

SECTION 4: MASTER OF EDUCATION DEGREE

Beginning with the summer session in 1954, a fifth-year program of teacher education leading to the degree Master of Teaching was instituted at Northwestern Oklahoma State University, in accordance with the authority granted by the Oklahoma State Regents of Higher Education on January 25, 1954. In 1969, the degree was changed to the Master of Education degree. The degree has several program options available, including Guidance and Counseling PK-12, Reading Specialist, Elementary Education, and Secondary Education.

Within the Master of Education degree program, requirements for the following certificates may be completed:

- * Early Childhood Education
- * Guidance & Counseling PK-12
- * National Board Certificate
- * Reading Specialist Certificate
- * School Counselor Certificate
- * Special Education

OBJECTIVES

Standards for Graduate Portfolio Assessment

The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities.

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions;
2. Demonstrate a thorough knowledge of elementary or secondary school curriculum structure, including the scope and sequence of skills, appreciation, and understandings in each curricular area for which the student has professional responsibilities;
3. Recognize the cultural and social factors that are related to pupil performance;
4. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction;
5. Apply significant research findings to classroom situations;
6. Utilize the techniques of research to plan, carry out, and report original "action research";
7. Apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures;
8. Select and administer appropriate instruments for evaluating pupils' progress;
9. Use the results of evaluation to identify specific instructional needs;
10. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation.

ADMISSION TO THE PROGRAM

Professional Education Requirement. In addition to meeting the general requirements for admission to the graduate program, the Master of Education applicant must have a current teaching certificate. (For exceptions to this requirement, see Adult Education option, pages 14-15 and Non-Certificate option, page 20.)

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in the judgment of the student's graduate advisory committee and Director of Graduate Studies, they contribute to the student's overall program.

Graduate Advisory Committee. An advisory committee is selected by each student in the Master of Education program. The committee is responsible to assist the student in planning a program of study and, depending on the date the student begins graduate study, shall (1) compile the comprehensive exam questions and conduct the oral review or (2) evaluate the student's graduate portfolio. The advisory committee shall consist of three members of the graduate faculty; the chair of the committee must be selected from the student's related area of study and must hold a terminal degree. The members' consent to serve and the approval of the Director of Graduate Studies is required. *The selection and approval of the committee shall be made prior to enrolling in the tenth hour of coursework.*

CURRICULUM FOR THE PROGRAM

The curriculum for the Master of Education degree consists of three components: (1) required core subjects; (2) a related area of study; and (3) electives. The core courses in professional education are designed to enable the student to develop research competencies and to gain an increased understanding of the school as a social institution, the individual within the school, the learning process, and diverse populations. The remaining hours must be selected from one or more academic areas (a related area of study, an area of specialization, and/or elective courses) as approved by the student's advisory committee and reflected on the student's plan of study.

Two options for completing degree requirements are available to the student: (1) the completion of a minimum 29-31 semester hours of graduate work plus a research paper (Thesis 5333) for three hours of graduate credit; or (2) the completion of 32-36 semester hours of graduate work, as appropriate.

MASTER OF EDUCATION DEGREE

ADULT EDUCATION MANAGEMENT AND ADMINISTRATION

The Adult Education Management and Administration degree is a thirty-six-hour program, including a core of twelve hours of required courses in education, an additional six hours of related education courses, and eighteen hours of courses in the student's selected area of study. The focus of the program is on the preparation of faculty and administrators for post-secondary educational institutions such as community and senior colleges, career and technical schools, and other adult education programs. The degree plan of study is located on page 49.

CURRICULUM OUTLINE

1. Required core subjects (12 hours)
 - A. **Research**
EDUC 5933 Classroom Research and Institutional Effectiveness
 - B. **Foundation**
EDUC 5903 Higher Education Philosophy and Practice
 - C. **Psychology**
EDUC 5913 The Learning College
 - D. **Diversity**
EDUC 5923 Adult Cognitive Styles and Individual Differences
2. Required education courses (6 hours)
 - E. EDUC 5943 Leadership in Adult Education Venues
 - F. EDUC 5953 Institutional Management
3. Field-specific subjects (18 hours)

STANDARDS

Candidates who complete the program will:

1. Understand fundamental concepts, roles, and issues regarding adult education, the community college, college teaching, accountability, and institutional effectiveness.
 - * The candidate will understand fundamental concepts regarding the community college, junior college, and college teaching.
 - * The candidate will have an awareness of contemporary issues and methods on the community college level and the impact of technology on learning.
 - * The candidate will understand the importance of accountability and institutional effectiveness.
 - * The candidate will understand the concepts of the Learning College and adult education.
2. Understand the needs and learning styles, the cognitive development, and the cultural and individual differences of adult learners.
 - * The candidate will have an overview of the different microcultures to which students belong.
 - * The candidate will understand and be oriented to his or her own cultural background.
 - * The candidate will be enabled to aid his or her own students in their awareness of cultural differences and inequalities in the nation and in the world.
 - * The candidate will be prepared to live in a rapidly changing society and a world in which some groups have greater societal benefits than others because of race, ethnicity, gender, class, language, religion, ability, or age.
 - * The candidate will help affirm cultural differences while realizing that individuals across cultures have many similarities.
3. Understand the mission and purpose, governance, financing, and development of higher education and the community college.
 - * The candidate will know the historical roots and development of higher education and the community college.
 - * The candidate will know the mission and purpose of higher education and the community college.
 - * The candidate will be knowledgeable of higher education and community college programs and services.
 - * The candidate will be knowledgeable of the different methods of higher education and community college financing and support.
 - * The candidate will be aware of the governance and leadership in higher education and the community college.
 - * The candidate will be knowledgeable about the current issues such as collective bargaining, transfer function, minority student access, funding, technology, occupational mission, etc.
4. Review and apply educational research processes and results to classroom curriculum, design, and practice and identify classroom issues, especially as they relate to outcomes assessment of adult learners.
 - * The candidate will be familiar with the terminology used in educational research and research articles.
 - * The candidate will be able to critically review educational research.
 - * The candidate will have the knowledge base to identify classroom problems.

5. Implement leadership techniques, managerial styles, diversity, and ethics in the adult education context and the community college setting.
 - * The candidate will have a working definition of leadership.
 - * The candidate will be familiar with the various traits and styles of leaders.
 - * The candidate will be knowledgeable about leadership in community colleges.
 - * The candidate will recognize leadership in terms of diversity and shared leadership.
 - * The candidate will know how to implement leadership techniques in the community college.
 - * The candidate will have an awareness of current issues in higher education, such as women in leadership, ethics in leadership, management vs. leadership.
6. Effectively and responsibly manage institutions of higher education and can effectively utilize communications, public relations, human resources, and community involvement in the pursuit and achievement of institutional goals and mission.
 - * The candidate will understand how institutions are organized and managed.
 - * The candidate will understand how institutions operate financially.
 - * The candidate will have awareness of the communications, public relations and community involvement of institutions.
 - * The candidate will understand the human resources area of organizations.
 - * The candidate will understand the political and symbolic nature of institutions.
 - * The candidate will understand how change effects the management of institutions.
7. Understand the underlying concepts of the Learning College movement and adult education philosophy and are cognizant of the impact and utilization of technology and alternative methods of delivery in the education of adult learners.
 - * The candidate will understand fundamental philosophies regarding college teaching and the learner-centered institution.
 - * The candidate will understand contemporary issues and methods involving the Learning College approach and the use of technology in learning.
 - * The candidate will understand the importance of alternate methods of delivery.
 - * The candidate will understand the concepts underlying the Learning College movement and the area of adult education and the adult learner.

MASTER OF EDUCATION DEGREE CLINICAL TEACHING

The Clinical Teaching option of the Master of Education degree is directed at preparing master teachers who have the necessary knowledge and skills to meet the individual needs of all the students in the classroom. Clinical teaching is a teaching approach used to help children who are having learning problems in school. In clinical teaching, the learning experiences are tailored to the unique needs of a particular child. A specific learning program is designed on the basis of needs initially identified through formal and informal diagnostic procedures. However, in clinical teaching the procedure does not stop when treatment begins; in fact, a continuous diagnostic and treatment process is the essence of clinical teaching. This means that the teacher modifies teaching procedures as new needs become apparent. Important goals in clinical teaching include motivating a child who has been failing, building the child's self-concept, and interesting the child in learning.

Northwestern's clinical teaching degree is linked with National Board Certification. The outcomes from the clinical teaching option are aligned with those of the National Board for Professional Teaching Standards (NBPTS) and the plan of study is designed so that upon completion of the master's degree the student is prepared to stand for the National Certification Exam. The degree plan of study is located on page 50.

THE CORE PROPOSITIONS OF THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS): WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO (Standards for Graduate Portfolio Assessment)

1. Teachers are committed to students and their learning. They:
 - recognize individual differences in their students and adjust their practices accordingly;
 - have an understanding of how students develop and learn;
 - treat students equitably;
 - have a mission that extends beyond developing the cognitive capacity of their students.
2. Teachers know the subjects they teach and how to teach those subjects to students. They:
 - appreciate how knowledge in their subjects is created, organized, and linked to other disciplines;
 - command specialized knowledge of how to convey a subject to students;
 - generate multiple paths to knowledge.
3. Teachers are responsible for managing and monitoring student learning. They:
 - call on multiple methods to meet their goals;
 - orchestrate learning in group settings;
 - place a premium on student engagement;
 - regularly assess student progress;
 - are mindful of their principal objective in planning instruction.
4. Teachers think systematically about their practice and learn from experience. They:
 - are continually making difficult choices that test their judgment; and
 - seek the advice of others and draw on education research and scholarship.
5. Teachers are members of learning communities. They:
 - contribute to school effectiveness by collaborating with other professionals;
 - work cooperatively with parents;
 - take advantage of community resources.

CLINICAL TEACHING

CURRICULUM OUTLINE

	<u>Hours</u>
1. Required core subjects (10 hours)	
a. Educational Research*	
EDUC 5013 Introduction to Educational Research	3
b. Foundation of Curriculum Development	
EDUC 5212 Psychology of Teaching	2
c. Teaching Diversity	
EDUC 5822 Multicultural Education	2
d. Foundations of Education	
EDUC 5203 Educational Practices	3
2. Concentration courses (16 hours)	
Should focus on advanced teaching methods in at least one speciality area	
EDUC 5073 Curriculum in Elementary Schools	3
OR	
EDUC 5083 Curriculum in Secondary Schools	
EDUC 5223 Methods and Techniques of Individualizing Instruction	3
EDUC 5243 Remediation of Mathematical Disabilities	3
EDUC 5352 Behavior Intervention Strategies	2
EDUC 5403 Advanced Course in Developmental Reading - Primary Level	3
OR	
EDUC 5413 Advanced Course in Developmental Reading - Intermediate/Secondary Level	
EDUC 5180 Seminars in Advanced Teaching Methods	2
3. Preparation for National Certification Exam	
(6 hours required if candidate plans to apply for National Board Certification)	
a. Portfolio Development	
EDUC 5300 Special Topics - Portfolios	3
b. School-Based Projects	
EDUC 5500 Practicum	3
4. Candidates planning to apply for National Board Certification	
must take at least one course in this area	
a. Educational Standards	
EDUC 5583 Diagnosis and Assessment	(3)
b. Critical Reflections/Commentary	
EDUC 5300 Special Topics in Education	(3)
c. Accommodating Exceptionalities	
EDUC 5443 Clinical Procedures for Teaching Students With Mild/Moderate Disabilities	<u>(3)</u>
 Total Hours (minimum of 32 hours required)	 32-35

*Prerequisite - a course in statistics at either the graduate or undergraduate level.

MASTER OF EDUCATION DEGREE, ELEMENTARY EDUCATION

Prerequisite: Elementary teaching certificate. The degree plan of study is located on page 51.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - a. **Research**
EDUC 5013, Introduction to Educational Research
 - b. **Foundation**
EDUC 5203, Educational Practices
 - c. **Psychology**
EDUC 5212, Psychology of Teaching
 - d. **Diversity**
EDUC 5822, Multicultural Education
2. Related area of study: Elementary Education (12 hours)
EDUC 5073, Curriculum in the Elementary School
EDUC 5093, Curriculum & Instruction for Special Learners
EDUC 5352, Behavior Intervention Strategies
EDUC 5712, Supervision of Teaching (Elementary)
EDUC 5812, Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Standards for Graduate Portfolio Assessment

At the completion of the Master of Education degree with an emphasis in elementary teaching, the graduate should be able to:

1. Locate, interpret, and evaluate current and/or recent research pertaining to elementary school instruction.
2. Apply significant research findings to classroom situations.
3. Utilize the techniques of research to plan, carry out, and report original "action research."
4. Demonstrate a thorough knowledge of elementary-school curriculum structure, including the scope and sequence of skills appreciations and understandings in each curricular area for which the student has professional responsibility.
5. Demonstrate a knowledge of materials and techniques for adapting instruction to the wide range of individual differences found in every classroom.
6. Demonstrate an understanding of the exceptional child and the ability to select methods and content appropriate for the gifted as well as the handicapped.
7. Select and administer appropriate instruments for evaluating pupils' progress; demonstrate the ability to use the results of evaluation to identify specific skill needs.
8. Demonstrate an understanding of the special needs of children of differing cultures and the social factors related to pupils' performance.
9. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation.
10. Describe the various educational philosophies and their effects on current educational methods and institutions.
11. Describe the various organizational plans for individualizing instruction in the elementary school.
12. Evidence competency in the subject-matter areas for which the student has teaching responsibilities.

MASTER OF EDUCATION DEGREE, GUIDANCE AND COUNSELING PK-12

The degree plan of study is located on page 52.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - a. **Research**
EDUC 5013, Introduction to Educational Research
 - b. **Foundation**
EDUC 5203, Educational Practices
 - c. **Psychology**
EDUC 5212, Psychology of Teaching
 - d. **Diversity**
EDUC 5822, Multicultural Education
2. Related area of study: Counseling (24 hours)
EDUC 5500, Practicum - Counseling
EDUC 5812, Introduction to Guidance and Counseling
EDUC 5852, Developmental Guidance for Counselors
PSYC 5143, Child/Adolescent Growth & Development
PSYC 5163, Educational & Career Testing
PSYC 5253, Intervention Strategies for Counselors
PSYC 5803, Strategies & Techniques of Counseling
PSYC 5812, Group Counseling
PSYC 5832, Career Education
PSYC 5872, Individual Counseling
3. Electives or area of specialization (none required)

COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR Standards for Graduate Portfolio Assessment

The candidate for certification:

1. Uses an understanding of human development to provide a comprehensive, developmental guidance and counseling program.
2. Understands the impact of environmental influences on students' development and achievement, and helps students develop strategies to resolve or cope with situations that may hinder learning.
3. Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps students value themselves and others.
4. Uses effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
5. Provides guidance and counseling services to address the needs and concerns of students and to help students develop skills to use in future situations.
6. Facilitates the educational and career development of individual students to help all students achieve success.
7. Uses formal and informal assessment to provide information about and to students, to monitor student progress, and to recommend changes to the student's educational environment.
8. Consults with parents and school personnel, provides professional expertise, and establishes collaborative relationships that foster a support system for students, parents, and the school community.
9. Establishes strong and positive ties with the home and the community to promote and support students' growth in school and beyond the school setting.
10. Has knowledge of professional ethical codes, the importance of professional development, and the need to work with colleagues to advance the profession.

Note: Competency for School Counselor certification may also be verified by the Nationally Certified School Counselor (NCSC) credential.

MASTER OF EDUCATION DEGREE, NON-CERTIFICATE OPTION

A non-certificate program leading to a Master of Education degree has been designed for students primarily interested in junior college teaching, non-school employment, and/or advanced graduate study in an academic area. Under this program option, student teaching or certification is not a requirement for admission. ***Students should be aware that this option program does not lead to elementary or secondary school certification.***

The degree plan of study is located on page 53.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - a. **Research**
EDUC 5013 Introduction to Educational Research
 - b. **Foundation**
EDUC 5203 Educational Practices
 - c. **Psychology**
EDUC 5212 Psychology of Teaching
 - d. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Non-Certificate Option (15-20 hours)
3. Electives (2-7 hours)

OBJECTIVES ~ Standards for Graduate Portfolio Assessment

For the Non-Certificate Option, the objectives are replicated from those for the core courses (page 13), as follows:

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions;
2. Demonstrate a thorough knowledge of elementary or secondary school curriculum structure, including the scope and sequence of skills, appreciation, and understandings in each curricular area for which the student has professional responsibilities;
3. Recognize the cultural and social factors that are related to pupil performance;
4. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction;
5. Apply significant research findings to classroom situations;
6. Utilize the techniques of research to plan, carry out, and report original "action research";
7. Apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures;
8. Select and administer appropriate instruments for evaluating pupils' progress;
9. Use the results of evaluation to identify specific instructional needs;
10. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation.

MASTER OF EDUCATION DEGREE READING SPECIALIST

The degree plan of study is located on page 54.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - a. **Research**
EDUC 5013, Introduction to Educational Research
 - b. **Foundation**
EDUC 5203, Educational Practices
 - c. **Psychology**
EDUC 5212, Psychology of Teaching
 - d. **Diversity**
EDUC 5822, Multicultural Education
2. Related area of study: Reading Specialist (24 hours)
 - A. **Reading Courses** (18 hours)
EDUC 5403, Advanced Course in Developmental Reading - Primary
EDUC 5413, Advanced Course in Developmental Reading - Intermediate/Secondary
EDUC 5433, Diagnostic & Correction Techniques of Reading
EDUC 5453, Clinical Procedures in Reading
EDUC 5532, Practicum in Remediation of Learning Problems I
EDUC 5542, Practicum in Remediation of Learning Problems II
EDUC 5500, Practicum in Developmental Reading Instruction
 - B. **Other Courses** (6 hours)
EDUC 5123, Individual Intelligence Testing (Woodcock-Johnson)
OR
EDUC 5583, Assessment & Diagnosis
EDUC 5503, Curricular & Supervisory Problems in Reading
3. Electives (none required)

Competencies ~ Standards for Graduate Portfolio Assessment

1. Theoretical Base ~ Reading is a complex, interactive, and constructive process rather than a discrete series of skills to be taught through unrelated activities.
2. Knowledge Base ~ Demonstrate an understanding of the interrelation of reading and writing, and listening and speaking.
3. Individual Differences ~ Illustrate how differences among learners influence their literacy development and the importance of creating programs to address the strengths and needs of individual learners.
4. Reading Difficulties ~ Demonstrate an understanding of the nature and multiple causes of reading and writing difficulties and interventions targeted toward those in need.
5. Creating a Literate Environment ~ Create a literate environment that fosters interest and growth in all aspects of literacy.
6. Word Identification, Vocabulary, and Spelling ~ Teach students to monitor and employ effective techniques and strategies for the ongoing development of word identification, vocabulary, and spelling.
7. Comprehension ~ Provide instruction and model when and how to use multiple comprehension strategies.
8. Study Strategies ~ Teach students effective time management, study, and test-taking strategies.
9. Writing ~ Teach students planning strategies most appropriate for particular kinds of writing.
10. Assessment ~ Develop and conduct assessments that involve multiple indicators of learner progress.
11. Communicating Information About Reading ~ Communicate with paraprofessionals and parents in cooperative efforts and programs to support students' reading development.
12. Curriculum Development ~ Initiate and participate in ongoing curriculum development and evaluation.
13. Professional Development ~ Pursue knowledge of reading and learning processes by reading professional journals and participating in conferences and other professional activities.
14. Research ~ Initiate, participate in, or apply research on reading.
15. Supervision of Paraprofessionals ~ Provide professional development and training for paraprofessionals.
16. Professionalism ~ Pursue knowledge of literacy through several methods and practices.

MASTER OF EDUCATION DEGREE, SECONDARY EDUCATION

Prerequisite:

Standard secondary or elementary/secondary teaching certificate. The degree plan of study is located on page 55.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - a. **Research**
EDUC 5013, Introduction to Educational Research
 - b. **Foundation**
EDUC 5203, Educational Practices
 - c. **Psychology**
EDUC 5212, Psychology of Teaching
 - d. **Diversity**
EDUC 5822, Multicultural Education
2. Related area of study: Secondary Education (12 hours)
EDUC 5083, Curriculum in the Secondary School
EDUC 5093, Curriculum & Instruction for Special Learners
EDUC 5352, Behavior Intervention Strategies
EDUC 5722, Supervision of Teaching (Secondary)
EDUC 5812, Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Standards for Graduate Portfolio Assessment

At the completion of the Master of Education degree with an emphasis in secondary curriculum and instruction, each graduate should be able to:

1. Interpret the professional literature and statistical data; demonstrate techniques of collecting data.
2. Collect, organize, and report research data in written form for publication, grant resources, or institutional use.
3. Demonstrate a thorough knowledge of the curriculum structure, including the scope and sequence of the skills, appreciation, and understanding in the content specialty.
4. Select appropriate instruments for evaluating students, administer the instruments, and interpret the data.
5. State and evaluate various educational philosophies and their effects on current educational methods and institutions.
6. Compare different systems of education in the modern world and the historical factors which contributed to their development.
7. Demonstrate an understanding of the exceptional student and the ability to select methods and content appropriate for the gifted as well as the handicapped.
8. Demonstrate an understanding of the relationship between other content specialty and the individual differences encountered in students.
9. Demonstrate an understanding of the cultural differences and the social factors related to students' performance.
10. Show evidence of competence in his/her related area of specialization.