**Weber State University**

**2013-2014 Catalog**

**Master of Education in Curriculum and Instruction (MEd)**

**Admission Requirements**

The MEd program is selective with a limited number of openings available for qualified students. Admission deadlines are January 15 for Summer Semester, May 15 for Fall Semester, and September 15 for Spring Semester. For additional information contact the Master of Education office, (801) 626-6278.

The following are required:

1. Admission to Weber State University and application for the MEd Program.

2. Payment of the MEd program application fee.

3. Verification of a Bachelor’s degree from an accredited institution.

4. Official transcripts from all institutions.

5. Completed MEd recommendation forms (3).

6. Minimum GPA of 3.25 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work.

*or*

Minimum GPA of 3.00 to 3.24 on the last 60 semester hours (90 quarter hours) and a minimum score of either 400 on the Miller’s Analogies Test (MAT) or 152 on the Verbal and 145 on the Quantitative portions of the Graduate Record Examination (GRE).

7. Writing proficiency assessment.

8. Technology proficiency self-assessment.

9. Interview with Teacher Education faculty members.

10. Attendance at a new-student orientation session prior to beginning the MEd program.

11. Provisional admittance (first 21 hours).

*Note: It is recommended applicants have an equivalent of one year’s full-time professional teaching experience.*

**Additional Requirements for Licensure Candidates**

1. Bachelor’s degree from an accredited university. (For Secondary Licensure Candidates the degree must be in a recognized content major—a discipline taught in Utah secondary schools and for which WSU can recommend you for licensure).

2. Praxis II [subject-area test(s)].

3. *Content Course Eligibility Checklist for Elementary Education Candidates* completed in consultation with the director of the MED program.

4. Fingerprinting and background check.

**Additional Requirements for International Students**

Please seek advisement/assistance from WSU’s International Student and Scholar Center at 801-626-6853 or [sis@weber.edu](mailto:sis@weber.edu)

TOEFL score of 213 (computer-based) or 80 (internet-based) or IELTS 6.0. Oral language proficiency assessment.

Weber State University-accepted Bachelor’s degree.

Courses evaluated into the equivalent of American credits and letter grades.

If the overall GPA is lower than 3.25, and the evaluated transcript cannot be calculated for the last 60 semester hours (90 quarter hours) of course work, the Graduate Record Examination must be taken with a minimum score of 480 each on the Quantitative and Analytical portions.

**GPA Requirements for all MEd Students**

Following admission to the MEd program, students must maintain a 3.0 cumulative grade point average. Students must earn at least a B- in all core and licensure classes. Coursework in which Es or UWs are earned is unacceptable.

**Course Requirements for MEd**

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. A portion of the core requirement is the completion of a Master’s project, an application of knowledge and skills.

**Professional Education Core Requirements (21 credit hours)**

**Foundations**

MED 6000 - Fundamentals of Graduate Study **Credits: (2)** MED 6010 - Advanced Historical Foundations **Credits: (2)** MED 6020 - Diversity in Education **Credits: (2)**

MED 6030 - Advanced Educational Psychology **Credits: (2)**

**Methodology**

MED 6050 - Curriculum Design, Evaluation & Assessment **Credits: (3)**

MED 6060 - Instructional Strategies **Credits: (2)**

**Scholarship**

MED 6080 - Conducting Educational Research **Credits: (3)** MED 6085 - Developing a Project Proposal **Credits: (1)** MED 6090 - Master's Project **Credits: (3)**

MED 6091 - Graduate Synthesis **Credits: (1)**

**Electives (15 credit hours)**

Electives must be graduate level (i.e. 6000 level credit) and may be selected from offerings in professional

education, discipline areas, or specialized courses leading to endorsements in reading, special education, gifted and talented, ESL, or ESL/bilingual. At the present time Weber State offers graduate level content courses in English, HPHP, math, history, science, NTM, and foreign language. The graduate office has listings of approved elective courses and endorsement requirements.

**Optional Electives for the Early Childhood Coaching Certificate\***

* CHF 4201/MED 6201 - Coaching EC/ECE Professionals: Foundation & Organization of Coaching Application: Organization & Self Reflection. Credits: (3)
* CHF 4202/MED 6202 - Coaching EC/ECE Professionals: Connecting Awareness with Application & Deepening of Practice. Credits: (3)
* CHF 4203/MED 6203 - Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change. Credits: (3)

\*This series of coaching courses are designed to meet Utah requirements for an EC Coaching certificate of completion with each course building on the previous. If taking the above courses for the coaching certificate, you must take these courses sequentially.

**Secondary Licensure Track**

**MEd Course Requirements for Secondary Licensure**

**Foundations and Methods**

MED 6110 - Introduction to Classroom Management **Credits: (3)** OR

MED 6120 - Advanced Classroom Management **Credits: (3)**

MED 6050 - Curriculum Design, Evaluation & Assessment **Credits: (3)**

**The following courses can be taken in any order:**

MED 6320 - Content Area Literacy Instruction **Credits: (3)**

MED 6510 - Advanced Foundations in Special Education Practice and Law (Elementary and

Secondary Teachers) **Credits: (3)**

MED 6020 - Diversity in Education **Credits: (2)**

MED 6060 - Instructional Strategies **Credits: (2)**

**Note:**

*If a methods course is available in your content major, you are required to take it. It is recommended that students take a graduate level content methods course in their content major. WSU offers methods courses in English, HPHP, math, history, science, music, NTM, and foreign language.*

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**Course Description - MED**

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

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**MED 6200 - Current Trends in Early Childhood Education**

Credits: (3)

variable title

A variable title advanced course in Early Childhood Education (birth through age eight) based upon examination of the current trends in curriculum and instruction for young children. When this number is used it will be accompanied by a brief and specific descriptive title, i.e. literacy, math, science. May be repeated 2 times up to 9 credit hours.

**MED 6201 – Coaching EC/ECE Professionals: Foundation & Organization of Coaching**

**Application: Organization & Self Reflection**

Credits: (3)

Typically taught:

Spring [Full Sem]

Educator coaching is an evidence-based strategy to increase program quality and teacher effectiveness in early childhood/early childhood education classrooms, programs, and home delivery systems. This course will train EC/ECE coaches using material from research-based sources, program experiences, and related theory. Participants will learn recommended practices in coaching related to early childhood and develop a systematic, individualized approach to effective coaching. Participants will learn practical strategies for coaching early childhood staff of diverse backgrounds and varying adult learning styles. Materials and discussions will include theory, research, interpersonal communication skills, and a systematic approach to more intentional coaching. Students will apply these strategies to Case Studies and field work experiences throughout the course and will participate in hands-on activities in class to apply new skills. Educator coaching skills will apply to any early childhood/early childhood education curriculum or model. This is course 1 of a three course series for the Utah Coaching Certificate of Completion.

**MED 6202 – Coaching EC/ECE Professionals: Connecting Awareness with Application & Deepening of Practice**

Credits: (3)

Typically taught:

Summer [Full Sem]

Becoming an effective educator coach is a result of theoretical understanding, introspection, thoughtful planning, application of coaching skills and knowledge, and continuous self–improvement. This course will identify effective ongoing support strategies for individuals providing educator coaching. Participants will integrate skills with effective application in real life coaching experiences. Discussions will include self-reflective practices, self- directed action, planning and goal setting, and managing progress and accountability. Students will apply these strategies to case studies and real life experiences throughout the course. Students will be encouraged to engage in self-reflection and share ideas, successes, and challenges with other students in this course. This is course 2 of a three course series for the Utah Coaching Certificate of Completion. Prerequisite: CHF 4201/MED 6201 or instructor permission.

**MED 6203 – Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change**

Credits: (3)

Typically taught:

Fall [Full Sem]

The success of the coaching relationship has been based on the trusting relationship between two peers, coach, and adult learner, through a collaborative process of co-learning. The opportunity for the adult learner to self-monitor, self-analyze, and self-modify enhances the adult learner’s own resourcefulness and alters his/her own personal understanding. In addition, when the act of coaching is a collaborative process, the coach is also allowed the same opportunity to reflect on self as part of their learning. This course is designed to support the educator coach in creating a social learning climate where a synergy of shared learning and reflective dialogue about practice are examined, analyzed and refined. Participants will integrate skills from Course 1 and 2 with opportunities to engage in conducting and constructing ongoing support strategies the educator coach can apply, refine and alter based on the adult learners’ needs, readiness, and values about practice. Using evidence-based strategies and protocols, coaching for organizational change in diverse settings (home- based programming, early care settings, classrooms, and school districts, etc.), and identifying effective ongoing personal supports will also be addressed. Students will apply these strategies to case studies and real life experiences throughout the course. This is course 3 of a three course series for the Utah Coaching Certificate of Completion. Prerequisite: CHF 4201/MED 6201 and CHF 4202/MED 6202 or instructor permission.

**MED 6210 - School Law**

Credits: (3)

Considers the rights and responsibilities of students, teachers, and other educational practitioners. Relates these to school programs and operations as determined by state and federal constitutions, laws, and court decisions.