



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

The Boyer Graduate School of Education

2019 Master of Education (M.Ed.) Program

REV. 12-2018

1/1/19 to 12/31/19

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:

William Howard Taft University
3333 S. Wadsworth Blvd. #D-228
Lakewood, CO 80227

(877) 894-TAFT (8238)
(303) 867-1155
E-mail: admissions@taft.edu





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:

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 improve general educational skills allowing students to advance on school district compensation schedules.
3. 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.

Successful graduates of the Program will demonstrate:

- A working knowledge of the concepts, dependencies and relationships of the social and philosophical foundations of education.
- How to make appropriate recommendations based on sound reasoning and analysis.
- Effective and appropriate instructional and leadership techniques that support educational and administrative objectives.
- Use of theoretical knowledge and contemporary research for evidence-based decision-making.
- Professional expertise in a number of areas supported by the elective course options of the Program.

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 Semester basis. Students are generally enrolled in 10 units per Semester. Each Semester consists of a minimum time period of sixteen weeks from the date study commences.

Students not completing all Semester coursework in the 16-week period will be granted an automatic two month extension of time to complete the Semester. Students may take a leave-of-absence between Semesters. However, except in special circumstances, the entire degree program (three Semesters) must be completed within five 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.





The Master of Education (M.Ed.) Program

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 Members 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 members recognize individual learning styles and needs, and emphasize the relevance of the material to the individual's situation.

Each course in the *Program* contains a series of lesson assignments generally consisting of reading requirements and written research assignments. Students are evaluated through examinations and/or assignments which are electronically submitted for faculty evaluation.

The University believes evidence of computer literacy is required to earn a credible graduate degree in any discipline. Internet access and minimum computer skills are required as a condition of admittance. 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 four of this *Catalog Supplement* with a cumulative grade point average of at least 3.00. The requirements may be completed in as little as 12 months, and must be completed within five years from the date of initial enrollment.

ADMISSION POLICIES AND REQUIREMENTS

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 may apply 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.

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.

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction and must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the TOEFL Internet-based test (iBT®), or its equivalent.

Applicants wishing to transfer in credits or degrees earned at institutions located outside the United States must have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.



The Master of Education (M.Ed.) Program

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 appropriately accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program.

Portfolio Credit: Academic credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples include credit for learning acquired through achievement of select certifications, college level equivalent tests, or other postsecondary level equivalent experience. Students with prior military experience may also apply to have military coursework evaluated for possible equivalent college credit.

Notwithstanding the above, the awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of the University.

HOW TO ENROLL

To apply for admission to the Program, an applicant must first complete the University's Application for Admission form along with the required application fee (An additional fee is assessed for applicants seeking transfer credit). It is not necessary to submit official transcripts at the time of application. However, official transcripts will be required within 60 days of enrollment. If the applicant is accepted for admission to the Program, enrollment materials 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.

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. Current information on financial aid is set forth on the University's website. Enrollment in the *Program* will generally qualify students for payment deferrals on existing federally insured student loans. Applicants seeking deferrals on existing student loans should check with their lenders prior to enrollment.

FEE SCHEDULE

Application Fee	\$75.00
Transfer Credit Evaluation Fee	\$55.00
Portfolio Credit Evaluation Fee	\$100.00
Registration Fee <i>(Per Semester)</i>	\$50.00
Graduation Check/Diploma Fee	\$75.00
Computer Library Fee <i>(Per Semester)</i>	\$45.00
Transcript Fee <i>(Two Provided at No Cost)</i>	\$10.00
Late Payment Fee <i>(Returned Check/Declined Credit Card/ACH) (Per Item)</i>	\$25.00
Student Tuition Recovery Fund <i>(California Residents Only)</i>	\$0.00

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 CREDITS AND DEDUCTIONS

Many University students may qualify for the Lifetime Learning Credit (equal to 20% of their qualified education expenses) on their federal income tax return. Additional information on the Lifetime Learning Credit can be found on the University's website.

Some education expenses may also qualify as a business deduction for work-related education pursuant to Section 162 of the Internal Revenue Code.

It is recommended that applicants consult with their tax advisor or read IRS Publication 970 (Tax Benefits for Education) to determine how these credits or deductions might benefit them individually.



The Master of Education (M.Ed.) Program

Catalog Addendum for California Residents

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



The Master of Education (M.Ed.) Program

CURRICULUM AND COURSE DESCRIPTIONS

FIRST SEMESTER

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 SEMESTER

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 Semester.

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 Semester.

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 Semester.



The Master of Education (M.Ed.) Program

CURRICULUM AND COURSE DESCRIPTIONS - *continued*

THIRD SEMESTER (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 (4 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.



The Master of Education (M.Ed.) Program

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.

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.





The Master of Education (M.Ed.) Program

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 Semester 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 Semester 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 Semester 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 Semester 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 Distance Education Accrediting Commission (www.deac.org) 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 Semester basis, which normally includes three courses. However, a student who elects not to continue the *Program* after the completion of a Semester has no financial obligation to the University beyond the current Semester.

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.

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 Semester consists of a minimum time period of 16 weeks from the date study commences. Students not completing all Semester coursework in the 16-week period will be granted an automatic two month extension of time to complete the Semester. There are no assignments that must be submitted on a weekly or monthly schedule and students may take time off between Semesters. However, except in special circumstances, the entire *Program* must be completed within five years from the date of matriculation

10. Q. How are examinations handled?

A. Students are required to pass one proctored examination each Semester (i.e. three examinations for the entire Program). The exams can be proctored online under the supervision of a web camera and microphone or students can select a member of the Consortium of College Testing Centers (CCTC). CCTC offers proctoring services at over 250 locations throughout the United States.