

# **Weber State University**

## **Master of Education in Curriculum and Instruction**

### **STUDENT HANDBOOK**

July 2009

# **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.

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

July 2009

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# MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

## PURPOSE OF THE HANDBOOK

This handbook is for student use and is designed to clarify the policies and procedures of the Master of Education program. Companion documents include a *Faculty Handbook* and the *Content and Style Manual*.

## PROGRAM MISSION

To support the University, the Moyes College of Education, and the Department of Teacher Education, the mission of the Master of Education in Curriculum and Instruction program is to extend the professional knowledge, skills, and attitudes of educators, including those in schools, business, industry, and higher education. The program is designed to advance the theoretical and practical applications of curriculum and instruction for all learners.

## PROGRAM GOALS

The Master of Education (MEd) program is articulated with Weber's Teacher Preparation Conceptual Framework: "*Student Achievement: Students, Teachers, and Communities Working Together.*" Following this model, program outcomes are: (a) based on national and state standards and grounded in current best theory and practice, (b) structured to foster *reflecting, engaging, and collaborating*; and (c) geared toward increasing student achievement. The components, reflecting, engaging, and collaborating, serve as a framework for organizing course work and program development. The goals of the curriculum reflect an emphasis on preparing master teachers.

In support of the five Weber State University overarching goals and the College mission, the Teacher Education Master of Education in Curriculum and Instruction 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;
  - provide funding for faculty and graduate students in professional growth and scholarship related activities.
  
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 ASSESSMENT PLAN**

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

### 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, and respectful.

## PROGRAM DESCRIPTION

The goals of the program are accomplished through courses (face-to-face and on-line), 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 weekly 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 and conferences are open to educators who are not seeking a MEd degree but wish to improve their professional knowledge and teaching skills.

The 36-hour program of study consists of a 21-hour professional core requirement and 15 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); courses in these areas count toward the 15 elective credits. A portion of the core requirement is the completion of a Master's project, a practical application of knowledge and research.

Within the MEd program there are three licensure tracks; they are Elementary Education, Secondary Education, and Special Education. Further information on these tracks is available in this handbook.

## GRADUATE COURSES / CURRICULUM

### Program of Study

The *Program of Study* form serves as the contract between the candidate and his graduate committee. It outlines the courses to be taken and includes all past and future coursework that will apply toward receipt of the MEd degree. It is planned with the candidate's graduate chair early in his coursework, generally by the completion of 18 credit hours. A copy of the *Program of Study* is placed in the candidate's file in the MEd 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 these policies must have prior approval by the program director and the graduate committee.

- 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 9 semester credit hours of graduate-level coursework from other accredited institutions is accepted.

- No more than 3 credit hours of letter-graded graduate (6000 and above) workshop credit may count in the program of study. Courses with pass/fail or credit/no credit grades are not accepted.
- 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 MEd degree. Candidates must register for MED 6990, *Continuing Graduate Advisement*, to complete the revalidation and must re-register for MED 6990 every term 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 MEd secretary.
- An undergraduate student may take two graduate courses the last semester/term prior to receiving the baccalaureate degree and apply them toward the MEd 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 any elective course; core classes can 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.  
Prerequisites: 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 (1)*  
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: 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. There is no formal class meeting 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, he/she must register for MED 6990 to complete the project each semester until 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.

### **Licensure Tracks within the MEd Program**

The MEd has a track leading to secondary teacher licensure if the applicant has a bachelor's degree in a recognized major from an accredited university, has passed the Praxis II subject-area test, completed a background check, and meets other MEd admission requirements.

**Secondary Licensure Track within the Master’s Program**

**Prerequisites:**

1. Bachelor’s degree in a recognized major and Praxis II [subject-area test]
2. Background check (before doing practicum)
3. Provisional admittance (1<sup>st</sup> 21 hours)
4. Admission interview with members of the Master’s Policy Committee (similar to the undergraduate process)

**Recommended Sequence of Courses:**

**Foundations courses:**

- 6110–Introduction to Classroom Management (3) **or**  
 6120- Advanced Classroom Management (3)  
 6050–Curriculum Design, Evaluation, Assessment (3)

16 credit hours  
 Total

**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)

*It is recommended that students take as an elective, a graduate level methods course in their content major.*

**Mentoring and Supervision:**

(These credits do **not** count towards a master’s degree but are part of the requirements for licensure.)

**Option 1. If currently teaching on a provisional license**

EDUC 5860–Practicum in Education (2 + 2)

Mentoring, supervision, and coaching support will be given for two semesters (2 credits each semester–minimum of 4 credit hours).

**Option 2. If not currently teaching**

EDUC 5860–Practicum in Education (2)

Complete a practicum of at least 60 clock hours in a school setting one of the first two semesters of your coursework.

**and**

EDUC 5880–Student Teaching in Secondary Education (6)

Complete student teaching (all day for 40 days) with an assigned cooperating teacher, even if you are emergency hired by a district during student teaching. (You must apply for student teaching one full semester before you plan to student teach.)

<p><b>Successful completion of coursework and Fieldwork = Utah Level 1 License</b></p>	<p>If desired, a pursuit of a master’s degree can follow if fully accepted in the program with the inclusion of 6000, 6010, 6030, 6080, 6085, 6090, 6091 (in appropriate sequence), and self-selected electives for a total of 36 credit hours. <b>You should begin your graduate studies with MED 6000.</b></p>
<p>Courses strongly recommended for Praxis PLT: 6030–Advanced Educational Psychology 6010–Advanced Historical Foundations</p>	

The MEd has a track leading to elementary teacher licensure if the applicant has a bachelor’s degree from an accredited university, has passed the Praxis II elementary subject test, completed a background check, meets other MEd admission requirements, and completed a transcript review sheet and any noted deficiencies.

**Elementary Licensure Track via MEd**

<p><b>Prerequisites:</b></p> <ul style="list-style-type: none"> <li>·Bachelor’s Degree from an accredited university</li> <li>·Pass Praxis II for elementary before student teaching</li> <li>·Complete transcript review sheet meeting requirements and deficiencies (see USOE website for description on 27 semester curriculum content areas required in undergraduate study)</li> <li>·Background check (before doing practicum)</li> <li>·Provisional admittance (1st 21 hours)</li> <li>·Admission interview with members of the Master’s Policy Committee (similar to the undergraduate process)</li> </ul>
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<p><b>Courses:</b> 21 credits (In the MEd program this 21 credit hours is defined as 5 credits in the core and 16 credits in electives.)</p> <p><b>Foundations courses:</b> 6110-Introduction to Classroom Management (3) <b>or</b> 6120- Advanced Classroom Management (3) 6050-Curriculum Design, Evaluation, Assessment (3)</p> <p><b>The following taken in any order:</b> 6510-Foundations in Special Education (3) 6020-Diversity in Education (2) 6311-Content Instruction in the Elementary School: Science (2) 6312-Content Instruction in the Elementary School: Mathematics (2) 6313-Content Instruction in the Elementary School: Social Studies (2)</p>
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**Literacy courses:**

MED 6314-Reading Instruction in Elementary Schools (2)

MED 6315-Language Arts Instruction in Elementary Schools (2)

**Mentoring/Coaching and Supervision:**

(These credits do **not** count towards a master’s degree, but are part of the requirements for licensure.)

**Option 1. If currently teaching on a provisional license**

EDUC 5860–Practicum in Education (2 + 2)

Mentoring, supervision, and coaching support will be given for two semesters (2 credits each semester–minimum of 4 credit hours).

Note: If you are currently teaching and licensed in one area but desire a license in another area, you will need to job swap and student teach for 35 days full time or 70 days half time.

**Option 2. If not currently teaching**

EDUC 5860–Practicum in Education (2)

Complete a practicum of at least 60 clock hours in a school setting after completing MED 6050.

**and**

EDUC 5840–Student Teaching in Elementary Education (6)

Complete student teaching (all day for 40 days) with an assigned cooperating teacher, even if you are emergency hired by a district during student teaching.

**Praxis II subject test +  
Successful completion of coursework  
and Fieldwork = Utah Level 1 License**

Courses strongly recommended for Praxis  
PLT:  
6030–Advanced Educational Psychology  
6010–Advanced Historical Foundations

If desired, a pursuit of a master’s degree can follow if fully accepted in the program with the inclusion of 6000, 6010, 6030, 6080, 6085, 6090, 6091 (in appropriate sequence), for a total of 36 credit hours.

**You should begin your graduate work with MED 6000.**

The MEd has a track leading to special education licensure if the applicant has a bachelor’s degree from an accredited university, has passed the Praxis II elementary subject test, completed a background check, and meets other MEd admission requirements.

## **Special Education (Mild/Moderate) Licensure Track**

### MEd Course Requirements for Special Education Licensure

#### **Foundations and Methods**

- MED 6510-Foundations in Special Education (3)
- MED 6520-Collaboration, Consultation, and IEP Development (3)
- MED 6530-Principles and Applications of Special Education Assessment (3)
- MED 6540-Managing Student Behavior and Teaching Social Skills (3)
- MED 6550-Learning Strategies and Methods for Elementary Special Education Students (3)
- MED 6580-Learning Strategies and Transition for Secondary Special Education Students (3)
- MED 6555-Advanced Instructional Methods and Practicum: Reading
- MED 6560-Advanced Instructional Methods and Practicum: Mathematics (4)
- MED 6570-Advanced Instructional Methods and Practicum: Written Expression (4)

#### **Field Experience with Supervision**

*(These credits do not count toward a master's degree, but are part of the requirements for licensure.)*

##### **Option 1. If currently teaching on a provisional license**

- EDUC 4670 Student Teaching in Special Education (4)
- EDUC 4685 Special Education Student Teaching Seminar & Synthesis (1)

##### **Option 2. If not currently teaching**

- EDUC 4581 Pre-Student Teaching in Special Education (4)  
*(Includes at least 60 clock hours in a K-12 school resource room setting)*
- EDUC 4680 Student Teaching in Special Education (8)  
*(All day for 60 days, with an assigned cooperating teaching)*
- EDUC 4686 Special Education Student Teaching Seminar & Synthesis (4)

*Successful completion of the above coursework and field work will result in a recommendation for the Utah Level 1 Special Education (mild-moderate) License.*

## **ADMINISTRATIVE STRUCTURE**

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

## ADMISSIONS

Admission to Weber State University is required prior to acceptance into the Master of Education program. A student may register for **elective** graduate level courses before admission into the MEd program. A maximum of 9 semester hours of pre-admission graduate courses can be accepted into the program and they cannot be more than five (5) years old and must be approved by the program director. Pre-admission credits are subject to the **currency rule, i.e., at the time of completion of the degree, no credits may be older than six years**. All courses used in the MEd program, including electives, must be 6000 level courses for which the student has earned a letter grade.

Students admitted to the program are those who show promise of being the most successful candidates and educators. **All students admitted to the MEd program will be provisionally admitted for 21 semester hours and formally admitted after successfully completing those 21 hours of their *Program of Study***. Fifteen percent (15%) of the admissions are set aside for culturally diverse candidates.

If a student has not attended WSU for over one year or has attended another educational institution since attending WSU, she must be readmitted to the university before registering for classes. A student who is not currently enrolled, but has attended WSU in the last year may reactivate her file by contacting the Admissions Office.

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

### Program Admission Requirements

Applications for admission into the Master of Education program should be completed by the potential candidate and received by the program secretary before the following deadlines: March 1 for Fall Semester, November 1 for Spring Semester, and February 1 for Summer Term.

**Please note:** Applying by these dates allows admitted students time to register for classes before they are filled. However, the Master of Education office does accept applications and actively admits students to the program throughout the year.

MEd candidates are selected through the process outlined below:

- Completed application form for the MEd program submitted with a \$25 application fee. (This fee is non-refundable).
- Submitted application form for admission to Weber State University (on-line application).
- Verified Bachelor's degree from an accredited institution.

- It is recommended, but not required, for applicants for the MEd 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. It is expected that the candidate/teacher is responsible for the delivery of instruction and the assessment of learning, and has used an organized curriculum.
- Receipt of official transcripts from previously attended institutions, including WSU, sent directly to the MEd office.
- Receipt of three recommendations on teaching ability or potential to teach sent to the MEd office (forms are found on the MEd website and should be sent to the MEd office by the person making the recommendation).
- Calculated minimum GPA of 3.25 or above on the last 60 semester hours or 90 quarter hours of approved undergraduate/graduate coursework
- Minimum GPA of 3.00 to 3.24 on the last 60 semester hours or 90 quarter hours of approved undergraduate/graduate coursework **and** a score on **either**  
Miller's Analogies Test (MAT): minimum 396 (scaled score)  
**or**  
Graduate Record Examination (GRE): minimum 480 each on the Verbal and Quantitative Reasoning, and 5.0 (73) on the Analytical Writing portion.
- U.S. citizen applicants who speak English as a second language are required to present evidence of TOEFL score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the iBT. **Or**, verification of a minimum band IELTS score of 6.0. At the discretion of the program director, the applicant may be required to take the ACTFL oral language English proficiency assessment.
- Successful completion of a formal oral interview with the program director or, in the case of licensure track candidates, admission interview with members of the Master's Policy Committee.
- Successful completion of the Writing Proficiency Assessment.

### Additional Requirements for International and ESL Candidates

- Verification of a minimum TOEFL score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the iBT. Verification of a minimum band IELTS score of 6.0.
- Transcripts showing all individual courses evaluated into the equivalent of American credits and letter grades.
- ACTFL standard of *Intermediate-High* on oral language English proficiency assessment (contact Dr. Tony Spanos at 626-6996 or [tspanos@weber.edu](mailto:tspanos@weber.edu) for an appointment for the assessment).
- International applicants who speak English as a second language who have earned undergraduate degrees from U.S. universities and previously completed the TOEFL with a score of 550 on the paper-based test, 213 on the computer-based test, or 80 on the iBT; or an IELTS band score of 6.0 or greater are not subject to the TOEFL requirement. However, at the discretion of the program director, they may be required to take the ACTFL oral language English proficiency assessment.

### Weighted Standard for Admissions

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

### Quantifications of points (percentages) for admission:

	<u>Points (percentage)</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 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.

	<u>Points</u>	<u>Rubric Score</u>
Interview Scale	20	6
(oral assessment)	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, she may reapply. All current requirements must be met. A maximum of three applications are allowed.

### **Instructions for Completing the Application**

**University Admission.** Complete the WSU application for admission form after your acceptance into the MEd program. The WSU application is an on-line application and can be accessed at <http://weber.edu/admissions>. If you have WSU application questions, you can contact that office at: (801) 626-6743. If you previously attended WSU and have not attended another institution since, the WSU admission fee will not be charged. However, you need to request the Admissions Office to activate your file on the computer system to register for classes. The admission fee will be required from students who have attended another institution since attending WSU and students new to Weber State. Admission to WSU does not constitute admission to the MEd program, nor does admission to the program constitute admission to Weber State University. Both applications must be completed separately.

**MEd Program Admission.** Apply for admission prior to completing 9 graduate level semester credit hours. Complete the application form and return it to the MEd office.

**Verification of Teaching Experience.** Document your post-baccalaureate teaching experience. Applicants are encouraged to have the minimum of one year post-baccalaureate teaching; those seeking licensure are not required to have prior teaching experience.

**Teaching Licensure.** Indicate on the application form if you are licensed to teach, the type of license or certification, and any endorsements. Provide written verification or a copy of the license or certificate.

**Student Transcript Request.** Request official transcripts, which verify degree(s) received and previous coursework. Each institution should mail the transcript directly to the MEd office. A

transcript delivered or mailed by the student will not be accepted. A transcript marked "issued to student" is not official. If an institution was attended under a different name, please note the change on the request form. If you graduated from WSU, you must **personally** request that your official transcript be sent from WSU Records to the MEd office.

**Grade Point Average.** If the cumulative GPA or the GPA for the last 60 semester or 90 quarter credit hours is 3.0 to 3.24, you will be required to take **either**

Miller's Analogies Test (MAT): minimum 396 (scaled score)

Please call the WSU Testing Center, Stewart Library, (801) 626-6803, for test information and to schedule an appointment to take the MAT. A fee is required for this test.

**or**

Graduate Record Examination (GRE): minimum 480 each on the Verbal and Quantitative Reasoning, and 5.0 (73) on the Analytical Writing portion. For more information, please visit the GRE website at [www.ets.org/gre](http://www.ets.org/gre). (This test is not currently offered through the WSU Testing Center.)

**Recommendation Forms.** Submit recommendation forms to three persons who have had the opportunity to observe your teaching. At least one of the references should be someone in a supervisory position who can verify one year, full-time, professional teaching. In the case of those seeking licensure via the MEd program, invite recommendation forms from those who recognize your teaching potential. List references on the application form. The completed recommendation forms should be mailed directly to the MEd office by the person completing the form. You may wish to supply stamped envelopes addressed to the MEd office (1306 University Circle, Ogden, UT 84408-1306).

**Oral and Writing Proficiency Assessments.** When the completed application form, transcripts, recommendations, verifications, and required test scores have been received by the MEd office, candidate will be advised by telephone to schedule a writing proficiency assessment and an oral interview with the program director. The purpose of the oral interview (approximately half an hour) is to demonstrate your communication and interpersonal skills. The purpose of the writing proficiency assessment (approximately 75 minutes) is to evaluate your ability to communicate through writing. For licensure track candidates, the interview will be with three members of the Program and Policy Committee and those same three members will evaluate the candidate's writing sample.

The writing proficiency assessment is a persuasive or opinion essay. Several question prompts will be given and the candidate is expected to write a formal essay in response to one of the questions. The assessment is not timed and will be evaluated on the following criteria: organization, key ideas, syntactic variety, use of language, and mechanics and usage.

**International Applicants.** Have transcripts and the Bachelor's degree evaluated by a foreign credentials evaluation service selected from the agencies listed below. The Bachelor's degree and each course on the transcript must be evaluated into the equivalent of American credits and letter grades. Contact the selected agency to determine the procedures and fees required for this service. You are responsible for the fees. The evaluated transcript must be sent by the agency directly to the MEd office.

If the overall GPA is 3.0 to 3.24 and the evaluated transcript cannot be calculated for the last 60 semester or 90 quarter hours of coursework, you must pass two sections of the GRE, the Quantitative and the Analytical, with a minimum score of 480 in each section. Provide verification of a current TOEFL score at least 550, or an IELTS combined band score of 6.0.

### 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 17499

Milwaukee, WI 53217

(414) 289-3400

E-mail: [eval@ece.org](mailto:eval@ece.org)

World Education Services

Old Chelsea Station

P O Box 745

New York City, NY 10011

(800) 937-3895 or (212) 966-6311

Website: [www.wes.org](http://www.wes.org)

Global Credential Evaluators, Inc.

P.O. Box 9203

College Station, TX 77842

(800) 517-4754 Fax: (512) 528-9293

E-mail: [gce@gceus.com](mailto:gce@gceus.com)

Website: [www.gcevaluators.com/index.asp](http://www.gcevaluators.com/index.asp)

Academic Credentials Evaluation Institute

P.O. Box 6908

Beverly Hills, CA 90212

(800) 234-1597 or (310) 275-3530

Website: [www.acei.com](http://www.acei.com)

AACRAO Foreign Credentials Evaluation

International Education Service

1 Dupont Circle, NW, Suite 520

Washington, DC 20036-1135

(202) 296-3359 Fax (202) 822-3940

Website: [www.aacrao.org/credential](http://www.aacrao.org/credential)

## **Readmission**

A candidate not taking coursework in the program for six consecutive semesters, including summer, must be readmitted under current admission standards.

## **Special Circumstances**

Applicants who do not meet the standard admission criteria but believe they have equivalent qualifications may appeal to the MEd Program and Policy Committee after consultation with the program director.

## **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.

Graduate students are considered currently enrolled at WSU as long as they take at least one course per semester. Graduate candidates are not required to take courses during summer term to remain eligible to register for classes. Candidates must be registered for at least one course the semester they complete the program requirements.

## **ADVISEMENT**

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

Initial advisement by the program director begins when a prospective candidate has submitted a program admission application, application fee, transcripts, and recommendation forms. If the transcripts reflect an acceptable GPA, test scores (MAT, GRE where required, TOEFL score, oral language assessment, and transcript evaluation for international candidates), and the recommendation forms are positive, the prospective candidate makes an appointment with the program director for an interview.

The interview is an opportunity for the prospective candidate and the program director to discuss the program, the candidate's goals and interests, and possible areas of project interest. The program director also uses a pool of structured questions to further assess the prospective candidate's knowledge of educational issues, oral language, and interests. Generally a candidate schedules her writing sample following the interview.

When the prospective candidate is admitted to the program, the program director is the temporary advisor, answering questions about curriculum, approving transfer courses, and helping with the selection of members for graduate committees. By the time a candidate has accrued 18-24 semester hours of credit, she shall have selected a graduate committee, and the chair of that committee becomes the principal advisor. The Graduate Committee Request Form is NOT available on-line; after consulting with the Program Director, you will be given the form to fill out and obtain graduate committee signatures. Then you will return this form to the MEd secretary.

Following the selection of the graduate committee, key times for advisement occur at the following points:

- **Approval of the program of study:** This form is signed by the committee chair, but a candidate may choose to convene her committee 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.
- **Development of the project:** The candidate works closely with her 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 her committee for this final presentation and defense of her work. Committee members are furnished with copies of the project seven days prior to the meeting to provide an opportunity to make corrections and suggestions prior to the meeting. **The defense should be scheduled two weeks before the last day of the semester and the project must be turned in to the secretary's office printed and ready for binding by the last day of the semester.**

The committee chair, members, program director, and the program secretary keep a log of contacts with the candidate. These contacts are ultimately reflected in the candidate's folder housed in the graduate office.

## 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 Instruction 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. Waivers for the MEd Program are based on available funds. Only admitted students can receive tuition waivers. Applicants should be outstanding scholars and practitioners, maintaining a minimum graduate GPA of 3.5. Please read carefully the following conditions and instructions.\* **Complete the on-line application by the second Monday in January.** Determination of tuition waivers and scholarships will be made by May 1. The MEd office works with the Financial Aid and Scholarship Office (SC 120) to assure compliance with the guidelines. The Financial Aid and Scholarship Office will determine if a MEd student qualifies for a scholarship with unique criteria.

- Candidates must not have exceeded the six-year limit for completing the program.
- Waivers and scholarships are awarded competitively on the basis of GPA (a minimum of 3.5 on graduate-program courses), and on the number of completed MEd 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, 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; 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, or other student fees. These waivers are based on specific criteria set by the MEd 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 work six hours (between the hours of 8:00 a.m. and 4:00 p.m.) per week for the program during the tenure of the award. The MEd Program and Policy Committee will determine exceptions. An assistant works under the direction of the program director and may be assigned to faculty members to help with scholarly activities.

*\*The conditions and instruction cited above are subject to modification by the currently organized Weber State University Scholarship Committee, or by the Master of Education Program and Policy Committee.*

## **GRADUATE COMMITTEE**

The candidate's graduate committee must be formalized before the completion of 18-23 semester credit hours. Committee assignments should be made one calendar year prior to the candidate's intended graduation.

The committee members are selected based on a general area of co-interest. The graduate committee consists of three persons: generally 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 MEd secretary and put in the student's file.
- 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 graduation.
- The MEd program director approves each committee member and verifies that she is qualified in the candidate's area of interest. The Teacher Education department chair also checks to see that the academic load of each proposed committee member is within policy.
- The candidate contacts the graduate committee chair for program advisement and discussion of the Master's proposal and project.

### **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. The record form should also be signed after the committee has examined the portfolio of the candidate.
- oversee and approve the final project copy.
- oversee candidate assessment by completing the following rubrics:
  1. Assessment of Candidate Disposition
  2. 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 MEd secretary 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**

<b>Knowledge, Skills, and Dispositions</b>	<b>Specified Outcomes Candidates demonstrate:</b>	<b>Data Points Assessed in:</b>	<b>Assessment Tools</b>
<b>Scholarly Knowledge</b>	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) Educational Research Articles (12) Related to Diversity and Content Areas and/or Students (Summary, Reactions, and Implications)  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 Approach Vignettes (3) (Rubric)
	Knowledge of instructional strategies and practices that facilitate effective learning.	MED 6060: Instructional Strategies	Instructional Strategies Practical Applications and Reflective Paper (Rubric)

<b>Scholarly Skills:</b> 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) Literature Review for 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)

<p><b>Dispositions</b></p>	<p>Evidence of the following dispositions: reflective, teachable, ethical, collegial, inquisitive, persistent, self-directed, collaborative, and respectful.</p>	<p>1)Pre-Admission, 2)MED 6000, 6030, 6050 3) MED 6090</p>	<p>1) Letters of Recommendation 2) Evaluation of Dispositions (Dispositions Rubric) 3) Evaluation of Dispositions (Dispositions Rubric)</p>
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## Assessment of Graduate Candidates

### Grading

The MEd 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. Classes for which D's and E's are received are not acceptable. *Only classes for which letter grades are given are counted in the program of study. Transfer credits must be a B or higher.*

Candidates must maintain a minimum cumulative GPA of 3.0 and pass each core class with a minimum of B-. In the event a candidate receives less than a B- in a core course, candidate must seek remediation within six months on any core grades that are not up to the required standard of B-. Any other case is seen individually by the MEd program director and the student's chair.

### Dispositions

Candidate dispositions are assessed by the faculty at the end of MED 6000, 6030, 6050, and by the committee chair after the project defense (MED 6090) using the *Assessment of Candidate Dispositions* rubric. Candidates who exhibit negative dispositions may be counseled by the candidate's committee chair or the director of the MEd Program.

### 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 is signed by all three committee members and the project copies are delivered to the MEd office.

## **Endorsements**

The MEd program has several tracks leading to licensure and also offers electives for various endorsements. Post baccalaureate students seeking endorsements are referred to the MEd Program Director. Graduate level courses in special education, gifted education, reading education, math education, ESL and ESL/Bilingual education are available as elective courses in the Master's degree and may lead to endorsements. Courses counted in the MEd must be taken subsequent to receiving a baccalaureate degree, and teachers desiring endorsements must have an early childhood, elementary or secondary teaching certificate. 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)

*Elective Course (at least 2 credit hours)*

*Advanced Content Area (at least one course)*

Select 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-Methods of Teaching a Foreign Language (3)

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

ENGL 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 MEd program.

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

**Endorsement in Elementary Reading (Level 1—Basic)**

The following graduate elective courses may be used for the Elementary 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)

ENGL 6110-Writing for Teachers (3)

**Endorsement in Secondary Reading (Level 1—Basic)**

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

MED 6360-Foundations of Literacy (3)

MED 6320-Content Area Literacy Instruction (3)

MED 6340-Reading Assessment & Instructional Interventions (3)

MED 6350- Reading Comprehension Instruction (3)

MED 6353-Understanding and Supporting Reading Development (6-12) (3)

ENGL 6110-Writing for Teachers (3)

ENGL 6210-Teachng Literature in the Secondary Schools (3)

### **Endorsement for Reading Specialist (Level 2—Advanced)**

MED 6354-Supervision and Staff Development in Reading Instruction (2)

MED 6355-Research in Reading (3)

MED 6356-Reading Internship (2)

### **Content Courses**

Candidates for a Master of Education degree are strongly encouraged to take supporting content courses in their teaching area(s), where available. This decision should be made in consultation with the graduate committee 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 English, Health Promotion and Human Performance, History, Mathematics, and Science.

### **Individualized Study and Directed Readings**

MED 6900 (1-3 credits) *Individual Study* is intended for the candidate who has special needs or interests 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. 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 3-6 hours of individualized coursework in her program of study with approval from the program director or candidate's chair.
- 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.
- 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 her graduate committee chair or, in the absence of a committee chair, the MEd program director to have the individual study approved as credit in her MEd 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 MEd 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 MEd program secretary for registration clearance and filing.

At the end of the semester, the supervising faculty member submits the candidate's grade to the MEd office and the Program Director officially submits the grade.

### **Coursework Deadlines**

All coursework, including transfer credit, counting toward the MEd 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 MEd 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 MEd secretary.

### **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, 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 MEd Program and Policy Committee for disciplinary action which may include suspension from the program.

### **Grievance Procedure**

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

### **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 MEd office. The secretary will contact the student to meet with the director. Depending on the circumstance, the referral may be brought before the Program and Policy Committee to determine the proper recourse. If a student fails a course, the instructor submits a referral to the MEd office.

### **Course Evaluation**

Courses in the MEd program are assessed using the MEd *Instructional/Course Evaluation*. Every course taught by untenured and adjunct faculty will be evaluated. Tenured faculty are required to have one course evaluated each year. 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.

## **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.

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, <http://phrp.nihtraining.com/users/login/php>. Human Subjects information and forms are found on the web at <http://departments.weber.edu/COE/irb.html>. Click on the link for the form and the instructions. In addition to permission from the WSU Human Subjects Committee, candidates will need to 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.**

At least one year prior to completion of a candidate's MEd 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)* (6<sup>th</sup> ed.), 2009, and the Master of Education *Content and Style Requirements for Papers and Projects* should be used as guidelines for writing the proposal and the project report.

### **The Proposal**

The proposal describes the project and should be developed by the candidate in cooperation and consultation with 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. She informs the MEd secretary of the date and time and the secretary arranges for a room. The candidate is responsible for confirming the meeting date, time, and place with her 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 no less than one semester prior to the semester the candidate plans to complete the Master's project. If there are compelling circumstances, the candidate may appeal through a formal petition process to her graduate committee and the program director. The petition form is available in the graduate office. Approval for the proposal is made by signature to the *Record of Progress* attached to the inside cover of the candidate's permanent file (retained in the MEd office).

After the acceptance of the proposal by the committee, the candidate must complete the NIH online training on the protection of human research participants (<http://phrp.nihtraining.com/users/login/php>), and then complete the Institutional Review Board (IRB) forms for acceptance. See the *MEd Content and Style Requirements for Papers and Projects* for the guidelines.

## The Project

The candidate orally presents the project to members of her 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 the thirteenth week of fall semester, or the twelfth week of spring semester. The candidate's portfolio will be reviewed in MED 6091. Program coursework must be satisfactorily concluded by the end of fall semester to attend December hooding and commencement ceremonies or by the end of spring semester to attend May commencement and convocation ceremonies. The candidate follows these procedures:

- The candidate registers for MED 6090, *Master's Project*, the semester she plans to complete the project and to give the oral presentation. (Note, if a project takes two or more semesters to complete, the candidate is advised to sign up for MED 6090 the semester the project will be completed.) During this course, the candidate communicates with and meets frequently with her 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!
- 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 MEd secretary, 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 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 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 MEd office.

- If the candidate does not finish the project the semester 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 her report. After the project report has been signed by all committee members, copies for binding must be computer generated and printed on a Laser-quality printer on acid-free, non-yellowing, 20 to 24 pound weight paper. Cotton rag content should not exceed 25 percent. (Note: The WSU Copy Center in the Shepherd Union has paper and facilities to print the candidate's Master's Project.)
- 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. The candidate may produce as many hard-bound copies for herself as she wishes. In addition, a hard-bound copy or spiral-bound copy is required for her school district or institution. 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. The required printed copies are brought to the MEd office, along with a receipt for binding which was paid at Stewart Library Circulation Desk. 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 weeks and the student will be notified and can pick them up in the MEd office.

## **Program Portfolio**

Portfolios contain candidate selected work and are organized and formatted by each individual candidate to best meet her needs. The title page for each artifact should have the candidate's full name, the instructor's name, the course number and title, and the date of the work. (See *MEd Content and Style Requirements for Papers and Projects*). 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**

- MEd candidates may seek and receive funding from their employer for the Master's project.
- A completed or partially completed project initiated prior to committee approval, whether funded or not, **cannot** be used for the MEd project.
- A committee-approved MEd 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 or career ladder money.

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.

## **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 MEd office. Tuition and fees follow the policy established by WSU and the Utah Board of Regents for graduate students. Non-resident students must pay out-of-state tuition during the academic year; however, not during summer term.

### **Graduation**

All candidates for the MEd degree, whether or not commencement ceremonies are attended, must submit a completed application for graduation to the WSU Graduation Office at least one semester prior to the semester they plan to finish. A non-refundable graduation fee shall be paid to the Cashier. Students should check with the MEd office prior to making graduation application to ascertain compliance with requirements for the MEd 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 MEd office and the WSU Graduation Office. The student shall inform the Graduation Office of those courses intended to count toward the MEd degree and seek the approval of the program director.

Commencement ceremonies are currently held twice a year; in May and December. Students who complete degree requirements during the previous summer term or fall semester will be eligible to participate in the December commencement exercises and the separate MEd Hooding Ceremony. Students who complete requirements during spring semester will be eligible to participate in the May WSU Commencement and College of Education Convocation where MEd 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.

### **Phi Kappa Phi Honor Society**

Membership in the Phi Kappa Phi Honor Society is by invitation. The minimum requirements are 20 graduate credit hours with a 3.9 grade point average. If a student receives an invitation, an immediate response is required to assure membership. Questions should be directed to the Honors Office, telephone 801-626-7336.

**Candidate File**

Each admitted candidate has an official file located in the MEd office. This file contains the application packet, record of progress, advisement log, program of study and other pertinent data. It may also contain a photograph and biographical sketch if the candidate has provided these. Faculty members have access to these files. The file should be returned promptly (within 24 hours). Originals of official documents should be kept in the file; however, copies may be made to update faculty records. The MEd candidate files are discarded five years after program completion.

**Follow-up of Graduates**

There is an ongoing process to maintain contact with graduates. Program evaluation surveys are mailed to graduates one-year and three-years following the awarding of their degree. The MEd office staff appreciates all students, both those working toward the degree and also those who have earned their degree, keeping their contact information current.

### STUDENT CHECKLIST

Note: A specific checklist for the MEd proposal and project (“Proposal, Research and Graduation Check List”) is available in PDF format on the MEd website. Candidates are encouraged to download this document and use it as a guide when they begin their Master’s Project.

- 1)\_\_\_\_\_ If enrolling at WSU for the first time, or if you have attended another institution since Weber State, complete WSU admission and pay the admission fee. If there is a break of more than three years since attending WSU and you have not attended another institution, activate your admission status by contacting the Admissions Office. You will not have to pay the WSU admission fee.
- 2)\_\_\_\_\_ Obtain program admission application packet from the MEd website at [www.weber.edu/masterofed](http://www.weber.edu/masterofed)
- 3)\_\_\_\_\_ Submit the completed WSU admission form to the Admissions Office and the completed MEd application form to the MEd office along with the application fee of \$25.00. (Checks can be made payable to WSU MEd Program.)
- 4)\_\_\_\_\_ Arrange for transcripts and reference reports to be sent directly to the MEd office.
- 5)\_\_\_\_\_ If necessary, schedule an appointment to take the MAT test at the WSU testing center, (801) 626-6802. Request that all test scores be sent directly to the MEd office. Information concerning the GRE or TOEFL tests is available at the following web address: [www.ets.org](http://www.ets.org) . Information regarding the IELTS test is available at [www.ielts.org](http://www.ielts.org) .
- 6)\_\_\_\_\_ When notified, make an appointment with the program director for an oral interview and writing assessment. At this time transfer credits and course advisement will be covered. ESL applicants may be asked to make an appointment for the ACTFL oral languages English proficiency assessment.
- 7)\_\_\_\_\_ You will be notified by mail concerning your acceptance.
- 8)\_\_\_\_\_ After the completion of 16-18 MEd 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 the committee chair as the Master's project proposal is prepared and for progressive advisement.

- 11)\_\_\_\_\_ When the committee chair believes the proposal is ready, schedule a meeting with the committee members to approve and sign the Master's project proposal. Inform the program secretary 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 secretary. **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. (See the *MEd Content and Style Requirements for Papers and Projects* for directions).
- 13)\_\_\_\_\_ Make application to the WSU IRB Committee and 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 the candidate has registered for MED 6090, an *Incomplete* grade will be given. Then the candidate must register for MED 6990, *Continuing Graduate Advisement*, each semester until 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 the chair while working on the project. Be sure to establish a timeline and adhere to it!
- 16)\_\_\_\_\_ Check with the MEd 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 and pay the graduation fee. Check the WSU Graduation Office website [www.weber.edu/graduation](http://www.weber.edu/graduation) for the application form and deadlines.
- 18)\_\_\_\_\_ Make certain the Graduation Office has official transcripts of courses taken at other institutions that 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 MEd degree.
- 19)\_\_\_\_\_ Schedule the Master's project presentation meeting with the committee members. Inform the program secretary 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.
- 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). Meet with the MEd secretary concerning the printing and binding of the final report. The final clearance for graduation cannot be given until the project copies are submitted to the MEd office for binding. For a candidate to graduate, these copies **must** be in the MEd office on the last day of the semester with a receipt for binding from the Stewart Library Circulation Desk.
- 22)\_\_\_\_\_ Inform the MEd office of your intention to attend/not attend graduation ceremonies by November 1 for December hooding and commencement ceremonies or April 1 for May commencement and convocation ceremonies. We encourage your participation.
- 23)\_\_\_\_\_ Attend commencement/convocation/hooding ceremonies and be formally hooded and have your degree conferred! Congratulations!

Student Name \_\_\_\_\_

Faculty Name \_\_\_\_\_ Date \_\_\_\_\_

**Assessment of Master's Candidate Dispositions**

Circle MEd Course:   6000                   6030                   6050                   6090 (Defense)

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

<b>DISPOSITIONS AND INDICATORS</b>	<b>Usually</b>	<b>Occasionally</b>	<b>Rarely</b>	<b>Not Observed</b>
1. <b>Reflective</b> (considers carefully one's own perspectives)				
2. <b>Teachable</b> (welcomes new ideas and feedback)				
3. <b>Ethical</b> (adheres to standards of professional conduct)				
4. <b>Collegial</b> (demonstrates professional, interpersonal skills)				
5. <b>Inquisitive</b> (exhibits academic curiosity)				
6. <b>Persistent</b> (exhibits tenacity in completing academic challenges)				
7. <b>Self-directed</b> (takes responsibility for one's own academic performance)				
8. <b>Collaborative</b> (works effectively with others)				
9. <b>Respectful</b> (shows proper courtesy and consideration for diverse perspectives)				

Comments (optional):

**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
<b>I. Independence of candidate's work</b>					
<b>II. Format</b>					
METHODOLOGY					
FINDINGS					
DISCUSSION					
RECOMMENDATIONS					
<b>III. Writing:</b>					
a. Clarity					
b. Organization					
c. Flow					
d. Syntax and mechanics					
<b>IV. Oral Presentation</b>					
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: \_\_\_\_\_