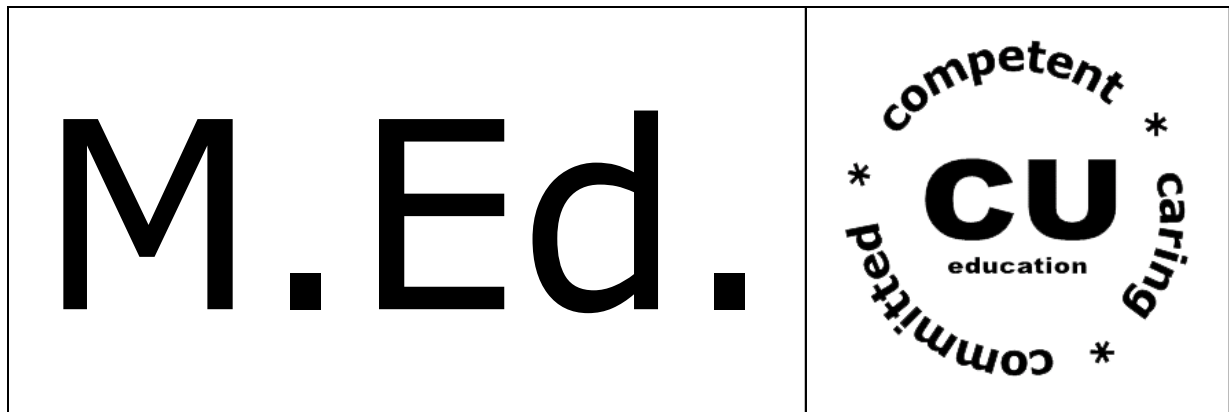


Cameron University Department of Education



Graduate Programs Handbook

2011-2012

2800 W. Gore Blvd.
Lawton, OK 73505
580-581-2320

<http://www.cameron.edu/graduate>

It is extremely important that every student realizes s/he is responsible for reading ALL of the information in this handbook and meeting all of the requirements for the individual's given program.

The *Cameron University Graduate Catalog* provides valuable information and requirements for all graduate programs at the University. The catalog is available online at <http://www.cameron.edu/graduate> → Graduate Catalog. Students are responsible for following the guidelines and requirements outlined in the catalog.

Cameron University is an equal opportunity institution. Accommodations on the basis of disability are available by contacting the Office of Student Development at (580) 581-2209 or by e-mail at student_development@cameron.edu<mailto:student_development@cameron.edu>.

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Introduction

Welcome

The graduate faculty welcomes you to graduate studies in the Department of Education at Cameron University. Our graduate programs are designed to provide candidates with quality educational experiences in a variety of concentrations. Dynamic programs and knowledgeable personnel will provide you with opportunities to learn not only in a traditional classroom setting but also through a variety of rich and beneficial field experiences.

We, in the Department of Education, are excited about your decision to pursue an advanced degree at Cameron University and look forward to assisting you in meeting your goals.

Disclaimer

This handbook provides information about the graduate programs in the Department of Education at Cameron University. While every effort has been made to make this handbook as complete and accurate as possible, it is not comprehensive and is subject to change at any time. In addition to this handbook, candidates are advised to consult the *Cameron University Graduate Catalog* and other university publications as well as the graduate coordinator. Any change is effective at such time as proper institutional authorities determine and apply to prospective students and to those currently enrolled in the university. This handbook should not be construed as a contract between Cameron University and any person.

Accreditation

Cameron University is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The Teacher Education programs at Cameron University are accredited by the Oklahoma Commission for Teacher Preparation and by the National Council for the Accreditation of Teacher Education.

University Mission

Cameron University provides a diverse and dynamic student body access to quality educational opportunities; fosters a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepares students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and is a driving force in the cultural life and economic development of the region.

Cameron Graduate Policies and Procedures

General information about the policies and procedures governing graduate studies at Cameron University can be found in the graduate catalog available online at <http://www.cameron.edu/graduate> then Graduate Catalog.

Cameron Philosophy

The graduate programs offered by Cameron University are intended to address the personal needs of individual students and the broader needs of society that are not satisfied by baccalaureate programs. These needs can be met by advanced and specialized study in a particular academic field.

Graduate students are to demonstrate initiative and assume responsibility for the progress of their study and for personal integrity and inquiry. Class work and class assignments provide a foundation for broader reading and research. Beyond this foundation, students are expected to continue their studies in order to master specific knowledge and skills pursuant to the goals of their specific programs.

Graduate Program Goals

Graduate programs at Cameron University are designed to

1. encourage academic inquiry;
2. stimulate intellectual creativity;
3. promote competence in research, oral communication, and writing;
4. confer knowledge and encourage scholarship in specific academic disciplines;
5. promote professional competence and achievement; and
6. provide opportunities to address additional objectives identified in specific programs.

General Graduate Program Guidelines

Time Limit—Students have six years to complete all courses, comprehensive examinations, portfolios, and theses required by their degree programs. Courses which fall outside the six-year window, including all transfer classes, will not count toward degree completion, though they will remain on all transcripts, be included in GPA calculations, and usually count toward state certification and licensure requirements. Under extremely rare circumstances, an exception to the six-year time limit may be granted by the Dean of the School of Education and Behavioral Sciences. Students who wish to petition for an exception may contact the graduate coordinator for the form.

Graduate Student Financial Assistance—Tuition waivers, work-study positions, and graduate assistantships are available on a limited basis at Cameron University. Students may also apply for loans through the Office of Financial Assistance.

Retention Standards—A student, regardless of admission status, who has completed nine or more graduate credit hours at Cameron will be placed on academic probation if that student’s cumulative graduate grade point average (GPA) at Cameron is less than 3.0 at the end of any semester or summer term. Failure to achieve a 3.0 GPA or above during any semester or summer term while the student is already on academic probation will result in suspension for one year from graduate study at Cameron University. Students who are suspended may apply for re-admission on probation at the end of that year. Following re-admission on probation, students who fail to achieve a 3.0 GPA in any semester will be dismissed from Cameron University. The Office of the Registrar will notify students of their probation, suspension, or dismissal status.

Academic Forgiveness Policy—Courses taken at the graduate level cannot be “retrieved” or “forgiven,” nor can they be excluded from the retention/graduation grade-point average (GPA) calculation.

Transfer of Credits—A student may request that a maximum of twelve semester hours of graduate credit earned at other regionally accredited institutions of higher education be transferred to a graduate degree program at Cameron University, provided those courses have not already been applied to another graduate degree. Transfer credits must have been earned within six years prior to the completion of the master's degree at Cameron University and must fit within the student’s plan of study. Students must meet portfolio requirements for all courses on their plan of study.

Students may petition for a transfer of credits after they have completed twelve hours of graduate courses at Cameron University with a cumulative GPA of 3.00 or above. Forms are available from the graduate coordinator and online at www.cameron.edu/graduate. It is extremely important to notify your graduate coordinator at the beginning of your program if you plan to transfer credits toward a graduate-level education degree. See [Appendix A](#) for a copy of the Application for Transfer of Graduate Credit.

Changes in Degree Requirements—Academic requirements are subject to periodic review and revision that may render specific requirements listed in this handbook obsolete. Students are strongly urged to consult with their graduate coordinator concerning academic requirements and policies currently in effect for a particular program. **Students are responsible for fully understanding and complying with the requirements of their program of study.**

Department of Education

Ethics of the Profession

Code of Ethics of the Education Profession, as adopted by the 1975 NEA representative assembly

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal education opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the National Education Association (NEA) and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I—Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator

1. shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. shall not unreasonably deny the student access to varying points of view;
3. shall not deliberately suppress or distort subject matter relevant to the student's progress;
4. shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. shall not intentionally expose the student to embarrassment or disparagement;
6. shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, treat any student unfairly
 exclude any student from participation in any program,
 deny benefits to any student,
 grant any advantage to any student;
7. shall not use professional relationships with students for private advantage; and
8. shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II—Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator

1. shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. shall not misrepresent his/her professional qualifications;
3. shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. shall not assist a non-educator in the unauthorized practice of teaching;
6. shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. shall not knowingly make false or malicious statements about a colleague; and
8. shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Mission

We believe that competent, caring, and committed educators are successful in their careers.

Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.

Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.

Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

Conceptual Framework

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Values subject matter
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:

- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs

An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

Core Beliefs

Cameron University's teacher education programs are built upon the following core beliefs:

1. An effective teacher uses knowledge of *human development* and *learning*, combined with knowledge of *pedagogy* and *content*, to best support learning for all students.
2. An effective teacher uses *formal and informal assessment* to evaluate student learning and modifies instruction as needed so that all students can learn.
3. An effective teacher engages students in *critical thinking* and *problem solving*.
4. An effective teacher plans instruction based on *student needs*, *curriculum goals and standards*, and *community needs* and *in response to diversity*.
5. An effective teacher creates classroom environments that promote *fairness*, *positive social interactions*, *active learning*, and *motivation* so that students will have a high level of engagement.
6. An effective teacher is skilled in *verbal*, *nonverbal*, and *written* communication in order to clearly communicate with *students*, *families*, *colleagues*, and the *community*.
7. An effective teacher is able to *think critically and solve problems* and *uses technology* to enhance instruction.
8. An effective teacher is a *reflective, life-long learner* who *seeks professional development* resources and opportunities, *collaborates* with colleagues, is *willing to change* as needed, and maintains a high level of *professionalism*.

Graduate Coordinator

At the time of admission, each candidate must meet with the graduate coordinator for the School of Education and Behavioral Sciences. The graduate coordinator's role is to discuss the requirements of the specific degree program and assist the candidate in the development of a Plan of Graduate Study. All candidates except for "non-degree seeking" and "degree-seeking alternate placement" MUST complete a Plan of Graduate Study within his or her first semester of graduate coursework.

The graduate coordinator maintains records and informs candidates of necessary documentation as well as being the point of contact for assistance with admission, academic advisement, enrollment, portfolios, and all other requirements and paperwork that result in completion of the program and graduation.

Graduate Coordinator: Claudia Edwards
Nance-Boyer 1015
(580) 581-7929
(580) 581-5427 (fax)
cedwards@cameron.edu

Any correspondence with the graduate coordinator should include the student's name and ID number. When enrolling or dropping classes, the student should also include the CRN, course name, and course number.

Contact Information

Department of Education	Nance-Boyer 1078	581-2320
Dr. Courtney Glazer, Coordinator of Field Experiences cglazer@cameron.edu	Nance-Boyer 1014	581-2858
Linda Ingram, Secretary to Director of Assessment lingram@cameron.edu	Nance-Boyer 1021	581-7932
Dr. Howard Kuchta, Director of Assessment & <i>Chalk & Wire</i> fkuchta@cameron.edu	Nance-Boyer 1011	581-5576
Ramona Mott, Certification Specialist ramonam@cameron.edu	Nance-Boyer 1012	581-2319
Dr. Lynda Robinson, M.Ed. in Reading lrobinson@cameron.edu	Nance-Boyer 1059	581-7915

Other Assistance

Margot Gregory, AggieAccess and Blackboard margotg@cameron.edu		581-2338
Financial Assistance Office	North Shepler 301	581-2293
University Bookstore	MCC	581-2375
University Library	General Information	581-2410
	Reference Assistance	581-2957
Department of Public Safety	South Shepler 100	581-2237
Registrar's Office	North Shepler 205	581-2238
Student Services	North Shepler 324	581-2244
Student Support Services	North Shepler 431	581-2352

Dispositional Assessment Policy

Dispositional assessments must be submitted on behalf of each M.Ed. candidate at various times throughout the program. These assessments are completed by graduate education faculty as well as members of the candidate's school-based faculty.

If a candidate does not receive a passing dispositional assessment score, a dispositional assessment committee will be formed. The dispositional assessment committee will include the candidate, the chair of the Graduate Faculty Committee, and the two faculty members who assessed the candidate. If there was only one faculty member who completed the assessment, a faculty member who previously conducted a dispositional assessment on the candidate will be appointed to the committee by the chair of the Graduate Faculty Committee.

The dispositional assessment committee will meet to outline the dispositional strengths of the candidate as well as a plan of improvement. A Plan of Improvement outlining specific steps the candidate should take to improve in the target area(s) will be developed.

The candidate will be permitted to continue enrollment in the program with an approved, signed Plan of Improvement on file, providing the candidate is making efforts to execute the recommendations.

A follow-up date will be determined by the committee. At the follow-up meeting, the committee will determine if progress is being made. If progress is noted, revised dispositional forms can be submitted. If progress is not in evidence, the committee may reconvene prior to enrollment for the next semester. With no documented proof of progress, enrollment may be suspended for one semester.

Dispositions with Indicators

(as aligned with the Department of Education's Conceptual Framework)

Caring

Exhibits a belief that all students can learn

- Verbalizes philosophy that all students can learn
- Provides equitable experiences for everyone involved
- Does not discriminate
- Can verbalize any of the following: multiple intelligences, learning styles, No Child Left Behind, etc.

Demonstrates strong interpersonal skills

- Respects divergent views
- Easily communicates ideas to others
- Works cooperatively with others
- Willing to listen to others' ideas

Is sensitive to student needs

- Shows willingness to help others
- Shows flexibility when appropriate
- Takes on extra duties to help others

Competent

Values subject matter

- Demonstrates passion and enthusiasm for content area
- Demonstrates continued learning in the content area

Appreciates multiple teaching strategies

- Recognizes multiple delivery methods for content
- Willingness to use or familiarity with technology
- Willingness to involve others in the teaching process

Uses fair and consistent practices

- Does not show bias when working with others
- Exhibits good sportsmanship
- Demonstrates good leadership skills

Committed

Demonstrates professionalism

- Speaks and writes standard English
- Is punctual
- Dresses professionally
- Manages time and resources appropriately
- Works collaboratively with parents, students, and other professionals or colleagues

Is a reflective decision-maker

- Exhibits critical thinking/problem-solving skills
- Provides a rationale for decisions
- Reviews and revises decisions based on evidence

Is dedicated to the profession

- Takes advantage of professional growth opportunities
- Maintains membership in a professional or community organization
- Volunteers in the school or community

**Cameron University
Department of Education
RECOMMENDATION FORM**

To the Applicant: Please carefully read and complete the top portion of this recommendation form. The person who completes this form on your behalf should return it to the address given below. **Recommendation forms will not be accepted directly from applicants.**

Name of Applicant _____
Last
First
Middle

Applicant's I.D.# _____ Program: M.Ed./Reading _____ M.Ed. _____ MSEL _____

The Family Educational Rights and Privacy Act of 1974 and its amendments guarantee that students will have access to educational records concerning them unless that right has been waived. Please indicate your wish by completing and signing the statement below. Your right to review the recommendation is considered waived if you do not respond.

- I waive my right to review this recommendation. I do not waive my right to review this recommendation.

Applicant's Signature _____ Date _____

To the Respondent: The Department of Education at Cameron University will appreciate a candid evaluation of the applicant named above. Please rate the applicant on each characteristic in comparison with a representative group of individuals who have had approximately the same amount of experience and training as the applicant.

5=Superior 4=Above Average 3=Average 2=Below Average 1=Poor N/B=No basis for judgment

DISPOSITIONS	5	4	3	2	1	N/B
Caring						
Exhibits a belief that all students can learn						
Demonstrates strong interpersonal skills						
Is sensitive to student needs						
Competent						
Values the subject matter (s)he teaches						
Appreciates multiple teaching strategies						
Uses fair and consistent practices						
Committed						
Demonstrates professionalism						
Is a reflective decision-maker						
Is dedicated to the profession						

How long have you known the applicant? _____

In what capacity have you known the applicant? _____

Address _____

Email _____ Title _____ Phone _____

Respondent's Printed Name _____ Signature _____ Date _____

Please return this form in a sealed envelope to:

Graduate Coordinator
 Department of Education
 Cameron University
 2800 W. Gore Blvd.
 Lawton, OK 73505

- MSEL**
- Completion of 15 hours
 - Completion of 24 hours
 - Program Completion

Cameron University
Department of Education
DISPOSITIONAL ASSESSMENT FORM

- M.Ed.**
- Completion of 9 hours
 - Completion of 21 hours
 - Program Completion

To the Candidate: Please complete the top portion of this form. The person who completes it on your behalf should return it to the address given below. **This form will not be accepted directly from candidates.**

Name of Candidate _____
Last First Middle

Candidate's I.D.# _____ Program: M.Ed./Reading _____ M.Ed. _____ or MSEL _____

To the Respondent: The Department of Education at Cameron University will appreciate a candid evaluation of the candidate named above. Please rate the candidate on each characteristic in comparison with a representative group of individuals who have had approximately the same amount of experience and training as the candidate.

5=Superior 4=Above Average 3=Average 2=Below Average 1=Poor N/B=No basis for judgment

DISPOSITIONS	5	4	3	2	1	N/B
Caring						
Exhibits a belief that all students can learn						
Demonstrates strong interpersonal skills						
Is sensitive to student needs						
Competent						
Values the subject matter (s)he teaches						
Appreciates multiple teaching strategies						
Uses fair and consistent practices						
Committed						
Demonstrates professionalism						
Is a reflective decision-maker						
Is dedicated to the profession						

How long have you known the candidate? _____

In what capacity have you known the candidate? _____

Address _____

Phone _____ Email _____ Title _____

Respondent's Printed Name _____ Signature _____ Date _____

Please return this form in a sealed envelope to:

Graduate Coordinator
 Department of Education
 Cameron University
 2800 W. Gore Blvd
 Lawton, OK 73505

- MSEL**
- Departmental Faculty (15 hours)
 - Departmental Faculty (24 hours)
 - Field Specialty Faculty (Program Completion)

- M.Ed.**
- Departmental Faculty (9 hours)
 - School-Based Faculty (21 hours)
 - Field Specialty Faculty (Program Completion)

Candidate must receive a minimum score of 3 on each item scored from each respondent.

Master of Education Programs

Overview

The Master of Education (M.Ed.) programs are designed to serve persons in the field of education. The degree is designed as a practitioner's degree enabling candidates to develop the competencies of accomplished teaching according to the National Board for Professional Teaching standards. Individuals who wish to pursue the M.Ed. must hold a teaching license or certificate. Students who are seeking alternative certification cannot take more than twelve (12) hours of graduate-level education courses without being certified.

Cameron University offers a Master's of Education in Education with concentrations in Literacy, Secondary Education, Special Education, and Teaching and Learning.

Admission to M.Ed. Programs

To be fully admitted to one of Cameron's M.Ed. programs, candidates must have all of the following:

- unconditional admission to CU (requires a minimum 3.0 GPA and submission of all transcripts)
- two (2) recommendations on file—cannot be from relatives
- a copy of a valid teaching license
- an approved plan of study on file
- a signed Plagiarism Statement

Those who are seeking alternative certification cannot take more than twelve (12) hours toward the degree without a license. Without a teaching license, a plan of study cannot be completed.

M. Ed. in Education Program Objectives

The master teacher will

1. develop and deliver curriculum based on theoretical foundations of the discipline;
2. analyze, utilize, and conduct research critically;
3. identify developmental and individual differences and adjust practices accordingly;
4. monitor and assess pupil learning;
5. demonstrate the use of technology in support of teaching and learning; and
6. reflect upon and evaluate his/her own practices.

Alternative Certification

Candidates who possess a bachelor's degree with a major in a field of study that corresponds to an area of Oklahoma certification may be eligible for teacher certification through the Oklahoma Alternative Placement Program. For more information concerning eligibility and the process for becoming alternatively certified, please see <http://www.sde.state.ok.us/pro/tcert/pdfs/AltPlacePacket.pdf> or contact the graduate coordinator.

Any candidate who plans to pursue, or is currently pursuing, alternative certification IS NOT eligible for admission to the Master of Education program until teaching certification has been obtained. However, candidates who wish to begin their graduate studies while they work toward becoming alternatively certified may apply for admission under the Degree Seeking-Alternate Placement field. Candidates are allowed to complete up to twelve (12) credit hours under this option. Once the candidate obtains his or her teaching certification s/he may be admitted into the Master of Education program. Coursework completed (up to 12 credit hours) while the candidate was a Degree Seeking-Alternate Placement candidate will transfer to the Master of Education program provided that the courses taken are part of the M.Ed. Plan of Graduate Study.

While all candidates have a choice as to which option they wish to pursue once admitted to the M.Ed. program, the Teaching and Learning option is designed especially for candidates who are alternatively certified. Under this option, candidates have the opportunity to receive extensive hands-on classroom experience and practice.

Once these students are certified, they can be admitted into the M.Ed. program, At this time, candidates must be prepared to submit and/or meet all transition point requirements for Gates 1 and 2 of the M.Ed. in Education Transition Point table.

M.Ed. in Reading Program

Overview--The M.Ed. in Reading program at Cameron University is designed for candidates who have an initial teaching license and want to expand their knowledge, skills, and dispositions in teaching literacy and coaching paraprofessionals and colleagues.

To obtain certification as a K-12 reading specialist in the state of Oklahoma, candidates must meet the requirements of a master's degree program and must pass the Reading Specialist Oklahoma Subject Area Test (Reading Specialist OSAT). This state licensure exam requires that candidates demonstrate mastery of the competencies tested. The M.Ed. in Reading is linked to those competencies as well as the International Reading Association (IRA) Standards for Reading Professionals, 2010.

Program Objectives—The program objectives for the Master of Education in Reading program focus on the knowledge, skills, and dispositions for reading specialists as outlined in the standards of the International Reading Association (IRA). Specifically, candidates in the proposed program will

1. demonstrate knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction;
2. use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing;
3. use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction;
4. engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society;
5. 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; and
6. recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Program Prerequisites—The following undergraduate courses are required prerequisites for the graduate-level reading courses listed below them:

EDUC 3513: Teaching Primary Reading
EDUC 3533: Teaching Intermediate Reading
LIBS 3423: Children’s Literature

These reading courses require the above prerequisites:

EDUC 5613: Reading Curriculum Development K-12
EDUC 5633: Organization & Individualization of School Reading Program
EDUC 5643: Advanced Diagnosis of Reading Difficulties
EDUC 5653: Practicum in Reading I
EDUC 5683: Practicum in Reading II

However, candidates may elect to take EDUC 5873: Foundations of Literacy if they have not had the undergraduate prerequisites listed above. This class will create a 36-hour program. It does not replace any of the other courses on the M.Ed. in Reading plan of study.

Plans of Graduate Study (POS)

All plans of graduate study for the Master of Education in Education programs are comprised of 15 hours of core courses and 18 hours of specialty coursework.

The four options for the Master of Education in Education are

Literacy (does NOT meet course requirements for Reading Specialist certification)
Secondary
Special Education
Teaching and Learning

The plan of graduate study for the Master of Education in Reading program is comprised of 30 hours of core courses and 3 hours of guided electives. The portfolio is built around all courses, and all courses are centered on the six program objectives and the IRA standards mentioned previously. For each course, specific assignments have been designated as required artifacts to be entered in the portfolio. Additionally, one reflection will be completed per course as part of the portfolio.

Sample plans of study and projected course rotations for the M.Ed. in Reading and each concentration in the M.Ed. in Education are in [Appendix B](#). Please see the *Cameron University Graduate Catalog* (www.cameron.edu/graduate) for course descriptions.

Transition Points

To progress through their respective plans of study, students must meet the required transition points which are set at four (4) “gates.”

Transition Points – M.Ed. Programs

The chart below explains what must be completed to proceed to the next phase of any M.Ed. program. Please contact the graduate coordinator for forms and further details. The last column indicates the remedial action that will be taken should a candidate fail to meet the requirement.

	<i>When Transition Point Occurs</i>	<i>Major Assessments</i>	<i>Remediation</i>
Gate 1	Admission	Possess valid teaching certificate/license	Advisement regarding alternative certification; referral to OSDE for renewal instructions
		Possess a minimum undergraduate GPA of 3.00	Conditional Admission
		Submit 2 recommendation forms	Interview with Graduate Faculty Committee and re-evaluation
Gate 2	Completion of 9 Hours	Passing score on English Proficiency Exam OR “C” or better in ENGL 5003	Retake ENGL 5003
		Grade of C or better in EDUC 5103-Graduate Research	Retake
		Possess a minimum GPA of 3.00	Academic Probation
		Submit acceptable dispositional assessments from 2 departmental faculty	Meet with Graduate Faculty Committee to develop Plan of Improvement and satisfactory resolution
Gate 3	Completion of 21 Hours	Submit acceptable disposition assessment from 2 school-based faculty	Meet with Graduate Faculty Committee to develop Plan of Improvement and satisfactory resolution
		*Complete a minimum of 10 hours of field experiences	(None – Candidates cannot pass field experience courses without completing required number of hours in the field)
		Possess a passing score on 21-hour checkpoint portfolio assessment	Resubmit/rescore
		Possess a minimum GPA of 3.00	Academic Probation
Gate 4	Program Completion	Possess a minimum GPA of 3.00	Academic Probation
		*Complete a minimum of 25 total hours of field experience	(None – Candidates cannot pass field experience courses without completing required number of hours in the field)
		Possess a passing score on exit-program portfolio assessment	Resubmit/rescore
		Possess a passing score on Analysis of Growth paper (in exit-program portfolio)	Re-write under direction of mentor
		Complete Exit Survey	None
		Possess a minimum GPA of 3.00	Academic Probation
		Submit acceptable dispositional assessment from 1 faculty who specializes in the field	Meet with graduate faculty to develop Plan of Improvement and satisfactory resolution

***Field experience hours for the M.Ed. in Reading are specific to that program.**

Specialized Professional Association (SPA) Standards

Each concentration must meet the standards of the corresponding Specialized Professional Association. Below is information about the SPAs for each M.Ed. program and concentration. A series of charts showing the alignment of the SPA standards to the conceptual framework and program objectives can be found with the information for each degree that follows.

Secondary Education AND Teaching and Learning

National Board for Professional Teaching Standards (NBPTS)
http://www.nbpts.org/the_standards/the_five_core_propositio?print=on

Special Education

Council for Exceptional Children (CEC)
www.cec.sped.org/ps/perf_based_stds/knowledge_standards.html

Reading / Literacy

International Reading Association (IRA)
<http://www.reading.org/General/Publications/Books/bk713.aspx>

Standards Alignment – Concentration in Literacy

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	IRA Standards	National Board for Professional Teaching Standards
Student learning as our top priority	Competent	<p><u>1.</u> develop and deliver curriculum based on theoretical foundations of the discipline</p> <p><u>5.</u> demonstrate the use of technology in support of teaching and learning</p> <p><u>2.</u> analyze, utilize, and conduct research & critically monitor and assess pupil learning</p>	<p>Standard 1: Foundational Knowledge</p> <p>1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes and components including word recognition, language comprehension, strategic knowledge and reading-writing connections.</p> <p>1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading/writing development processes and components.</p> <p>1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p> <p>Standard 2: Curriculum and Instruction</p> <p>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum..</p> <p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources..</p> <p>Standard 3: Assessment, Diagnosis, and Evaluation</p> <p>3.1 Understand types of assessments and their purposes, strengths, and limitations.</p> <p>3.2 Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes.</p> <p>3.3 Use assessment information to plan and evaluate instruction.</p> <p>3.4 Communicate assessment results and implications to a variety of audiences.</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>
Diversity among our students, faculty, and staff	Caring	<p><u>3.</u> identify Developmental and individual differences and adjust practices accordingly</p>	<p>Standard 4: Diversity</p> <p>4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p> <p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p> <p>4.3 Develop and implement strategies to advocate for equity.</p> <p>Standard 5: Literate Environment</p> <p>5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p> <p>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.</p> <p>5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p> <p>5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>	<p>Proposition 1: Teachers are Committed to Students and Learning</p>

Excellence in teaching, scholarship, service, and mentoring	Committed	<u>6.</u> reflect upon and evaluate his/her own practices.	Standard 6: Professional Development 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 their 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 professional development programs. 6.4 Understand and influence local, state or national policy decisions.	Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. Proposition 5: Teachers are Members of Learning Communities.
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Standards Alignment – Concentration in Secondary Education

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	National Board for Professional Teaching Standards
Student learning as our top priority	Competent	<u>1.</u> develop and deliver curriculum based on theoretical foundations of the discipline <u>2.</u> analyze, utilize, and conduct research critically <u>4.</u> monitor and assess pupil learning <u>5.</u> demonstrate the use of technology in support of teaching and learning	Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.
Diversity among our students, faculty, and staff	Caring	<u>3.</u> identify developmental and individual differences and adjust practices accordingly;	Proposition 1: Teachers are Committed to Students and Learning
Excellence in teaching, scholarship, service, and mentoring	Committed	<u>6.</u> reflect upon and evaluate his/her own practices.	Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. Proposition 5: Teachers are Members of Learning Communities.

Standards Alignment – Concentration in Special Education

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	CEC Standards	National Board for Professional Teaching Standards
Student learning as our top priority	Competent	<p><u>1.</u> develop and deliver curriculum based on theoretical foundations of the discipline</p> <p><u>2.</u> analyze, utilize, and conduct research critically</p> <p><u>4.</u> monitor and assess pupil learning</p> <p><u>5.</u> demonstrate the use of technology in support of teaching and learning</p>	<p>Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</p> <p>Standard 4: Instructional Strategies Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> <p>Standard 6: Language Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</p>	<p>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</p>

		<p>Standard 7: Instructional Planning Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's ongoing learning process. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> <p>Standard 8: Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.</p>	
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<p>Diversity among our students, faculty, and staff</p>	<p>Caring</p>	<p>3. identify developmental and individual differences and adjust practices accordingly;</p>	<p>Standard 2: Development and Characteristics of Learners Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.</p> <p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.</p> <p>Standard 5: Learning Environments and Social Interactions Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.</p> <p>Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis Special educators coordinate all these efforts and provide guidance and direction to paraprofessionals and others, such as classroom volunteers and tutors.</p>	<p>Proposition 1: Teachers are Committed to Students and Learning</p>
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<p>Excellence in teaching, scholarship, service, and mentoring</p>	<p>Committed</p>	<p>6. reflect upon and evaluate his/her own practices.</p>	<p>Standard 9: Professional and Ethical Practice Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.</p>	<p>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience. Teachers are Members of Learning Communities.</p>
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Standards Alignment – Concentration in Teaching and Learning

Cameron Core Values	Conceptual Framework	M.Ed. Program Objectives	Oklahoma General Competencies	National Board for Professional Teaching Standards
Student learning as our top priority	Competent	<p><u>1.</u> develop and deliver curriculum based on theoretical foundations of the discipline</p> <p><u>2.</u> analyze, utilize, and conduct research critically</p> <p><u>4.</u> monitor and assess pupil learning</p> <p><u>5.</u> demonstrate the use of technology in support of teaching and learning</p>	<p><u>1.</u> The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p> <p><u>4.</u> The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, performance skills, and effective use of technology.</p> <p><u>7.</u> The teacher plans instruction based on curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; the teacher adapts instruction based on assessment and reflection.</p> <p><u>8.</u> The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.</p>	<p><u>Proposition 2:</u> Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p><u>Proposition 3:</u> Teachers are Responsible for Managing and Monitoring Student Learning.</p>
Diversity among our students, faculty, and staff	Caring	<p><u>3.</u> identify developmental and individual differences and adjust practices accordingly;</p>	<p><u>2.</u> The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.</p> <p><u>3.</u> The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.</p> <p><u>5.</u> The teacher uses the best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.</p> <p><u>6.</u> The teacher develops knowledge of and uses communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><u>Proposition 1:</u> Teachers are Committed to Students and Learning</p>
Excellence in teaching, scholarship, service, and mentoring	Committed	<p><u>6.</u> reflect upon and evaluate his/her own practices.</p>	<p><u>9.</u> The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.</p> <p><u>10.</u> The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well being.</p> <p><u>12.</u> The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change leading to greater student learning and development.</p>	<p><u>Proposition 4:</u> Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p><u>Proposition 5:</u> Teachers are Members of Learning Communities.</p>

Standards Alignment – M.Ed. in Reading

Cameron Core Values	Conceptual Framework	M.Ed. in Reading Program Objectives	IRA Standards
Student learning as our top priority	Competent	<p>1. have knowledge of the foundations of reading and writing processes and instruction</p> <p>2. use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction</p> <p>3. use a variety of assessment tools and practices to plan and evaluate effective reading instruction</p>	<p>Standard 1: Foundational Knowledge</p> <p>1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes and components including word recognition, language comprehension, strategic knowledge and reading-writing connections.</p> <p>1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading/writing development processes and components.</p> <p>1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</p> <p>Standard 2: Curriculum and Instruction</p> <p>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum..</p> <p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.</p> <p>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources..</p> <p>Standard 3: Assessment, Diagnosis, and Evaluation</p> <p>3.1 Understand types of assessments and their purposes, strengths, and limitations.</p> <p>3.2 Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes.</p> <p>3.3 Use assessment information to plan and evaluate instruction.</p> <p>3.4 Communicate assessment results and implications to a variety of audiences.</p>
Diversity among our students, faculty, and staff	Caring	<p>4. 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</p>	<p>Standard 4: Diversity</p> <p>4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p> <p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.</p> <p>4.3 Develop and implement strategies to advocate for equity.</p> <p>Standard 5: Literate Environment</p> <p>5.1 Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</p> <p>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.</p> <p>5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p> <p>5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>
Excellence in teaching, scholarship service, and mentoring	Committed	<p>5. view professional development as a career-long effort and responsibility</p>	<p>Standard 6: Professional Development</p> <p>6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p> <p>6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p> <p>6.3 Participate in, design, facilitate, lead, and evaluate professional development programs.</p> <p>6.4 Understand and influence local, state or national policy decisions.</p>

Field Experiences

Purpose—Field experiences are a vital part of all graduate degree programs in the Department of Education at Cameron University. Candidates participate in a variety of experiences that allow them to apply new knowledge and skills in real world settings. These experiences also allow master’s candidates to work with diverse populations. Another goal of these field experiences is to give candidates the opportunity to apply and demonstrate the dispositions that are part of the department’s conceptual framework.

Field experiences are linked to corresponding courses. All M.Ed. candidates will participate in several field experiences plus at least one practicum experience. Candidates pursuing an M.Ed. in Education with an emphasis in Teaching and Learning will complete either an additional semester of practicum or two six-hour internships. M.Ed. in Reading candidates must complete two practica, one for elementary grades and one for middle school/high school.

Attendance—Field experiences must be completed in the school arranged by the coordinator of field experiences. Any changes in your field placement must be approved by the coordinator of field experiences. Clock hours must be completed even if assignments related to the observations are not submitted. Failing to complete clock hours for the field placement in the assigned school signifies incompleteness of course requirements and will result in an “F” in the course. The student must retake the course and will be required to complete all assignments, exams, and the full field experience requirements for the course.

Candidate Liability—Cameron candidates are responsible for adhering to the policies of both Cameron University and the public school systems and are expected to exhibit an ethical approach to teaching. Candidates are liable for their own acts and, as such, may be subject to liability suits. It is recommended that candidates participating in internships join the Student Oklahoma Education Association (SOEA) prior to internship. This organization provides candidates with the same liability insurance that teacher members of the Oklahoma Education Association receive.

Candidates who are not currently teaching are also invited to join this organization.

Diversity—Cameron University is dedicated to preparing candidates for working with diverse student populations. To reach this goal, all students must experience a variety of field placements, including schools of high and low socio-economic status, schools of high minority population, and classrooms of students with exceptionalities. Students may not be able to complete all field experiences in the same school, or even in the same district.

Collaborative Effort—Field experiences are a collaborative effort between the university and the public school settings. Together, the candidate, school-based teacher, university instructor or supervisor, school principal, and coordinator of field experiences form a collegial team which facilitates the planning, implementation, and evaluation of experiences that will increase the professional competence of the candidate. All field experiences are jointly determined between Cameron University and the public schools.

The coordinator of field experiences works as an administrative agent for the School of Education and Behavioral Sciences. This person has the responsibility of coordinating and overseeing the placement of intern teachers in the public schools.

The coordinator's responsibilities to the graduate programs include the following:

- verifying eligibility of students for the field experiences;
- assigning candidates to the schools as needed;
- assisting with the designation of appropriate university supervisors as needed;
- clarifying/interpreting policies and procedures regarding field experiences;
- providing training for internship mentors;
- helping resolve serious problems;
- collecting data for the evaluation of the Teacher Education Program; and
- making recommendations for the improvement of the field experiences to the Department of Education.

Assignment—Field placements will be assigned by the coordinator of field experiences. Placement is a multi-step process that involves the candidate, school, principals, and classroom teachers. The following policies are in place to ensure the validity of each field placement:

Placements will be made primarily in the Lawton area. For those living outside of Lawton, the coordinator prefers to save the nearest local school for internship, if applicable. Only in rare cases will students be placed in schools which their children attend or at which a relative is employed.

All graduate candidates must complete a Field Experience Placement Request form for each required field experience. If the candidate has his/her own classroom, s/he will need to provide information about the classroom and school. If the candidate does *not* have his/her own classroom, s/he will need this form in order to receive a placement in the schools.

The Internship Semester (M. Ed. Teaching and Learning Option ONLY)

Placement—Placement of interns is the responsibility of the coordinator of field experiences. The placement decision is final. A teacher candidate *is not* to consult with public school officials, administrators, principals, or teachers concerning placement.

To establish and maintain good relationships between Cameron University and cooperating schools, the coordinator of field experiences adheres to the following procedures:

- secure approval of the building principal;
- obtain consent of the mentor teacher;
- get approval from school district representatives when necessary; and
- notify schools and mentors of placements in advance so arrangements can be made to participate in any pre-internship meetings.

Intern placements will vary based upon the student's area of concentration. Secondary interns teach 6 weeks in junior high or middle school and 6 weeks in senior high school. Interns concentrating on art, music, physical education, or special education teach six weeks in elementary and six weeks in secondary.

An intern will not be placed in any school building in which s(he) has been a recent student or an employee. In addition, an intern will not be assigned to teach in a school building in which his/her children are in attendance and/or in which he/she has a relative employed. To ensure a variety of experiences in diverse settings and with exceptional populations, interns will not be placed in a public school where prior field experiences have been completed.

Settings (minimum 6 weeks/30 days each)—Interns receive placements in two different schools. During each placement, interns will engage in activities that will help them become familiar with the setting, plan and teach in the classroom, and finally enter the profession. Each intern is different, so the amount of time and type of activities will vary. For example, an intern who is quick to interact and establish rapport with students should not be required to observe the mentor teacher for a prescribed amount of time.

Suggested Timeline—Many mentors have requested a timeline for intern activities. This is meant as a suggestion and should not be used to detain an intern who is ready to become more involved in the classroom. We suggest that the first week of both placements be used for observation. At this point, interns will learn about the classroom and students. They may become more involved if they choose. By the second week, interns should assume duties in the classroom. During the second and third weeks, students should help with administrative tasks, work with individuals or small groups of students, and/or teach short lessons—all things that will prepare them to take over the classroom. “Total teach,” during which the intern is fully responsible for the classroom, should occur during the following two to three weeks, with the final week transitioning the classroom back to the mentor.

Recommended Activities—The following activities, while not requirements, are strongly encouraged for all interns to complete during each placement. Interns should not assume that completion of these activities will automatically result in a satisfactory grade.

Becoming Familiar with the Setting

- Meet mentor, students, principal(s), and school staff;
- Carefully observe and analyze mentor teacher's lessons;
- Become acquainted with fire drill and other safety procedures;
- Become familiar with textbooks, teaching manuals, resource units, and other teaching materials;
- Help with daily routines in the classroom;
- Observe student behavior and how the mentor teacher deals with classroom behavior and discipline problems;
- Study the school discipline policy;
- Share duties with the mentor teacher; and
- Prepare seating charts and learn students' names.

Planning and Teaching

- Assist students individually and in groups;
- Develop lesson plans with the mentor teacher and submit for approval at least one week prior to teaching;
- Meet with mentor teacher regularly (e.g. daily) for guidance and suggestions in planning and evaluating lessons;

- Guide students for short periods of instruction;
- Prepare materials for classroom use, e.g. charts, bulletin boards, copies;
- Plan and teach independently; attempt and test creative and imaginative ideas, activities, and materials;
- Learn to complete required forms accurately;
- Help evaluate student work;
- Implement effective classroom management techniques;
- Demonstrate effective professional teaching skills;
- Help complete progress reports and grades; and
- Develop and implement cooperative learning through group activities with students.

Entering the Profession

- Assist with supervision of playground, lunchroom, bus area, and halls;
- Attend a least one parent–teacher conference; and
- Attend at least one workshop sponsored by the school, district, or state during the internship semester.

Attendance—Interns are expected to follow the calendars of the school districts in which they are placed. Therefore, holidays and/or vacation days will be the same as those of the mentor teacher, regardless of the university’s schedule.

Regular attendance is required. Throughout each placement, interns are expected to work the same hours each school day as their mentor teachers. Additionally, they are expected to attend all classes as part of the Professional Education Seminar. Interns should not enroll in classes or make arrangements that will interfere with full-time teaching.

Interns are allowed two (2) excused absences due to illness or emergency during the *entire semester*. Arrangements must be made to make up any additional loss of time at the end of placement. Interns who are absent for a period of *five* days (one-sixth of the assignment) will not be allowed to continue. The intern may elect to withdraw from the course and receive a grade of “W.” The option of receiving an “I” or Incomplete is at the discretion of the university supervisor.

If it is necessary to be absent for one or more days during the internship experience, the intern is required to do the following:

- contact the assigned school as soon as possible to report the absence;
- contact the mentor teacher either the day before the absence or the morning of the absence;
- inform the university supervisor of the absence;
- arrange to make up lost time at the end of the scheduled student-teaching period; and
- provide lessons plans for the mentor teacher if the intern is responsible for the class the day of the absence.

Roles & Responsibilities

Candidate

The candidate is expected to

- attend all required internship meetings;
- be responsible for understanding the contents of the Mentor/Intern Handbook;
- reflect on internship experiences during the Professional Education Seminar;
- conform to the policies and practices of the school;
- treat information received about students as confidential;
- handle routine discipline problems using a variety of classroom management methods; however, interns *should not* administer corporal punishment;
- become aware of and plan for individual differences among the students;
- be impartial and consistent in working with students;
- prepare carefully and in detail before assuming classroom teaching;
- develop a unit plan in area of concentration approved in advance by the mentor teacher;
- keep a notebook of all lesson plans and supplementary materials created during the internship experience;
- maintain responsibility for communicating changes in schedule, absences, and other special needs with the university supervisor and mentor teacher;
- maintain a receptive attitude toward suggestions and constructive criticisms from mentor teachers and university supervisors;
- incorporate suggestions in subsequent planning and teaching; and
- accompany mentor teacher to professional meetings, in-service programs, and evening activities sponsored by the school system.

Mentor Teacher

A mentor teacher is an experienced, certified staff member of a southwest area accredited school to whom an intern has been assigned. Cameron University mentor teachers are carefully selected based on their abilities to work effectively with others and their unselfish dedication and willingness to contribute to the teaching profession. Other criteria considered for selection include

- academic preparation as evidenced by a standard teaching certificate in the subject matter area;
- a desire to participate in the internship program;
- recommendation of administrator;
- knowledge of the basic principles of supervision;
- a minimum of 3 years' teaching experience;
- skill in utilizing effective, innovative teaching techniques; and
- a view of teaching as an intensely personal matter, knowing that each teacher must find his or her own way of teaching.

Each mentor teacher is responsible for

- reading the Cameron University Mentor/Intern Handbook;
- preparing students to receive the intern teacher as another professional in the classroom;
- attending orientation meetings with the coordinator of field experiences and university supervisors;

- working with the intern to establish a schedule of gradual assumption of teaching responsibilities;
- holding regular (e.g. daily) conferences with the intern to reflect on the intern's experiences, offering assistance in planning, and providing guidance;
- observing and evaluating the intern on a regular basis while providing constant and specific feedback; and
- encouraging the intern to attempt creative and imaginative methods, while allowing for supervised trial and error.

University Supervisor

The role of the university supervisor is vital to the development of a high quality internship program. As a liaison agent representing Cameron's Department of Education, a university supervisor will observe, evaluate, and confer with each intern and mentor teacher. The purpose of university supervisors is two-fold. Each serves as a liaison between interns and the coordinator of field experiences and between the mentor teacher and the coordinator of field experiences.

The university supervisor is specifically responsible for visiting and observing the intern teacher in the classroom. Visits and observations of interns occur at least two times during each intern placement. Additional visits/observations may be required if the intern is experiencing difficulty.

Each supervisor is expected to

- inform mentors, interns, and school personnel of university policy and interpret any ambiguous points;
- give proper orientation to interns regarding the supervisor's expectation for the teaching program;
- develop appropriate communication between the school, the supervisor, and the coordinator of field experiences;
- ask mentors for informal input concerning intern's progress;
- remain sensitive to the needs and concerns of mentor teachers;
- systematically observe interns in the classroom during each placement;
- communicate strengths and weaknesses and provide constructive feedback to interns; and
- assist interns in developing techniques to improve their areas of weakness.

School Principal

School principals are the instructional leaders responsible for the quality of teachers and teaching, the learning environment, and the academic lives of the students in their buildings.

The school principals' responsibilities may include, but are not limited to

- recommending/selecting teachers to serve as mentors;
- facilitating communication among the internship team members;
- orienting interns to school policies, procedures, records, reports, etc.;
- resolving any problems which may arise;
- aiding in the evaluation of interns; and
- guiding interns in professional development.

Field Experiences Committee

The Field Experiences Committee consists of representatives from Cameron University, the public schools, and the larger community. This committee is chaired by the coordinator of field experiences and is responsible for reviewing data and policies regarding field experiences. Cameron’s director of assessment compiles data regarding intern performance, and the coordinator of field experiences compiles data regarding mentor teacher effectiveness. This data is shared with the Field Experiences Committee twice a year with the expectation that related recommendations for improvement are made to the Teacher Education Council.

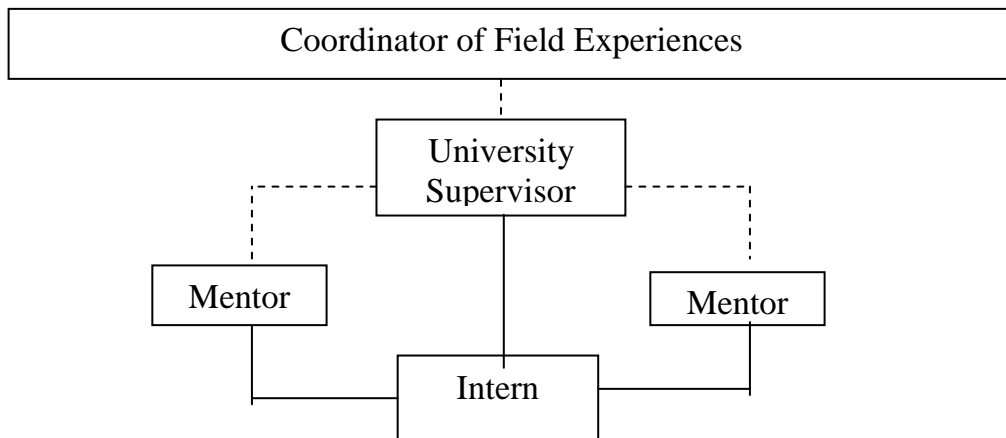
Teacher Education Council

The Teacher Education Council, which includes representatives from all education programs spanning several university departments, serves in an advisory capacity to the director of teacher education. The council is vital to the governance of Cameron’s program and meets monthly during the school year.

The council does the following:

- reviews teacher education regulations and proposed changes;
- reviews all approved teacher education programs;
- makes recommendations regarding the professional education sequence; and
- makes recommendations regarding the selection, admission, and retention of teacher education candidates.

Supervision and Evaluation of Interns—Interns will be evaluated and will be provided frequent performance feedback. The following charts show the relationship between those supervising and evaluating Cameron interns. Dotted lines represent supervision only, while solid lines represent both supervision and evaluation. Each intern will be supervised and evaluated by mentor teachers, as well as a university supervisor.



Mentors and interns should address questions or problems to the university supervisor. University supervisors should address questions or problems to the coordinator of field experiences.

Mentor Supervision and Feedback

The most common disappointment expressed by interns is the lack of feedback regarding teaching performance. The interns want specific help so mentors should not be reluctant to provide it. Mentors should encourage interns by commenting on strengths and/or weaknesses. They should also suggest specific ideas for improving teaching effectiveness. Feedback should be recorded weekly on the Mentor's Weekly Report of Observation of Intern Teacher form, with additional specific feedback included as needed.

During placement, intern teachers should gradually assume the duties, tasks, and responsibilities of the classroom teacher. Interns are expected to perform full teaching duties, but the transition should take place after careful planning by the intern and mentor. Additionally, the intern and mentor should plan the transition back to the mentor toward the end of the internship.

While it is expected that the intern will engage in teaching without the mentor teacher present, the mentor should remain available to observe, evaluate, and offer frequent constructive feedback. It is expected that the mentor contact the intern several times during the school day to let the intern know where and how the mentor can be found should a problem arise. Ultimately, it is the mentor teacher, not the intern, who is responsible for the professional duties, the health, the safety, and the well being of the students.

University Supervision and Feedback

University supervisors, while not providing weekly feedback, should make their feedback specific and constructive. University supervisor observations should span the intern's placement. If feasible, each visit should include a pre-conference with the intern, an observation of the intern teaching a lesson, a post-conference with the intern and a conference with the mentor teacher. The time of each visit should be approved by the mentor teacher.

During observation, the university supervisor will assess the lesson plans, observe and document the teaching of a lesson, and review intern progress in conversations with both the intern and mentor. Following each observation, the intern will receive a copy of the Supervisor's Report of Observation of Intern Teacher form with detailed feedback provided as needed.

Dealing with Concerns

Various responsibilities are inherent to the task of preparing future teachers. The Cameron University Teacher Education Program assumes an obligation to the public schools and students. Each intern is expected to conduct himself in a manner consistent with the university's mission. Any teacher candidate who fails to act accordingly will be subject to a disciplinary penalty, including *removal from the teacher education program*.

Specific examples of conduct, in the context of intern teaching, which violate the published university policies include, but are not limited to

- commission of an act, which would constitute an offense under appropriate federal, state, or local criminal statute;
- engaging in conduct that interferes with or disrupts teaching, administrative, disciplinary, public service, or other authorized activity, or the peace and welfare of any person, whether on or off campus;

- engaging in conduct that endangers the physical or mental health or safety of any person or which causes physical injury;
- illegal possession, use, sale, or distribution of any quantity, whether usable or not, of any drug, narcotic, or controlled substance;
- possession or use of any firearm, ammunition, or weapon;
- unauthorized possession, ignition, or detonation of any explosive device, fireworks, liquid, or object which is flammable or which could cause damage by fire or explosion to persons or property;
- theft, destruction, damage, or misuse of property; and
- intentionally, knowingly, or recklessly harassing or threatening in person, by telephone, in writing, or by other means, to take unlawful action against any person, thereby causing or intending to cause annoyance or alarm.

Intern Intervention and Review Procedure

Should a problem arise regarding the classroom and/or professional performance of an intern teacher, the intern will be notified about the unsatisfactory performance by the mentor teacher and university supervisor. A meeting of the university supervisor, mentor, and intern will follow. During the conference, areas of concern will be identified and suggestions and expectations for improvement will be discussed. The Intern Plan of Improvement form will document the meeting, including a re-evaluation date, and will be signed by all three parties.

During the period of time between the meeting and the re-evaluation date, the university supervisor will evaluate the performance of the intern teacher at least one full period each week. If evidence of improvement is not seen by the re-evaluation date, agreement will be made between the mentor teacher and the university supervisor for the removal of the intern using the following procedure:

- A meeting for the purpose of intern removal will be held at the cooperating school site with the mentor, school principal, university supervisor, and the coordinator of field experiences in attendance.
- The coordinator of field experiences will verbally notify the intern of the decision and will provide specific reasons for the removal in writing.

Following the decision for removal, the intern will be notified of the procedure for appeal. The intern may appeal in writing to the Teacher Education Council, which will make the recommendation to the director of teacher education, who will make the final decision regarding removal of the intern.

After removal from a field placement, an intern may contract with the coordinator of field experiences and the appropriate department chair for a second internship opportunity. This contract must be mutually agreed upon and will include the intern's obligation to pay for the expenses (actual and potential) incurred by the university for the new placement. Expenses may include, but are not limited to, supervision mileage and honoraria awarded to mentor teachers. Only one additional semester of field placement is allowed.

Intern teachers may receive a grade of an "I" for nonacademic reasons such as personal illness or family emergency. The intern will have one year to satisfactorily complete the internship requirements before the "I" changes to a letter grade.

Adapted from the University of Nebraska at Kearney and the University of Central Arkansas.

Dealing with Concerns about Field Placements

Candidates wishing to appeal their placements may do so in writing to the coordinator of field experiences. Further appeals should be made in writing to the director of teacher education.

Concerns pertaining to your field experiences should be directed to the course instructor. Your instructor will contact the coordinator of field experiences or direct you to contact the coordinator. If your concern involves your instructor, you may approach the coordinator of field experiences.

Cameron University

Field Experience Placement Information

Master of Education in Reading

Name _____ Cameron ID# _____

- _____ EDUC 5103: Introduction to Graduate Research (gender) – 5 hours
- _____ EDUC 5613: Reading Curriculum K – 12 – 5 hours
- _____ EDUC 5623: Theoretical Foundations of Reading – 10 hours
- _____ EDUC 5633: Organization and Individualization of School Reading Programs – 10 hours
- _____ EDUC 5643: Advanced Diagnosis of Reading Difficulties - 10 hours
- _____ EDUC 5653: Reading Practicum I – 15 hours
- _____ EDUC 5683: Reading Practicum II – 15 hours

Location for Field Experience:

****If you are in need of a field placement, please also complete the back of this form.**

Teacher: _____ Self _____ Other (please list) _____

School & District: _____

* Pursuant to legislation, Title 70 O.S. 1991, 3-104 and 3-104.1, every applicant is required to answer each of the following questions:

1. During the preceding ten-year period, have you been convicted of a felony?	Yes _____ No _____
2. During the preceding ten-year period, have you been convicted of a crime involving moral turpitude?	Yes _____ No _____
3. Have you ever been convicted in Oklahoma, whether upon a verdict or plea of guilt or upon a plea of nolo contendere (no contest), or received a suspended sentence for a crime or an attempt to commit a crime which is considered sexually related in nature?	Yes _____ No _____
4. Have you ever been convicted, received a suspended sentence, or received a deferred judgment for a crime or attempted crime which was considered sexually related in nature in any state or jurisdiction?	Yes _____ No _____
5. Have you had adverse action taken against any educator certificate or license in Oklahoma or any other state or jurisdiction?	Yes _____ No _____
6. Do you currently have any outstanding criminal charges or warrants of arrest pending against you in Oklahoma or any other state of jurisdiction?	Yes _____ No _____

If the answer to any of the questions above is "Yes," you must state on a separate sheet of paper the nature of the charge and in what court or jurisdiction you were charged/convicted. The Oklahoma State Department of Education has the authority to require state and national (fingerprint-based) felony background checks on any applicant at the applicant's expense.

Signature: _____

Date: _____

For additional information contact
 Courtney Glazer, Ph.D., Coordinator of Field Experiences
 cglazer@cameron.edu / phone 581-2858 / fax 581-5427



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rev. 7/09

I need a field placement:

School(s) in which you have relatives employed _____

School(s) in which you have children attending _____

Type of school in which you would like to observe (please circle one)

Elementary

Secondary

If secondary, which discipline would you like to observe? _____

Most schools are typically open between the hours of 8:00 and 3:30. We recommend that you do not plan to complete all of your hours at the very beginning or end of the day or during lunch. If you are only able to be placed during lunch time, you may not get a choice between elementary and secondary.

Days and Times that you are available to do Field Experiences:

	From	To
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

List any special considerations which may impact your placement (e.g. location needed, transportation).

M.Ed. in Education Required Field Experiences

Concentration	Course	Hrs	Diversity	Assessment	Assessor
Core	EDUC 5103: Introduction to Graduate Research	5	Gender	Report of Field Observation	University Faculty
	EDUC 5143: Multiculturalism and American Education	5	Ethnic	Report of Field Observation	School-based Faculty
	EDUC 5273: Advanced Tests and Measurement	10	Exceptionalities	Report of Field Experience	School-based Faculty & University Faculty
	EDUC 5333/5343: Elementary/Secondary Curriculum Development and Practicum	5	Socioeconomic Status	Report of Field Observation	University Faculty
Elementary	EDUC 5703: Practicum in Teaching & Learning	choose one @ 30		Record of Field Observation Practicum & Internship	School-based Faculty
	EDUC 5653: Practicum Reading I			Final Report	University Faculty
Secondary	EDUC 5703: Practicum in Teaching & Learning	30		Record of Field Observation Practicum & Internship	School-based Faculty
Special Education	SPED 5621-4: Mild/Moderate Disabilities	choose one @ 30		Record of Field Observation	University Faculty
	SPED 5641-2: Severe/Profound Disabilities			Record of Field Observation	University Faculty
Literacy	EDUC 5613: Reading Curriculum Development (K-12)	10		Curriculum Evaluation Essay	University Faculty
	EDUC 5643: Adv. Diagnosis of Reading Difficulties	5		Case Study	University Faculty
	EDUC 5653 or 5683: Practicum Reading I or II	15		Final Report	University Faculty
Teaching and Learning	EDUC 5713: Foundations of Teaching in the Secondary School	5		Field Experience Reflection Assignment	University Faculty
	(OPTION A) EDUC 5703: Practicum in Teaching & Learning	30		Record of Field Observation Practicum & Internship	School-based Faculty
	(OPTION B) EDUC 5746: Internship in Middle School/Junior High EDUC 5756: Internship in Senior High EDUC 5766: Internship in Elementary School (K-12) EDUC 5776: Internship in Secondary School (K-12)	choose two @ 240 ea.			

**MASTER OF EDUCATION IN EDUCATION
RECORD OF FIELD EXPERIENCES**

Candidate's Name _____

Candidate's ID# _____

Semester: Fall _____ Spring _____ Summer _____

**EDUC 5103 – INTRODUCTION TO GRADUATE RESEARCH
FIVE (5) HOURS**

Location where field work was completed _____

Cooperating Teacher (if applicable) _____

Date	Time	Total Time	Signature of Supervisor

TOTAL HOURS COMPLETED: _____

Candidate's Signature
GENDER

FOCUS:

This form must be scanned and submitted to *Chalk & Wire*, using the appropriate course rubric, prior to completion of the class.

**MASTER OF EDUCATION IN EDUCATION
RECORD OF FIELD EXPERIENCES**

Candidate's Name _____

Candidate's ID# _____

Semester: Fall _____ Spring _____ Summer _____

**EDUC 5143 – MULTICULTURALISM AND AMERICAN EDUCATION
FIVE (5) HOURS**

Location where field work was completed _____

Cooperating Teacher (if applicable) _____

Date	Time	Total Time	Signature of Supervisor

TOTAL HOURS COMPLETED: _____

Candidate's Signature

**FOCUS: RACIAL
DIVERSITY**

This form must be scanned and submitted to *Chalk & Wire*, using the appropriate course rubric, prior to completion of the class.

**MASTER OF EDUCATION IN EDUCATION
RECORD OF FIELD EXPERIENCES**

Candidate's Name _____

Candidate's ID# _____

Semester: Fall _____ Spring _____ Summer _____

**EDUC 5333/5343 – ELEMENTARY/SECONDARY CURRICULUM DEVELOPMENT AND PRACTICUM
FIVE (5) HOURS**

Location where field work was completed _____

Cooperating Teacher (if applicable) _____

Date	Time	Total Time	Signature of Supervisor

TOTAL HOURS COMPLETED: _____

Candidate's Signature
STATUS

FOCUS: SOCIOECONOMIC

This form must be scanned and submitted to *Chalk & Wire*, using the appropriate course rubric, prior to completion of the class.

**M.Ed. Report of Field Observation for EDUC 5273 – Advanced Tests and Measurement
Ten (10) Hours**

Number of Hours Completed: _____

Candidate's I.D.# _____

Candidate Name _____

School _____ Grade _____

University Professor _____

5-Superior* 4-Above Average 3-Average 2-Below Average 1-Poor* N/A-Criterion does not apply in the setting observed

*For a score of 1, or 5, provide a **brief** explanation in the last column.

Criterion	5	4	3	2	1	N/A	Explanation
Knowledge of subject matter (NBPTS 2)							
Differentiates instructional strategies to help <u>all</u> students learn (NBPTS 1, 2, 3, 4)							
Presents content in clear and meaningful ways (NBPTS 1, 2, 3, 4)							
Applies professional and pedagogical knowledge and skills to facilitate learning (NBPTS 1, 2, 3, 4)							
Considers the school, family, and community context to develop meaningful learning experiences (NBPTS 1, 2, 3, 4, 5)							
Considers students' prior experiences and knowledge to design instruction (NBPTS 1, 2, 3, 4, 5)							
Uses current research to inform practice (NBPTS 4)							
Adjusts for diversity (NBPTS 1, 2, 3, 4, 5)							
Integrates technology into instruction (NBPTS 1, 2, 3)							
Assessment practices (formal, informal, summative, formative) demonstrate a focus on student learning (NBPTS 1, 2, 3, 4)							
Performance/work demonstrates a positive impact on student learning (NBPTS 1, 2, 3, 4)							
Collaborates and works with others (professionals, parents, colleagues, etc.) to improve student learning (NBPTS 1, 5)							

COMMENTS:

Candidate's Signature

Evaluator's Signature

Title

FOCUS: EXCEPTIONALITIES

This form must be scanned and submitted to *Chalk & Wire*, using the appropriate course rubric, prior to completion of the class.

Practicum/Internship Experiences by Program

All M.Ed. candidates must complete at least one practicum or internship. The following chart indicates which courses are available as part of each degree / option.

Program	Course
M.Ed. in Education – Literacy	EDUC 5653: Practicum in Reading I (or)
	EDUC 5683: Practicum in Reading II
M.Ed. in Education – Secondary	EDUC 5703: Practicum in Teaching & Learning
M.Ed. in Education – Special Education	SPED 5623: Mild/Moderate Disabilities
	SPED 5643: Severe/Profound Disabilities
M.Ed. in Education – Teaching & Learning	EDUC 5746: Internship in Middle School/Junior High
	EDUC 5756: Internship in Senior High
	EDUC 5766: Internship in Elementary School (K-12)
	EDUC 5776: Internship in Secondary School (K-12)
	EDUC 5703: Practicum in Teaching & Learning
M.Ed. in Reading	EDUC 5653: Practicum Reading I
	EDUC 5683: Practicum Reading II

Teaching & Learning Option (M.Ed. in Education)

Students in the Master of Education / Teaching and Learning option may select to take Practicum in Teaching and Learning in place of Internships if they obtain a teaching position. Practicum, EDUC 5703, must be taken twice for a total of 6 hours. If a student selects this option, s/he will also be required to take an additional 6 hours of coursework.

M.Ed. in Education Report of Field Observation – Internship and Practicum

Number of Hours Completed: _____

Candidate's I.D.# _____

Candidate Name _____

School _____

Grade _____

University Professor _____

1-Poor* 2-Below Average 3-Average 4-Above Average 5-Superior* N/A-Criterion does not apply in the setting observed

*For a score of 1, or 5, provide a **brief** explanation in the last column.

NBPTS PROPOSITION 5	5	4	3	2	1	N/A	Explanation
Caring							
Exhibits a belief that all students can learn							
Demonstrates strong interpersonal skills							
Is sensitive to student needs							
Competent							
Values the subject matter (s)he teaches							
Appreciates multiple teaching strategies							
Uses fair and consistent practices							
Committed							
Demonstrates professionalism							
Is a reflective decision-maker							
Is dedicated to the profession							
NBPTS PROPOSITION 3							
Preparation and organization							
Routine							
Classroom management							
Time management							
NBPTS PROPOSITIONS 1, 2, 3, 4							
Mastery of subject matter							
Establishes objectives							
Varies instructional strategies to help <u>all</u> students learn							

NBPTS PROPOSITIONS 1, 2, 3, 4	5	4	3	2	1	N/A	Explanation
Uses strategies that foster students' critical thinking skills							
Presents content in clear and meaningful ways							
Applies professional and pedagogical knowledge and skills to facilitate learning							
Considers the school, family, and community context to develop meaningful learning experiences							
Considers students' prior experiences and developmental levels to design instruction							
*Uses best practices							
Models concepts							
Monitors and adjusts as necessary							
Uses multiple assessment practices (formal, informal, summative, formative) that demonstrate a focus on student learning							
Integrates technology into instruction							
Creates positive learning environment							
NBPTS PROPOSITION 3	5	4	3	2	1	N/A	Explanation
Performance/work demonstrates a positive impact on student learning							
Pupils demonstrate mastery of the stated objectives.							
Pupils are engaged in learning process							

COMMENTS

Candidate's Signature

Evaluator's Signature

Title



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M.Ed. in Reading Required Field Experiences

Course	Hrs	Assessment	Assessor
EDUC 5103: Introduction to Graduate Research	5	Gender	University Faculty
EDUC 5613: Reading Curriculum Development K-12	10	Curriculum Evaluation Project	University Faculty
EDUC 5633: Organizing and Individualizing the Reading Program	10	Preparation & Presentation of Professional Development	University Faculty
EDUC 5643: Advanced Diagnosis: Reading Difficulties	5	Case Study	University Faculty
EDUC 5653: Practicum Reading I	15	Final Report	University Faculty
EDUC 5623: Theoretical Foundations of Reading	15	Checklist and Narrative for Literacy Coaching	University Faculty
EDUC 5683: Practicum Reading II	15	Final Report	University Faculty

M.Ed. in Reading Record of Field Experiences and Diversity

Course	Field Experience Site (school or classroom depending upon focus of field experience)	Date(s) & Time(s)	Diversity of Participants	
EDUC 5103 – gender diversity			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5613 – review of a reading program			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5633 – Needs survey & Professional Development Plan			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5643 – tutoring (where did your tutee go to school)			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5653 – Practicum I			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5623 – Literacy Coaching			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5683 – Practicum II			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable
EDUC 5723 - English Language Learners			____% Caucasian ____% African-American ____% Native American ____% Asian / Pacific Islander	____% Hispanic ____% Unknown ____% Free / Reduced Lunch, if applicable

This record must be scanned and submitted through *Chalk & Wire* at program completion. It will be assessed by the Coordinator of Field Experiences.

M.Ed. in Reading Practicum Observation Form

Candidate Name _____ CU ID# _____ University Professor _____

School _____ Grade level: _____ Number of children: _____ Date _____

1 = not acceptable 2 = acceptable 3 = exemplary N/A = not observed**

*It is assumed that “not observed” will be observed during another observation. No negative consequences for N/A

	1	2	3	N/A	Explanation
IRA Standard 1: FOUNDATIONAL KNOWLEDGE: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.					
IRA 1.3 Candidate models fair-mindedness and ethical behavior in teaching students and/or working with other professionals.					
IRA Standard 2: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS: Candidates use instructional approaches, materials and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.					
IRA 2.2 Candidate uses appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.					
IRA 2.3 Candidate uses texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources.					
IRA Standard 4: Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society.					
IRA 4.2 Candidate engages in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.					
IRA Standard 5: 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.					
IRA 5.2 Candidate designs a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.					
IRA 5.3 Candidate uses routines to support reading and writing instruction.					
IRA Standard 6: PROFESSIONAL LEARNING AND LEADERSHIP: Candidates view professional learning and leadership as a career-long effort and responsibility.					
IRA 6.2 Candidate displays positive dispositions related to reading and writing and the teaching of reading and writing.					

Comments:

Candidate Signature indicating receipt

University Supervisor Signature indicating receipt



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Portfolio Information

Portfolio Philosophy

The graduate faculty of the Department of Education defines portfolios as collections of documented, credible, and tangible artifacts that chronicle M.Ed. candidates' accomplishments throughout their programs of study. The portfolio

- showcases the growth of knowledge, skills, talents, and experiences of each candidate;
- provides evidence of proficiency in the program objectives;
- provides evidence of proficiency in the specialized professional association (SPA) standards;
- provides evidence of proficiency in the Department of Education's conceptual framework; and
- demonstrates the candidate's progress toward becoming a master teacher.

The graduate faculty believes the preparation of a professional portfolio helps educators understand the interrelationships among the mission, purpose, and philosophy of Cameron University's graduate school. By focusing portfolio construction around program and specialized professional association standards, candidates are expected to gain a better understanding of the roles and responsibilities of a teacher and to recognize their own growth and achieved competence as continuing professionals. Portfolio construction offers many opportunities for candidates to become reflective decision makers and problem solvers in the classroom. The process of creating a program portfolio enables candidates to recognize the relevance and value of coursework and field experiences and to reflect upon their significance. Assembling a program portfolio assists candidates in making sense of the many experiences they have while teaching and attending class. The portfolio provides a method for integrating classroom and teaching experiences and offers opportunities for self-reflection and personal growth throughout the candidate's career.

The graduate school faculty believes that, by requiring portfolio development to be an ongoing process throughout the graduate program, the portfolio becomes an influential instrument enabling teachers to take more proactive roles in their professional development. M.Ed. candidates are expected to exhibit professional growth throughout the program and through the process of constructing a program portfolio. The faculty believes that as a showcase document of candidates' achievements, artifacts included in the program portfolio should display growth. In accordance with this philosophy, portfolio artifacts will be evaluated for demonstrated growth during the course of the program.

APA Style

Formal written assignments in the Department of Education, including portfolio assignments, must be formatted according to the American Psychological Association (APA) style. Information about this style can be found at <http://apastyle.apa.org/>.

The Portfolio as Assessment

The portfolio enables the candidate to exhibit or demonstrate mastery of the competencies described in the standards for his or her respective SPAs. Thus, the graduate student will enter designated artifacts in the portfolio that have been completed in the specialty courses listed in the Graduate Plan of Study. Those same artifacts will also provide evidence of the competencies found in the Department of Education's conceptual framework and the M.Ed. program objectives mentioned previously.

The portfolio process is designed to offer the basis for a three-part assessment. The three-part assessment is an important instructional procedure in analyzing individual level of mastery during coursework, individual effectiveness in the classroom setting, and individual development as a master teacher and life-long professional.

The portfolio offers the candidate the opportunity to reflect upon, and compile artifacts representing a variety of accomplishments. The candidate will prepare the portfolio throughout the program by critically examining artifacts and by showing the transfer of the knowledge and skills developed in courses into classroom practice.

NOTE: Each candidate is required to purchase *Chalk & Wire* (the ePortfolio software), and attend an ePortfolio training session during his or her first full semester of enrollment. ePortfolio training sessions will be available at the beginning of each semester. Please contact the graduate coordinator for more details.

M. Ed. Portfolio Contents

While many portfolio artifacts will be uploaded to *Chalk and Wire*, some are kept in the candidate's file in the graduate coordinator's office. These submissions are verified at specific transition points throughout the program. The following artifacts are required:

- Teaching Certificate (no later than the completion of 12 program hours)
- Plan of Study (within the first 12 program hours)
- 2 Initial Recommendations
- 2 Dispositional Assessments from professors (upon the completion of 9 program hours)
- 2 Dispositional Assessments from school personnel (upon the completion of 21 program hours)
- 1 Dispositional Assessment from a program-specific professor (upon program completion)
- Exit Interview (complete on-line at www.cameron.edu prior to graduation)

The ePortfolio must include

- Artifacts and reflections
 - Required artifact(s) for each course;
 - One reflection for each course; and
- Analysis of Growth paper
- Field Experiences Documentation

Artifacts & Reflections

For each course taken, the candidate will enter the designated artifact(s) along with one reflection for each course. The rubrics that will be used to score each artifact vary and are available for review in *Chalk and Wire*.

REFLECTION RUBRIC

Master of Education Programs

For each of the following criteria, please score the candidate's reflection in comparison with a representative group of individuals who have had approximately the same amount of experience and training as the candidate in the given area.

Criteria	1	3	5	Score
Mastery of the program objective and/or conceptual framework	Reflection does not include any specific examples of how the artifact demonstrates mastery of the program objective and/or the conceptual framework.	Reflection includes at least one specific example of how the artifact demonstrates mastery of the program objective and/or the conceptual framework.	Reflection includes more than one specific example of how the artifact demonstrates mastery of the program objective and/or the conceptual framework.	
Competencies for respective SPA	Reflection does not include any specific examples of how the artifact demonstrates competencies for the respective SPA.	Reflection includes at least one specific example of how the artifact demonstrates competencies for the respective SPA.	Reflection includes more than one specific example of how the artifact demonstrates competencies for the respective SPA.	
Candidate's acquired knowledge	Reflection does not include any specific examples of how the artifact demonstrates candidate's acquired knowledge.	Reflection includes at least one specific example of how the artifact demonstrates candidate's acquired knowledge.	Reflection includes more than one specific example of how the artifact demonstrates candidate's acquired knowledge.	
Candidate's growth as a master teacher	Reflection does not include any specific examples of how the artifact demonstrates candidate's growth as a master teacher.	Reflection includes at least one specific example of how the artifact demonstrates candidate's growth as a master teacher.	Reflection includes more than one specific example of how the artifact demonstrates candidate's growth as a master teacher.	
How the artifact and/or acquired knowledge will be used in the future	Reflection does not include any specific examples of how the artifact and/or acquired knowledge will be used in the future.	Reflection includes at least one specific example of how the artifact and/or acquired knowledge will be used in the future.	Reflection includes more than one specific example of how the artifact and/or acquired knowledge will be used in the future.	
TOTAL SCORE				

Please rate the candidate's written English skills as represented in the reflection.

Written English Skills	1	3	5	Score
Grammar	The average number of grammatical errors per page is 3 or more.	The average number of grammatical errors per page is 1-2.	There are no grammatical errors.	
Spelling	The average number of spelling errors per page is 3 or more.	The average number of spelling errors per page is 1-2.	There are no spelling errors.	
Punctuation	The average number of punctuation errors per page is 3 or more.	The average number of punctuation errors per page is 1-2.	There are no punctuation errors.	
TOTAL SCORE				

Analysis of Growth Paper

The Analysis of Growth (AOG) paper will be submitted in the final semester. In preparing to write the AOG paper, the M.Ed. candidate will examine and reflect upon the following:

- (a) Portfolio artifacts;
- (b) Portfolio reflections;
- (c) All other documentation included in the portfolio;
- (d) All courses taken as part of the M.Ed. program;
- (e) Significant experiences the candidate has had in pursuing the M.Ed. degree; and
- (f) The specialized professional association (SPA) standards for the candidate's respective area.

The AOG paper should be a summary of the candidate's learning and growth throughout the M.Ed. program. The completed analysis must address ALL of the fifteen (15) prompts listed on the AOG rubric. It should be a minimum of five (5) typed double-spaced pages in length. Experiences, feelings, thoughts, and personal strengths and weaknesses should be included in the paper.

Directions for the AOG Paper:

After reviewing and reflecting upon items A-F listed above, please address the personal growth and transformation you have experienced in each of the areas listed on the rubric (on the following page) between the time you enter the program and you exit the program. Be sure to also address your current level of ability or knowledge in the area as you prepare to exit the program, giving adequate evidence to support your conclusions.

In order to provide adequate evidence and meet the 5-page minimum requirement, it is recommended that you spend at least one-third of a page addressing each of the elements in the rubric. Your AOG paper should address the elements in the order they are listed, and each element should be clearly labeled with an underlined and/or bold print heading.

The rubrics that are used to score the reflections in the electronic portfolio and the AOG paper follow. It is highly recommended that candidates consult all rubrics prior to preparing artifacts and reflections for the portfolio.

Analysis of Growth Paper Scoring Rubric

Directions: For each of the following criteria, please rate the candidate’s Analysis of Growth paper using the scale below. In addition to this form, you will find descriptions that will assist you with your assessments. Please place an “X” in the box below the score you select then total each column.

Minimum length required to meet the standard is 5 double-spaced pages.

CRITERION	DOES NOT MEET STANDARD 1	MEETS STANDARD 3	EXCEEDS STANDARD 5
Content Knowledge			
subject matter			
ability to explain concepts in professional/state/institutional standards			
Pedagogical Knowledge			
knowledge of varied instructional strategies			
knowledge of how to present in clear and meaningful ways			
knowledge of and ability to integrate technology			
knowledge of and ability to differentiate instruction to the varied backgrounds, prior knowledge, and ability levels of students			
Professional and Pedagogical Knowledge			
ability to apply professional and pedagogical knowledge			
consideration of school, family, community, and the prior experiences of students			
Dispositions			
familiarity with expected dispositions			
Student Learning			
knowledge of and ability to use varied, effective assessments			
knowledge of and ability to use assessment results to improve practice			
ability to help all students learn			
Diversity			
understanding of the role and importance of diversity			
ability to incorporate diversity			
SPA Standards			
holistic personal development of the knowledge, skills, and dispositions outlined in the SPA standards for his/her respective area			
TOTAL SCORE			

Please rate the candidate’s written English skills as represented in the Analysis of Growth paper.

Written English Skills	Does Not Meet Standard 1	Meets Standard 3	Exceeds Standard 5	Score
Grammar	The average number of grammatical errors per page is 3 or more.	The average number of grammatical errors per page is 1-2.	There are no grammatical errors.	
Spelling	The average number of spelling errors per page is 3 or more.	The average number of spelling errors per page is 1-2.	There are no spelling errors.	
Punctuation	The average number of punctuation errors per page is 3 or more.	The average number of punctuation errors per page is 1-2.	There are no punctuation errors.	

Passing score: Overall average of “3” or above for each section (criteria & written English skills)

1 – Does Not Meet Standard

A response that is deserving of a score of “1” possesses any one of the following characteristics:

- The Analysis of Growth is less than 5 double-spaced pages in length.
- The candidate fails to address the criterion altogether.
- The candidate’s response to the criterion is mostly or totally inaccurate, incorrect, inappropriate or unconvincing.
- The candidate’s response shows no evidence of knowledge, understanding or ability of the criterion.

3 – Meets Standard

A response that is deserving of a score of “3” possesses the characteristics listed below *which are applicable to the criterion*:

The response *contributes* to an overall comprehensive Analysis of Growth paper by ...

- referencing a specific time period in the program (entry, mid, exit).
- providing evidence of the candidate’s transformation throughout the program.

The response provides 1 example of...

- the growth, progress, knowledge or skill experienced by the candidate.
- personal strengths, weaknesses, experiences, feelings, or thoughts.
- how the candidate meets the criterion.
- evidence to support conclusions made.
- application.

The response ...

- is a minimum of 5 double-spaced pages.
- addresses the prompt in an indirect and/or partial manner.
- demonstrates minimal reflection and thought.
- references 1 artifact, or reflection, or other document found in the portfolio as evidence of meeting the criterion.

5 - Exceeds Standard

A response that is deserving of a score of “5” possesses the characteristics listed below *which are applicable to the criterion*:

The response *contributes* to an overall comprehensive Analysis of Growth Paper by ...

- referencing a specific time period in the program (entry, mid, exiting).
- providing evidence of the candidate’s transformation throughout the program.

The response provides 2 or more examples of, OR citations to support...

- the growth, progress, knowledge or skill experienced by the candidate.
- personal strengths, weaknesses, experiences, feelings, or thoughts.
- how the candidate meets the criterion.
- evidence to support conclusions made.
- application.

The response...

- is a minimum of 5 double-spaced pages.
- addresses the prompt in a direct and thorough manner.
- demonstrates extensive, in-depth reflection and thought.
- references 2 or more artifacts, reflections or other documents found in the portfolio as evidence of meeting the criterion.

The response relates cited examples and other evidence to...

- field experiences as appropriate.
- specific strategies, techniques, terminology or other concepts learned in the program as appropriate.

Portfolio Timeline

To proceed through each program transition point or gate (as listed previously), the candidate must satisfy all of the requirements that are listed for that gate. During the candidate’s first semester of enrollment in a Master of Education program, s/he will be required to attend EDUC 5100: M.Ed. Introductory Seminar. During that seminar, candidates will learn the details of the transition points. Below is a chart containing only the electronic portfolio requirements at the 21-hour and program-exit transition points.

<i>Transition Point</i>	<i>Electronic Portfolio Requirements</i>
At 21 hours	<ul style="list-style-type: none"> ● completed forms for any field work done in the program thus far ● required portfolio artifact for each course completed thus far ● a reflection for each course
At program exit	<ul style="list-style-type: none"> ● completed forms for any field work done since the 21-hour checkpoint ● required portfolio artifact for each course completed <u>since</u> the 21-hour checkpoint ● a reflection for each course completed <u>since</u> the 21-hour checkpoint ● Analysis of Growth paper

Scoring of Portfolios

All documents submitted in the portfolio must be the original work of the candidate. If the portfolio contains any artifacts that are duplicated materials and are not the original work of the candidate, the portfolio will not be accepted for review.

The artifacts and reflections submitted for both the 21-hour and the exit-program portfolios will be scored using rubrics created especially for each artifact by the course instructor. Those rubrics may be found in the *Chalk and Wire* electronic portfolio. The rubric that will be used to score the Analysis of Growth (AOG) paper is found on the previous two (2) pages. It is highly recommended that candidates review each rubric prior to preparing and submitting these items in the portfolio.

Artifacts and reflections for all courses completed at 21 hours **MUST** be in the portfolio for a passing score (meets expectations). At program exit, artifacts and reflections for all courses completed in the program **MUST** be in the portfolio for a passing score (meets expectations). The criteria below will also be applied at both 21 hours and again at program exit.

Meets = a minimum of “3” on 85% of artifacts *and* an average of “3” on reflections

Exceeds = a minimum of “4” on 85% of artifacts *and* a minimum of “3” on all reflections

Additionally, at program exit the Analysis of Growth paper must receive an overall average score of “3” or better for each section (criteria and written English skills).

If the candidate has not achieved the required pass rate of all artifacts and reflections at the end of the course or program, the candidate must resubmit selected artifacts that did not pass to the instructor for that course until they have achieved the required pass rate. Candidates are encouraged to ensure passing scores on all artifacts and reflections before completion of each course as they progress through the program. An overall passing portfolio is required for the awarding of a graduate degree.

Designated Portfolio Artifacts for M.Ed. in Education Core Courses

<i>Core Course</i>	<i>Program Objective</i>	<i>Portfolio Assignment</i>
EDUC 5103: Introduction to Graduate Research	Analyze, utilize, and conduct research critically	<ul style="list-style-type: none"> • Research Proposal • Field observation reflection (gender)
EDUC 5143: Multiculturalism and American Education	Identify developmental and individual differences and adjust practices accordingly	<ul style="list-style-type: none"> • Annotated bibliography on diversity • Field observation reflection (diversity)
EDUC 5273: Advanced Tests and Measurement	Monitor and assess pupil learning	Teacher Work Sample
EDUC 5333/5343: Elementary/Secondary Curriculum Development and Practicum	Develop and deliver curriculum based on theoretical foundations of the discipline	<ul style="list-style-type: none"> • Paper on structure and development of curriculum • Field observation reflection (SES)
EDUC 5913: Multimedia in the Classroom	Demonstrate the use of technology in support of teaching and learning	Multimedia curriculum delivery project

Designated Portfolio Artifacts for M.Ed. in Education Specialty Courses

<i>Option</i>	<i>Specialty Course</i>	<i>Designated Artifact(s)</i>
LITERACY	EDUC 5603	Handbook of Reading Instruction
	EDUC 5613	Curriculum Evaluation Project Curriculum Design Project
	EDUC 5623	Essay Collection
	EDUC 5643	Case Study
	EDUC 5653	Needs Analysis/Semester Teaching Plan & Final Report
	EDUC 5663	Strategy File & Classroom Environment Essay
SECONDARY EDUCATION	EDUC 5073	Integrated Unit of Instruction Lesson Plan Research Paper
	EDUC 5523	Behavioral Theory Paper Cognitive Theory Paper
	EDUC 5553	Teaching-based Website
	EDUC 5663	Checklist for Literacy Coaching & Narrative
	SPED 5413	Clinical Experience Portfolio
	EDUC 5703	Weekly Reflections
SPECIAL EDUCATION	SPED 5203	Individual Education Plan
	SPED 5223	Eligibility Determination Assessment Folio
	SPED 5263	Philosophy Paper
	SPED 5413	Clinical Experience Portfolio
	SPED 5623	Applied Behavioral Analysis Study
	SPED 5643	Applied Behavioral Analysis Study
	SPED 5723	Individual Education Plan – Transition
TEACHING AND LEARNING	EDUC 5073	Integrated Unit of Instruction Lesson Plan Research Paper
	EDUC 5523	Behavioral Theory Paper Cognitive Theory Paper
	EDUC 5663	Checklist for Literacy Coaching & Narrative
	SPED 5413	Clinical Experience Portfolio
	EDUC 5713	Classroom Management Plan
	EDUC 5746	Technology Lesson Plan Multicultural Lesson Plan Weekly Reflections
	EDUC 5756	Technology Lesson Plan Multicultural Lesson Plan Weekly Reflections
	EDUC 5766	Technology Lesson Plan Multicultural Lesson Plan Weekly Reflections
	EDUC 5776	Technology Lesson Plan Multicultural Lesson Plan Weekly Reflections
	EDUC 5703	Technology Lesson Plan Multicultural Lesson Plan Weekly Reflections

Designated Portfolio Artifacts for M.Ed. in Reading

<i>Portfolio Section</i>	<i>Portfolio Artifacts</i>
EDUC 5103: Introduction to Graduate Research	Research Literature Review in Field of Reading Approved by Reading Faculty Member
EDUC 5603: Methods of Teaching Reading in the Classroom	Handbook of Reading Instruction
EDUC 5613: Reading Curriculum Development K-12	Curriculum Philosophy Essay Curriculum Evaluation Project Curriculum Design Project
EDUC 5623: Theoretical Foundations of Reading	Essay Collection/Research Papers <ul style="list-style-type: none"> ○ History of Reading ○ Compare/Contrast 3 major theories from the psychological and sociological foundations of reading that impact reading & writing ○ Literacy Coaching Narrative
EDUC 5633: Organization and Individualization of School Reading Program	Needs Assessment Professional Development Plan
EDUC 5643: Advanced Diagnosis of Reading Difficulties	Assessment Collection (2 parts) <ol style="list-style-type: none"> 1. Assessments and Case Summary 2. Critiques of Assessments
EDUC 5653: Practicum in Reading I	Needs Assessment/Semester Teaching Plan & Final Report
EDUC 5663: Teaching Reading in the Content Area	Strategy File
EDUC 5683: Practicum on Reading II	Needs Assessment/Semester Teaching Plan & Final Report
EDUC 5723: Language & Literacy Development	Research paper <ul style="list-style-type: none"> ○ Investigate 2 major minority cultures, presenting a cross-cultural comparison of communication patterns in speaking and writing and their relationship with child language and literacy skills development in English in a multicultural classroom
EDUC 5593/5693: Advanced Adolescent/Children's Literature	Handbook of Multicultural Literature *Student takes only one of these courses.

8/09

APPENDIX A



CAMERON UNIVERSITY
Every Student. Every Story.

APPLICATION FOR TRANSFER OF GRADUATE CREDITS
Cameron University

After the student has completed 12 or more hours of graduate credit at Cameron University with a cumulative GPA of 3.00 or above, this form may be submitted for consideration. Credits to be transferred to a graduate program at Cameron University must meet all of the following criteria:

1. The credits must have been earned at a regionally accredited institution.
2. The credits must be appropriate to the student's graduate degree program.
3. The credits must have been earned within the six years prior to the completion of the graduate degree at Cameron.
4. An official transcript, which includes the credits to be transferred, must be on file at Cameron or attached to this form.

Date: _____ Student ID# _____ Local Phone # _____

Name: _____

Address: _____
Street City State Zip

Degree program at Cameron to which you have been admitted:

- _____ Master of Science in Educational Leadership
- _____ Master of Business Administration
- _____ Master of Education in Education, Concentration: _____
- _____ Master of Education in Reading
- _____ Master Science in Behavioral Sciences, Field: _____

I hereby make application to have graduate credits transferred to a graduate program at Cameron University from:

College/University _____ City/State _____

List all Graduate credits to be transferred (maximum of 12 semester hours). Attach additional sheet if necessary:

COURSE PREFIX	COURSE NUMBER	NAME OF COURSE	GRADE	CREDIT HOURS	SEMESTER COMPLETED	For CU Use Only

Applicant's Signature: _____ Date _____

Approved by: _____

Graduate Coordinator/Advisor: _____ Date: _____

Dean of the School: _____ Date: _____

APPENDIX B

Master of Education in Education /Literacy SAMPLE PLAN OF STUDY

Student's Name _____

ID # _____

This plan of study must be approved by the M.Ed. graduate coordinator and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate coordinator.

		NAME OF COURSE		GRADE	HOURS	SEMESTER
EDUC	5100	INTRODUCTORY SEMINAR		Semester Attended _____		
ENGL	5003	English Usage & Composition for Graduate Students or			3	
		Pass the English Proficiency Exam			---	
AREA	PREFIX	#	CORE (15 Hours)	PROJECTED COURSE ROTATION		
Research	EDUC	5103	Introduction to Graduate Research	SPRING / SUMMER / FALL		
Diversity	EDUC	5143	Multiculturalism & American Education	EVERY SPRING		
Curriculum	EDUC	5333/5343	Elementary/Secondary Curriculum Dev & Prac	EVERY FALL		
Assessment	EDUC	5273	Advanced Tests & Measurement	EVERY SPRING		
Technology	EDUC	5913	Multimedia in the Classroom	SUMMER/ FALL (WE)		
			SPECIALTY (18 Hours)			
	EDUC	5603	Methods of Teaching Reading in Classroom	EVERY FALL		
	EDUC	5613	Reading Curriculum Development K-12	SP 12; F 13; SP 15		
	EDUC	5623	Theoretical Foundations of Reading	EVERY SPRING		
	EDUC	5643	Advanced Diagnosis of Reading Difficulties	EVERY SPRING		
	EDUC	5653 or 5683	Practicum in Reading I OR II* Depending on Licensure	SPRING/FALL		
	EDUC	5663	Teaching Reading in the Content Area	EVERY FALL		

Requires completion of 18 hours to include 5603 + completion of or concurrent enrollment in 5643.

Student's Signature _____ Date _____

_____ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:

Graduate Coordinator _____ Date _____

Dean, SOEBS _____ Date _____

Degree Check Information

- | | |
|--|------------------------------------|
| _____ All Required Dispositional Assessments | _____ Passed Mid-Program Portfolio |
| _____ Passed Exit-Program Portfolio | _____ Passed AOG Paper |
| _____ Completed Exit Interview | _____ Minimum 3.0 GPA |
| _____ Met all Requirements Within 6 Years | _____ No More Than 2 C's |

Master of Education in Education /Secondary

SAMPLE PLAN OF STUDY

Student's Name _____

ID # _____

This plan of study must be approved by the M.Ed. graduate coordinator and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate advisor.

		NAME OF COURSE		GRADE	HOURS	SEMESTER
EDUC	5100	INTRODUCTORY SEMINAR		Semester Attended _____		
ENGL	5003	English Usage & Composition for Graduate Students or			3	
		Pass the English Proficiency Exam			---	
AREA	PREFIX	#	CORE (15 Hours)	PROJECTED COURSE ROTATION		
Research	EDUC	5103	Introduction to Graduate Research	SPRING / SUMMER / FALL		
Diversity	EDUC	5143	Multiculturalism & American Education	EVERY SPRING		
Curriculum	EDUC	5343	Secondary Curriculum Dev & Prac	EVERY FALL		
Assessment	EDUC	5273	Advanced Tests & Measurement	EVERY SPRING		
Technology	EDUC	5913	Multimedia in the Classroom	SUMMER/ FALL (WE)		
			SPECIALTY (18 Hours)			
	EDUC	5073	Advanced Methods in Secondary Education	SPRING / FALL		
	EDUC	5523	Learning Theories	SPRING		
	EDUC	5553	Communicating Through Websites	SPRING		
	EDUC	5663	Teaching Reading in the Content Area	FALL		
	SPED	5413	Instructional Methods for Students with Mild/Moderate Disabilities	FALL		
	EDUC	5703	Teaching and Learning Practicum	SPRING / FALL		

Student's Signature _____ Date _____

_____ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:	
Graduate Coordinator _____	Date _____
Dean, SOEBS _____	Date _____

Degree Check Information

_____ All Required Dispositional Assessments

_____ Passed Mid-Program Portfolio

_____ Passed Exit-Program Portfolio

_____ Passed AOG Paper

_____ Completed Exit Interview

_____ Minimum 3.0 GPA

_____ Met all Requirements Within 6 Years

_____ No More Than 2 C's

Master of Education in Education /Special Education

SAMPLE PLAN OF STUDY

Student's Name _____

ID # _____

This plan of study must be approved by the M.Ed. graduate coordinator and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate advisor.

		NAME OF COURSE		GRADE	HOURS	SEMESTER
EDUC	5100	INTRODUCTORY SEMINAR		Semester Attended _____		
ENGL	5003	English Usage & Composition for Graduate Students or				
		Pass the English Proficiency Exam			---	
AREA	PREFIX	#	CORE (15 Hours)	PROJECTED COURSE ROTATION		
Research	EDUC	5103	Introduction to Graduate Research	SPRING / SUMMER / FALL		
Diversity	EDUC	5143	Multiculturalism & American Education	EVERY SPRING		
Curriculum	EDUC	5333/5343	Elementary/Secondary Curriculum Dev & Prac	EVERY FALL		
Assessment	EDUC	5273	Advanced Tests & Measurement	EVERY SPRING		
Technology	EDUC	5913	Multimedia in the Classroom	SUMMER/ FALL (WE)		
			SPECIALTY (18 Hours)			
	SPED	5203	Children and Youth with Special Needs	EVEN SPRING		
	SPED	5223	Adv. Assessment & Evaluation in Special Ed	ODD SPRING		
	SPED	5263	Historical & Modern Foundations of Special Ed	EVEN FALL		
	SPED	5413	Instructional Methods of Students with Mild/Moderate Disabilities	FALL ONLY		
	SPED	5723	Curriculum for Exceptional Individuals	ODD FALL		
	SPED	5623 or 5643	Practicum: Mild/Moderate or Practicum: Severe/Profound	SPRING / FALL		

Student's Signature _____ Date _____

_____ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:

Graduate Coordinator _____ Date _____

Dean, SOEBS _____ Date _____

Degree Check Information

_____ All Required Dispositional Assessments

_____ Passed Mid-Program Portfolio

_____ Passed Exit-Program Portfolio

_____ Passed AOG Paper

_____ Completed Exit Interview

_____ Minimum 3.0 GPA

_____ Met all Requirements Within 6 Years

_____ No More Than 2 C's

MASTER OF EDUCATION IN EDUCATION/TEACHING & LEARNING

PLAN OF GRADUATE STUDY

Student's Name _____

ID # _____

This plan of study must be approved by the M.Ed. graduate coordinator and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate advisor.

		NAME OF COURSE		GRADE	HOURS	SEMESTER
EDUC	5100	INTRODUCTORY SEMINAR		Semester Attended _____		
ENGL	5003	English Usage & Composition for Graduate Students or				
		Pass the English Proficiency Exam			---	
AREA	PREFIX	#	CORE (15 Hours)	PROJECTED COURSE ROTATION		
Research	EDUC	5103	Introduction to Graduate Research	SPRING / SUMMER / FALL		
Diversity	EDUC	5143	Multiculturalism & American Education	EVERY SPRING		
Curriculum	EDUC	5343	Secondary Curriculum Dev & Practicum	EVERY FALL		
Assessment	EDUC	5273	Advanced Tests & Measurement	EVERY SPRING		
Technology	EDUC	5913	Multimedia in the Classroom	SUMMER/ FALL (WE)		
			SPECIALTY (18 Hours)			
	EDUC	5073	Adv. Methods in Secondary School	SPRING / FALL		
	EDUC	5713	Adv. Foundations of Teaching Secondary	SPRING / FALL (Weekends)		
	EDUC	5746 & 5756	Two 6-hour Internships OR	SPRING / FALL		
		5766 5776 &	Two 6-hour Internships OR	SPRING / FALL		
	EDUC	5703 & 5703	Two 3-hour Practica & 6 Hours of Guided Electives (Below)	SPRING / FALL		
			*2 GUIDED ELECTIVES (6 Hours)			

*Other electives are available upon approval of the department chair.

Student's Signature _____ Date _____

_____ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:	
Graduate Coordinator _____	Date _____
Dean, SOEBS _____	Date _____

Degree Check Information

- | | |
|--|------------------------------------|
| _____ All Required Dispositional Assessments | _____ Passed Mid-Program Portfolio |
| _____ Passed Exit-Program Portfolio | _____ Passed AOG Paper |
| _____ Completed Exit Interview | _____ Minimum 3.0 GPA |
| _____ Met all Requirements Within 6 Years | _____ No More Than 2 C's |

PLAN OF GRADUATE STUDY

Master of Education in Reading

Student's Name _____

ID # _____

This plan of study must be approved by the M.Ed. graduate coordinator and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate advisor.

PREFIX	#	NAME OF COURSE	GRADE	HOURS	SEMESTER
EDUC	5100	INTRODUCTORY SEMINAR	Semester Attended _____		
ENGL	5003	English Usage & Composition for Graduate Students or EPE			
CORE (30 Hours)			PROJECTED COURSE ROTATION		
EDUC	5103	Introduction to Graduate Research	SPRING / SUMMER / FALL		
EDUC	5603	Methods of Teaching Reading in the Classroom	EVERY FALL		
EDUC	5613	~Reading Curriculum Development K-12*	SP 12; F 13; SP 15		
EDUC	5623	Theoretical Foundations of Reading	EVERY SPRING		
EDUC	5633	~Organization & Individualization of School Reading Program*	SU 11; SP 12; SP 13; F 14		
EDUC	5643	~Advanced Diagnosis of Reading Difficulties*	EVERY SPRING		
EDUC	5663	Teaching Reading in the Content Area	EVERY FALL		
EDUC	5723	Language & Literacy Development	F 10; F 11; FA 12; SP 14		
EDUC	5653	Practicum in Reading I* (Requires 18 reading hours +5643 & 5603)	FALL / SPRING		
EDUC	5683	Practicum in Reading II* (Requires 18 reading hours +5643 & 5603)	FALL / SPRING		
GUIDED ELECTIVES (3 Hours) Select one of the following:					
EDUC	5693	Advanced Studies in Children's Literature	SP 11; SU 12; SU 14		
EDUC	5593	Advanced Studies in Adolescent Literature	SU 11; SU 13; SU 15		
POSSIBLE PREREQUISITE					
EDUC	5873	Foundations of Literacy	FALL AS NEEDED		

***Courses require prerequisites (Primary Reading, Intermediate Reading & Children's Lit or equivalent).**

Student's Signature _____ Date _____

_____ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:

Graduate Coordinator _____ Date _____

Dean, SOEBS _____ Date _____

Degree Check Information

_____ All Required Dispositional Assessments

_____ Passed Mid-Program Portfolio

_____ Passed Exit-Program Portfolio

_____ Passed AOG Paper

_____ Completed Exit Interview

_____ Minimum 3.0 GPA

_____ Met all Requirements Within 6 Years

_____ No More Than 2 C's

READING SPECIALIST CERTIFICATION ONLY

This program meets the course requirements for certification only. No graduate/advanced degree is earned.

No substituted courses over six (6) years old will be applied toward certification.

No more than twelve (12) hours may be transferred to Cameron.

Student Name _____

ID# _____

STUDENT MUST HAVE A GRADUATE DEGREE AND MUST COMPLETE THE PORTFOLIO.

PROGRAM REQUIREMENTS			TRANSFERRED COURSES / SUBSTITUTIONS			
PREFIX	#	NAME OF COURSE	COURSE PREFIX, NUMBER & NAME	GRADE	YEAR	INSTITUTION
EDUC	5603	Methods of Teaching Reading in the Classroom				
EDUC	5613	Reading Curriculum Development K-12				
EDUC	5623	*Theoretical Foundations of Reading				
EDUC	5633	*Organization and Individualization of School Reading Program				
EDUC	5643	Advanced Diagnosis of Reading Difficulties				
EDUC	5663	*Teaching Reading in the Content Area				
EDUC	5723	Language & Literacy Development				
EDUC	5653	*Practicum in Reading I				
EDUC	5683	*Practicum in Reading II				
Recommended Elective						
EDUC	5593 or 5693	Adv. Studies in Adolescent Literature or Adv. Studies in Children's Literature				

***These 5 courses must be taken at Cameron University.**

_____ **VALID TEACHING CERTIFICATE/LICENSE ON FILE**

Student's Signature _____

Date _____

Approved by:

Graduate Coordinator

Date

Dean, SOEBS

Date