.

Admission Requirements

See the Social Foundations application guidelines at www.emich.edu/coe/departments/teacher-education/social-foundations-education/ and the general admission requirements in the graduate catalogue or online at www.emich.edu/graduate/prospective_students/admissions/requirements.php.

Program Procedure

The following are the steps which must be followed for advancement through the Masters of Arts in Social Foundations:

1. All previously listed admission requirements must be met.
2. Meeting with an assigned advisor.
3. Formal Program of Study drawn with the advisor and filed in the Graduate School and in the College of Education.
4. Attendance at an SOFD Program Orientation.
5. Enrollment in classes (no more than 12 hours will be accepted without a filed program).
6. Check retention and exit requirements listed below.

Retention Requirements

Students in the Department of Teacher Education must successfully complete all retention requirements before proceeding with the remainder of the program.

1. Attendance at a program orientation.
2. From 15 to 18 hours of graduate credit, students must have an overall GPA of 3.0 or better.
3. A satisfactory assessment of written communication. Students lacking the requirements must meet with the adviser to determine whether to withdraw from the program or apply for continuing eligibility by completing a plan of remediation.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete a minimum of 30 hours of graduate credit applicable to the program;

2. Maintain a minimum GPA of 3.0;
3. Successfully complete a culminating experience: a project or a thesis;
4. Fill out an application for graduation and obtain the adviser's recommendation;
5. Meet all other requirements for a master's degree adopted by the Graduate School;
6. Complete an exit interview with two members of the social foundations faculty to discuss the strengths and weaknesses of the master's program.

Graduation

Eligibility for graduation is based on the successful completion of the above Exit Requirements. Graduation Procedures:

1. The candidate must apply to graduate via the Office of Records and Registration's online system. The candidate should apply for graduation at the beginning of the semester in which he or she plans to graduate.
2. If the candidate has taken courses at another college or university and intends to apply these credits on the Program of Study toward degree requirements, the candidate must submit an official transcript no later than two weeks prior to the closing date of the semester in which the degree is to be awarded. Only courses listed on the Program Protocol will apply to the degree program.
3. There is a non-refundable graduation fee to be paid when the candidate applies for graduation.

Advising Practices

There are three major components in which you will benefit from advising practices:

- Your initial contact with the Graduate Coordinator in Social Foundations
 - Program orientation
 - Meetings with your advisor
1. Your first contact with the graduate program usually occurs with your initial contact with your advisor. After you apply for admission to the Social Foundations program, you will receive a letter from the Graduate School indicating whether or not you have been admitted as well as any conditions of admission that must be satisfied. This letter will also provide the information you will need to contact your SOFD advisor.
 2. It is your responsibility to make contact with your assigned advisor for the next stage of planning, your individual advising appointment. During your first appointment, your advisor will review your program requirements, provide you with your Masters of Arts in Social Foundations Handbook, discuss your interests and aspirations, and examine the area of concentration (one of the three emphases available in the program) with you. If you are ready to select your area of concentration, you and your advisor will complete your Program of Study. If not, you will need to make an additional appointment with your advisor to complete the Program of Study and file it with the Graduate School. Your Program of Study is your formal "contract" with the graduate school, listing courses you will take to complete

your master's degree. Any changes in your plan of study must be approved, in advance, by your advisor and submitted to the Graduate School.

3. During your graduate program, you should meet with your individual advisor regularly and as necessary to complete your program and to plan your culminating experience. It will be to your advantage to begin thinking about and planning toward your culminating experience well in advance. Such planning will help you with course and project selection through your program of study.
4. As you begin your formal thesis/project, you will need to meet with your advisor more frequently. In many cases your advisor will serve as the chair of your thesis/project committee. In others your advisor will help you find a suitable chairperson. You will need to continue to consult with your chairperson and other committee members as you continue to the completion of the thesis or project. Your final meeting with your advisor (and other committee members) will occur when you present and defend your thesis/project.
5. During the first year of study you are required to attend a Graduate Orientation which will generally be held once each in the fall and winter terms. During the orientation you will be introduced to scheduling procedures, forthcoming courses, and Social Foundations faculty and graduate students. Learning about faculty members' areas of expertise will be helpful to you as you consider personnel who may assist you in your culminating experience both in formal and informal ways.

Program Design

Students pursuing degrees in Social Foundations of Education may choose one of three programs: Teaching for Diversity and Democracy, EcoJustice and Education, or Cultural Studies. The first concentration is both theoretical and applied in focus and emphasizes:

- * cultural diversity/multicultural education
- * gender studies
- * poverty/urban education
- * theoretical frameworks/practical applications
- * educational innovation and reform

The second concentration focuses on the cultural underpinnings of the ecological crisis, and the ways that social and ecological justice are linked to each other and to education. The third area of emphasis allows students to pursue individualized research interests across a broad range of studies within Social Foundations; it provides an excellent preparation for advanced study. All three concentrations equip students with skills in qualitative or quantitative research so that they can analyze the social implications of educational policy, and can better understand the cultural, political and ethical dimensions of education in a pluralistic society.

Required Courses

All SOFD students take the following required courses (19 credit hours):

SOFD 535 - Multicultural and International Education 2 hrs
SOFD 537 - Readings in Multicultural and International Education 1 hr
SOFD 550 - Philosophy, Ethics and Teaching 2 hrs
SOFD 557 - Readings in Philosophy, Ethics and Teaching 1 hr
SOFD 572 - The History of American Schooling and Literacy 3 hrs
SOFD 580 - Sociology of Education 2 hrs
SOFD 587 - Readings in Sociology of Education 1 hr
SOFD 686 - Thesis/Culminating Project Development 1 hr

One course from the following:

EDPS 667 - Principles of Educational Research 3 hrs
EDPS 677 - Methods in Quantitative Research 3 hrs
EDPS 687 - Qualitative/Interpretive Research 3 hrs

One course from the following:

SOFD 687 - Culminating Project 3 hrs
SOFD 692 - Thesis 3 hrs

Concentration Requirements and Restricted Electives

Select Option (15 hrs) A, B, or C

A: Teaching for Diversity and Democracy

B: EcoJustice Education

C: Cultural Studies

Teaching for Diversity and Democracy Program of Study Check Sheet

Student Name:
Address:
City:

State:

Student Number:
Phone:
Zip Code:

Email:

Teaching for Diversity & Democracy

Master's degree 30 credit hours	Credit Hours	Session Completed	Remarks
REQUIRED COURSES (19 hrs)			
SOFD 535 Multicultural & International Education (2)			
SOFD 537 Readings in Multicultural & International Education (1)			
SOFD 550 Philosophy, Ethics & Teaching (2)			
SOFD 557 Readings in Philosophy, Ethics & Teaching (1)			
SOFD 572 History of American Schooling & Literacy (3)			
SOFD 580 Sociology of Education (2)			
SOFD 587 Readings in Sociology of Education (1)			
<i>One of the following, as approved by advisor:</i>			
EDPS 667 Principles of Ed'l Research (3)			
EDPS 677 Ed'l Research: Quantitative Methods (3)			
EDPS 687 Ed'l Research: Qualitative Methods (3)			
<i>Required:</i>			
SOFD 686: Thesis/Culminating Project Development (1)			
<i>One of the following, as approved by advisor:</i>			
SOFD 687 Culminating Project (3)			
SOFD 692 Thesis (3)			
RESTRICTED ELECTIVES Complete 11 hours, <i>at least one course from each of Groups 1-3</i>			
Group 1: Gender & Sexuality			
SOFD 570 Women & Pedagogy: Life Histories (3)			
SOFD 581/WMST 581 Gender and Education (3)			
SOFD 661 EcoJustice & Education (3)			
WMST 515/SOCL 515 Sociology of Women (3)			
WMST 530 Women & Film (3)			
WMST 550 Feminist Thought (3)			
WMST 575 Theories of Sexuality (3)			
Group 2: Ethnicity & Social Class			
SOFD 573 Black Experience & American Ed. (2)			
SOFD 630 Schooling and the Politics of Fear (3)			
SOFD 640/EDPS 640 Violence in the Classroom (3)			
EDPS 617 Children in Poverty (2)			
COUN 571 Cross-Cultural Counseling (3)			
HIST 529 History of Detroit (2)			
HIST 531 Studies in Black History (3)			
HIST 532 Studies in US Indian History (3)			
SOFD 672 Advanced Study in History of Ed (3)			
Group 3: Theory to Practice			
SOFD 540/541/542 Field Studies in Education (1-3)			
SOFD 660 Tching for Social & Ecological Justice (3)			
SOFD 640 Peace Education (3)			
SOFD 682/683 Workshop: Alternative Ed. (1-2)			
SOFD 654 Multicult'l Tching & Learning (3)			
CURR 655 Curriculum Foundations (2)			

CURR 664 Multicultural Curriculum Development (2)			
CURR 665 Differentiated Instruction (2)			
ECE 601 Helping Young Children in Crisis (2)			
EDLD 509 Ed. Leadership in a Pluralistic Society (3)			

Signature of Advisor _____ Date _____

Signature of Advisee _____ Date _____

EcoJustice and Education Program of Study Check Sheet

Student Name:
Address:
City:

State:

Student Number:
Phone:
Zip Code:

Email:

EcoJustice & Education

Master's degree 30 credit hours	Credit Hours	Session Completed	Remarks
REQUIRED COURSES (19 hrs)			
SOFD 535 Multicultural & International Education (2)			
SOFD 537 Readings in Multicultural & International Education (1)			
SOFD 550 Philosophy, Ethics & Teaching (2)			
SOFD 557 Readings in Philosophy, Ethics & Teaching (1)			
SOFD 572 History of American Schooling & Literacy (3)			
SOFD 580 Sociology of Education (2)			
SOFD 587 Readings in Sociology of Education (1)			
<i>One of the following, as approved by advisor:</i>			
EDPS 667 Principles of Ed'l Research (3)			
EDPS 677 Ed'l Research: Quantitative Methods (3)			
EDPS 687 Ed'l Research: Qualitative Methods (3)			
<i>Required:</i>			
SOFD 686: Thesis/Culminating Project Development (1)			
<i>One of the following, as approved by advisor:</i>			
SOFD 687 Culminating Project (3)			
SOFD 692 Thesis (3)			
REQUIRED ECOJUSTICE COURSES			
SOFD 660 Tchng for Social & Ecological Justice (3)			
SOFD 661 EcoJustice & Education (3)			
RESTRICTED ELECTIVES			
Complete 5 hours from the following			
SOFD 540/541/542 Field Studies in Education (1-3)			
SOFD 684 Workshop: Developing Curriculum for Sustainable Community, Elementary (3)			
SOFD 684 Workshop: Developing Curriculum for Sustainable Community, Secondary (3)			
BIOL 535 Wetland Ecosystems (3)			
BIOL 536, Terrestrial Ecosystems (3)			
GEOG 531 American Cultural Landscapes (2)			
WMST 626 Topics in Feminist Philosophy: Ecofeminism (3)			

Signature of Advisor _____ Date _____

Signature of Advisee _____ Date _____

Cultural Studies Program of Study Check Sheet

Student Name: _____ Student Number: _____
 Address: _____ Phone: _____
 City: _____ State: _____ Zip Code: _____ Email: _____

Cultural Studies

	Credit Hours	Session Completed	Remarks
Master's degree 30 credit hours			
REQUIRED COURSES (19 hrs)			
SOFD 535 Multicultural & International Education (2)			
SOFD 537 Readings in Multicultural & International Education (1)			
SOFD 550 Philosophy, Ethics & Teaching (2)			
SOFD 557 Readings in Philosophy, Ethics & Teaching (1)			
SOFD 572 History of American Schooling & Literacy (3)			
SOFD 580 Sociology of Education (2)			
SOFD 587 Readings in Sociology of Education (1)			
<i>One of the following, as approved by advisor:</i>			
EDPS 667 Principles of Ed'l Research (3)			
EDPS 677 Ed'l Research: Quantitative Methods (3)			
EDPS 687 Ed'l Research: Qualitative Methods (3)			
<i>Required:</i>			
SOFD 686: Thesis/Culminating Project Development (1)			
<i>One of the following, as approved by advisor:</i>			
SOFD 687 Culminating Project (3)			
SOFD 692 Thesis (3)			
SOFD ELECTIVES (4-7 hours from the following)			
SOFD 540/541/542 Field Studies in Education (1-3)			
SOFD 560 Anthropology of Education (2)			
SOFD 570 Women & Pedagogy: Life Histories (3)			
SOFD 573 Black Experience & American Education (2)			
SOFD 581/WMST 581 Gender and Education (3)			
SOFD 627 Trends & Challenges in Internat'l Ed. (2)			
SOFD 630 Schooling and the Politics of Fear (3)			
SOFD 640 Peace Education (3)			
SOFD 654 Multicultural Teaching & Learning (3)			
SOFD 660 Tching for Social & Ecological Justice (3)			
SOFD 661 EcoJustice & Education (3)			
SOFD 672 Advanced Study in History of Ed (3)			
SOFD 682/683/684 Workshop (1-3)			
OUTSIDE ELECTIVES (4-7 hours as approved by advisor)			

Signature of Advisor _____ Date _____

Signature of Advisee _____ Date _____

Guidelines for Culminating Experiences

What Is a Culminating Experience?

The culminating project for the Master of Arts Degree in Social Foundations is an opportunity for students to make the transition from a consumer to a producer of knowledge and innovation in the field of education. A culminating project may take the form of a thesis or a culminating project. Culminating Projects entail working toward the solution of an educational problem using Social Foundations knowledge. In a thesis, the writer investigates some area of educational theory or practice, gathers and analyzes information, and draws conclusions to add to the body of knowledge in Social Foundations. In addition to meeting SOFD requirements, M.A. theses must also meet graduate school formatting requirements (see below).

Both the thesis and the curriculum project are intended to be new, original work, completed in consultation with a committee of faculty advisors. Either a project or a thesis should result in a product of the quality appropriate for publication or presentation at a professional conference. While a thesis or project is often the result of an interest that has developed across time, it is expected that the culminating experience itself will be developed during the time period that includes registration for and completion of thesis or project credit. Previously completed projects are not acceptable for this purpose.

Humans Subjects Review Committee

With few exceptions (limited to a select set of course related activities), ALL research (including projects, theses, and independent study) at EMU that involves human subjects must be reviewed by a Human Subjects Review Committee. In the process of meeting federal guidelines, the purpose of this review is to determine participant risk as well as to ensure that participant informed consent and confidentiality is obtained and maintained.

Policy and procedures on the use of human subjects in student research (forms for student research): www.emich.edu/research/compliance/human-subjects/policies-procedures.php

Guidelines for a Thesis in the M.A. in Social Foundations

A thesis in Social Foundations, with a Master of Arts in Social Foundations must follow all guidelines outlined by the graduate school in the most current version of the Thesis Manual. (<http://www.gradschool.emich.edu/downloads/downloads.html#Anchor-51540>) According to that document, the thesis is designed to afford a culminating experience to students on a degree program by providing an opportunity to demonstrate individual initiative and creativity. It requires original research and competent reporting on a problem pertinent to the student's major area of study. Most theses in Social Foundations will fall into two general categories:

1. Research-Evaluation Study

Students may conduct a research/evaluation study in an area of interest. Studies may be philosophical, descriptive, historical, or experimental in nature but must include primary source data collection and analysis. Data collection may be qualitative and/or quantitative. It is expected that many studies of this kind will be community or classroom-based. Examples may be:

- A Case Study of Community Control and Its Impact on Student, the Curriculum, and Student Attitudes in Detroit Mumford High School.

2. Conceptual Analysis

A thesis may be a conceptual analysis of an educational problem from historical, philosophical, sociological, economic, and/or other perspectives. Again, this is not to be a summary of secondary sources but an original analysis/synthesis of primary source materials. Examples may be:

The Impact of John Dewey's Educational Philosophy on the Architectural Design of an Elementary School

Chronology for Thesis

Regardless of the type of thesis selected, each student engaged in a thesis will follow the same major steps as follows:

1. Attend the SOFD Graduate Student Orientation. During that time, potential culminating experience topics will be shared. (Students are required to attend the orientation during the first year of admission into the program.)
2. At the onset of the graduate program, consider areas of interest. Choose courses that will assist in gaining information and research skills appropriate to a general interest area. Complete all foundation courses, required courses, concentration area studies and electives as cited on the student's individual program of study protocol
3. Enroll in courses and thesis hours as agreed upon with advisor.

4. Select thesis question and focus it as agreed with your advisor. Review literature and gather relevant data. Write the thesis proposal which must include the following components:
 - Title page
 - Statement of need/rationale
 - Statement of the problem/question
 - Review of related literature
 - Timeline for completion
 - Number of hours of thesis credit requested
5. Description of proposed methodology
6. Select your committee chair and two additional committee members. Obtain written agreement from each member to serve on the committee. At least two committee members, including the chair, must be graduate faculty in Social Foundations. (Check list of faculty as noted in this handbook.)
7. Receive approval for the proposal from the committee.
8. Committee chair submits proposal to Graduate Dean.
9. Enroll in Thesis course SOFD 692 (3 hrs)
10. Conduct thesis research. Meet with the committee chair as necessary. Keep chair updated on progress at least once each month.
11. Prepare thesis document which must include:
 - I. Preliminary Pages
 - Blank Page
 - Title Page
 - Approval Page
 - Abstract
 - Table of Contents
 - List of Tables (if appropriate)
 - List of Figures (if appropriate)
 - II. Text
 - Statement of the problem/question
 - Relationship of the research to published or recognized work on problem
 - Specifics of the research methods used, which may include:
 - Description of subject/source selection (as appropriate)

- Description of research design
- Description of instruments (as appropriate)
- Data/Information analysis techniques
- A discussion of the results in an objective and critical manner and, where appropriate, a relation of current findings to those of other investigators.
- Presentation of conclusions, implications and possibilities for further research.
This may include:
 - Sources of error, questions remaining, additional data needed
 - Recommendations for further action and/or implications for education in general or for social foundations in particular

III. Supplementary Pages

- Bibliography, literature cited or references
- Appendices (if any)
- Index
- Vita
- Blank Page

Detailed descriptions of each section and further requirements for uniformity of type, format, binding, etc. are found in the Graduate School's Thesis Handbook and should be followed carefully. It is best to obtain your Thesis Handbook from the Graduate school as soon as you decide you intend to complete a thesis, as the Handbook is updated yearly.

Guidelines for a Culminating Project in Social Foundations

There are two major types of projects. In each case, the student is involved in planning curriculum to meet a particular need. These projects ask students to 1) identify a salient social/educational problem; 2) assess the socio-political foundations of the problem; 3) design a curricular intervention aimed at addressing the problem; and 4) anticipate how political, social, and historical forces might constrain or aid the ultimate success of the intervention.

1. Curriculum Development Project. This form of project entails the development of original curricular materials appropriate for school or district use. A curriculum development project is not the planning of a single-classroom unit, but the development of a curriculum package that could be used to organize learning experiences for designated students in a building or a district over a minimum of ten weeks; for example:
 - a. Victimized Children, Violent Reactions, and Visionary Responses: Creating Democratic Classrooms through Conflict Prevention and Resolution.
2. Curriculum Action Project. This project includes an evaluation of (at least partial) implementation of the potential solution. In short, the student, in the role of change agent, designs, implements, and assesses curriculum as a tool for social transformation. Examples may include:
 - a. Designing, Teaching, and Evaluating a 5th Grade Multicultural Unit on Racial Identity with an Emphasis on Latino/Studies.

Chronology for a Culminating Project

1. Attend the SOFD Graduate Student Orientation. During that time, potential culminating experience topics will be shared. (Students are required to attend the orientation during the first year of admission into the program.)
2. At the onset of the graduate program, consider areas of interest. Choose courses that will assist in gaining information and research skills appropriate to a general interest area. Complete all foundation courses, required courses, concentration area studies and electives as cited on the student's individual program of study protocol.
3. Enroll in courses and thesis hours as agreed upon with advisor.
4. Select an area of interest for your project. Review the literature and gather information relevant to the project. Write the project proposal which must include the following:
 - a. Title page
 - b. Statement of need/rationale
 - c. Review of related literature
 - d. Description of proposed project

- e. Timeline for completion
 - f. Number of hours of thesis credit requested
5. Select your committee chair and two additional committee members. Obtain written agreement from each member to serve on the committee. At least two committee members, including the chair, must be graduate faculty in Social Foundations. (Check list of faculty as noted in this Handbook).
 6. Receive approval for the proposal from the committee.
 7. Enroll in Independent Study SOFD 687 (3 hrs.).
 8. Complete project activities.
 9. Prepare project documentation. Documentation will vary for action projects and curriculum development. For an Action Project, Documentation Must Include:

I. Preliminary Pages

- Blank Page
- Title Page
- Approval Page
- Abstract
- Table of Contents
- List of Figures (as appropriate)
- List of Tables (as appropriate)

II. Statement of the Problem/Question

- Nature and significance of the problem/issue

III. Review of the Literature

- Review of literature for each major issue important to the project

IV. Methodology

- Description of project development
- Description of product produced

V. Recommendations and Discussion

- Discuss results of project
- Discuss recommendations for further action and/or research based on this project
- Discuss general implications of project for schools in general and for curriculum in particular.

VI. Reference list

VII. Appendices

- Materials developed for project
- Additional materials necessary to understand the project
- Vita
- Blank Page

For a Curriculum Development Project, Documentation Should Include:

I. Preliminary Pages

- Blank Page
- Title Page
- Approval Page
- Abstract
- Table of Contents
- List of Figures (as appropriate)
- List of Tables (as appropriate)

II. Rationale and Purpose for the Project

- Need for the Curriculum Project
- Relationship of the project to general educational goals
- Relationship of the project to the context for which it was developed

III. Review of Literature

- Review of literature relevant to content
- Review of literature relevant to teaching methodologies

IV. Expected Objectives/Outcomes

- Content-based (single or multiple disciplines, use content in complex ways)
- Process-based (thinking skills, habits of mind, research processes, methodologies of the discipline, product development)

V. Assessment Plan

VI. Lesson Plans/Learning Activities

- Plans should include necessary teaching materials developed by the writer

VII. Differentiation for Learners with Special Needs

VIII. References

IX. Appendices

- These may include teacher background reading, information on particular teaching strategies, appropriate technological information, etc.

Thesis/Culminating Project Grading & Incompletes

Thesis/Culminating Projects will be graded in accordance with policies outlined in the Graduate Catalog. Academic performance of the completed thesis project must be at the level of B or better. Incomplete grades are awarded only due to illness or circumstances beyond the control of the student which prevent the completion of thesis/project requirements. It is the student's responsibility to provide written documentation for any extenuating circumstances that would justify an incomplete grade. All committee members must approve the awarding of an incomplete.

"I" (Incomplete) Grades

An "I" grade is awarded when these conditions prevail: illness or extenuating circumstances beyond the control of the student which have prevented completion of the required components of the course; academic performance for the completion portion of the course was equivalent to a grade of "B" or better.

In such cases, the instructor will provide the student and the department head with a statement of the reason or reasons for the "I" grade and will specify the amount and nature of the work required in order to remove the incomplete.

An "I" grade must be removed within one calendar year from the end of the semester or session in which that grade was issued; one and one-half calendar years from the beginning of the semester of registration for correspondence courses. The time for removal of an "I" may be extended upon written recommendation of the instructor and approval of the graduate dean. An extension will be granted only under unusual circumstances. The initiative for conversion of an "I" to a letter grade rests with the student. If not converted to a letter grade by the end of the one year period, the "I" will remain as a permanent part of the student's academic record. Courses where "I" grades were not removed within the specified time period may be repeated once and fall under the policy on repeated courses as stated in the Graduate Catalog.

Incompletes received in thesis type courses are not governed by these regulations.

Graduate School Policies & General Information

When you are admitted to the Master of Arts in Social Foundations you are also admitted to the Graduate School and are bound by its policies; see the Graduate School Handbook at https://www.emich.edu/registrar/formslibrary/forms/GR_Academic_Policies_Graduate_School.pdf.

The following, however, should help acquaint you with students' common concerns:

Limitations on use of Workshops, Special Topics, Independent Studies, Thesis/Project (All must be 500 level courses):

1. Workshops: 6 Credit Hours
2. Special Topics (courses numbered 590, 591, 592, 679, 680, 681): 6 Credit Hours
3. Independent Studies: 6 Credit Hours
4. Seminars: 6 Credit Hours
5. Thesis/Project: 6 Credit Hours

A maximum of six hours of each of these special types of courses may be applied to the Masters degree. For example, this may include a maximum of six credit hours in seminars and six credit hours in special topics.

Transfer Credit:

**All transfer credits must be approved by your advisor and fit into the plan of study. There is no guarantee that courses taken outside Eastern Michigan University will be approved for use in this graduate program. For approved credits, the following guidelines apply:

1. Courses considered for transfer must be graduate level and must appear on an official graduate transcript from an accredited degree-granting institution.
2. The grades must be “B” or better; grades of B-, CR, Pass, S, etc. may not be used.
3. A maximum of 12 credit hours may be transferred into a Masters program.
4. Courses must appear on the Program Protocol exactly as they appear on an official transcript; course prefix, course number, course title, credit hours and semester completed.
5. It is not possible to “split” transfer credit for a specific course and use portions in two different areas on the program protocol.
6. Credit must be viable within the six-year time limitation for completion of degree requirements.
7. A Request for Transfer of Credit form must be completed for any course to be considered for transfer. Forms are available in the Graduate School.

Changes to the Program of Study: Any changes or substitutions in a plan of study must be submitted to the Graduate School. No changes or substitutions should be made without the approval of the advisor. The advisor should notify the Graduate School of course substitutions using the Program Change Request forms.

Residency Requirement: For the Masters in Social Foundations degree at least six hours of graduate credit used on the degree program must be earned on campus at Ypsilanti. This policy currently is under review. It is recommended that a minimum of 16 hours be earned on campus. (Most Master’s level courses are only offered on campus.)

Registration: Eastern Michigan University uses an online course registration system. Instructions are available at: <http://www.emich.edu/students/onlineregistration.html>

Financial Aid: Eastern Michigan University offers several sources of financial assistance to graduate students, based on financial need and/or academic excellence. Application and information are available in the Financial Aid Office, 403 Pierce Hall, (734-487-0455) or online at: <http://www.emich.edu/finaid/>

Dismissal & Disciplinary Action

Academic performance will be reviewed annually to determine whether each student is producing work of graduate-level quality. A student’s annual review may be determined to be unsatisfactory if the following occur:

- The student received a grade of B- or below in one or more courses.

- The student has two or more Incomplete grades.
- The student has not attended classes regularly during an enrolled course.
- The student has entered the program but has not enrolled in courses during the academic year.
- The student submits plagiarized work.
- There are reports of consistent incidents of disruptive or disrespectful behavior toward another student, staff member, administrator, or professor.
- The student's GPA is below a 3.0 overall

While unusual and unanticipated, Disruptive or Disrespectful Behavior is defined as

- Behavior that consistently disrupts class procedures or other campus events in a manner unwarranted by the content or pedagogy of the course or event.
- Unprofessional interactions with faculty, other students, or staff, including for example, dishonesty, name-calling, bullying, or harassment in person or on social media.

Probation and Remediation: If the student's progress is found to be unsatisfactory, he or she can be put on probation for up to a year with a plan for remediation. The advisor is required to meet with the student and the Coordinator(s) of the Program to determine this outcome and the remedial plan. If a student's GPA is below a 3.0 overall, he or she has two semesters on probation before dismissal. A student may receive lower grades in individual courses as long as the overall and program of study GPA remains above a 3.0 for graduation.

Dismissal: If no action has been taken by the student on the remediation plan, and the problems persist after the probationary period, or are found to be severe during the annual review, a student can be dismissed from the program. The advisor is required to meet with the student and the Coordinator(s) of the program to determine whether a recommendation of dismissal is warranted. If so, the recommendation will be taken to the Social Foundations faculty and the Department Head for a final decision.

Appeal Process: A student whose progress has been found to be Unsatisfactory and who has been either recommended for probation/remediation or dismissal by the Social Foundations faculty and Department Head may appeal. See the Graduate Catalog for complete EMU Academic Probation & Dismissal Policies

<http://catalog.emich.edu/content.php?catoid=15&navoid=2153>

Incomplete Grades: Students who have two (2) or more incompletes beyond the maximum university one-year parameter, or date prescribed by the instructor/advisor on the "Requirements for Conversion of an Incomplete ("I") Grade Form, on their transcript will not be permitted to register for additional coursework until the incompletes are removed.

Grievance Policies and Procedures: The EMU Board of Regents outlines grievance procedures for grades and student employment. The grade grievance procedure can be found in the current Graduate Catalog available online. The student employment grievance policy can be found at <http://www.emich.edu/studentconduct/segrievance.php>. When the grievance pertains to grades or student employment, these policies must be followed.

Time Limitations: Students have 6 years to complete a Master's program, according to EMU policy. The 6 years begins with the year that you begin classes OR the earliest year of any transferred courses. Students have the right to apply for an extension of a maximum of 3 years. See the Graduate School Policy under section XXV: https://www.emich.edu/registrar/formslibrary/forms/GR_Academic_Policies_Graduate_School.pdf. Extension Petition applications can be found here: <https://app.emich.edu/gradpetition/views/login>

Social Foundations: Graduate Faculty

J. Joe Bishop, Ph.D.
The University of Iowa
International/Comparative Education
Sociology/Anthropology/Philosophy of Education
Language and Culture; Popular Culture
Research Methods and Sociocultural Theory
Democratic Education

Rebecca Martusewicz, Ed.D.
University of Rochester
EcoJustice & Education
Curriculum Theory
Gender & Cultural Studies
Philosophy of Education

Paul J. Ramsey, Ph.D.
Indiana University
History of Education
Bilingual Education and Popular Culture

Christopher G. Robbins, Ph.D.
Penn State University
Critical Cultural Studies
Sociology of Education
Critical Theory and Social Philosophy
Public Pedagogy