

2 Sept 15

**PROGRAM CHANGES**  
WEBER STATE UNIVERSITY

**Submission Date:** February 19, 2015

**Submitter Name:** David Byrd

**College:** Education

**Department:** Teacher Education

**Program Title:** MED Special Education Licensure Track

Check all that apply:

- New course(s) required for major, minor, emphasis, or concentration.
- Modified course(s) required for major, minor, emphasis, or concentration.
- Credit hour change(s) required for major, minor, emphasis, or concentration.
- Credit hour change(s) for a course which is required for the major, minor, emphasis, or concentration.
- Attribute change(s) for any course.
- Program name change.
- Deletion of required course(s).
- Program mode of delivery/format change (Graduate Programs ONLY)
- Other changes (specify) \_\_\_\_\_

**JUSTIFICATION:**

The need for the change in the graduate special education program is three-fold: 1.) the program needs to be adapted to meet current Utah State Office of Education (USOE) requirements, and 2.) we desire to reduce the total number hours, to bring the program more into alignment with, though not the same as, the undergraduate special education major, and 3.) the program must be aligned the amount of credits with the current elementary education post baccalaureate licensure which will allow teacher candidates to complete the licensure program more quickly.

First, in order to follow current state and federal guidelines for special education, a restructuring of the current special education program was required. Current guidelines specify that K-12 special education students receive access to the general education curriculum. Therefore, it was necessary to restructure the program to align with the Utah general education core curriculum. Specifically, candidates receive courses in elementary and secondary language arts and elementary and secondary math.

Second, currently, teacher candidates at the post baccalaureate level are required to complete 56 credit hours to receive their licensure for teaching special education. The program change reduces the number of hours to 31. With the introduction of the Utah general education common core and USOE requirements of licensure for special education teachers, course work has been re-examined and aligned with the requirements of the new requirements, which has allowed for a reduction in credits.

Third, by reducing the number of credits to 31 hours, the special education post baccalaureate degree is in line with other post baccalaureate licensure programs offered at WSU, which will, in turn, allow teacher candidates to complete the program more quickly and with less cost to them.

Copy the present program from the current catalog and add the required changes (exactly as you wish them to appear in the catalog). Use ~~strikeout~~ when deleting items in the program and highlight (highlight) when adding items. If multiple changes are being proposed, please provide a summary.

**Submit the original (and 20 copies) to the Faculty Senate Office, MC 1033, and an electronic copy (Word Doc) to bstockberger@weber.edu**

### INFORMATION PAGE

Did this program change receive unanimous approval within the Department? yes

If not, what are the major concerns raised by the opponents? none.

Explain any effects this program change will have on program requirements or enrollments in other departments including the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

These changes will not affect any other departments on campus. These courses are contained within the teacher education department.

Indicate the number of credit hours for course work within the program. (Do not include credit hours for General Education, Diversity, or other courses unless those courses fulfill requirements within the proposed program.)

29-31

Indicate the number of credit hours for course work within the current program. (Do not include credit hours for General Education, Diversity, or other courses unless those courses fulfill requirements within the current program.)

56

**Graduate Programs only:** Describe any proposed changes in the instructional mode of delivery or course format that are program-wide in nature or that affect more than one-third of the course taught in the program (e. g. changing from in-class to online instruction).

Neither the mode of delivery nor the course format of any of the courses involved by this change will be affected.

# 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 items 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 attended.
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 Reasoning and 145 on the Quantitative Reasoning 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. For Elementary Licensure Candidates a *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 [orsis@weber.edu](mailto:orsis@weber.edu)
- TOEFL score of 223 (computer-based) or 85 (internet-based) or IELTS 6.5.
- Oral language proficiency assessment.

- Weber State University-accepted bachelor's degree.
- Courses evaluated into the equivalent of American credits and letter grades.
- Contact WSU International Student Services Office and submission of a WSU International Student Application **and** a Graduate Financial Guarantee form.
- 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 145 and 152 respectively on the Quantitative Reasoning and Verbal Reasoning 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 Ds, Es, or UWs are earned is unacceptable.

## Special Education (Mild/Moderate) Licensure Track

### MEd Course Requirements for Special Education Licensure

#### Foundations and Methods

- ~~MED 6510 - Advanced Foundations in Special Education Practice and Law (Elementary and Secondary Teachers) Credits: (3)~~
- MED 6515 Foundations of Special Education: Law and Practice Credits: (3)
- ~~MED 6520 - Collaboration, Consultation, and IEP Development Credits: (3)~~
- MED 6530 - Principles and Applications of Special Education Assessment Credits: (3)
- MED 6540 - Advanced Managing Student Behavior Credits: (3)
- 
- ~~MED 6550 - Advanced Instructional Planning and Learning Environments for Special Education Students Credits: (3) OR~~
- MED 6580 - Advanced Learning Strategies and Transition for Special Education Students Credits: (3)
- 
- ~~MED 6555 - Advanced Instructional Methods and Practicum: Reading Credits: (4)~~
- ~~MED 6560 - Advanced Instructional Methods and Practicum: Mathematics Credits: (4)~~
- ~~MED 6570 - Advanced Instructional Methods and Practicum: Written Expression Credits: (4)~~
- MED 6565 Advanced Instructional Methods and Practices: Mathematics Credits (3) concurrently with MED 6860 Practicum in Education\* Credits: (2)
- MED 6575 Advanced Instructional Methods and Practices: English Language Arts Credits: (3) concurrently with MED 6860 Practicum in Education Credits: (2)
- \*MED 6860 is a variable, repeatable credit course and is to be taken twice: once with MED 6565 and once with MED 6575

#### Field Experience with Supervision

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

#### **If currently teaching on a provisional license**

- MED 6890 Student Teaching in Special Education for MEd Students Credits: (4-6) ~~Successfully complete 50 days of~~

*student teaching with an assigned cooperating teacher. Successfully complete 40 days of student teaching with an assigned cooperating teacher and proof of at least one year of in-service teaching (4 credits) or successfully complete 60 days of student teaching with an assigned cooperating teacher (6 credits). (Application is due in Sept. for spring semester, and due in Jan. for fall semester.)*

- ~~EDUC 4670 – Special Education Student Teaching Credits: (4)~~
  - ~~EDUC 4685 – Special Education Student Teaching Seminar and Synthesis Credits: (1)~~
- OR

**If not currently teaching**

- ~~EDUC 4581 – Pre-Student Teaching in Special Education: Assessment, Behavior Management, Instruction Credits: (4) which includes at least 60 clock hours in a K-12 school resource room setting.~~
- ~~EDUC 4680 – Special Education Student Teaching Credits: (8) all day for 60 days, with an assigned cooperating teaching~~
- ~~EDUC 4686 – Special Education Student Teaching Seminar & Synthesis for Special Education Majors Credits: (4)~~

**Note:**

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

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18. Writing proficiency assessment.
19. Technology proficiency self-assessment.
20. Interview with Teacher Education faculty members.
21. Attendance at a new-student orientation session prior to beginning the MEd program.
22. Provisional admittance (first 21 hours).

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

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6. Praxis II [subject-area test(s)].
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## Special Education (Mild/Moderate) Licensure Track

### MEd Course Requirements for Special Education Licensure

#### Foundations and Methods

- MED 6515 Foundations of Special Education: Law and Practice **Credits: (3)**
- MED 6530 - Principles and Applications of Special Education Assessment **Credits: (3)**
- MED 6540 - Advanced Managing Student Behavior **Credits: (3)**
- MED 6580 - Advanced Learning Strategies and Transition for Special Education Students **Credits: (3)**
- MED 6565 Advanced Instructional Methods and Practices: Mathematics **Credits (3)** concurrently with  
MED 6860 Practicum in Education\* **Credits: (2)**
- MED 6575 Advanced Instructional Methods and Practices: English Language Arts **Credits: (3)** concurrently with  
MED 6860 Practicum in Education\* **Credits: (2)**

\*MED 6860 is a variable, repeatable credit course and is to be taken twice: once with MED 6565 and once with MED 6575

#### Field Experience with Supervision

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

- MED 6890 Student Teaching in Special Education for MEd Students **Credits: (4-6)** *Successfully complete 40 days of student teaching with an assigned cooperating teacher and proof of at least one year of in-service teaching (4 credits) or successfully complete 60 days of student teaching with an assigned cooperating teacher (6 credits). (Application is due in Sept. for spring semester, and due in Jan. for fall semester.)*

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### Special Education Masters Changes

Current			New		
6510	Foundation in Special Education	3	6515	Foundations in Special Education: Law and Practice	3
6520	Collaboration Consultation and IEP Development	3	6530	Principles and Applications of Special Education Assessment	3
6530	Principles and Applications of Special Education Assessment	3	6540	Managing Student Behavior and Teaching Social Skills	3
6540	Managing Student Behavior and Teaching Social Skills	3	6050	Curriculum Design Evaluation & Assessment	3
6550	Instructional Planning and Learning Environments for Special Education	3	6580	Learning Strategies and Transition for Secondary Special Education Students	3
6580	Learning Strategies and Transition for Secondary Special Education Students	3	6575	Advanced Instructional Methods and Practices: Mathematics	3
6560	Advanced Instructional Methods and Practicum: Math	4	6565	Advanced Instructional Methods and Practices: English Language Arts	3
6555	Advanced Instructional Methods and Practicum: Reading	4	6860	Practicum in Education	2/2
6570	Advanced Instructional Methods and Practicum: Writing	4	6890	Student Teaching in Special Education for MED Students	4-6
4581	Pre Student Teaching	4			
4680	Special Education Student Teaching	8			
4686	Special Education Seminar	4			
Total		56	Total		29-31



APPROVAL PAGE

for: Special Education (Mild/Moderate) Licensure Track Date submitted online: February 19, 2015  
For new course proposals, excluding Experimental and Variable Title courses, the following must be completed by the Library bibliographer:

The WSU Library has adequate information resources to support this proposal.

Currently, the WSU Library does not have adequate information resources to support this course. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the library's budget.

Joan Hubbard WSU Librarian/Date 2/19/15

**Approval Sequence:**

V. Hadley 2/19/15  
Department Chair/Date (or BIS Director)

M. Conlin 3.5.15  
College Curriculum Committee/Date (Signature not needed on Experimental or Variable Title courses.)

\_\_\_\_\_  
Career and Technical Education Director. (Needed on new or deleted courses required in a 2-year program.)

Chloe D Merrill 3-6-15  
Dean of College/Date

Courses required in programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

\_\_\_\_\_  
University Council on Teacher Education/Date

Graduate course proposals must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee.

I have read the proposal and discussed it with the program director.

Mark A. Stovasso 3/27/15  
University Graduate Council Representative/Date

\_\_\_\_\_  
University Curriculum Committee/Date

Effective Semester \_\_\_\_\_

Passed by Faculty Senate \_\_\_\_\_ Date