

EXECUTIVE SUMMARY
WSU Department [NAME]
Self-Study Document, Fall 201X

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

Mission Statement: The mission of the Master of Education in Curriculum and Instruction 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.

Curriculum: The Master of Education degree is a 36-credit hour degree. Currently, 22 credit hours are “core” courses and 14 credit hours are elective courses. To complete the program, the candidate must complete a project/thesis under the direction of a committee of at least two professors and one other person who has a master's degree (commonly, this person might be a principal or a teacher-leader at the candidate's school). The project can be either curricular in nature with supporting research or can be original research in the form of a thesis.

Core Courses

- MED 6000—Fundamentals of Graduate Studies (2)
- MED 6010—Advanced Historical Foundations (2)
- MED 6020—Diversity in Education (2)
- MED 6030—Advanced Educational Psychology (2)
- MED 6050—Curriculum Design, Evaluation, & Assessment (3)
- MED 6060—Instructional Strategies (2)
- MED 6080—Conducting Educational Research (3)
- MED 6085—Developing a Project Proposal (2)
- MED 6090—Master's Project (3)
- MED 6091—Graduate Synthesis (1)

Electives

Students self-select 14 credits with advising help from the program director or committee chair. Many courses and graduate-level workshops are available through the M.Ed. or other master's programs on campus.

Student Learning Outcomes and Assessment:

At the end of their study at WSU, students in the Master of Education program will demonstrate the ability to

1. use writing to meet scholarly and professional goals.
2. use highly developed verbal communication in presentations, questioning, and discussions.
3. analyze, critique, and summarize educational research.
4. find and report on a significant educational question that has usefulness and applicability in educational settings.
5. critically and reflectively synthesize personal and professional experiences.

These outcomes are summatively assessed based on the master's project and graduate synthesis seminar.

Academic Advising: Most students interested in the program first make contact via the Graduate Admissions webpage: <https://www.weber.edu/graduateprograms/right.html>. The administrative assistant, Melinda Bowers, responds with a general email about the program admission requirements and provides further information about when courses are offered, how many credits to take each semester, and elective courses offered. Chair then takes over many advising duties as the student nears completion.

Faculty: There are 22 full-time, tenure-track faculty of whom 14 are female and 20 identify as white. Thirteen of the faculty are tenured and nine have the rank of full professor.

Program Support: The program is well supported in the areas of finance, technology, library resources, and administrative encouragement. We have the faculty needed to fully implement the program.

Relations with External Community:

We have met with various stakeholders in the community on issues related to the structure of the M.Ed. and upcoming changes to the program. These meetings are ad hoc in nature, although we are working to formalize an advisory committee moving forward.

Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:

Enrollment in the M.Ed. program has been variable, especially since the introduction of the graduate certificate in teaching (GCT) program was implemented. Many of the students completing the grad certificate come into the M.Ed., but in "waves" due to cohorts in the GCT. However, we feel confident in the continued interest in the program and look forward to new enrollment when the additional emphases are added.

The program has adequate staff to meet the needs of students and faculty.

Results of Previous Program Reviews:

Previous reviews identified issues that have now been fully resolved. The first issue was the lack of a graduate certificate for those seeking license only. Prior to the GCT it appeared that we had poor completion rates. This has now been resolved. The second issue was one of advising, but that has been resolved by streamlining much of the information students seek.

Information Regarding Current Review Team Members:

Internal Reviewer:

Dr. Brent Horn, Chair
Criminal Justice,
WSU

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External Reviewers:

Mary Sowder,
Director of Graduate Studies,
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