

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 Curriculum and Instruction, Educational Leadership, Adult Education Management and Administration, Guidance and Counseling PK-12, Reading Specialist, Elementary Education, Secondary Education, and the Non-Certificate option.

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

- * Early Childhood Education
- * Elementary/Secondary School Principal
- * Guidance and Counseling PK-12
- * National Board Certificate
- * Reading Specialist Certificate
- * School Counselor Certificate
- * Special Education

OBJECTIVES

Core 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. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures;
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research;
4. 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; identify appropriate instruments for evaluating pupil progress.

Core Standard 1 is addressed in EDUC 5203 Educational Practices; Core Standard 2 in EDUC 5822 Multicultural Education; Core Standard 3 in EDUC 5013 Introduction to Educational Research; Core Standard 4 in EDUC 5212 Psychology of Teaching.

* NOTE: The **Adult Education Management and Administration** degree option has a unique set of core standards. Students in that program are not required to address the core standards listed on this page; rather, they are to use the core standards listed on pages 14-15.

ADMISSION TO THE PROGRAM

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 Associate Dean 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 Associate Dean of Graduate Studies is required. *The selection and approval of the committee shall be made prior to enrolling in the tenth hour of coursework.*

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 21.)

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.

Course Restrictions. The core courses of the Master of Education programs in *Curriculum and Instruction*, *Educational Leadership*, *Elementary Education*, *Guidance and Counseling PK-12*, *Non-Certificate Option*, *Reading Specialist* and *Secondary Education* shall not be available to students in the Master of Education program in *Adult Education Management and Administration*. Similarly, the required courses of the latter program shall not be available to students in the former programs.

The three courses specific to National Board Certification, including EDUC 5023 and 5033 and a practicum course, require the student to be accepted as a candidate for National Board Certification prior to enrolling in the courses. Requirements for NBPTS application are available online at www.nbpts.org.

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.

CURRICULUM OUTLINE

1. Required core subjects (12 hours)*
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research and Institutional Effectiveness
 - C. **Foundation**
EDUC 5903 Higher Education Philosophy and Practice
 - D. **Psychology**
EDUC 5913 The Learning College
 - E. **Diversity**
EDUC 5923 Adult Cognitive Styles and Individual Differences
2. Required education courses (6 hours)*
 - F. EDUC 5943 Leadership in Adult Education Venues
 - G. EDUC 5953 Institutional Management
3. Field-specific subjects (18 hours)

*NOTE: Required courses are restricted, available only to students admitted to the Adult Education Management and Administration Program

CORE STANDARDS FOR PORTFOLIO ASSESSMENT

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.

NOTE: Specialty standards in the graduate portfolio are encouraged, but are not required for the master's degree.

MASTER OF EDUCATION DEGREE CURRICULUM AND INSTRUCTION

The Curriculum and Instruction option of the Master of Education degree provides an avenue through which candidates will develop master teaching skills and a supporting theoretical knowledge base. In completing this degree, candidates will construct and utilize a framework for making educational decisions and use research-based strategies to optimize the learning opportunities of all learners. Also, they will learn to use multiple approaches when assessing student learning and use the results of the assessment for improving instruction.

Northwestern's Curriculum and Instruction degree is linked with National Board Certification. The outcomes from the Curriculum and Instruction 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.

Prerequisite: Elementary or Secondary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Educational Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation of Curriculum Development**
EDUC 5212 Psychology of Teaching
 - D. **Teaching Diversity**
EDUC 5822 Multicultural Education
 - E. **Foundations of Education**
EDUC 5203 Educational Practices
2. Concentration courses (16 hours)
Focus on advanced teaching methods in at least one speciality area
EDUC 5103 Curriculum in Schools
EDUC 5093 Curriculum and Instruction for Special Learners
OR
EDUC 5223 Methods and Techniques of Individualizing Instruction
EDUC 5243 Remediation of Mathematical Disabilities
EDUC 5352 Behavior Intervention Strategies
EDUC 5403 Advanced Course in Developmental Reading - Primary Level
OR
EDUC 5413 Advanced Course in Developmental Reading - Intermediate/Secondary Level
EDUC 5222 Advanced Teaching Methods*
3. Electives (6 hours)
 - A. **Educational Standards**
EDUC 5583 Diagnosis and Assessment
 - B. **Accommodating Exceptionalities**
EDUC 5443 Clinical Procedures for Teaching Students With Mild/Moderate Disabilities
4. Preparation for National Certification Exam
(9 hours required if candidate plans to apply for National Board Certification)
 - A. **Portfolio Development**
EDUC 5023 Portfolio Development*
 - B. **School-Based Projects**
EDUC 5500 Practicum
 - C. **Test Preparation**
EDUC 5033 National Board Examination Preparation*

MASTER OF EDUCATION DEGREE CURRICULUM AND INSTRUCTION

THE FIVE CORE PROPOSITIONS OF THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS): WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO (Specialty Standards for Graduate Portfolio Assessment) (See also "Core Standards for Graduate Portfolio Assessment," page 13)

1. Teachers are committed to students and their learning.
 - They recognize individual differences in their students and adjust their practices accordingly;
 - They have an understanding of how students develop and learn;
 - They treat students equitably;
 - They 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;
 - They command specialized knowledge of how to convey a subject to students;
 - They generate multiple paths to knowledge.
3. Teachers are responsible for managing and monitoring student learning.
 - They call on multiple methods to meet their goals;
 - They orchestrate learning in group settings;
 - They place a premium on student engagement;
 - They regularly assess student progress;
 - They 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
 - They 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;
 - They work cooperatively with parents;
 - They take advantage of community resources.

MASTER OF EDUCATION DEGREE, EDUCATIONAL LEADERSHIP

Prerequisite: Elementary or Secondary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Educational Leadership (24 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5703 School Personnel and Administration
 - EDUC 5782 Supervision of Teaching
 - EDUC 5753 Principles of Public School Administration
 - EDUC 5763 Public School Finance
 - EDUC 5772 School and Public Relations
 - EDUC 5783 Implementing State and Federal Requirements
 - EDUC 5500 Internship (must be taken in final semester)

OBJECTIVES ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 13)**

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community;
2. promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff resources in a way that promotes a safe, efficient and effective learning environment;
3. managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment;
4. collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources;
5. acting with integrity, fairly and in an ethical manner;
6. understanding, responding to, and influencing the larger political, social, economic, legal and cultural context;
7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice, and to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

**NOTE: The specialty standards are those required by the Educational Leadership Constituent Council

MASTER OF EDUCATION DEGREE, ELEMENTARY EDUCATION

Prerequisite: Elementary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Elementary Education (12 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5352 Behavior Intervention Strategies
 - EDUC 5782 Supervision of Teaching
 - EDUC 5812 Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 13)

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

Prerequisite: Elementary or Secondary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **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 and Adolescent Growth and Development
 - PSYC 5163 Educational and Career Testing
 - PSYC 5253 Intervention Strategies for Counselors
 - PSYC 5803 Strategies and 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 Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 13)

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.***

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Non-Certificate Option (15-20 hours)
3. Electives (2-7 hours)

OBJECTIVES ~ Core 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. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures;
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research;
4. 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; identify appropriate instruments for evaluating pupil progress.

Core Standard 1 is addressed in EDUC 5203 Educational Practices; Core Standard 2 in EDUC 5822 Multicultural Education; Core Standard 3 in EDUC 5013 Introduction to Educational Research; Core Standard 4 in EDUC 5212 Psychology of Teaching.

NOTE: Specialty standards for the graduate portfolio assessment are encouraged, but not required.

MASTER OF EDUCATION DEGREE READING SPECIALIST

Prerequisite: Elementary or Secondary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **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 and 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 5180 Literacy Assessment (3 hours)
EDUC 5503 Curricular and Supervisory Problems in Reading
3. Electives (none required)

Competencies ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 13)

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.

IMPORTANT NOTE:

These standards will be reviewed by the Graduate Committee and the NWOSU administration in the Fall 2007 semester; upon approval of the recommended changes, graduate students will be allowed to use the NEW standards in their graduate portfolios. Future revisions of this catalog will include the new standards.

MASTER OF EDUCATION DEGREE, SECONDARY EDUCATION

Prerequisite: Standard secondary or elementary/secondary teaching certificate.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Educational Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Secondary Education (12 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5352 Behavior Intervention Strategies
 - EDUC 5782 Supervision of Teaching
 - EDUC 5812 Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 13)

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.