

- 3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.  
**(Graduate curriculum)**

### **Judgment of Compliance**

Compliance

### **Narrative**

Albany State University is in full compliance with this standard in that graduate programs in the university are inclusive of content and activities addressing the literature of the discipline of study and the experiential learning relevant to the discipline of study. The thirteen Masters programs at Albany State University, in accordance with the purpose of the graduate school, strive to “promote excellence in graduate education and the research and scholarly activities associated with it” [1]. Included in these programs are courses and experiences that foster scholarly inquiry and the development of intellectual and psychomotor skills for excellence in practice.

### **Programs**

The masters programs at Albany State University include: Master of Business Administration; Master of Education *With Majors in:* Educational Administration and Supervision, Special Education, School Counseling, Middle Grades Education, Early Childhood Education, *Teaching Field - English (Deactivated)*, Teaching Field – Mathematics, Teaching Field – Music, Teaching Field - Health and Physical Education, Teaching Field – Science; Master of Public Administration; Master of Science in Criminal Justice; and Master of Science in Nursing. The university also offers an Education Specialist degree in Educational Leadership and Supervision.

### **Knowledge of Literature of the discipline**

ASU graduate programs require students to be able to reflect on their learning. Programs require students to present independent and group projects and papers, reflective essays and journals, discussions with citation of supporting resources, and in some programs, build portfolios outlining learning experiences and knowledge and skills gained. [2]

The College of Education, which houses nine of the thirteen masters programs, has a Professional Education Unit (PEU) conceptual framework that guides all curricula in the College [3]. In the conceptual framework the ‘reflective practitioner’ is at the pinnacle of the pyramid. The underlying theme for the Unit is “teaching for continuous learning and performance-based preparation” (p.48). Course syllabi contain language related to the commitment to the values of the PEU :

- “This course supports the Albany State University College of Education Conceptual Framework model by helping the student to gain content knowledge, critical thinking ability, analytical and technical skills required for teachers of science, entry level employment and entrance into graduate school or professional school. The Conceptual Framework: Teaching for Continuous Learning and Performance-Based Preparation can be reviewed on the last page of the syllabus” (Biology 5506 syllabus p.5). [\[4\]](#)

Graduate courses in the PEU contain learning objectives and readings, as well as projects and assignments that relate specifically require searching for current literature and integration of concepts represented in the literature into current practice in the discipline. [\[5\]](#)

“...However, not all scientific facts can be presented in this manner. Consequently, the student must exert effort to utilize any and all resources available to cross reference; to fully learn; and understand information and/or concepts presented.

37. All course activities are designed to teach the student to look, observe, to think, to analyze and to integrate and to interpret rather than to merely regurgitate information learned by rote memorization. *Course instruction will be accomplished using a variety of methods which include but are not limited to the following:*

(A) instructor and student lectures and/or presentations;  
(B) laboratory experiments and/or exercises (hands-on and simulated);

(C) various audiovisual aids including videos, slides, teleconference, etc.;

(D) technology assisted activities;

(E) group and/or individual projects;

(F) library research/assignments;

(G) internet/computer research assignments;

(H) games and/or field activities/projects;

(I) case histories and other related exercises and activities as available and/or determined to be necessary the instructor. (excerpted from syllabus for BIOL 5508 p.9 [\[6\]](#))

### **Ongoing student engagement in research**

Some graduate programs require candidates to design a research study, collect data, analyze and interpret such data. Applications of such studies to real-life professional experiences are sometimes required. [All students in the Graduate Programs are required to take a Research course. These courses include information and assignments to assist the student in gaining research skills and result in the preparation of a research proposal.

A research paper or thesis is required for graduate students which includes a Literature Review and design of research methodology to address the selected problem being investigated. Current references are required to document that evidence-based issues are being addressed. The proposal generated in the research course may be used by education majors when they proceed to their Education Specialist post-masters degree. Some programs—Nursing, Criminal Justice—require that proposals are approved by the University Institutional Review Board (IRB) and the project be carried out and documented. [7]

In addition to course work, students are offered opportunities to be included in faculty scholarship as Graduate Research Assistants when possible, and are mentored through faculty advisement on Thesis or projects.

### **Professional Practice and Training Experiences**

Several graduate programs require students to work in teams and model the world of work where teamwork is absolutely necessary [8]. In addition, clinical laboratory experiences are provided to assist students in building skills needed in the work environment

All graduate programs require in-field (world- of-work) experiences for their students. Students in Education majors have student-teaching practicum experiences, while Nursing Majors have Practitioner experiences and Teaching practicum. In Criminal Justice, professional experiences with personnel in the justice and related fields are arranged, while in business, entrepreneurial or business organizational experiences are made available for students. Often such experiences result in job offers for students, or at the very least professional contacts that last throughout the new professional's career. Students are required, as an aspect of the course to prepare a record or reports of such work experiences and to evaluate the learning experience. [9].

The examples above and supporting documentation show that Albany State University clearly meets standard 3.6.2.

### **Supporting Documentation**

- [1] [Scholarly Activities Required, ASU Graduate Catalog 2006-2009, page 15](#)
- [2] [Program Requirements, ASU Graduate Catalog 2006-2009, pp 12-102](#)
- [3] [Conceptual Framework, Professional Education Unit Initial Certification Programs Handbook \(page 43\)](#)

- [4] [Course Syllabus, BIOL 5506](#)
- [5] [Course Syllabus, EDUC 5501](#)
- [6] [Course Syllabus, BIOL 5508](#)
- [7] [Course Syllabus, CRJU 7004](#)
- [8] [Course Syllabus, NURS 5421](#)
- [9] [Course Syllabus, EDAS 6709](#)