

Weber State University

Master of Education in Curriculum and Instruction

STUDENT HANDBOOK

September 2014

Weber State University (WSU)
Master of Education
in
Curriculum and Instruction

STUDENT HANDBOOK

Unlike the WSU Catalog, the prevailing Student Handbook binds students to current policies and procedures. To avoid unnecessary delays and/or misunderstandings, students are advised to read this handbook carefully as well as become familiar with any up-dated policies and procedures. They are also advised to consult with either the M.Ed. administrative assistant/advisor or director on a regular basis.

It is the policy of WSU to provide equal opportunity in all its programs and activities in compliance with state and federal equity requirements. The Master of Education program is open to all students or candidates for admission without regard for race, age, color, religion, sex, national origin, handicap, or marital status. Individuals who believe that they have been discriminated against should contact the Office of Equal Opportunity, Administration Building, Weber State University, Ogden, Utah 84408, telephone (801) 626-6239; or the Office for Civil Rights, Department of Education, Denver Region.

Education Building Room 234
Ogden, Utah 84408-1306
(801) 626-6278

September 2014

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PURPOSE OF THE HANDBOOK

This handbook is for student use and is designed to clarify the policies and procedures of the Master of Education (M.Ed.) program. Companion documents include a *Faculty Handbook* and the *MED Style Guide*. The *Style Guide* is available online through the M.Ed. website.

PROGRAM MISSION

The mission of the Master of Education in Curriculum and Instruction (MEd) program is to extend the professional knowledge, skills, and attitudes of educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of curriculum and instruction.

The program has a secondary mission of preparing post-baccalaureate students for an entry level teaching license in either elementary education, secondary education, or special education. The mission of this segment of the program aligns with the Teacher Education Department's mission: We work within our communities to prepare caring, competent educators and to promote equitable, inclusive, and transformative education practices.

Currently, the program is approved by the National Council for Accreditation of Teacher Education (NCATE); however, the Teacher Education Department and the MEd program are candidate members for accreditation through the Teacher Education Accreditation Council (TEAC). An initial program review is tentatively scheduled for fall, 2014.

PROGRAM GOALS

The Master of Education program outcomes and goals are (a) based on national and state standards and grounded in current best theory and practice; (b) structured to foster reflection, engagement, and collaboration; and (c) geared toward increasing student achievement. The goals of the curriculum reflect an emphasis on preparing master teachers.

In support of the three Weber State University core themes of "Access, Learning, and Community," and the Moyes College of Education mission, the Master of Education in Curriculum and Instruction program has established the following goals:

1. To create an outstanding, learner-centered experience in a multi-campus environment, the Master of Education program will:
 - provide learning opportunities for students through a variety of instructional methodologies in multiple settings;
 - identify essential knowledge and skills for graduate students;
 - engage students through a variety of strategies to ensure growth in knowledge and learning processes;
 - assess graduate students' knowledge and skills for student evaluation and program improvement.
2. To support students, faculty, and the community through technology, administrative systems, outstanding service, and the physical campus, the Master of Education program will:

- ensure that program administrative structures enhance advisement, program delivery, faculty scholarship and growth, and community connection;
 - provide appropriate technologies in order for faculty and graduate students to access, gather, organize, and present information relative to graduate studies.
3. To develop a campus environment of support and engagement for students, faculty and staff, the Master of Education program will:
 - provide appropriate, accurate, and timely advisement for students within the program;
 - assist and support faculty and graduate students in professional development and research to improve educational practices and those of peers;
 - provide student orientation to community/campus support services.
 4. To foster connections and support with/from external communities, the Master of Education program will:
 - assist and encourage faculty and graduate students to develop collaborative relationships with other professionals;
 - support faculty in scholarship and grant writing.
 5. To enhance the campus environment through inclusion and diversity, the Master of Education program will:
 - promote the recruitment and support of students from diverse backgrounds;
 - promote the recruitment and support of faculty from diverse backgrounds;
 - promote appropriate dispositions with regard to professional behavior, ethics, diversity, and respect for self and others.

In cooperation with the university, the program provides avenues for continuing professional development and continual learning for university faculty as well as candidates and encourages the university values of teaching, scholarship, and service.

PROGRAM'S ADMINISTRATIVE STRUCTURE

The M.Ed. program is part of the Department of Teacher Education in the Moyes College of Education. It is administered by (a) a program director; (b) a M.Ed. Program and Policy Committee; (c) an Advisory Council consisting of representatives from teacher education, other campus departments, school districts, and M.Ed. student body and graduates; and (d) the chair of the Teacher Education Department.

ADMISSIONS

Admission to Weber State University is required prior to acceptance into the Master of Education program or the post-baccalaureate licensing strands. A student may register for **elective** graduate level courses before admission into the M.Ed. program. A maximum of nine (9) semester hours of pre-admission graduate courses can be accepted into the program and must be approved by the program director. Pre-admission credits are subject to the **currency rule, at the time of completion of the degree, no credits may be older than six years.**

Students admitted to the program are those who show promise of being the most successful master's candidates and educators. The program does not have a quota system for admittance. Each candidate is admitted based on exceeding the minimum requirements in all categories. **(On occasion, the program may admit a student on a provisional basis. The program director will consult the MED Policy and Program Committee for approval of the student's admission.)**

Admission information and forms are available on the web at <http://weber.edu/masterofed>.

Program Admission

Applications for admission into the Master of Education program and post-baccalaureate licensing program must be completed by the potential candidate and received by the program administrative assistant before the following deadlines: **January 15** for summer semester, **May 15** for fall semester, and **September 15** for spring semester. Potential candidates must complete a writing sample and a technology skills proficiency assessment prior to the interview. Admission interviews will be scheduled shortly after each deadline. Following the application and interview, those students accepted into the program must attend a mandatory orientation session.

It is recommended, but not required, for applicants for the M.Ed. Program to have completed one year of full-time post-baccalaureate professional teaching. If the teaching certificate has been earned, verification should be presented. For the purpose of this program, teaching is defined as instructional experience in levels pre-k to 12th grade in public, private school, or an ecclesiastical setting, or experience teaching adults in higher education, business, industry, or a community program.

Admission Requirements

M.Ed. candidates are selected through the process outlined below. Please follow these detailed steps carefully. A checklist is provided on page 11.

Application Form

Completed on-line application form for the university and M.Ed. program submitted with a \$60 application fee. This on-line application is for admission to WSU and the M.Ed. program. It can be accessed at <http://weber.edu/admissions> or on the M.Ed. website at

<http://weber.edu/masterofed>. If you have WSU application questions, you can contact the admissions office at: (801) 626-6743. (The \$60 fee is non-refundable and is subject to change.)

Student Transcript Request

Applicants must request official transcripts from **each and every** institution attended to verify degree(s) and coursework. At least one transcript should verify an obtained bachelor's degree. Each institution should mail the transcript directly to the M.Ed. office at 1351 Edvalson St., Dept. 1306, Ogden, Utah 84408-1306. An official transcript bearing a registrar's seal may be delivered by the student providing the seal is unbroken. A transcript marked "issued to student" is not official. If an institution was attended under a different name, please note the name change on the request form and application. If you graduated from WSU, you must send WSU Records Office a written request that your official transcript be sent to the M.Ed. office.

Grade Point Average/Required Entrance Tests

Minimum student GPA is 3.0 cumulative or calculated using the most recent 60 semester hours or 90 quarter hours of approved undergraduate/graduate coursework. Students with calculated GPAs between 3.0 and 3.24 must take either the Miller's Analogies Test (MAT) scores with a minimum of 400 **or** Graduate Record Examination (GRE) scores with minimum 152 on the Verbal Reasoning and 145 on Quantitative Reasoning. Call the WSU Testing Center (801) 626-6803 for test information on the MAT. Information for the GRE can be found at <http://www.ets.org/gre>. Registration for the GRE is on-line, and this test is taken on-line. A fee is required for both tests. The MAT and the GRE may be repeated once.

If the calculated GPA on the most recent 60 semester hours or 90 quarter hours of approved undergraduate/graduate coursework or on the cumulative GPA is 3.25 or above, the MAT or GRE are not required for admission into the program.

A student with a GPA below 3.0 will not be considered for admittance. It is suggested that additional undergraduate courses be taken to raise the GPA.

Due to changes in the state rules for licensure, students who are applying for the post-baccalaureate licensing programs must take an entrance exam and have a minimum GPA of 3.00. The M.Ed. Policy Committee and the teacher education faculty have agreed upon the Praxis II-Content Area test for the student's area of study (elementary education, English, social studies, etc.) as the required test because it is also required for licensure. Please go to www.ets.org/praxis to find and register for the **correct Utah** test. You must pass that test before you will be admitted into the program.

Recommendation Forms

When completing the on-line application, you will provide the e-mail addresses of three people who have had the opportunity to observe your teaching and would be willing to recommend you as a graduate student. **Please verify all e-mail addresses are accurate.** At least one of the references should be someone in a supervisory position who can verify one year, full-time, post-

baccalaureate, professional teaching. If you have not been a teacher, you need to provide the names and e-mail addresses of three people who know your potential as a teacher and are willing to recommend you. Your references and their contact information are listed on the application form. The completed recommendation forms are uploaded directly to the application form or in some cases e-mailed directly to the M.Ed. office. Recommendation forms may not be from relatives but should be from professionals or people who have observed you in a teaching or work setting.

Writing, Technology, and Oral Skills [Interviews] Proficiency Assessments

After the application form is submitted and when transcripts, recommendations, and required test scores are received by the M.Ed. office, you will be advised by telephone to schedule a writing proficiency assessment, technology skills proficiency assessment, and an interview. (Please contact the M.Ed. administrative assistant if you have not been contacted within a week of completing the online application process.) Each of these assessments will help us to gauge your potential success as a graduate student. **Successful completion of each of these assessments is necessary before admittance into the M.Ed. program or licensing program.**

Writing Proficiency Assessment. The purpose of the writing proficiency assessment is to evaluate your ability to communicate through writing. This assessment is untimed though you should plan on approximately 90 minutes to 2 hours to complete it. You will set an appointment with the assistant of the master's program after your online application, transcripts, and recommendations are received. The assessment generally takes place in the Master's Library in the McKay Education Building at WSU.

You will be given a choice of at least three writing prompts which relate to education. You will then write about your chosen topic unaided by any support tools. You will be allowed to print and proofread prior to submitting a final copy.

Technology Skills Proficiency Assessment. The purpose of the technology assessment is to evaluate your ability to effectively use email, the internet, and Microsoft Office Suite. Applicants for the M.Ed. program or licensure program are required to fill out a self-assessment form that will be given to them either prior to the writing sample or interview.

Interview for those not seeking licensure. The purpose of the oral interview is to demonstrate your communication and interpersonal skills. Three faculty members from the teacher education department will ask you a series of questions about yourself, your commitment to education, and surrounding issues about education. The interview will last approximately 15 minutes and is scheduled through the M.Ed. program assistant.

Interview for those seeking a teaching license. The purpose of the oral group interview is to demonstrate your communication and interpersonal skills. In a group of 6-8 potential licensing candidates, you will answer questions and solve problems with two/three professors observing. This interview will take approximately 2 hours.

Additional Requirements for International and English Language Learners Applicants

Applicants who speak English as a second language are required to present evidence of a TOEFL score of either 223 on the computer-based test, or a score of 85 on the internet-based test (iBT). Alternately, verification of a minimum band IELTS score of 6.5. These scores must be no older than two years. At the discretion of the program director, the applicant may be required to take the ACTFL oral language English proficiency assessment or take courses in the WSU LEAP (Learning English for Academic Purposes).

If applicant is not a U.S. citizen, please check with the WSU International Student Services Office (801-626-7145) before proceeding with the application. Applicants will need to submit the WSU International Student Application as well as a Graduate Financial Guarantee form. The Graduate Financial Guarantee form is a confidential financial statement that shows that the potential graduate student has sufficient funds to comply with the United States Immigration and Naturalization Service regulations. This form must be submitted before a student can receive the I-20 or IAP-66 form that enables application for a student visa for entry into the U. S.

International applicants who have English as a second language, who have earned undergraduate degrees from U.S. universities, and previously completed the TOEFL with a score of 223 on the computer-based test, or 85 on the iBT; or an IELTS band score of 6.5 or greater are not subject to this requirement. However, at the discretion of the program director, they may be required to take the ACTFL oral language English proficiency assessment or take courses in the WSU LEAP (Learning English for Academic Purposes).

Applicants must have their transcripts and bachelor's degree evaluated by a foreign evaluation credential service selected from the agencies listed below. The bachelor's degree and each course on the transcript must be translated into the equivalent of American credits and letter grades. Contact the selected agency to determine the procedures and fees required for this service. The applicant is responsible for the fees incurred. The evaluated transcript must be sent by the agency directly to the M.Ed. office at 1351 Edvalson Street, Dept.1306, Ogden, UT, USA, 84408-1306.

Foreign Credentials Evaluation Services

Contact the agency of your choice to determine procedures and fees required. The agency's report will be accepted by Weber State University at face value.

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470

(414) 289-3400
E-mail: eval@ece.org

World Education Services
Bowling Green Station
P.O. Box 5087
New York City, NY 10274-5087

(212) 966-6311 Fax: (212) 739-6100
Website: www.wes.org

Global Credential Evaluators, Inc.
P.O. Box 9203
College Station, TX 77842

(800) 707-0979
Website: www.gceus.com

Academic Credentials Evaluation Institute
9854 National Blvd., Box # 186
Los Angeles, CA 90034

(800) 234-1597 or (310) 275-3530
Website: www.aceil.com

AACRAO International Education Services
One Dupont Circle, NW, Suite 520
Washington, DC 20036-1135

(202) 296-3359 Fax (202) 822-3940
Website: <http://ies.aacrao.org/evaluations/>

Admissions Checklist

Detailed descriptions of each item are listed above.

Required for everyone admitted into the program

- Online WSU and M.Ed. Application Form
- Official transcripts from all colleges/universities attended
- All three recommendations submitted to M.Ed. assistant through the application portal
- GPA evaluated and appropriate admissions tests taken with scores submitted
- Writing sample assessment completed
- Technology proficiency assessment completed
- Face-to-face interview with faculty members completed
- Attend one of the scheduled orientation meetings

Additional requirements for International or ELL Candidates

- Appropriate English proficiency tests completed and scores submitted
- Degree audit completed if degree was obtained outside of the US
- WSU International Student Application and contact with WSU International Student Services Office
- Graduate Financial Guarantee form and appropriate visa

Weighted Standard for Admissions

GPA	30%
Writing Sample	40%
Interview	20%
Recommendations	10%

Quantifications of points (percentages) for admission:

	<u>Points</u>	<u>GPA (cumulative or last 60 semester/90 quarter hours)</u>
GPA	30	4.00
	25	3.75
	20	3.50
	15	3.25

3.0 to 3.24 GPA plus acceptable MAT or GRE score count as 3.25 GPA, i.e. 15 points

	<u>Points (percentage)</u>	<u>Rubric Score</u>
Writing Scale	40	6
	30	5
	20	4

An applicant whose writing sample score is 1-3 is not eligible for admission, and it is suggested that ENG 2010 be taken/retaken before applying a second time.

	<u>Points</u>	<u>Rubric Score</u>
Interview Scale (oral assessment)	20	6
	15	5
	10	4

An applicant whose interview score is 1-3 is not eligible for admission.

Recommendations	10	10	(25% or above)
	7	7	(50% or above)

An applicant whose averaged recommendations are below 50% is not eligible for admission.

Re-application

If an applicant does not qualify for admission, he/she may reapply. All current requirements must be met including a second writing sample and an interview. A maximum of three applications are allowed.

PROGRAM DESCRIPTION

The goals of the program are accomplished through courses (face-to-face, on-line, and hybrid), seminars, independent study, cooperative learning groups, individual and group assignments and projects that emphasize a practical application of theory to the teaching environment. Courses are generally scheduled once a week from 4:30 p.m. to 7:10 p.m. during the academic year and in two, seven-week blocks during the summer term. The first block of summer courses will be scheduled 4:30 to 7:10 p.m., but the second block courses will be scheduled during the daytime. Elective courses, workshops (up to 3 credits only), and conferences are open to educators who are not seeking a Master of Education (M.Ed.) degree but wish to improve their professional knowledge and teaching skills.

Beginning summer, 2014, the 36-hour basic M.Ed. program of study consists of a 22 credit hour professional core requirement and 14 credit hours of graduate committee-approved professional education electives and/or courses in the student's discipline. Endorsement options include reading, elementary math, gifted and talented, and English as a second language (ESL)/dual immersion; courses in these areas count toward the 14 elective credits. A portion of the core requirement is the completion of a master's project/thesis, a practical application of knowledge and research.

All courses used in the M.Ed. program, including electives, must be 6000 level courses for which the student has earned a letter grade. An exception will be made for secondary licensure students if their content area only offers a content methods course at the undergraduate level; that course will count in their program of study if the student does extra graduate-level assignments along with the undergraduate class. The student can only use this course in the program of study if a contract is completed for the extra assignments. The student must meet with the M.Ed. director to discuss the proposed contract prior to the beginning of the semester. This is the only exception for this course policy.

Within the M.Ed. program three post-baccalaureate licensure tracks are available: elementary education, secondary education (for those who hold an undergraduate degree in a recognized subject taught in Utah public schools), and special education. Detailed information on these tracks is available later in this handbook.

GRADUATE COURSES / CURRICULUM

Program of Study

The *Program of Study* form found on the website can be kept up-to-date by the candidate and be reviewed by either the program assistant or the program director. This form also serves as the contract between the candidate and the candidate's graduate committee. The *Program of Study* outlines the courses to be taken and includes all past and future coursework that will apply toward receipt of the M.Ed. degree. A copy of the *Program of Study* is placed in the candidate's official file in the M.Ed. office.

Because candidates generally need advisement before they have been assigned a committee chair, the program director serves as the initial advisor. Any exception to the specific policies outlined in this handbook must have prior approval by the program director and/or the candidate's graduate committee in consultation with the program director.

- The committee or program director must approve any additional coursework taken at another institution for transfer to the program of study. Approval should be obtained before registering. A maximum of nine (9) semester credit hours of graduate-level coursework from other accredited institutions can be accepted.
- No more than three (3) credit hours of letter-graded graduate (6000 and above) workshop credit may count in the program of study. Typically a WSU course number 6920 is workshop credit. Specific exceptions can be made by the program director or the master's candidate's chair. However, courses with pass/fail or credit/no credit grades cannot be applied towards the master's degree for any reason.
- At the time of completion of the program, no course may be older than six years. This time limit also applies to transfer credits.
- Outdated work may be revalidated by completing a *Course Revalidation Contract* approved by the program director and graduate committee chair. A completed and approved course revalidation is effective for no more than three years. A maximum of two (2) Weber State University Master of Education courses can be revalidated for the M.Ed. degree. Candidates must register for MED 6990 – *Continuing Graduate Advisement* – to complete the revalidation and must re-register for MED 6990 every semester the revalidation is incomplete. MED 6990 is graded C/NC and is not counted in the total hours toward the degree. The contract, when required, is obtained from the M.Ed. assistant.
- An undergraduate student may take two elective graduate courses the last semester/term prior to receiving the baccalaureate degree and apply them toward the M.Ed. degree. These courses must not be counted in the baccalaureate degree and must be approved in advance by the program director.

Core Course Information

MED 6000, *Fundamentals of Graduate Study* (2), should be taken the first or second semester of attendance, including licensure track students. Admission to the graduate program is not required for enrollment in this course.

Students must be admitted to the Master of Education program before registering for the following required Professional Core courses. It is *not* recommended that students complete all of the core courses before taking elective courses; core classes can and should be scheduled with electives.

*MED 6010 *Advanced Historical Foundations* (2)

- *MED 6020 *Diversity in Education (2)*
- MED 6080 *Conducting Education Research (3)*
This course is designed to teach the process of educational research. It is suggested a student take this course the first or second semester after completing MED 6000 and before taking MED 6030, 6050, and 6060.
Prerequisite: MED 6000
- MED 6030 *Advanced Educational Psychology (2)*
- MED 6050 *Curriculum Design, Evaluation & Assessment (3)*
- MED 6060 *Instructional Strategies (2)*
- MED 6085 *Developing a Project Proposal (2)*
This course is designed to help students develop a master's project proposal that is carefully researched and professionally written.
Prerequisites: Graduate Committee established for project and the following courses completed: MED 6080, 6030, 6050, and 6060.
- MED 6090 *Master's Project (3)*
A student enrolls in this course the semester he/she completes the project report and presents his/her project for final evaluation. A student should **not** enroll in this course until he or she is confident the project will be completed that semester. No formal class meetings are held for MED 6090; the student schedules time as needed with his/her committee chair.
- MED 6091 *Graduate Synthesis Seminar (1)*
All required core courses must be completed prior to enrolling in this course. **A student must have a signed proposal to take this course.** This course may be taken concurrently with MED 6090. The portfolio is reviewed during this course.
- MED 6990 *Continuing Graduate Advisement*
If the project is not approved during the semester the student enrolls in MED 6090, the student must register for MED 6990 the semester in which the project is completed. This course is graded C/NC and is not counted in the program of study.

*May be taken at any time during the program of study.

PROGRAM ASSESSMENT PLAN

Graduates of the Master of Education Program in Curriculum and Instruction demonstrate attributes in the following areas:

Scholarly Knowledge:

- knowledge of the history and philosophy of education and schooling
- knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning.
- knowledge of important theories of learning and development and the implications for education.
- knowledge of the principles of curriculum development and assessment.
- knowledge of current techniques of teaching as well as alternative instructional strategies and practices that facilitate effective learning.

Scholarly Skills:

- ability to use writing to meet scholarly and professional goals.
- ability to use highly developed verbal communication in presentations, questioning, and discussions.
- ability to analyze and critique educational research.
- ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project.
- ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio.

Dispositions:

- Evidence of the following dispositions: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, responsible, positive attitude, and respectful.

POST-BACCALAUREATE LICENSURE TRACKS

For candidates seeking a teaching license, three different tracks are offered within the M.Ed. program. Those licenses include secondary, elementary, and special education. An overview of each of these program tracks follows.

Post-Baccalaureate Secondary Licensure Track Requirements

The M.Ed. program has a track leading to *secondary teacher licensure* if the applicant has a bachelor’s degree in a **subject taught in Utah secondary schools (a recognized major)** from a **regionally accredited university**, has passed the Praxis II subject-area test, successfully completed a background check, and meets other M.Ed. admission requirements. For secondary students who have a minor in a subject area taught in secondary schools, they should also pass the Praxis II test in that area; by doing so, they will be deemed “highly qualified.”

Prerequisites for Seeking a Secondary Teaching License:	
<ol style="list-style-type: none"> 1. Bachelor’s degree in a recognized major with a GPA of 3.0 or higher 2. Pass the Praxis II—subject-area test 3. Admission process as outlined on pages 7-12 of the handbook. 4. A USOE background check and acquisition of a CACTUS number from the state 	
<p style="text-align: center;">Required Courses:</p> <p>Foundations courses: 6110—Introduction to Classroom Management (3) or 6120-Advanced Classroom Management (3) 6050—Curriculum Design, Evaluation, Assessment (3)</p> <p>The following can be taken in any order: 6320—Content Area Literacy Instruction (3) 6510—Foundations in Special Education (3) 6020—Diversity in Education (2) 6060—Instructional Strategies (2) 6229-Instructional Technology for Pre-Service Teachers (2) [New course-2014/'15 catalog] <i>Teaching methods course(s) in subject area – required as part of the program of study.</i></p>	<p>18 hours and a methods course required</p>
Mentoring and Supervision:	
(These credits do not count towards a master’s degree but are part of the requirements for licensure.)	
MED 6860—Practicum in Education (2) Complete a practicum of at least 60 clock hours in a school setting at least a semester prior to student teaching.	
AND	
MED 6880—Student Teaching in Secondary Education (6) Complete student teaching (all day for 50 days) with an assigned cooperating teacher. Please note: Deadlines for student teaching are in September for the following spring semester and in January for the following fall semester (yes, this is very early!). Coursework must be completed before student teaching.	
Successfully completing coursework, practicum, Praxis subject test, and student teaching will result in a Utah Level 1 Teaching License.	
Courses strongly recommended for Praxis PLT (which is required for a Level 2 license): 6030—Advanced Educational Psychology 6010—Advanced Historical Foundations	

Post-Baccalaureate Elementary Licensure Track Requirements

The M.Ed. program has a track leading to *elementary teacher license* if the applicant has a bachelor’s degree from a **regionally accredited university**, has passed the Praxis II elementary subject test, passed the USOE background check, and meets other M.Ed. admission requirements. A transcript review of specific and required undergraduate courses must be completed by the program director. Any deficiencies should be completed prior to admission to the program.

Prerequisites to Seeking an Elementary Teaching License:	
<ol style="list-style-type: none"> 1. Bachelor’s Degree from an accredited university 2. Pass Praxis II for elementary teachers (a four subject test: language arts, science, social studies, & mathematics) 3. Complete transcript review sheet with the MED program director (Must have at least 27 credit hours of undergraduate coursework in the following areas: science, English, mathematics [minimum of MATH 1030], social studies, arts, & p.e./health) 4. A USOE background check and acquisition of a CACTUS number from the state 5. Admission process as outlined on pages 7-12 of the handbook 	
<p style="text-align: center;">Required Courses:</p> <p>Foundations courses: 6110-Introduction to Classroom Management (3) or 6120- Advanced Classroom Management (3) 6050*-Curriculum Design, Evaluation, Assessment (3)</p> <p>The following taken in any order: 6510-Foundations in Special Education (3) 6020*-Diversity in Education (2) 6229-Instructional Technology for Pre-Service Teachers (2) [New course-2014/'15 catalog] 6311-Content Instruction in the Elementary School: Science (2) – only taught summer semester 6312-Content Instruction in the Elementary School: Mathematics (2) – only taught spring semester 6313-Content Instruction in the Elementary School: Social Studies (2) – only taught fall semester 6314-Reading Instruction in Elementary Schools (2) – only taught fall semester 6316-Language Arts Instruction in Elementary Schools (2) – only taught spring semester 6317-Arts Integration for Elementary Teachers (2) – only taught summer semester [New course-2014/'15 catalog]</p>	<p>25 credits (These 25 credit hours are defined as 5 credits in the core* and 20 credits in the electives.)</p>
<p>Mentoring/Coaching and Supervision: (These credits do not count towards a master’s degree, but are part of the requirements for licensure.)</p> <p>MED 6860–Practicum in Education (2) Complete a practicum of at least 60 clock hours in a school setting at least a semester prior to student teaching.</p> <p>and</p> <p>MED 6870–Student Teaching in Elementary Education (6) Complete student teaching (all day for 50 days) with an assigned cooperating teacher. Please note: Deadlines for student teaching are in September for the following spring semester and in January for the following fall semester (yes, this is very early!). Some placements might be available in summer at year-round schools. Contact the program director in early January if interested.</p>	
<p>Successfully completing coursework, practicum, Praxis test, and student teaching will result in a Utah Level 1 Teaching License.</p>	
<p>Courses strongly recommended for Praxis PLT (which is required for a Level 2 license): 6030–Advanced Educational Psychology 6010–Advanced Historical Foundations</p>	

Post-Bacc. Special Education (Mild/Moderate) Licensure Track Requirements

The M.Ed. has a track leading to *Special Education licensure*. The applicant must have a bachelor's degree from a **regionally accredited university**, complete a background check, meet M.Ed. admission requirements (see pages 7-12 in the handbook), pass the Praxis II elementary subject test or Middle School English Language Arts. Please note that the special education requirements are undergoing review and revision during the 2014-2015 academic year.

<p>Prerequisites to Seeking an Special Education Teaching License:</p> <ol style="list-style-type: none"> 1. Bachelor's Degree from an accredited university 2. Pass Praxis II for elementary teachers (a four subject test: language arts, science, social studies, & mathematics) or the middle school mathematics or English/language arts 3. Complete transcript review sheet with the MED program director (Must have at least 27 credit hours of undergraduate coursework in the following areas: science, English, mathematics [minimum of MATH 1030], social studies, arts, & p.e./health) 4. A USOE background check and acquisition of a CACTUS number from the state 5. Admission process as outlined on pages 7-12 of the handbook
<p>Foundations Courses:</p> <p>6510-Advanced Foundations in Special Education Practice and Law (3)</p> <p>6520-Collaboration, Consultation, and IEP Development (3) [is being eliminated in new program]</p> <p>6530-Principles and Applications of Special Education Assessment (3)</p> <p>6540-Managing Student Behavior and Teaching Social Skills (3)</p> <p>6550-Learning Strategies and Methods for Elementary Special Education Students (3)</p> <p>6580-Learning Strategies and Transition for Secondary Special Education Students (3)</p>
<p>Methods Courses:</p> <p>6555-Advanced Instructional Methods and Practicum: Reading (4)</p> <p>6560-Advanced Instructional Methods and Practicum: Mathematics (4)</p> <p>6570-Advanced Instructional Methods and Practicum: Written Expression (4)</p>
<p>Field Experience with Supervision</p> <p><i>(These credits do not count toward a master's degree, but are part of the requirements for licensure.)</i></p> <p>EDUC 4581 Pre-Student Teaching in Special Education (4) <i>(Includes at least 60 clock hours in a K-12 school resource room setting)</i></p> <p>EDUC 4680 Student Teaching in Special Education (8) <i>(All day for 60 days, with an assigned cooperating teaching)</i></p> <p>EDUC 4686 Special Education Student Teaching Seminar & Synthesis (4)</p>
<p><i>Successful completion of the above coursework, Praxis tests, and field work will result in a recommendation for the Utah Level 1 Special Education (mild-moderate) License.</i></p>

Note for all people seeking a second license: If you are currently licensed in one area but desire a license in another area, you will need to do appropriate course work and Praxis test for the license **and** student teach for 35 days full time or 70 days half time in the area of the license being sought.

If desired, pursuit of a master's degree can follow the licensure coursework. All core courses (total of 22 credits) must be taken in appropriate sequence, and secondary licensing students may need another course or two of electives (total of 14 credits) to complete the degree.

PROGRAM PROCEDURES

Registration

Graduate students register through the same process as undergraduates. Detailed registration information is printed in the WSU Catalog and/or semester class schedule which can be obtained online. Program class schedules are available in the M.Ed. office usually a week or two before they are published online. Tuition and fees follow the policy established by WSU and the Utah Board of Regents for graduate students. Tuition and fees for M.Ed. courses are available at http://www.weber.edu/bursar/TuitionFee_Tables.html under Master of Education.

Candidate Status

University graduate students are classified as full-time if they register for 9 or more semester hours. However, for the purposes of financial aid, full-time status is 6 semester credit hours. Candidates must be registered for at least one course the semester they complete the program requirements.

Official Transcript When Attending a Different University

If an active WSU Master of Education student attends a course at a different university and wishes to count that credit towards the WSU M.Ed. degree, an official transcript from that university must be sent to the MED office. A maximum of nine credits can count towards the degree and must be within the six year window. It is suggested that the student checks with the program director to be sure the course(s) will count towards the degree, especially if the course is to take the place of one of the required core courses. Elective coursework is more likely to be accepted.

Candidate File

Each admitted candidate has an official file located in the M.Ed. office. This file contains the application packet, record of progress, advisement log, program of study, and other pertinent data. Faculty members have access to these files. Originals of official documents should be kept in the file; however, copies may be made to update faculty records. The M.Ed. candidate files are destroyed five years after program completion. The files of inactive M.Ed. candidates are destroyed after 5 years of inactivity.

Advisement

Advisement begins when prospective candidates make their first inquiries about the Master's program. The assistant in the Master's office often receives the first telephone calls, emails, and letters. Initial questions generally deal with the program admission guidelines, time frames, and course schedules. This information can be found on the M.Ed. website: <http://weber.edu/masterofed> and in this handbook.

When the prospective candidate is admitted to the program, the program director serves as the advisor – answering questions about curriculum, approving transfer courses or independent study courses, outlining a suggested course of study, and helping with the selection of members for the candidate's graduate committee – until the candidate's graduate committee is formed. It is suggested that when a candidate has accrued between 20-28 semester hours of credit or is in the semester prior to taking MED 6085, he/she shall consult with the program director for input on the graduate committee and the chair of that committee. A Graduate Committee Request Form, which is ONLY available through the program director, is filled out by the candidate and signed by the appropriate committee members. The form is then returned to the M.Ed. assistant at which point the committee chair becomes the candidate's primary advisor.

Key Times for Graduate Chair/Committee Advisement

Approval of the program of study. This form is signed by the committee chair, but a candidate may choose to convene the committee or meet with the program director to discuss possible course selections.

Approval of the project proposal. The candidate convenes the committee to discuss and approve the proposal. Committee members are furnished with copies of the proposal one week prior to the meeting. Following the meeting, corrections and suggestions need to be made by the candidate to obtain committee approval.

Approval of the IRB form. Prior to submitting to the College of Education's Institutional Review Board, the chair must read and sign the hard copy of the Human Subjects Research form. An electronic version is also submitted but without a signature. [This procedure is in revision during the 2014-2015 school year so the most up to date information will be given in the MED 6085 course.]

Development of the project. The candidate works closely with the graduate committee chair and other committee members during the development of the project. The chair generally sees multiple drafts of the project and meets with the candidate a number of times before the project is ready for its dissemination to other committee members. Depending on the nature of the project, the project may take one or two semesters to complete.

Final presentation of the project. The candidate convenes the committee for this final presentation and defense of the work. Committee members are furnished with hard or electronic copies of the project at least seven days prior to the meeting to provide an opportunity to make corrections and suggestions prior to the meeting. **The defense should be scheduled no later than two weeks before the last day of the semester** (graduation day). The completed and printed project must be turned in to the M.Ed. administrative assistant's office ready for binding (along with the receipt from the WSU Library showing payment for the number of copies to be bound), **no later than the Friday before the end of the semester.** On some specific occasions, exceptions to this rule can be made by the program director in consultation with the policy committee.

Graduation

All candidates for the M.Ed. degree, whether or not they plan to attend the commencement ceremonies, must submit a completed application for graduation to the WSU Graduation Office early in the semester they plan to finish. Candidates should check CatTracks to be sure they are on track to graduate. If anything is missing or if substitutions need to be made, please consult the program director immediately. This website has the deadlines listed: <http://www.weber.edu/graduation/>.

Students should check with the M.Ed. office and/or their committee chair prior to making graduation application to ascertain compliance with requirements for the M.Ed. degree by the respective commencement ceremony date. It is the sole responsibility of the student to verify all requirements for the degree. Students who do not complete graduation requirements during their designated semester or who change their graduation semester should notify the Graduation Office via e-mail of the new anticipated date.

If courses from another institution are being used in the approved *Program of Study*, official transcripts must be submitted to the M.Ed. office. Determination is made by the committee chair or the program director for approval of those courses. CatTracks will be updated by the program director.

Commencement ceremonies are currently held twice a year. Students who complete degree requirements during the previous summer term or fall semester will be eligible to participate in the fall commencement exercises and the separate M.Ed. Hooding Ceremony. Students who complete requirements during spring semester will be eligible to participate in the spring WSU Commencement and Jerry and Vickie Moyes College of Education Convocation where M.Ed. candidates will have their degrees conferred, and they will be hooded. Commencement information will be mailed to students and/or can be obtained from the WSU Graduation Office. **All** degree requirements must be completed to attend and walk in the commencement ceremonies.

Phi Kappa Phi Honor Society

Membership in the Phi Kappa Phi Honor Society is by invitation. The minimum requirements are 24 graduate credit hours with a 3.9 grade point average or better. If a student receives an invitation, an immediate response is required to assure membership. Recommendations are made by the program director. Questions should be directed to the Honors Office, telephone 801-626-7336.

Follow-up of Graduates

On occasion, it is important for the M.Ed. office staff and director contact the graduates for a variety of purposes, such as post-program reviews and evaluations or asking a graduate to serve on committees. The M.Ed. office staff appreciates all graduates keeping their contact information current. It is also nice to hear from graduates when they obtain or change teaching jobs, are given awards, and/or are accepted into doctoral programs.

FINANCIAL ASSISTANCE / TUITION WAIVERS

In-State Tuition Waivers

A limited number of partial tuition waivers are available to candidates who are admitted to the MEd program. The following policies and procedures apply:

*Conditions and Instructions for Tuition Waivers and Scholarships

The Weber State University Master of Education in Curriculum and Instruction program has a limited number of tuition waivers and scholarships for the academic year (fall and spring semesters). Students must have 9 credit hours of WSU credit completed before applying. Waivers for the M.Ed. Program are based on available funds and upon the student's GPA. Only admitted students can receive tuition waivers. Applicants should be outstanding scholars and practitioners. ***Complete the on-line application by the second Monday in January through the Financial Aid Department.** Determination of tuition waivers and scholarships will be made by May 1 for the following academic year. The M.Ed. office works with the Financial Aid and Scholarship Office (SC 120) to assure compliance with the guidelines. In addition to the on-line tuition waiver application, students must also fill out a Federal Student Aid (FAFSA) application (www.fafsa.ed.gov) for the purpose of declaring citizenship. The Financial Aid and Scholarship Office will determine if a M.Ed. student qualifies for a scholarship. Other considerations for scholarships or tuition waivers are as follows:

- Candidates must not have exceeded the six-year limit for completing the program.
- Waivers and scholarships are awarded competitively on the basis of GPA, and on the number of completed M.Ed. degree credit hours: a minimum of nine (9) up to a maximum of thirty (30) semester credit hours. **The nine hours of completed credits must be WSU credits.**
- Academic year waivers are limited to a specific dollar amount. Application, submission, notification, and acceptance of a waiver are through your WSU student portal. Applications are due each year on the second Monday in January. Recipients may utilize the awarded waiver in one semester or divide it over two semesters (fall and spring), recognizing that if the waiver is spread over more than one semester, the number of paid credit hours is decreased. In the event a waiver is not used during the academic year of the award, it cannot be carried over to summer or the next academic year. Awards pay for tuition only; they do not pay activity, registration, differential, or other student fees.
- Tuition waivers for summer are granted through the Financial Aid and Scholarship Office. Watch for announcements, guidelines, and application deadlines through the WSU website. Application, submission, notification, and acceptance of the waivers are through your WSU student portal. Be aware that announcements of these waivers appear to relate only to undergraduate students; however, graduate students can also apply for summer tuition waivers and must be enrolled in a minimum of one class during summer.
- Waiver recipients must maintain a minimum of 3.5 GPA each semester the award is given.

- Applications for renewal are considered on the same basis as first-time awards.

***Non-Resident Graduate Student Tuition Waivers**

Non-resident tuition waivers exempt only the out-of-state portion of the tuition. Waivers do not pay activity, registration, differential, or other student fees. These waivers are based on specific criteria set by the M.Ed. program, including maintaining a 3.5 GPA. During summer term, all candidates pay resident fees and tuition.

Graduate Assistantship

Students who have completed nine credit hours by the end of fall semester may apply for a graduate assistantship for the following academic year. The waiver does not cover student or other special fees assessed by the University. A graduate assistant is required to maintain a minimum cumulative GPA of 3.5 unless there is compelling evidence for an exception, and to assist the program for five hours a week for approximately 30 weeks during the tenure of the award. The M.Ed. Program and Policy Committee will determine exceptions. The graduate assistant is supervised by the program director and may be assigned to faculty members to help with scholarly activities. (Due to reduced tuition waiver monies, the graduate assistantship has been suspended for the foreseeable future. Please check with the program director if you are interested.)

**The conditions and instruction cited above are subject to modification by the current Weber State University Scholarship Committee, or by the Master of Education Program and Policy Committee. You are encouraged to check the WSU Financial Aid website on a regular basis as that site may be updated in regards to scholarship information more often than this handbook.*

GRADUATE COMMITTEE

The candidate's graduate committee **MUST** be formalized the semester prior to the candidate taking MED 6085. It is strongly suggested that the committee be formed when the candidate has accrued between 20-28 semester credit hours so that the committee chair and committee can guide the candidate to specific coursework that might help in the completion of the master's project/thesis.

The committee members are selected based on a general area of co-interest. The graduate committee consists of three persons: two faculty members from the Department of Teacher Education, one of whom will be designated the committee chair; and the third member from another academic department, school district, or other organization. All committee members must hold at least a Master's Degree and have a willingness to read and critique the paper twice and meet on WSU's campus twice for formal meetings (the proposal meeting and the final project meeting).

Assignment of the Graduate Committee

- The candidate discusses his/her master's project interest with the program director and possible committee members are discussed. Based upon recommendations and available faculty, tentative committee members, including the committee chair, are identified according to interests and/or expertise that best match the area of the candidate's proposed project. The candidate then invites committee members for his/her Graduate Committee. The Graduate Committee Request Form is **NOT** available on-line. After consulting with the program director, the candidate is given the form to fill out and obtain graduate committee signatures. The form is returned to the M.Ed. assistant, approved by the department chair and the program director, and stored in the student's file in the M.Ed. office.
- The candidate should provide a timeline of his/her project and a short statement outlining background and project interest for prospective committee members.
- Prospective committee members are invited to serve on the graduate committee and sign the Graduate Committee Request Form during an in-person interview arranged by the candidate.
- If an invited committee member(s) declines, an alternate is selected and the procedure is repeated.
- A retiring faculty member can decide to finish or not to finish his/her service with a candidate. If, however, the faculty member knows of his/her retirement at the time he/she agrees to serve, he/she is expected to see the candidate through to graduation.
- The candidate contacts the graduate committee chair for program advisement and discussion of the Master's proposal and project. This contact is especially crucial during MED 6085 as the proposal is being developed.

Graduate Committee Chair

It is the responsibility of the committee chair to:

- meet with the candidate to guide and encourage the development of the project.
- advise the candidate and approve the *Program of Study* at the time of proposal approval.
- advise the candidate when the proposal is ready for committee approval.
- act as the candidate's advocate at the final presentation.
- keep a record of all meetings, advisement, and telephone conversations on the *Advisement Log*. Decisions made concerning the proposal and/or the project should be documented on the *Record of Progress*. These forms are kept in the candidate's file.
- oversee and approve the final project copy.
- oversee candidate assessment by completing the Rubric for Project and Final Defense

Graduate Committee Member

It is the responsibility of a committee member to:

- meet with the candidate to guide and encourage the development of the project when requested by the candidate or the committee chair.
- read and critique the proposal.
- take part in the proposal approval meeting.
- read and critique the project.
- take part in the project approval meeting (final presentation).
- act as chair for the final presentation when nominated by the committee chair and other committee member.

It is the responsibility of the candidate to schedule committee meetings for approval of the *Program of Study*, the proposal, and the project report presentation. A committee meeting may be requested at any time by the candidate or the committee chair. The candidate should arrange the date and time with his/her committee. The M.Ed. assistant will assist with room scheduling.

MED PROGRAM TOPICS

The next pages cover the candidate outcomes, primary and secondary, for the core courses and the program assessment plan.

Course Outcomes and Assessment Plan for Master of Education

Knowledge, Skills, and Dispositions	Specified Outcomes Candidates demonstrate:	Data Points Assessed in:	Assessment Tools
Scholarly Knowledge	Knowledge of the history and philosophy of education.	MED 6010: Advanced Historical Foundations	Group Synthesis Exam (Rubric)
	Knowledge of issues related to differences among groups of people and individuals and the impact on teaching and learning.	MED 6020: Diversity in Education	1. Social Justice Action Research Paper 2. Research/Presentation on an Assigned Diversity Topic
	Knowledge of important theories of learning and development and the implications for education.	MED 6030: Advanced Educational Psychology	Oral Presentation of Influential Psychological Theorist (Rubric)
	Knowledge of principles of curriculum development and assessment.	MED 6050: Curriculum Design, Evaluation, & Assessment	Curricular Unit with Integration and Differentiation (Rubric)
	Knowledge of instructional strategies and practices that facilitate effective learning.	MED 6060: Instructional Strategies	Instructional Strategies Practical Applications and Reflective Paper (Rubric)

Scholarly Skills	Writing	Ability to use writing to meet scholarly and professional goals.	1.MED 6085: Proposal Writing 2.MED 6090: Master’s Project	1.Proposal (Rubric for each part) 2.Project (Project Rubric)
	Verbal Communication	Ability to use highly developed verbal communication in presentations, questioning, and discussions.	MED 6090: Master’s Project	Project (Project Rubric)
	Research	Ability to analyze and critique educational research.	1. MED 6000: Fundamentals of Graduate Study 2. MED 6080: Conducting Educational Research 3.MED 6085: Proposal Writing	1. Preliminary Literature Review (Rubric) 2. Literature Synthesis and Critique (Rubric) 3. Proposal (Rubric)
	Research and Cognitive Skills	Ability to find and report on a significant educational question that has usefulness and applicability through the development of a written project.	MED 6090: Master’s Project	Project (Project Rubric)
	Cognitive Skill	Ability to critically and reflectively synthesize personal and professional experience in the graduate program through the development of the project and the portfolio.	MED 6091: Graduate Synthesis Seminar	Portfolio (Portfolio Rubric)
Professional Behaviors		Evidence of the following behaviors: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, responsible, positive attitude, and respectful. (Assessed and discussed with student when issues arise.)		

Assessment of Graduate Candidates

Grading

The M.Ed. program has no quota governing the issuing of grades. The professional judgment of the instructor is honored. However, it is expected that grading criteria be forthright and defensible and that candidates have written access to these expectations at the beginning of the course.

The grading policy is A, B, C, D, and E with pluses and minuses; WP for withdrawal passing, WF for withdrawal failing, and I for incomplete. Students receiving an “I” grade have one calendar year to have the coursework made up, and the grade changed to a letter grade. Classes for which D's and E's are received are **not** acceptable and an academic referral is made. A M.Ed. student receiving two E's whether or not a previous E has been changed, constitutes automatic probation for the following term. If the grades are not brought up and the E's removed, the student is dismissed from the M.Ed. program. *Only classes for which letter grades are given are counted in the program of study. Transfer credits must be a B or higher.* (See referral process flowchart on p. 43.)

GPA Requirements for all M.Ed. Students

Following admission to the M.Ed. program, students must maintain a 3.0 cumulative grade point average. Regardless of admission status, students must earn at least a B- in all core and licensure courses. In the event a candidate receives less than a B- in a core or licensure course, candidate must seek remediation within six months on any grades that are not up to the required standard of B-. Any other case is seen individually by the M.Ed. program director and the student's chair.

Dispositions

Candidates who exhibit negative dispositions may be counseled by the candidate's committee chair or the director of the M.Ed. Program. Serious concerns relating to dispositions may result in a referral. (See referral process flowchart on p. 43.)

Course Primary Outcomes

Candidate perceptions of the effectiveness of the teaching of the primary outcomes in the core courses are collected in MED 6091. Faculty collects student performance data on the same outcomes through class assessments.

Project

A rubric is used at the Project Defense meeting by the committee to assess the candidate's presentation and written document, and to assign a grade for MED 6090. A candidate will not receive a grade for MED 6090 until the Project Title Page and the student's file is signed by all three committee members, and the project copies are delivered to the M.Ed. office.

Endorsements

The M.Ed. program has several tracks leading to licensure and also offers electives for various endorsements. Post baccalaureate students seeking endorsements are referred to the M.Ed. Program Director. Graduate level courses in gifted education, reading education, math education, ESL and ESL/dual language education are available as elective courses in the master's degree and may lead to endorsements on a person's teaching license. Courses counted in the M.Ed. must be taken subsequent to receiving a baccalaureate degree, and teachers desiring endorsements must have an early childhood, elementary or secondary teaching license. Courses are subject to minimum enrollment standards set by the university, which sometimes makes it difficult for the program to mount the entire endorsement.

The following are required courses for endorsements:

Endorsement in Education of the Gifted

Required Courses (14 semester hours)

MED 6420-Foundations in the Education of the Gifted (3)

MED 6450- Creativity and Applied Imagination (2)

OR

MED 6470- Teaching for Thinking (2)

MED 6480- Differentiated Curriculum for the Gifted (3)

MED 6490- Assessment and Evaluation in Education of the Gifted (3)

MED 6495- Action Research in Education of the Gifted (3)

AND an Elective Course (at least 2 credit hours)

PLUS an Advanced Content Area (at least one course which should be a 6000 level curriculum course in any Utah approved teaching content area.)

Endorsement in English as a Second Language (ESL)

Required Courses (17 semester hours)

MED 6250- Second Language Acquisition: Theories and Implementation (3)

MED 6270- Literacy Strategies for Teaching English Language Learners (3)

MED 6280-Family and Community Involvement in Education (2)

OR

EDUC 4740- Building School Partnerships with ESL/Bilingual Education (2)

ENGL 6410-Strategies and Methodology of Teaching ESL/Bilingual (3)

OR

FL 4400/FL 6500-Methods of Teaching a Foreign Language (3/grad version 4)

MENG 6420-English Phonology and Syntax for ESL/Bilingual Teachers (3)

MENG 6450-ESL/Bilingual Assessment: Theory, Methods, and Practices (2)

An additional course, EDUC 5770- Field Experience in ESL/Bilingual Education (2) is needed for the endorsement, but this course may not be counted in the M.Ed. program.

Note: A Bilingual Endorsement can be obtained by demonstrating language proficiency at the intermediate high level, as determined by the Foreign Language Department.

Reading Endorsement Level 1 (Basic) K-12

The following graduate elective courses may be used for the Level 1 Reading Endorsement:

- MED 6360-Foundations of Literacy (3)
- MED 6320-Content Area Literacy Instruction (3)
- MED 6330-Using Children's Literature and Informational Text in the Classroom (2)
- MED 6340-Reading Assessment & Instructional Interventions (3)
- MED 6350-Reading Comprehension Instruction (3)
- MED 6352-Early Literacy Instruction (K-6) (2)
- MENG 6110-Writing for Teachers (3)

Reading Endorsement Level 2 (Advanced) K-12

After a Level 1 endorsement has been completed, a candidate may opt for a Level 2 Endorsement by completing the following courses:

- MED 6354-Literacy Leadership and Professional Development (2)
- MED 6355-Research in Reading (3)
- MED 6356- Internship in Reading (3)

Content Courses

Candidates for a Master of Education degree are encouraged to take supporting content courses in their teaching area(s), where available, and a teaching methods course in the content is required for all students seeking a secondary license. The decision as to which course(s) to take should be made in consultation with the graduate committee chair or with the program director if a committee has not yet been assigned.

At the present time, Weber State offers graduate level content courses in these departments: English, Health Promotion and Human Performance, History, Communication, Mathematics, and Science.

Individualized Study and Directed Readings

MED 6900 (1-3 credits) *Individual Study* is intended for the candidate who has special interests or needs and would benefit from an individualized study program. A student must be admitted to the program and receive prior approval from the program director and the graduate committee chair for all individual study, directed readings, and any other individualized course work. A student will not be able to register for this class unless he or she has a contract and clearance to do so. The chair can suggest a faculty member to supervise the candidate's study, but the suggested faculty member is not obligated to accept the assignment.

- A candidate may take from 1-3 hours of individualized coursework in her program of study with approval from the program director or candidate's chair. No more than 3 credit hours of individualized coursework will count towards the degree.
- The amount of work should be equivalent to the in-class time, out-of-class time, assignments, etc. of a regularly scheduled class with the same credit (e.g. 1 credit hour = 45 hours of work).

- A candidate cannot use individual study credit to work on her Master's proposal or project unless the graduate committee agrees that the project merits the additional credit hours.

The procedure for registering for individual study credit is as follows:

1. The candidate identifies a specific topic of interest.
2. The candidate obtains approval from the graduate committee chair, or in the absence of a committee chair, the M.Ed. program director to have the individual study approved as credit in the M.Ed. Program of Study.
3. The candidate contacts the selected faculty member to request that he or she supervise the study project.
4. The candidate completes an individualized study contract available from the M.Ed. program office and has it signed by the supervising faculty member and the program director. A copy of the signed contract is given to the M.Ed. program assistant for registration clearance and filing.

At the end of the semester, the supervising faculty member submits the candidate's grade to the M.Ed. office and the program director officially submits the grade.

Coursework Deadlines

All coursework, including transfer credit, counting toward the M.Ed. degree must be taken within a six-year time period, unless revalidated according to policy.

Curriculum Renewal /Course Revalidation

Occasionally, under the graduate committee's direction and approval, a candidate may renew/revalidate a course that is aged. The instructor currently teaching the course designs a revalidation plan for the candidate. The plan may include readings and field work in the particular area of study. A completed and approved course revalidation is effective for no more than three years. A maximum of two (2) Weber State University Master of Education courses can be revalidated for the M.Ed. degree. Candidates must register for MED 6990 - *Continuing Graduate Advisement* (1) - to complete the revalidation and must re-register for MED 6990 every term the revalidation is incomplete. MED 6990 is graded Credit/No Credit and does not count in the program of study. The contract for course revalidation approval can be obtained from the M.Ed. assistant or program director.

Ethics

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion, and falsification of documents will result in an **E** grade for the course. Charges may be issued with hearings held and/or sanctions imposed.

All assignments and written work turned in for credit must be the candidate's work, unless otherwise directed by the instructor. Candidates must use their own language and document any text taken from another source. Plagiarism is defined in *Webster's Universal College Dictionary* (1997) as:

The unauthorized use of the language and thoughts of another author and the representation of them as one's own.

Cheating on exams, plagiarism, using the same assignment for more than one class (except in the case of the research strand of courses), or unauthorized collaboration of any kind on written assignments is prohibited. Candidates found in violation of this standard will be subject to a failing grade for the course and referred to the M.Ed. Program and Policy Committee for disciplinary action which may include suspension from the program (see referral process flowchart on p. 43).

Grievance Procedure

Candidates should attempt to resolve grievances with the person/professor directly involved. If this is unsuccessful, they may appeal progressively to the next higher administrative body: (a) program director, (b) Program and Policy Committee, then (c) Dean of the Moyes College of Education.

If the grievance is related to grades, a policy for the Moyes College of Education is outlined in the catalog. You must follow that policy to have a grade grievance heard in the proper channels.

Retention/Dismissal Policy

The University Code will strictly be adhered. A faculty member may refer a student on the basis of professional or ethical dispositions or for academic deficiencies. The faculty member will inform the student of the referral. Documentation of the problem will be made. The faculty and/or staff member is responsible for writing the referral and submitting to the M.Ed. office. The assistant will contact the student to meet with the director. Depending on the circumstances, the referral may be brought before the Program and Policy Committee to determine the proper recourse. If a student fails a course, the referral process will begin with a meeting between the student and the M.Ed. program director. (See referral process flowchart on p. 43).

Course Evaluation

Courses/instructors in the M.Ed. program are assessed using the M.Ed. *Instructional/Course Evaluation* administered through Chitester. Every course and instructor is evaluated. Candidates are asked to complete the evaluation during the thirteenth or fourteenth week of the semester while the instructor is not present. The results of these evaluations are available to the instructor the following semester. The results are also given to the program director and the chair of Teacher Education.

If the evaluation is not completed during class time, **we urge all students to complete the evaluation through Chitester** on their own time. This feedback is important to the instructors and to the program as a whole.

MED PROPOSAL, PROJECT, and PORTFOLIO

Generally, the master's project is not the traditional research thesis, but an opportunity for the candidate to make a creative and practical application of newly acquired knowledge and research. It is expected that the project be supported by a substantial review of appropriate literature. Please note that a completed or partially completed research project initiated prior to committee approval **cannot** be used for the M.Ed. project.

In designing projects that involve human subjects, candidates need to be aware that Weber State University requires that all proposals be reviewed by the IRB/Human Subjects Committee. Prior to that review, candidates must complete NIH certification (CITI [Cooperative IRB Training Initiative] program will be required beginning fall, 2015), which is completed as an assignment in MED 6085. The website is <http://phrp.nihtraining.com/users/login.php>. Human Subjects information and forms are found on the web at <http://www.weber.edu/IRB/>. Click on the link for the form and the instructions. In addition to permission from the WSU Human Subjects Committee, candidates **must** obtain permission to do research on human subjects from their school district or agency. **No data can be gathered until Human Subjects permission has been granted by both WSU and the school district or agency.**

It is suggested that at least one year prior to completion of a candidate's M.Ed. program, the candidate selects a topic for a master's project. This project is described in detail in a formal proposal that is presented to the graduate committee for approval.

The *Publication Manual of the American Psychological Association (APA)* (6th ed., 2nd printing), 2009, and the *MEd Style Guide* should be used as guidelines for writing the proposal and the project report. It along with a sample final project is found on the Master of Education website. They are listed on the right under "Download Documents."

A check-off sheet that will take the student through the proposal and project stage is available on our website at <http://weber.edu/masterofed>. The detailed steps of the proposal, project, and graduation are on this check-off.

The Proposal

The proposal describes the project and should be developed by the candidate in cooperation and consultation with his/her graduate committee. Prior to developing the proposal for the final project, the candidate must complete MED 6085 - Developing a Project Proposal.

When the graduate committee chair judges the proposal ready for approval by the entire committee, the candidate schedules a committee meeting for consideration of the proposal. The candidate informs the M.Ed. assistant of the date and time, and the assistant arranges for a room. The candidate is responsible for confirming the meeting date, time, and place with the committee. The candidate provides each committee member a paper copy of the proposal at least 7 days prior to the scheduled meeting. The proposal must be approved by the committee before the candidate begins MED 6091 though the candidate is advised that the research for the project could take more than a semester. Approval for the proposal is made by signatures to the

title page of the proposal and to the *Record of Progress* attached to the inside cover of the candidate's permanent file (retained in the M.Ed. office).

After the acceptance of the proposal by the committee, the candidate **must** complete the Institutional Review Board (IRB) forms for acceptance prior to beginning his/her research. Failure to complete this step could render the final project null and void.

The Project

The candidate orally presents the project to members of the graduate committee and others who wish to attend. The graduate committee subsequently evaluates the oral presentation as well as the written project report. The master's project report must be written in its final form, presented, and approved no later than two weeks before the end of the semester. The candidate follows these procedures:

- The candidate registers for MED 6090 - *Master's Project*. Registration can be handled in two ways with the first being preferable: (a) upon defending the project at any time during the semester, the candidate can notify the M.Ed. assistant to register for the course. No late registration fee is imposed; however, the tuition fee must be paid within five (5) days; or (b) register for the course at the beginning of the semester if the candidate is positive that the defense will take place a minimum of three weeks before the end of the semester. (Note: if the project takes two or more semesters to complete, please register for 6090 the semester in which the project is planned for completion. Otherwise, an extra course 6990 [1 credit] will need to be taken. This course will not count towards your program of study.)
- During this course, the candidate communicates and meets frequently with the committee chair. **There is no formal class meeting.** During this time the candidate gathers data and then carefully and thoughtfully writes the project chapters of Results and Discussion. This writing cannot be done in a few days; it takes several weeks/sometimes months!
- When the graduate committee chair informs the candidate that the project report is ready to present, the candidate arranges the date and the time for the presentation with the committee and informs the M.Ed. assistant, who schedules a room. The candidate is responsible for confirming the meeting date, time, and place with her committee. The presentation is open to the public.
- Each member of the graduate committee should have a paper copy of the Master's project report at least seven (7) days prior to the scheduled presentation.
- A committee member, other than the chair, will act as the chair for the presentation.
- The candidate presents an overview of the project, what was produced, how it was implemented, how it was evaluated, and recommendations for further study. The candidate then answers questions from committee members regarding the project.
- After the presentation, the committee meets privately to discuss the presentation and evaluate the written report and the oral presentation. A 2/3 vote is required for approval. Revisions to

the report will likely be required. At this time, a *Project Rubric* is completed, a grade for the project is assigned, and committee members sign the *Record of Progress* and an original title page for **each** bound copy of the report. (The committee chair does not sign the *Record of*

Progress until all changes have been made.) The committee also completes an *Assessment of Candidate Dispositions*. The candidate's file is returned to the M.Ed. office.

- If the candidate does not finish the project the semester he/she is registered for MED 6090, or performs unsatisfactorily on the Master's project report or presentation, an *Incomplete* grade will be given, and the candidate must register for MED 6990, *Continuing Graduate Advisement*, each semester until the project is completed.
- **The candidate is responsible for the printing and binding of the project report. After the project report has been signed by all committee members, copies for binding must be computer generated and printed on a quality printer on acid-free, non-yellowing, 20 to 24 pound weight paper.** (Note: The WSU Copy Center in the Shepherd Union has paper and facilities to print the candidate's Master's Project.)
- A minimum of three hard-bound copies of the project report are required: two for the Stewart Library Archives and Circulation and one for the Master of Education Library. Candidates may produce as many hard-bound copies for themselves as they wish. In addition, a hard-bound copy or spiral-bound copy may be required by the school district or institution. Members of the graduate committee may request hard- or spiral-bound copies. The candidate is responsible for printing and binding all committee-signed copies of the report. Payment for copies to be bound may be made on-line at <http://library.weber.edu> or at the Stewart Library Circulation Desk. Along with the copies to be bound, a copy of your receipt reflecting bindery payment is then given to the M.Ed. assistant. Those copies intended for hard-binding should not be bound in any fashion but placed in an envelope or a box with each set separated by a colored sheet of paper or cardboard. The bound reports will be returned in about six-eight weeks, and the student will be notified and can pick them up in the M.Ed. office.

Program Portfolio

Portfolios contain candidate selected work and are organized and formatted by each individual candidate. The title page for each artifact should have the candidate's full name, the instructor's name, the course number and title, the date of the work, and a rationale statement for including the piece of evidence. Individual stapled papers should not be bound or submitted in covers. A candidate's completed portfolio will undergo two reviews: (a) by class peers and (b) by the instructor at the completion of MED 6091.

The purposes of the graduate portfolio are to:

1. Synthesize the master's program. The portfolio requires candidates to view their course of study holistically rather than as a collection of courses.
2. Demonstrate growth in writing ability. Candidates select materials for their portfolios that demonstrate their growth in scholarly thinking and writing.

3. Demonstrate growth in research techniques. Candidates select materials that demonstrate their developing skills in reading and evaluating research, and in performing action research in their classrooms.

Project Examples

Bound projects are housed in the Stewart Library in Circulation and in the Archives. The archival copies cannot be checked out. Copies are also available in the Education Building, Master's Library Room 238. Students may use these projects in the Master's library only.

District Funding for the Master's Project

- M.Ed. candidates may seek and receive funding from their employer for the Master's project.
- A completed or partially completed research project initiated prior to committee approval, whether funded or not, **cannot** be used for the M.Ed. project.
- A committee-approved M.Ed. proposal/project may be taken to the candidate's employer for funding purposes.

Examples:

A student decides on a project and then develops a proposal which is approved by the graduate committee. This proposal/project may be used by the student to acquire district funding.

A student seeks funding from the district for a project. The student then presents a Master's project proposal to her graduate committee and receives their approval. This is permitted only if the student **does not** begin work on the project until it is approved.

STUDENT CHECKLIST

Note: A specific checklist for the M.Ed. proposal, project, and graduation (entitled *Combined Checklist*) is available in PDF format on the M.Ed. website. Candidates are encouraged to download this document and use it as a guide when they begin their Master's Project.

1. _____ Complete the WSU graduate, on-line application and pay the correct application fee.
2. _____ As a part of the on-line application, arrange for transcripts and recommendation forms to be sent directly to the M.Ed. office, 1351 Edvalson St., Dept. 1306, Ogden, UT 84408-1306.
3. _____ If necessary, schedule an appointment to take the Miller's Analogies Test (MAT) at the WSU testing center, (801) 626-6802. Official MAT Practice Test is available at www.MillerAnalogies.com. Request that all test scores be sent directly to the M.Ed. office. Information concerning the Graduate Record Exam (GRE) or TOEFL tests is available at the following web address: www.ets.org . Information regarding the IELTS test is available at www.ielts.org .
4. _____ When notified, arrange for an appointment to complete the writing assessment. Following that assessment, an appointment for an oral interview with three faculty members can be scheduled. ESL applicants may be asked to make an appointment for the ACTFL oral languages English proficiency assessment.
5. _____ You will be notified by mail concerning your acceptance.
6. _____ You will need to attend a mandatory orientation session and also take the Technology Skills Self-Assessment.
7. _____ Additional advisement on issues such as transfer credits and course questions can be handled in one-on-one appointments with the Program Director.
8. _____ After the completion of 18-28 M.Ed. credit hours, select a general area of interest for the Master's project and meet with the director for the selection of a graduate committee.
9. _____ You will be notified of approval of the graduate committee members. **You will not be allowed to enroll in MED 6085 without an approved graduate committee and completion of prerequisite courses.**
10. _____ Meet as needed with your committee chair as the Master's project proposal is prepared and for progressive advisement.

- 11._____ When your committee chair believes the proposal is ready, schedule a meeting with your committee members to approve and sign the Master's project proposal. Inform the program assistant of the date and time so she can schedule a room. Confirm meeting date, time, and place with the committee members. Submit one paper copy of the proposal to each committee member no later than seven days prior to the meeting date. Submit a paper copy of signed proposal to the program assistant. **You will not be allowed to enroll in MED 6090 and 6091 without a signed proposal.**
- 12._____ Before seeking approval from the Institutional Review Board (IRB) and the district, you must complete on-line the National Institute of Health (NIH) Certificate. This certificate completion is part of the grade for MED 6085.
- 13._____ Make application to the WSU IRB Committee and then district(s) for research approval. You will need to include a signed proposal title page and your NIH certificate.
- 14._____ Confer with the committee chair as work on the project proceeds.
- 15._____ Register for MED 6090 (Master's Project) the semester the project is presented and completed. (NOTE: MED 6090 is only offered during the summer term with committee chair approval). If the project is not finished by the end of the semester in which the candidate has registered for MED 6090, an *Incomplete* grade will be given. The candidate must then register for MED 6990, *Continuing Graduate Advisement*, the semester the project is completed. Remember, it is fine to spend more than one semester on the Master's Project, but when this is the case, register for MED 6090 the semester the project is completed. Communicate and meet often with your chair while working on the project. Be sure to establish a timeline and adhere to it!
- 16._____ Check with the M.Ed. office to verify that all courses on the approved *Program of Study* have been/will be completed by the graduation deadline and to be cleared for graduation.
- 17._____ Submit a completed application for graduation to the WSU Graduation Office. Check the WSU Graduation Office website www.weber.edu/graduation for the application form and deadlines.
- 18._____ Make certain the M.Ed. office has official transcripts of courses taken at other institutions which are to count in the *Program of Study*. The Graduation Office must be notified by you if you intend to use courses from another institution toward completion of the M.Ed. degree. CatTracks should also be checked and if any discrepancies are noted, please contact the program director for the issue(s) to be resolved. The Graduation Office makes all decisions about graduation based on CatTracks!
- 19._____ Schedule the Master's project presentation meeting with the committee members. Inform the program assistant of the date and time so she can schedule a room. Confirm meeting date, time, and place with the committee.

- 20._____ Provide each committee member with an unbound draft of the project report in final form no later than seven days prior to the date of the presentation. Many committee members prefer receiving a copy via email. Check with your members.

- 21._____ When the Master's project presentation and report are approved (by a 2/3 vote), an original title page for **each** bound copy of the report will be signed (see *MEd Content and Style Requirements for Papers and Projects* for format). The final clearance for graduation cannot be given until the project copies are submitted to the M.Ed. office for binding. For a candidate to graduate, these copies **must** be in the M.Ed. office on the last day of the semester. Payment for copies to be bound may be made on-line at <http://library.weber.edu> or at the Stewart Library Circulation Desk. A copy of your receipt reflecting payment for number of copies to be bound is then given to the M.Ed. assistant along with project copies to be bound.

- 22._____ Inform the M.Ed. office of your intention to attend/not attend graduation ceremonies by November 1 for December hooding and commencement ceremonies or April 1 for spring commencement and convocation ceremonies. We encourage your participation.

- 23._____ Attend commencement/convocation/hooding ceremonies and be formally hooded and have your degree conferred! Celebrate!

WEBER STATE UNIVERSITY
MASTER OF EDUCATION
RUBRIC FOR PROJECT AND FINAL DEFENSE

Student Name: _____ Date: _____

Chair: _____

Title of Project: _____

	Excellent			Poor	
	5	4	3	2	1
I. Independence of candidate's work					
II. Format					
METHOD					
RESULTS or FINDINGS					
DISCUSSION					
RECOMMENDATIONS					
III. Writing:					
a. Clarity					
b. Organization					
c. Flow					
d. Syntax and mechanics					
IV. Oral Presentation					
a. Knowledge of study					
b. Speaking skills: Ability to respond to questions					
c. Ability to relate the tie-in between the research question(s) and the result					
d. Appropriate use of technology					
e. Justification for the study					
f. Summary of the study					

V. Project Grade: _____

VI. Comments: _____

Student Name: _____ Faculty Name: _____ Date: _____

Assessment of Master’s Candidate Dispositions

To be filled out and shared with candidate when a concern arises.

Please evaluate the student in terms of demonstrating the following dispositions. Each disposition has descriptors to consider in your evaluation. Mark one box for each disposition.

DISPOSITIONS AND INDICATORS	Level of Concern				COMMENT <i>(Comment[s] are required with a Medium or High mark)</i>
	No Concern (0)	Low (1)	Medium (2)	High (3)	
1. Reflective (considers carefully one’s own perspectives)					
2. Teachable (welcomes new ideas and feedback)					
3. Ethical (adheres to standards of professional conduct)					
4. Collegial (demonstrates professional, interpersonal skills)					
5. Inquisitive (exhibits academic curiosity)					
6. Persistent (exhibits tenacity in completing academic challenges)					
7. Self-directed (takes responsibility for one’s own academic performance)					
8. Collaborative (works effectively with others)					
9. Responsible (adheres to schedules, accountable and principled decision maker, student advocate)					
10. Positive Attitude (enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor)					
11. Respectful (shows proper courtesy and consideration for diverse perspectives)					

Master of Education Referral Process

