



William Howard Taft — U n i v e r s i t y —

The Boyer Graduate School of Education

Master of Education (M.Ed.) Program

REV. 10-2011

CATALOG SUPPLEMENT

(A Non-Resident Independent Study Degree Program)

The Graduate School of Education is dedicated to the memory of Dr. Ernest L. Boyer (1928-95), a compelling orator who never tired of his role as a spokesman for non-traditional education programs.

This catalog supplement should be carefully reviewed in conjunction with the University's *General Catalog* by individuals considering application to the *M.Ed.* program. Additional catalog supplements are available for other University degree programs.

Any questions on the information contained in this catalog supplement should be directed to the Admissions Office at the address or telephone numbers below:

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Denver, Colorado 80246

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The Master of Education (M.Ed.) Program

OVERVIEW

The *Master of Education (M.Ed.)* program utilizes online technology and emphasizes coursework in leadership, management and instruction in a variety of educational and public service settings. All assignments are submitted electronically. The *Program* is of particular interest to individuals with public or private school teaching experience who are desirous of improving their classroom instructional skills, increasing their knowledge of educational administration and advancing on their district's compensation schedules. Additionally, the Program features a focused elective track designed specifically for Montessori educators.

The objectives of the *Program* are as follows:

1. To offer a program of coursework and practical exercises in leadership, management and instruction that will enhance the professional and personal lives of its students;
2. To prepare professional educators to serve the needs of both public and private institutions from the elementary to postsecondary level in their community and beyond;
3. To improve general educational skills allowing students to advance on some school district compensation schedules and;
4. Students electing the Montessori Educator's track will demonstrate a comprehensive understanding of the Montessori educational theories and applications.

The *Program* is designed to service a national market and does not purport to provide licensure, credential certification or salary advancement in any particular state and/or school district. Applicants interested in licensure, credential certification and/or salary advancement are encouraged to contact the relevant licensing body(ies) and their respective human resources department before enrollment.

PRESENTATION

The *Program* is presented on a trimester basis. Students are generally enrolled in 10 units per trimester. Each trimester consists of a minimum time period of sixteen weeks from the date study commences.

Students not completing all trimester coursework in the sixteen week period will be granted an automatic 32 week extension of time to complete the trimester. Students may take a leave-of-absence between trimesters. However, except in special circumstances, the entire degree program (3 trimesters) must be completed within 5 years.

Each course in the *Program* contains a series of lesson assignments generally consisting of reading requirements and written research assignments. Course work is submitted and graded via the University's online learning platform. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit and retrieve feedback on lesson assignments, and access any ancillary electronically available course materials. It requires no special computer skills and is available to enrolled students from anywhere there is an Internet connection.

DIRECTED INDEPENDENT STUDY

The *Program* utilizes a directed independent study modality and requires no classroom attendance.

Distance education is designed for students who live at a distance from the University facilities. It is a process that provides organized, formal learning opportunities for its students.

Independent self-study recognizes that education is an individual process where students with different learning needs and study schedules can be accommodated. It emphasizes learning that is meaningful, where individuals enjoy the learning process, and acquire knowledge to better understand and manage their own careers.

The Program's Faculty Mentors support the student's independent-study learning role by guiding and stimulating the learning process through meaningful feedback on assignments and one-on-one interaction. Our faculty mentors recognize individual learning styles and needs, encourage one-on-one contact, and emphasize the relevance of the material to the individual's situation.

Shortly after enrollment in the *Program*, the students, in collaboration with a faculty member, agree on a plan for the completion of the degree requirements.



The Master of Education (M.Ed.) Program

DIRECTED INDEPENDENT STUDY - *concluded*

The degree completion plan will include a projected timetable for completion of the *Program*, selection of electives, and communication with faculty and staff. While the plan can be modified in the future, experience has shown this type of planning increases a student's probability of success.

The University believes evidence of computer literacy is required to earn a credible graduate degree in any discipline. Technology also plays an important part in a student's ability to communicate with administration, faculty, and fellow students. Accordingly, all students must have access to a computer with the minimum specifications set forth in the University's *General Catalog*. Students are not expected to be computer experts. However, all students must have a working knowledge of Microsoft Windows®, Microsoft Word®, access to the Internet, and e-mail.

DEGREE REQUIREMENTS

To earn the *Master of Education (M.Ed.)* degree, a student must complete a minimum of 30 semester units including the core courses set forth on page 4 of this *Catalog Supplement* with a cumulative grade point average of at least 3.00. The requirements may be completed in as little as twelve months, and must be completed within five years from the date of initial enrollment.

ADMISSION POLICIES AND REQUIREMENTS

Regular Applicants

Applicants who have earned a bachelor's degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education and are currently employed in public or private education at the elementary, secondary or higher education level are considered regular applicants to the *Program*. The majority of applicants to this *Program* are adults working in a variety of professional education settings. Consequently, prior class rank and/or grade point average are not significant factors in the admission process.

Special Applicants

An individual not qualifying as a regular applicant may apply as a special applicant. Special applicants are evaluated on a case-by-case basis, but must have an academic background equivalent to a bachelor's degree earned in the United States. (This could be a degree earned outside the United States or a combination of academic units earned and professional employment experience.) As a general rule, special applicants should also have the equivalent of three years of related experience in education. Special applicants who are admitted without significant related work experience should expect to devote a significantly greater amount of time to the coursework.

TRANSFER CREDIT AND PORTFOLIO CREDIT

Subject to the limitations of state and accreditation regulations and academic comparability, students may apply to have credit awarded through completion of:

Transfer Credit: Transfer credit toward a degree may be awarded for postsecondary courses completed by the student at other institutions if such courses are found to meet the standards and requirements of the specific program. Transfer credit must be from an appropriately accredited institution.

Portfolio Credit: A demonstration of college-level learning to earn course credit for professional and life experience. Credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples include credit for learning acquired through business experience, college level equivalent tests, achievement in a related profession, or other postsecondary level equivalent experience. Students with prior military experience may also apply to have military coursework and documentation evaluated for possible equivalent college credit.



The Master of Education (M.Ed.) Program

HOW TO ENROLL

To apply for admission to the *Master of Education* program, an applicant must first complete the University's *Application for Admission* form on the University's website and submit the \$100 Application Fee.

It is not necessary to submit official transcripts at the time of application. (However, official transcripts must be received by the University within 60 days of enrollment. The University provides students with a form which may be used for this purpose.)

If the applicant is accepted for admission to the *Program*, additional documentation and a formal *Enrollment Agreement* will be prepared and sent to the applicant for review and signature. All payments submitted for tuition and fees must be payable in U.S. dollars. Payments may be made by MasterCard[®]/Visa[®]/American Express[®] or personal/business check.

FACULTY

The University employs faculty qualified to undertake the level of instruction or course development that they are assigned. They possess degrees or credentials appropriate to the degree program and level they teach. A complete listing of faculty and their qualifications is set forth in a separate *Catalog Supplement*.

FINANCIAL INFORMATION

The tuition for the Program is \$275.00 per semester unit (\$2,750.00 per trimester). ***Tuition rates are "locked" for two years at the time of matriculation.*** An enrolled student will be protected from future tuition increases during this period of time.

FEE SCHEDULE

Application Fee	\$100.00
Transfer Credit Evaluation Fee	\$55.00
Portfolio Credit Evaluation Fee	\$100.00
Registration Fee <i>(Per Trimester)</i>	\$50.00
Graduation Check/Diploma Fee	\$75.00
Computer Library Fee <i>(Per Trimester)</i>	\$45.00
Administrative Accounting Fee <i>(Per Trimester)</i> <i>(Installment Pmt. Option Only)</i>	\$25.00
Transcript Fee <i>(Two Provided at No Cost)</i>	\$10.00
Returned Check Fee <i>(Returned Check/Declined Credit Card/ACH Per Item)</i>	\$25.00

The cost of books and materials, other than each course syllabus, is not included in the tuition. Most books and materials may be purchased at local colleges, retail bookstores, directly from publishers or over the Internet. The cost is estimated to average approximately \$150.00 per course.

INCOME TAX DEDUCTIBILITY

Educational expenses are generally deductible (even if they lead to a degree) if the education that is undertaken maintains or improves a skill required by the individual in the individual's employment or meets the express requirements of the individual's employer. Accordingly, tuition, fees, and materials for this *Program* should generally be tax deductible as itemized deductions for students employed as educators. Employer-paid educational expenses related to an employee's employment are not treated as taxable income to the employee. Applicants and students are encouraged to contact their professional tax advisor to ascertain the income tax ramifications in their specific circumstances.





The Master of Education (M.Ed.) Program

CURRICULUM AND COURSE DESCRIPTIONS

FIRST TRIMESTER

EDU512 - Social and Philosophical Foundations of Education (3 Units)

This core course reviews major social influences as they are applied to current movements in educational instruction, research and curriculum.

By the conclusion of this course, students will be able to:

- Have a historical perspective of education in a democratic society;
- Have an understanding of social influences and trends in American education;
- Have knowledge of various theories of thought that impact today's educational reform movement;
- Understand how the philosophical foundations of educational ideologies influence contemporary practice.

Prerequisites: None.

EDU504 - Psychological Foundations of Education (3 Units)

This core course studies psychological principles as related to learning. Discussions on learning theory, motivation and quantitative methods will be explored.

By the conclusion of this course, students will be able to:

- Thoroughly understand how students learn;
- Understand student behavior and motivation;
- Have insight into human development from childhood through adolescence;
- Effectively plan instruction models;
- Assess effective teaching.

Prerequisites: None.

EDU521 - Teaching & Learning (4 Units)

This core course explores models of teaching and learning theories, cognition and curriculum design compatible with brain research.

By the conclusion of this course, students will be able to:

- Identify and select appropriate models of teaching;
- Identify and select best practices;
- Apply best practice strategies in classroom instruction;
- Understand differentiated instructional approaches for diverse learners.

Prerequisites: None.

SECOND TRIMESTER

EDU522 - Assessment & Evaluation (3 Units)

This core course introduces the comprehensive assessment and accountability systems and explores the role of multiple measures for increased student learning.

By the conclusion of this course, students will be able to:

- Understand the role of various types of formative and summative assessments;
- Understand the differences in standardized, criterion referenced and performance based assessments;
- Interpret student data for instructional decision making;
- Understand program effectiveness evaluation data.

Prerequisites: Completion of the first trimester.

EDU520 - Diversity (4 Units)

This core course examines diversity in society and in schools. Emphasis is on understanding the similarities and differences in culture, economic backgrounds and academic diversity, which highlights the need for differentiation of instruction.

By the conclusion of this course, students will be able to:

- Have an understanding of different cultures that have assimilated into our society;
- Compare their own cultural backgrounds with other cultures;
- Understand the needs and goals of different societal groups relating to education and work;
- Have an appreciation of their own culture as well as the differences from other members of society;
- Expand their understanding of the importance of differentiation of programs and practices.

Prerequisites: Completion of the first trimester.

EDU513 - Leadership (3 Units)

In this core course, the concepts of leadership and leadership styles will be examined. This course also explores the various concepts of effective management such as vision, shared leadership, collaboration, facilitation, and communication.

By the conclusion of this course, students will be able to:

- Have an understanding of the challenges facing leaders in our society;
- Understand what followers expect of their leaders;
- Know how leaders turn vision into action by understanding and overcoming resistance to change;
- Identify ways successful leaders lead by example.

Prerequisites: Completion of the first trimester.



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CURRICULUM AND COURSE DESCRIPTIONS - *continued*

THIRD TRIMESTER (Elective Courses)

Choose a minimum of 10 units from the following elective courses

ELECTIVE COURSES:

EDU528 - Curriculum Design and Instructional Practices (3 Units)

This elective course studies the theories of curriculum design with emphasis on contemporary structures. Various program evaluation methods will be explored.

By the conclusion of this course, students will be able to:

- Understand the relevance and relationship of content and performance standards;
- Identify researched based curriculum and best instructional practices;
- Understand criteria for development and adoption of instructional materials;
- Relate curriculum design to brain research.

Prerequisites: Completion of all Core Courses.

EDU529 - Early Childhood Education (3 Units)

This elective course provides an overview of the stages of development and the learning strategies and assessment methods appropriate for the young learner.

By the conclusion of this course, students will be able to:

- Identify stages and typical sequences of development in the young child;
- Become familiar with observational tools for assessing typical and atypical development;
- Understand emergent literacy, numeracy and expressive arts;
- Understand the socialization process and the influence of family, poverty, and violence on the young child.

Prerequisites: Completion of all Core Courses.

EDU507 – Educational Finance (3 Units)

This elective course provides an overview of the economic theories of institutional finance. Emphasis is on the management and evaluation of fiscal operations in an institutional setting.

By the conclusion of this course, students will be able to:

- Have an understanding of the budgeting process in public education;
- Identify federal and state funding sources and understand purposes of unrestricted and restricted program funds;
- Have an understanding of revenue sources such as grants, foundations and partnerships;
- Explain how changes in economics and demographics affect the revenue and expenditures of the school district.

Prerequisites: Completion of all Core Courses.

EDU525 - Educational Technology (3 Units)

This elective course provides an introduction to instructional design for electronic learning by providing a study of current practices and emerging technologies.

By the conclusion of this course, students will be able to:

- Be familiar with national technology standards for education;
- Integrate technology tools and materials;
- Identify best technology learning resources to support reading, writing, and mathematics;
- Determine criteria for media selection;
- Understand components necessary for successful educational technology planning;
- Explore solutions to barriers regarding the integration of technology;
- Understand technology related ethical issues.

Prerequisites: Completion of all Core Courses.

EDU603 - Fieldwork (1-6 units)

This elective course consists of a planned field experience under the supervision of an approved advisor. Fieldwork may include experience in a variety of settings as an adjunct to the student's current employment. Enrollment in this course requires the permission of the Academic Dean.

Prerequisites: Completion of All Core Courses.



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CURRICULUM AND COURSE DESCRIPTIONS - *continued*

EDU523 - Introduction to Educational Administration (3 Units)

This elective course provides an overview of the knowledge, skills, and conceptual awareness as related to current and future leadership roles. Course objectives underscore a belief in the value of informed "reflection on practice" both individually and collectively.

By the conclusion of this course, students will be able to:

- Understand educational leadership and communication styles;
- Identify components of resource and facilities management and evaluation of personnel and programs;
- Analyze and assess conflicting viewpoints regarding educational issues, policies, and reform initiatives;
- Analyze and articulate personal positions and values regarding educational issues, policies, and reform initiatives;
- Develop reasoned responses to leadership dilemmas with a focus on ethical considerations;

Prerequisites: Completion of all Core Courses.

EDU527 - Special Education (3 Units)

This elective course provides the legal and educational framework for identifying and serving special needs students of all ages. Updates to the current *Individuals with Disabilities Act* will be explored.

By the conclusion of this course, students will be able to:

- Understand the roles and responsibilities for providing a free and appropriate public education for all;
- Understand the pyramid of interventions and response to intervention models;
- Be familiar with various types of disabilities including mild/moderate, moderate/severe, spectrum of autism;
- Identify assessment techniques and tools; and
- Identify promising programs and practices and delivery models as well as research based interventions.

Prerequisites: Completion of all Core Courses.

EDU526 - Teaching Reading (3 Units)

This elective course explores the interrelated components of language arts regarding listening, speaking, reading and writing. Emphasis will be placed on research based key elements for successful readers.

By the conclusion of this course, students will be able to:

- Understand the importance and complexities of teaching reading;
- Identify researched based best practices for teaching phonemic awareness, phonics, fluency, vocabulary and comprehension;
- Identify early indicators of emerging literacy;
- Explore assessment tools for diagnosing reading difficulties.

Prerequisites: Completion of all Core Courses.

EDU530 - Research (3 Units)

This elective course places an emphasis on types of research designs and the skills in reviewing researched based programs and practices.

By the conclusion of this course, students will be able to:

- Have an understanding of the role of research;
- Identify researched based programs and practices;
- Have an understanding of the process involved in evaluating information sources; and
- Have knowledge of the different types of research, including action research in the school setting.

Prerequisites: Completion of all Core Courses.





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CURRICULUM AND COURSE DESCRIPTIONS - *concluded*

MONTESSORI EDUCATOR ELECTIVE TRACK

EDU630 – Montessori Philosophy (4 Units)

This course focuses on the work of Maria Montessori (1870-1952), the first female to graduate from Italian medical school (1896). Her work as a physician led her to study children who were housed in asylums at the time. From observations of these “deficient” children she devised exercises that allowed them to perform on an academic par with normal children. During this course students will read extensively from Montessori’s own works. Although these are published in book form, many are compilations of lectures presented during public exhibitions and training courses. Contemporary educational practices often echo much of Montessori’s philosophy without giving credit to the woman who originated the method. During this course, students will become familiar with Montessori’s philosophy of education and integrate ways to implement it in the contemporary setting.

Prerequisites: Completion of Second Trimester Courses.

EDU635 - Montessori Classroom Leadership (4 Units)

This course explores the integrated factors leading to effective management of a Montessori classroom, with special emphasis on the Montessori approach to discipline, observation, and communication. Students will read from original publications by Montessori as well as auxiliary material for developing and teaching effective communication skills. Students will also have the opportunity to devise a template for practicing observation and apply it to videos of an actual Montessori classroom. During the course students will analyze current systems for formal record keeping in a Montessori classroom in order to develop a personal record-keeping method.

Prerequisites: Completion of Second Trimester Courses.

EDU640 - Application of Montessori Philosophy at the Early Childhood Level (3 Units)

This course will focus on practical application of the Montessori approach with children aged three through six years old. The student will examine the scope and sequence of each curricular area of the Montessori Early Childhood Classroom, learn the basic types of lesson presentations utilized by Montessori teachers, and create appropriate activities to incorporate in the approach. Students will read extensively from original works by Montessori.

Prerequisites: Completion of Second Trimester Courses.

EDU645 - Application of Montessori Philosophy at the Elementary Level (3 Units)

This course will focus on practical application of the curriculum of a Montessori program at the elementary level for children aged six through twelve years. Students will examine the scope and sequence of each curricular area of the Montessori Elementary classroom. Students will analyze Montessori’s concept of “Cosmic Education,” which is the organizing principle of learning at the elementary level. Students will read extensively from original works by Montessori.

Prerequisites: Completion of Second Trimester Courses.



The Master of Education (M.Ed.) Program

ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS

1. Q. How long does it take to complete the Program?

A. The University's commitment to the Accrediting Commission of the Distance Education and Training Council precludes any student graduating from a University degree program in less than one year. Students may take as long as five years to complete the *Program*.

2. Q. In terms of educational quality, is DETC accreditation equivalent to regional accreditation?

A. Yes, the official at the United States Department of Education responsible for the recognition of accrediting bodies has written that recognition granted by the Secretary of Education to DETC is "identical" to regional accrediting bodies. We can provide employers with a copy of this letter. The Council on Higher Education Accreditation (CHEA) holds a similar view.

3. Q. Will the completion of any of these courses apply towards a teaching and/or administrative credential?

A. Each state has its own set of criteria for the issuance and renewal of credentials. Prospective students interested in the credential process should check with the Credential Commission within their State's Department of Education for detailed information before enrollment. The University will assist students in providing any reasonable information that may be required in the credential process.

4. Q. I work for a school district ... can I receive salary credit for completion of the entire Master's Program or individual courses?

A. Salary credits are generally a result of labor agreements in place between a school district and professional associations such as teacher groups. The agreements sometimes delineate eligible coursework and/or institutions where they can be taken. Past experience has shown that the great majority of districts will allow salary credit if you complete coursework at the University. Additionally, many school districts award salary credit on a case-by-case basis. The University will assist you in your efforts in applying for salary credit and will supply you or your school district with any reasonable documentation.

5. Q. Can I take just one course?

A. No. Students are enrolled on a trimester basis, which normally includes three courses. However, a student who elects not to continue the *Program* after the completion of a trimester has no financial obligation to the University beyond the current trimester.

6. Q. Will I be able to transfer courses completed in the Program to other colleges or universities?

A. In the United States, the acceptance of transfer credits between institutions lies within the discretion of the receiving college or university taking into account such factors as course content, date completed, grades, and accreditation. In spite of the view of the U.S. Department of Education that all accreditation recognition is equal, some institutions have very restrictive policies for accepting transfer credit - particularly at the graduate level. If you plan to transfer or enroll in a doctoral program at a later date, you are urged to check with the other institution(s) before enrollment in the *Program*.

7. Q. Is there ever a need to attend a physical class?

A. No. Academic and administrative procedures are carefully designed so that students can complete all requirements for graduation entirely online without unreasonably disrupting their professional or family lives. Students may elect to take examinations at over 250 approved testing sites. If a testing site is not convenient to a student, procedures are in place for the student to nominate a proctor.

8. Q. Why does the University recommend a minimum of three years occupational experience in education for this Program?

A. The Program emphasizes real world experience in educational settings. Therefore, those with related experience will find the coursework very relevant. Without such experience, students may find it more difficult to relate the coursework to their professional settings.

9. Q. Will I need to complete courses pursuant to a rigid timetable?

A. No. Each trimester must generally be completed in not less than 16 weeks nor more than 48 weeks. However, completion of assignments within this time period is at the discretion of the student. There are no assignments that must be submitted on a strict schedule and students may take time off between trimesters. However, except in special circumstances, the entire *Program* must be completed within five years from the date of matriculation.

10. Q. How soon can I get started?

A. The University maintains open enrollment throughout the year. Applications are reviewed weekly and most students commence study within three weeks from the date of application. Trimesters start on the 15th of every month.