

SECTION 9: 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 programs and options available, including Adult Education Management and Administration, Curriculum and Instruction, Educational Leadership, Reading Specialist, and School Counseling.

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

- * Educational Leadership for School Principal
- * Reading Specialist Certificate
- * School Counselor Certificate

OBJECTIVES Core Standards

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 (addressed in EDUC 5203/Educational Practices);
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 (addressed in EDUC 5822/Multicultural Education);
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 (addressed in EDUC 5013/Introduction to 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 (addressed 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 the following page.**

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 the Associate Dean of Graduate Studies, they contribute to the student's overall program. **Exception:** Students enrolled in the *Adult Education Management and Administration* option may transfer the final eighteen hours of discipline-specific courses if these courses are listed on an approved plan of study.

Graduate Advisory Committee. An advisory committee is assigned by the Graduate Office for each student in the Master of Education program. The committee is responsible to assist the student in planning a program of study and to evaluate the student's action research project or to compose and grade his/her comprehensive exam for the Adult Ed. program. The advisory committee shall consist of three members of the graduate faculty; the chair of the committee must hold a terminal degree. *The assignment of graduate advisory committees will occur in the first semester of coursework.*

Professional Education Requirement. In addition to meeting the general requirements for admission to the graduate program, the Master of Education applicant must hold a current teaching certificate. (An exception to this requirement is the Adult Education option.)

Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer, whose office is located in the Education Center #205B, and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

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 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.

The completion of 32-36 semester hours of graduate work and the completion of an Action Research Project are required. Students in the *Adult Education Management and Administration* option take a comprehensive exam and may take from three-to-six semester hours of thesis credit (Thesis 5330) as part of their related area of study, area of specialization, or electives if they choose to undertake a research project (thesis).

Course Restrictions. The core courses required for the M.Ed. programs in *Curriculum and Instruction*, *Educational Leadership*, *Reading Specialist*, and *School Counseling* are different from the core courses for the M.Ed. program in *Adult Education Management and Administration*. Subsequently, students enrolled in the former programs cannot enroll in the core courses for the latter program and vice versa unless these courses are taken as electives (with the approval of the division chair). Additionally, all requests to transfer credits from another institution for core courses must be approved by NWOSU's Graduate Committee.

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 these courses. Requirements for NBPTS application are available online at www.nbpts.org.

MASTER OF EDUCATION DEGREE in ADULT EDUCATION MANAGEMENT AND ADMINISTRATION OPTION

The Adult Education Management and Administration degree option 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 junior colleges, career and technical schools, and other adult education programs. ***Students should be aware that this program does not lead to elementary or secondary school certification nor does it lead to certification in the related area of study.***

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 Adult Learning: Theory and Practice
 - 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:** Although students may take any elective graduate courses that make up an approved plan of study, an additional pathway has been created for those candidates who wish to specialize in Sports Administration for their elective courses. The curriculum for this pathway is listed below:

Elective Curriculum Pathway 1: Sports Administration (18 hours)

HED	5203	Facility Management
PE&R	5672	Athletic Administration
PE&R	5503	Legal Liabilities
PE&R	5543	Readings--Sports Finance & Marketing
PE&R	5622	Organization and Management of Intramural Sports
PE&R	5562	Recreational Leadership
HED	5500	Internship (3 credit)

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

****NOTE:** Students enrolled in the Adult Education Management and Administration option may take three-to-six semester hours of thesis credit (Thesis 5330) as part of their field-specific subjects if they choose to undertake a research project (thesis) as part of their graduate coursework. Students should visit the Graduate Studies website at www.nwsu.edu/graduate-studies or the Office of Graduate Studies (Ryerson Hall #212) to receive the booklet "Guidelines for Thesis Preparation and Submission," a list of the "Policies and Procedures for a Master's Degree with a Thesis," and the appropriate forms.

+NOTE: The Office of Graduate Studies requires students enrolled in the Adult Education Management and Administration option **to hold at least twelve credit hours of undergraduate or graduate work in a relevant discipline to their area of specialization.** For those who do not, extra coursework may be required to provide an appropriate background for their graduate content area.

ADULT EDUCATION CORE STANDARDS

Candidates who complete this program will:

1. Understand fundamental concepts, roles, and issues regarding adult education, the Learning College movement, the community college, college teaching, accountability, and institutional effectiveness, including such issues as approaches to teaching underprepared students, using social media as a pedagogical tool, and embracing a service model of teaching that promotes student success (addressed in EDUC 5913/Adult Learning: Theory and Practice).
2. Understand the needs and learning styles, the cognitive development, and the cultural and individual differences of adult learners (addressed in EDUC 5923/Adult Cognitive Styles and Individual Differences).
3. Understand the predominant philosophical foundations of higher education as well as the range of missions, governance, financing, and major practices of higher education and the community college (addressed in EDUC 5903/Higher Education Philosophy and Practice).
4. Review and apply educational research processes and results to classroom curriculum, design, and practice and identify classroom issues, especially as they relate to outcome assessments of adult learners (addressed in EDUC 5933/Classroom Research and Institutional Effectiveness).
5. Understand leadership techniques, managerial styles, diversity, and ethics in the context of adult education (addressed in EDUC 5943/Leadership in Adult Education Venues).
6. Develop knowledge and skills that will assist them in effectively and responsibly managing organizations by understanding the structures of organizations, the interpersonal dynamics of groups through human resource management, the evaluation of political environments, and guiding the institutional culture to achieve the goals and mission (addressed in EDUC 5953/Institutional Management).

THE COMPREHENSIVE EXAM

During their last semester of coursework, Adult Education candidates will sit for the comprehensive exam. This is a multiquestion essay exam about the core and field-specific courses the candidate has taken, according to their plan of study. Specific questions will be composed by members of the candidate's graduate advisory committee in consultation with the candidate. The exams will be graded with a consensus vote of pass-fail by the advisory committee. Candidates must also orally defend their exam answers on a date scheduled after the exam is taken.

MASTER OF EDUCATION DEGREE in CURRICULUM AND INSTRUCTION

The Curriculum and Instruction option of the Master of Education degree ranges from a thirty-two to thirty-five hour program that 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 will use research-based strategies to optimize the learning opportunities for all learners. Also, they will learn to use multiple approaches when assessing student learning and will use the results of the assessment for improving instruction.

Prerequisite: Elementary or Secondary teaching certificate, including alternative teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE

1. **Required core subjects (10 hours)**
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices+
 - D. **Psychology**
EDUC 5212 Psychology of Teaching+
 - E. **Diversity**
EDUC 5822 Multicultural Education

2. **Concentration courses**
 - A. **Option 1 -- Emphasis in Curriculum Leadership (16 hours)**
EDUC 5103 Curriculum in Schools
EDUC 5093 Curriculum and Instruction for Special Learners
EDUC 5222 Advanced Educational Psychology
PSYC 5183 Human Growth and Development
EDUC 5352 Behavior Intervention Strategies+
EDUC 5423 Foundations of Literacy
Area of Emphasis (Select 6 credit hours)
EDUC 5223 Methods and Techniques for Individualizing Instruction
EDUC 5553 Methods and Materials in the Education of the Gifted
EDUC 5782 Supervision of Teaching
EDUC 5772 School and Public Relations
EDUC 5231 Advanced Assessment Design
EDUC 5221 Advanced Educational Technology

 - B. **Option 2 -- Emphasis in National Board Certification Preparation (16 hours)**
EDUC 5103 Curriculum in Schools
EDUC 5093 Curriculum and Instruction for Special Learners
EDUC 5222 Advanced Educational Psychology
PSYC 5183 Human Growth and Development
EDUC 5352 Behavior Intervention Strategies+
EDUC 5403 Advanced Developmental Reading -- Primary+
OR
EDUC 5413 Advanced Developmental Reading -- Intermediate/Secondary+
Area of Emphasis -- (9 Credit Hours Required)
EDUC 5023 Portfolio Development
EDUC 5500 Practicum
EDUC 5033 National Board Examination Preparation

 - C. **Option 3 -- Emphasis in Special Education* (16 hours)**
EDUC 5103 Curriculum in Schools
EDUC 5093 Curriculum and Instruction for Special Learners
EDUC 5222 Advanced Educational Psychology
PSYC 5183 Human Growth and Development
EDUC 5392 Clinical Procedures for Teaching Students with Severe/Profound Disabilities
EDUC 5423 Foundations of Literacy+
Area of Emphasis -- (Select 6 credit hours)
EDUC 5373 Curriculum Development for Students with Mild/Moderate Disabilities
EDUC 5263 Historical & Theoretical Perspectives of Special Education
EDUC 5383 Leadership in Special Education
EDUC 5583 Assessment and Diagnosis in Special Education+

NOTE: The courses in Section 2B are restricted to those students who are pursuing National Board Certification and who have been accepted as candidates by the National Board for Professional Teaching Standards. NWOSU'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). The plan of study is designed so that upon completion of the master's degree the student is prepared to sit for the National Certification Exam.

+ These courses meet Oklahoma State Department of Education's (OSDE's) professional education requirements for those who **currently have an OSDE alternative teaching certificate** and are pursuing a standard certificate. Individuals must work directly with OSDE to complete their certification process.

THE FIVE CORE PROPOSITIONS OF THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS): WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO

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 in EDUCATIONAL LEADERSHIP*

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a thirty-four hour program.

CURRICULUM OUTLINE**

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - 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 for Educational Leadership (must be taken in final semester)+

***NOTE:** This program prepares candidates for **principal certification only**. It may be taken as a fast-track, 18-month program.

****NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e., a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Educational Leadership graduate program.

+**NOTE:** M.Ed. candidates may take only one other course with practicum/internship with the approval of their graduate advisory committee chair. M.Ed. candidates may take only one course after completing the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

National Educational Leadership Preparation (NELP) Program Recognition Standards

Standard 1, Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2, Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

- 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3, Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

- 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4, Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic programs.
- 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5, Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6, Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7, Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
- 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy,

school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8, Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

8.1 Candidates are provided a variety of coherent, authentic field and/or school internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1-7.

8.2 Candidates are provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

MASTER OF EDUCATION in READING SPECIALIST

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a thirty-four hour program.

NOTE: Most courses in the Reading Specialist option's Related Area of Study **are not** offered via ITV.

CURRICULUM OUTLINE*

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - 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 Literacy - Primary Grades
EDUC 5413 Advanced Course in Developmental Literacy - Intermediate/Secondary Grades
EDUC 5433 Literacy Assessment and Intervention
EDUC 5453 Diversity, Equity, and Research as a Literacy Educator
EDUC 5532 Practicum in Literacy Intervention I+
EDUC 5542 Practicum in Literacy Intervention II+
EDUC 5500 Reading Specialist Practicum+
 - B. **Other Courses** (6 hours)
EDUC 5283 Foundations of Literacy Assessment
EDUC 5503 Curricular and Supervisory Problems in Reading

***NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Reading Specialist graduate program.

+**Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Competencies ~ Specialty Standards

1. STANDARD: FOUNDATIONAL KNOWLEDGE. Candidates have knowledge of the foundations of reading and writing processes and instruction.
 - 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
 - 1.2. Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
 - 1.3. Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
 - 1.4. Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehensive strategies, and motivation) and how they are integrated in fluent reading.
2. STANDARD: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:
 - 2.1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
 - 2.2. Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.
 - 2.3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

3. STANDARD: ASSESSMENT, DIAGNOSIS, AND EVALUATION. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, the candidates:
 - 3.1. Understand types of assessments and their purposes, strengths, and limitations.
 - 3.2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
 - 3.3. Use assessment information to plan and to evaluate instruction.
 - 3.4. Communicate assessment results and implications to a variety of audiences.
4. STANDARD: DIVERSITY. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:
 - 4.1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
 - 4.2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
 - 4.3. Develop and implement strategies to advocate for equity.
5. STANDARD: CREATING A LITERATE ENVIRONMENT. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:
 - 5.1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
 - 5.2. Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
 - 5.3. Use routines to support reading and writing instruction (eg., time allocation, transitions from one activity to another, discussions, and peer feedback).
 - 5.4. Use a variety classroom configurations (ie., whole class, small group, and individual) to differentiate instruction.
6. STANDARD: LEARNING AND LEADERSHIP. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. As a result, candidates view professional development as a career-long effort and responsibility. As a result, candidates:
 - 6.1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
 - 6.2. Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.
 - 6.3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
 - 6.4. Understand and influence local, state, or national policy decisions.

MASTER OF EDUCATION in SCHOOL COUNSELING

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a thirty-four hour program.

CURRICULUM OUTLINE*

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research and Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - 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 School Counseling Practicum+
 - EDUC 5812 Introduction to Guidance and Counseling (Pre: EDUC 5933)
 - EDUC 5852 Developmental Guidance for Counselors (Pre: EDUC 5812)
 - PSYC 5183 Human Growth and Development
 - PSYC 5133 Assessment I: Achievement, Personality, and Cognitive Assessment
 - 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

***NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the School Counseling graduate program.

+Note: M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR

Specialty Standards

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 assessments 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) credentials.