College of Education and Behavioral Sciences

2011-12

M.Ed. Graduate Guidebook

for

Master of Education
in
Reading

The mission of the School of Education is to prepare competent, confident, and caring professionals.

BHSU College of Education and Behavioral Sciences Graduate Guidebook 2011-12
Master of Education in Reading (M.Ed.)

Introduction

Mission

The mission is to prepare competent, confident, and caring professionals.

COMPETENT graduates demonstrate broad knowledge and apply research-based instructional practices; they reflect and think critically to impact all students.

CONFIDENT graduates exhibit an understanding of their abilities to positively affect student learning, behavior and motivation.

CARING graduates establish relationships in an environment of mutual respect and rapport as evidenced by all students feeling valued and safe.

Contents of the M.Ed. Graduate Guidebook

The Guidebook has been assembled to guide your journey to the Master of Education in Reading degree. Please refer to it often.

- Chapter One – Admission, Advising, Candidacy, Transfer Credit 4
- Chapter Two – Goals, Standards, Specializations, Plans of Study 6
- Chapter Three – Academic Requirements for Graduate Students 8
- Chapter Four – Clinical Practice Requirements 9
- Chapter Five – Capstone Events/PRAXIS Exam 10
- Chapter Six – BHSU Graduate Studies Policy 11
- Appendix A – Standards for Reading Professionals 12
- Appendix B – Guidelines for Professional Portfolio 14
- Appendix C – Rubric for Professional Portfolio 15
- Appendix D – Rubric Used for Candidacy Decision 16
- Appendix E – College Graduate Faculty 17
- Appendix F – Other Black Hills State University Offices 18

M.Ed. Personnel

Dean of the College of Education and Behavioral Sciences:

Dr. Pat Simpson
Black Hills State University, Unit 9004
Spearfish, South Dakota, 57799-9004
(605) 642-6550
E-mail: patricia.simpson@bhsu.edu

Director of BHSU Graduate Studies:

Dr. Curtis Card-Associate VP of Academic Affairs
Black Hills State University
Spearfish, South Dakota, 57799-9560
(605) 642-6093
E-mail: curtis.card@bhsu.edu

Coordinator of the M.Ed. Graduate Program:

Dr. Faye LaDuke-Pelster
Black Hills State University
Spearfish, South Dakota, 57799
Office (605) 642-6627
Cell (605) 208-6388
E-mail: faye.laduke@bhsu.edu

Chapter 1
Admissions and Candidacy Process for the M.Ed. Program

Admission to the M.Ed. and establishing candidacy status are two separate phases that must be completed. The admission phase is the initial beginning point of entry for the program.

Phase 1- Admissions

1. Apply online at **www.bhsu.edu** for admission to graduate studies. Submit completed application form and a $35.00 application fee. Request that an official undergraduate transcript showing your posted baccalaureate degree be sent from the institution that awarded the degree to BHSU Admissions, along with graduate transcripts if you wish to transfer graduate credit. You will receive an email from the Director of Graduate Studies regarding your acceptance.

2. After acceptance to BHSU graduate study, contact the School of Education Graduate Coordinator at **patricia.simpson@bhsu.edu** for a plan of study in the Master of Education in Reading program. The Graduate Coordinator will serve as your academic advisor; you will be assigned a second advisor as a consultant in decisions such as your culminating event choice after admission to candidacy.

Phase 2- Candidacy

During the first semester of M.Ed. coursework and while enrolled in ED 630, each student will apply for candidacy status. Students will be directed to an online module that contains all instructions. Although recommendation for candidacy is determined at this point, candidacy does not become official until the student completes 10 to 17 credit hours with a GPA of 3.00.

Students will submit the following information via the D2L candidacy module to the Graduate Coordinator for review by the M.Ed. Graduate Candidacy Committee:

1. Professional Dispositions Assessment completed as a self-evaluation
2. Professional Dispositions Assessments completed by references
3. Reference forms from supervisors or others qualified to provide a fair and impartial evaluation of the student's ability
4. A reflective writing piece (based on case studies) to allow evaluation of the student's reasoning skills and ability to communicate in written form
    a. Students will complete Case Study Reflective Writing (CSRW) in a separate online module while enrolled in ED 630.
    b. The CSRW will be evaluated by at least two members of the M.Ed. Graduate Council. (See Appendix D for rubrics used for Candidacy Application)
    c. If students receive scores at or above the cutoff score, they will be recommended for candidacy. If two evaluations are below the cutoff score, the entire committee will review and, at that time, may access additional student information to assist in making a final decision. The committee may direct the student to re-take some or all of the CSRW or other appropriate action to determine suitability of the M.Ed. program for that student. The M.Ed. Graduate Council may also deny candidacy recommendation, in which case the

student is free to continue taking graduate coursework but will not be allowed to use the credit toward the M.Ed. degree.

   d. Students denied candidacy may appeal to the Dean of the College of Education and Behavioral Sciences for further consideration.

5. Official copies of any graduate transcripts previously completed (if you desire to transfer credit) Note: If other institutional graduate credits are to be considered for use in the M.Ed. degree, even as elective credit, the following criteria must be met:
   a. Although the BHSU graduate program can accept up to 10 credits, the actual number of transfer credits will be dependent on the student's plan of study and generally falls between zero and nine credit hours.
   b. All previous credit hours must have been taken within a period of six years, calculated from date of enrollment to the date the degree is conferred.
   c. Only credits that have a letter grade of "A" or "B" may be considered. ("Pass/fail" and "satisfactory/unsatisfactory" graded classes will not be allowed.)
   d. Students may be asked to provide course descriptions, syllabi or other documentation to verify the relationship of transferred credits to the M.Ed. program.

CHAPTER 2
M.Ed. Goals, Standards, Program Design, and Plans of Study

The goal of the Black Hills State University Master of Education in Reading (M.Ed.) is to facilitate professional growth while preparing graduate candidates for leadership in roles as K-12 Reading Specialists and Literacy Coaches. Candidates expand their understanding of research and research-based practices while they prepare to be Reading Specialists. Candidates take graduate work into their classrooms and into leadership experiences to connect theory to practice.

National and State Standards

The M.Ed. Reading Specialist program can lead to advanced certification as a K-12 Reading Specialist in the states of South Dakota and/or Wyoming. Courses align with the International Reading Association Standards for Reading Professionals.

Cohort Design and Online Delivery

The M.Ed. uses a cohort structure that establishes a core of learning relationships and develops faculty and student collaboration. Students move through the M.Ed. together in a sequence of courses leading to the 35-credit degree.

The M.Ed. Reading Specialist program of study is online except for clinical practice experiences arranged for students in their home locations during the last full semester of study. The program is designed to be completed in two years.

M.ED. Reading Specialist Plan of Study

Teachers must have a master's degree, completion of an approved program, and three years teaching experience to add the K-12 Reading Specialist advanced certification in the state of South Dakota and the state of Wyoming.

Classes	Credits	Semester/Year Completed
ED 630 Educational Inquiry and Research Methods	3	
ED 757 Models, Methods, and Materials for Literacy Instruction	3	
ED 750 Action Research in Schools: Reading	3	
ED 742 Language and Literacy: Reading and Writing Instruction	3	
ED 747 Reading Research and Theory	3	
ED 650 Assessment/Correction of Reading Difficulties Grades 6-12	3	
ELED 659 Assessment/Correction of Elem Reading Difficulties	3	
Suggested Elective: • ED 642 Methods of Instructional Technology, • ED 728 New and Emerging Technology in Schools, or • ENGL 509 Teaching English as a Second Language	3	
ED 754 Leadership in Schools: Reading	2	
ED 695 Practicum: Reading	1	
SEED 550 7-12 Reading and Content Literacy	3	
ED 748 Cultural Diversity in Schools	3	
ED 790 Seminar: Educational Research in Schools	2	
TOTAL CREDITS (with elective)	35	

CHAPTER 3
Academic Requirements for all Graduate Students

1. All work submitted for a master's degree or for certification, including transferred credit, must be taken within a period of six years to be calculated from the date of enrollment to the date the degree or certification program is completed.
2. A maximum of ten semester hours of graduate credit may be accepted from other institutions (dependent upon approval and applicability to students' plan of study).
3. No more than six semester hours of independent study will be accepted toward a master's degree.
4. A minimum of ten semester hours of the thirty-five (35) hours must be taken through Black Hills State University.
5. A student must maintain an overall GPA of 3.00 in graduate work. No grade below C will be accepted.
6. A student must maintain an overall GPA of 3.0 to remain in good standing. If GPA drops below 3.00 the student is placed on probation and allowed one semester to raise the GPA to that level.
7. No more than 2 Cs or 6 hours may be counted toward the degree, even if the GPA exceeds 3.00.
8. A student's GPA is required to be 3.00 or higher to graduate. No student may enter the capstone course without first meeting the academic requirements for graduation.
9. Any grade of F places the student on automatic probation and must be repeated. In repeated courses both grades remain on the student's record and are in the GPA calculation. If the GPA is such that the student cannot possibly raise it to the 3.00 level the student is dismissed.
10. A student will be allowed a total of two takes for graduate courses (course numbers of 500 and above) for which credit is only counted toward graduation once. The student must petition to the Graduate Dean to be permitted to take a graduate course more than two times. At the graduate level all attempts (average) will count into grade point average calculations. A student will be allowed unlimited takes for a graduate course for which credit toward graduation may be received more than once (e.g., problems courses, independent study, etc.) All attempts will count into grade point calculations.
11. Over half of the hours taken toward the degree must be at the 700 level.
12. To be classified as a full-time student, a student must enroll in a minimum of nine (9) hours per semester. Half-time status requires the student to enroll in a minimum of 4.5 hours and is the minimum for federal financial aid eligibility.
13. During the regular academic year, the maximum course load is twelve (12) hours per semester. During the summer, the maximum course load is nine (9) credits per session.

CHAPTER 4
Clinical Practice Requirements
For Practicum Experiences in P-12 Schools

(See *Field Experience and Clinical Practice Handbook* for additional details.)

1. Candidates must complete a clinical practicum course that engages them in supervised field-based experiences in leadership, professional development, and instructional program development in reading.
2. The practicum course must be taken near the end of the program of study and requires a 3.0 cumulative GPA in graduate courses in the program.
3. Practicum experiences are co-designed by candidates, university graduate faculty members, and P-12 school personnel selected as mentors on the basis of educational preparation, expertise, and experience.
4. Mentors must be certified teachers, have degrees or training giving them expertise specifically in the area of reading, and must have at least 3 years of teaching experience. The Graduate Coordinator approves selection of mentors.
5. University and clinical faculty, along with the COE Graduate Coordinator, work with candidates to find rigorous placements based on standards for reading professionals.
6. Candidates must participate in planning, implementing, and evaluating professional development/leadership efforts at the grade, school, district, and/or state level.
7. Supervision and evaluation of candidate performance are shared by BHSU graduate faculty and public school mentors in reading.
8. Candidates will participate in regularly scheduled email, phone, and/or video conferences between graduate faculty in SPA content areas and P-12 school district mentors to ensure that the delivery of practicum experiences is appropriate, standards-based, and rigorous.
9. Candidates, graduate faculty in SPA content areas, and P-12 school district mentors all complete forms that provide feedback used to evaluate and improve practicum experiences.

CHAPTER 5
M.Ed. Culminating/Capstone Events: Portfolio and PRAXIS Exam

PORTFOLIO

Each candidate compiles a professional portfolio during the capstone course using artifacts that are representative of proficiency in the six Standards for Reading Professionals provided by the International Reading Association (IRA). Artifacts are designated, developed in specified M.Ed. classes, and will have been given a grade by instructors in those specified classes. Each artifact is revisited during the capstone class for the purpose of connecting theory to practice.

The candidate begins the portfolio with a vita and a reflection on professional growth during the M.Ed. program. Then, for each of the six IRA Standards for Reading Professionals, the student writes a 3-5 page analytical reflection that connects the designated artifact directly to relevant research and theory in reading. Citing researchers and theorists, the student must successfully explain HOW each artifact demonstrates proficiency in the targeted IRA standard. Each of the five narratives must be thorough and focused, illustrating the graduate student's understanding of the theories and how they impact practice. The completed portfolio is submitted for review to a designated Graduate Capstone Committee. The portfolio may be submitted in CD format or in print form ready for binding. Each portfolio is reviewed by multiple reviewers and may be returned for revisions. Acceptance of the portfolio at the level of "proficient" or "distinguished" by the committee indicates that the student has fulfilled this capstone requirement. If the portfolio is not accepted after revisions, an alternative plan may be developed. See Appendix C for the IRA Standards for Reading Professionals.

PRAXIS EXAM

During the practicum course, you will be required to take the PRAXIS Reading Specialist exam #0300. This exam is a program requirement. It consists of 120 multiple choice questions in four categories that include knowledge and theory (22 questions, 18% of exam), instruction (54 questions, 45% of exam), diagnosis and assessment (32 questions, 27% of exam), and leadership (12 questions, 10% of exam). More details will be provided later, but you may go to the Educational Testing Services website and look at details of the test.

CHAPTER 6
University Graduate Council and Policy Information

Graduate Council

The Black Hills State University Graduate Council meets monthly. The council serves as a policy-making body and aids in developing University policies which ensure faculty involvement with such issues as the following:

1. decisions and recommendations of the Director of Graduate Studies about the status of, and plans for, the graduate studies program at BHSU;
2. class I, II, and III curriculum proposals and questions regarding graduate faculty qualifications;
3. creation of guidelines for the University graduate studies program;
4. other tasks as requested by the Director of Graduate Studies, Vice-President of Academic Affairs, or the President of the University

For additional information about the graduate studies program at Black Hills State University, please review the Graduate Bulletin.

Due Process

In the event a student has academic concerns, the College of Education acknowledges the right of due process. We encourage students to review the process outlined in the Black Hills State University's Handbook and the Policy Manual for the College of Education.

Completing Records for Graduation

Early in the semester of graduation (including summer graduation as part of the spring semester), the candidate must complete an application for graduation supplied by the Graduate Coordinator. At this point in time, the Graduate Coordinator will evaluate the candidate's transcript to see that requirements for graduation can be met on schedule and forward approved applications to the Registrar's Office.

APPENDIX A
IRA Standards for Reading Professionals

Standard One: Foundational Knowledge

1.1 Understand major theories and empirical research
1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development
1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading

Standard Two: Curriculum and Instruction

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum
2.2 Use appropriate and varied instructional approaches
2.3 Use a wide range of texts, including narrative, expository, poetry…from traditional print, digital, and online resources

Standard Three: Assessment and Evaluation

3.1 Understand types of assessments and their purposes, strengths, and limitations
3.2 Select, develop, and interpret assessments, both traditional print and electronic, for specific purposes
3.3 Use assessment information to plan and evaluate instruction
3.4 Communicate assessment results and implications to a variety of audiences

Standard Four: Diversity

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write
4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity
4.3 Develop and implement strategies to advocate for equity

Standard Five: Literate Environment

5.1 Design the physical environment to optimize students' use of traditional print, digital and online resources in reading and writing instruction
5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support
5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions, discussions, and peer feedback)
5.4 Use a variety of classroom configurations (e.g., whole class, small group, individual) to differentiate instruction

Standard Six: Professional Learning and Leadership

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 effective and differentiated professional development

6.4 Understand and influence local, state, or national policy decisions

APPENDIX B
Guidelines for Professional Portfolio

Guidelines for Analytical Reflection on Artifacts

1. The portfolio will begin with the vita and reflection on the M.Ed. program, followed by a section for each of the six IRA Standards for Reading Professionals.

2. Begin each of the six sections by inserting the IRA Standard.

3. For each standard, write a three to five page (or approximately 2000 to 2500 word) Analytical Reflection that illustrates an understanding of educational research as it relates to practice.

- Begin with a short overall introduction to the analytical reflection by describing the context in which the artifact was created. This section should explain how the M.Ed. coursework supported the development of your knowledge base and helped you connect educational research/theory to your professional practice.

- Next, create a comprehensive explanation of how the selected artifact demonstrates your competency in the targeted IRA Standard. Use critical thinking skills to reflect on the educational research/theory investigated during the M.Ed. program and how it impacts your practice. It is important for the reader to discern the connection between educational research and professional practice. Relevant theories and research should not only be noted but incorporated in the narrative.

- Finally, draw a conclusion that illustrates how effectively and successfully you have documented your knowledge base of theory and how it applies to practice.

3. Add the designated artifact.

APPENDIX C
Rubric for Evaluation of Professional Portfolio Analytical Reflections

4-Distinguished: The analytical reflection explained the candidate's understanding of what the standard means to him/her as a professional educator and supports that understanding with educational research/theory, classroom applications, and the individually developed designated artifact. The student's understanding of educational research and theory was strongly demonstrated through a concise explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar was strong with no noticeable errors or with minor errors that did not detract from the narrative.

3-Proficient: The analytical reflection explained the candidate's understanding of what the standard means to him/her as a professional educator and supports that understanding with educational research/theory, classroom applications, and the individually developed designated artifact. The candidate's understanding of educational research and theory was demonstrated through an explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar was satisfactory and any noticeable errors did not detract from the flow of the analytical reflection.

2-Basic: The analytical reflection explained the candidate's understanding of what the standard means to him/her as a professional educator and supports that understanding with educational research/theory, classroom applications, and the individually developed designated artifact. The student's understanding of educational research and theory was somewhat demonstrated through an explanation of the ideas, principles, implications of the noted theory and/or noted research. The use of language conventions, mechanics, and grammar did reflect some noticeable errors that did detract from the flow of the analytical reflection.

1-Unsatisfactory: The analytical reflection failed to explain the candidate's understanding of what the standard means to him/her as a professional educator and/or fails to support that understanding with educational research/theory, classroom applications, and the individually developed designated artifact. If any educational research or theory was presented it did not suffice in demonstrating the students' understanding of the ideas, principles, and implications of the noted theory and/or research. The use of language conventions, mechanics, and grammar contained many noticeable errors and made the flow of the analytical reflection difficult to follow.

APPENDIX D
M.Ed. Admission/Candidacy Critical Reflection Rubric

Accurately identifies key concepts or issues.

4 - Accurately and thoroughly describes the relevant key concepts or issues; addresses concepts or issues that are not immediately apparent.
3 - Accurately identifies the most important concepts or issues.
2 - Identifies some concepts or issues that are accurate along with some that are not accurate.
1 - Omits the most significant concepts or issues.

Identifies alternatives and rationale for addressing the concepts or issues.

4 - Identifies creative but plausible solutions and rationale to the problem under consideration; the solutions address the central difficulties posed by the concepts or issues.
3 - Proposes alternative solutions and rationale that appear plausible and that address the most important concepts or issues.
2 - Presents alternative solutions and rationale for dealing with the concepts or issues, but solutions or rationale do not all address the important difficulties.
1 - Presents solutions or rationale that fail to address critical parts of the problem.

Reasoning

4 - Consistently and accurately demonstrates the writers reasoning process that is well supported, sensitive to assumptions, and alternative points of view.
3 - Demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.
2 - Sporadically demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.
1 - Rarely, if ever accurately demonstrates the writers reasoning process that is supported, sensitive to assumptions and alternative points of view.

Conventions

4 - Demonstrates a solid understanding of standard writing conventions (spelling, punctuation, grammar, usage, paragraphing) and uses conventions effectively to enhance readability.
3 - Demonstrates a good understanding of standard writing conventions with few errors that is not distracting from readability.
2 - Presents a fair understanding of standard writing conventions with errors that do somewhat distract from readability.
1 - Frequent errors in standard conventions that are distracting and impair readability.

(Adapted from McRel Institute: Marzano, Pickering & McTighe, 1993; and Northwest Regional Educational Laboratory, 1998).

APPENDIX E
School of Education Graduate Faculty

Dr. John Alsup John.alsup@bhsu.edu	Math Education/Statistics
Dr. June Apaza June.apaza@bhsu.edu	Math Education
Dr. Leonard Austin Len.austin@bhsu.edu	Educational Psychology
Dr. Janet Briggs Janet.briggs@bhsu.edu	Science Education
Dr. David Calhoon David.calhoon@bhsu.edu	Early Childhood/Instructional Technology
Dr. Richard Carriveau Richard.carriveau@bhsu.edu	Reading
Dr. Cynthia Chandler Cynthia.chandler@bhsu.edu	Early Childhood/Reading
Dr. Greg Cooch Gregory.cooch@bhsu.edu	Special Education
Dr. Dorothy Fuller Dorothy.fuller@bhsu.edu	Instructional Technology
Dr. Carol Hess Carol.hess@bhsu.edu	Reading/Social Studies Education
Dr. Michelle Hovland Michelle.hovland@bhsu.edu	Reading
Dr. Mary Jones Mary.jones@bhsu.edu	Human Resources/Indian Education
Dr. Faye LaDuke Pelster Faye.laduke@bhsu.edu	Reading
Dr. Kathleen Matthew Kathleen.matthew@bhsu.edu	Science Education
Dr. Tim Molseed Tim.molseed@bhsu.edu	Curriculum & Instruction/Educational Research
Dr. Lee Pearce Lee.pearce@bhsu.edu	Special Education
Dr. Betsy Silva Betsy.Silva@bhsu.edu	Health & Physical Education
Dr. Pat Simpson Patricia.simpson@bhsu.edu	Reading
Dr. Jami Stone Jami.Stone@bhsu.edu	Math Education

APPENDIX F
BLACK HILLS STATE UNIVERSITY RESOURCES

Academic Affairs Office, **Director of Graduate Studies**	Dr. Curtis Card Curtis.Card@bhsu.edu (605) 642-6270
Dean **College of Education & Behavioral Sciences**	Dr. Pat Simpson Patricia.Simpson@bhsu.edu (605) 642-6550
Admissions (Graduate)	Mr. Gregg Galea Gregg.Galea@bhsu.edu (605) 642-6270
Bookstore	Mr. Dennis Walkins Dennis.walkins@bhsu.edu (605) 642-6287
Business Office	Ms. Pam Thomas Pam.thomas@bhsu.edu (605) 642-6527
Disabilities Office	Mr. Mike McNeil Mike.mcneil@bhsu.edu (605) 642-6099
Financial Aid Office	Ms. Deb Henriksen Deb.henriksen@bhsu.edu (605) 642-6581
Instructional Technology Support	Ms. Anne Stevens Anne.stevens@bhsu.edu (605) 642-6064
Library Assistance	Mr. Scott Ahola Scott.ahola@bhsu.edu (605) 642-6357
Registrar	Ms. April Meeker April.meeker@bhsu.edu (605) 642-6567