

EDUCATION 603: ADMISSION TO MASTER OF EDUCATION PROGRAM 0 CREDIT HOURS

Name: _____ Social Security Number _____

Address: _____

Phone No: _____ Email Address: _____

_____ Early Childhood _____ Elementary _____ Secondary _____ Special Education

Major Professor: _____

All of the following requirements must be met before a Master of Education candidate may take any Level II and/or Level III courses:

- _____ 1. Submission of evidence documenting the possession of a valid and current teaching certificate issued by the state of Louisiana
- _____ 2. Submission of a copy of the candidate's baccalaureate transcript
Undergraduate G.P.A.: _____
- _____ 3. Satisfactory completion of 12 hours of the 15-hour core curriculum

Grade	Course	Course Title
_____	EDUC 606:	Foundations of Advanced Teaching Practices
_____	EDUC 655:	Supervision of Teachers
_____	EDLD 600:	Research I: Foundations of Educational Research
_____	EDLD 680:	Research II: Advanced Applications of Educ. Research
_____	PSYC 633 or 634	Child Growth and Development

- _____ 4. Successful completion of the Philosophy of Education Statement (Score of 17 required)
Score from the Philosophy of Education Statement Rubric(Passing Score): _____
Faculty Member Assigning Score: _____
- _____ 5. Minimum GRE score of 800
 - a. Verbal Reasoning Score (200-800): _____
 - b. Quantitative Reasoning Score (200-800) : _____

Signature of Student _____ Date: _____

MAJOR PROFESSOR'S SIGNATURE DATE Recommended: **YES---NO**

DEPT. HEAD, MAJOR FIELD DATE Recommended: **YES---NO**

Name of Candidate _____ Evaluated by _____ Score _____/20

PHILOSOPHY OF EDUCATION: Grading Rubric					
	4	3	2	1	Rating
Commitment to life-long learning CF: Life-long learning CF: Professionalism CF: Collaboration	Ideas about teaching and learning are stated and substantiated. Candidate's dispositions for continuing and consistent professional development are evident.	Ideas about teaching and learning are presented but still lack concrete foundations. Candidate's dispositions for professional development are stated but not substantiated.	Ideas about teaching and learning are rudimentary and lack justification. Candidate's dispositions for professional development are vague.	Ideas about teaching and learning are vague and underdeveloped. Few to no references are presented that reflect a desire to maintain professional growth.	
Commitment to learners CF: Diversity	Expected learner needs are stated and defined. Strategies to address learner needs are outlined with implementation ideas. Candidate's dedication to the learner is evident and substantiated through comments about learner self-image, self-esteem, and academic success	Expected learner needs are stated. Strategies to address learner needs are outlined. Candidate's dedication to the learner is presented without specific justification relating to learner self-image, self-esteem, and academic success.	Some expected learner needs are listed. Strategies to address varied learner needs are stated but not clearly defined. Arguments that defend the candidate's dedication to the learner are presented.	References to address all learners' needs are not present. Ideas about varied needs of learners are vague or omitted. Sense of dedication to the learner is omitted.	
Aptitude for reflection CF: Reflection CF: Professionalism CF: Collaboration	Strategies for making informed instructional decisions based upon student performance and self-reflection are defined.	Ideas about evaluating instructional practices based upon student performance are presented without detail.	Need to evaluate instructional practices based upon student performed is presented but not defined.	References to using student data to improve instructional practices are not presented.	
Aptitude for technology integration CF: Reflection	Clear outline of classroom technology integration is presented including assessment measures when applicable. Strategies for effective use of technology and alternatives are presented.	Clear outline of classroom technology integration is presented including assessment measures when applicable.	General discussion of classroom technology is presented but coherent integration plan is missing.	Limited reference to classroom technology integration plan is presented.	
Capacity for technical writing and organization	No spelling, grammatical, or structural errors are found.	One spelling, grammatical, or structural error exists.	Two to three spelling, grammatical, or structural errors exist.	Four or more spelling, grammatical, or structural errors exist.	

Passing score is 17/20.