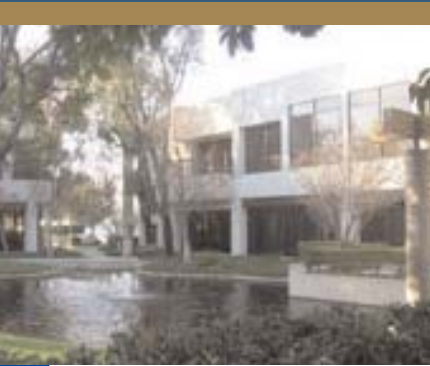


William Howard Taft University



The Boyer Graduate School of Education **Master of Education (M.Ed.) Program**

CATALOG SUPPLEMENT MARCH 2006

(A Non-Resident Directed Independent Study Degree Program
for Teaching Professionals)

This catalog supplement should be carefully reviewed in conjunction with the General University Catalog by individuals considering applying for admission to the Master of Education 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 mailing address, e-mail address, or telephone numbers below:

William Howard Taft University
3700 South Susan Street, Office 200
Santa Ana, California 92704-6954

(800) 882-4555

(714) 850-4800

E-mail: Admissions@TaftU.edu



William Howard Taft University

■ The Master of Education Program

PROGRAM OBJECTIVES

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. Virtually 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.

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

The *Program* is designed to service a national market and does not purport to provide licensure or credential certification in any particular state. Applicants interested in initial licensure or credential certification are encouraged to contact the relevant licensing body(ies) 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.

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

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

No academic credit can be granted for coursework completed at other institutions.



■ The Master of Education Program

DIRECTED INDEPENDENT STUDY

The Directed Independent Study process developed by the University has four major elements:

1. Distance Education;
2. Independent Self-Study;
3. Senior Faculty Advisors; and
4. Faculty Mentors.

Distance education is education 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. This program is an online program in which virtually all assignments are submitted electronically.

Independent self-study recognizes that education is an individual process where individuals 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.

Senior Faculty Advisors assist *Faculty Mentors* in developing comprehensive course outlines and assist in documenting that the respective courses are comparable to similarly titled courses in other well respected accredited institutions with respect to course content and expected student learning outcomes. Senior Faculty Advisors may also be retained for special purposes including, but not limited to, developing effective assessment procedures and technology development. Senior Faculty Advisors do not normally have teaching or student contact responsibilities.

The *Program's Faculty Mentors* support the student's independent-study learning role by guiding and stimulating the learning process in 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.

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

All assignments are submitted electronically. As set forth in the University's *General Catalog*, Internet access and minimum computer skills are required as a condition of admittance.

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



William Howard Taft University

■ The Master of Education Program

CURRICULUM

The following courses are required for the Master of Education Program:

First Trimester

<i>Social and Philosophical Foundations of Education (EDU512)</i>	3 Units
<i>Psychological Foundations of Education (EDU504)</i>	3 Units
<i>The Laws and Politics of Education (EDU505)</i>	4 Units

Second Trimester

<i>Assessment and Evaluation (EDU522)</i>	3 Units
<i>Teaching & Learning (EDU521)</i>	4 Units
<i>Leadership (EDU503)</i>	3 Units

Third Trimester

<i>Diversity (EDU520)</i>	4 Units
<i>Electives</i>	6 Units

Total Units Required for Graduation
30 Units

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 3 of this *Catalog Supplement* with a cumulative grade point average of at

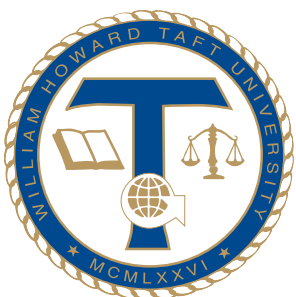
least 3.00. The requirements may be completed in as little as twelve months, and must be completed within five years from the date of initial enrollment.

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 it to the Admissions Office. There is no 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 45 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*, 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. Payments may be made by MasterCard®/Visa®/American Express® or personal/business check. (Financing may also be available through SLM Financial Corporation, a Sallie Mae Company or Wells Fargo Bank.)



■ The Master of Education Program

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	None
Registration Fee (Per Trimester)	\$40.00
Enrollment Commitment Fee (<i>Applies Only to Matriculating Students</i>)	\$100.00
Non-Resident Surcharge (<i>Per Trimester</i>) (<i>Applies Only to Students Residing Outside of the United States</i>)	\$250.00
Administrative Accounting Fee (<i>Per Trimester</i>) (<i>Applicable to Installment Payment Plans Only</i>)	\$50.00
Returned Check Fee	\$25.00
Transcript Fee (<i>Two Provided at No Charge</i>)	\$7.50
Graduation/Diploma Fee	\$75.00

The cost of books and materials, other than each course syllabus, is not included in the tuition. The University does not sell books or materials. 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. Students are always provided with a mail or Internet source for acquiring all required materials.

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*.

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.

COURSE DESCRIPTIONS

(Listed Alphabetically)

Assessment & Evaluation (EDU522) 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; and
- Understand program effectiveness evaluation data.

Prerequisites: Completion of the first trimester.



■ The Master of Education Program

Curriculum Design and Instructional Practices (EDU528) 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; and
- Relate curriculum design to brain research.

Prerequisites: Completion of all Core Courses

Diversity (EDU520) 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; and
- Expand their understanding of the importance of differentiation of programs and practices.

Prerequisites: Completion of the first two trimesters

Early Childhood Education (EDU529) 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; and
- Understand the socialization process and the influence of family, poverty, and violence on the young child.

Prerequisites: Completion of all Core Courses

Educational Finance & Human Resources (EDU524) 3 Units

This elective course provides an overview of public educational funding and management of budgetary and human resources.

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; and
- Understand the relationship between human resource management and balancing budgets in education.

Prerequisites: Completion of all Core Courses



■ The Master of Education Program

Educational Technology (EDU525) 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; and
- Understand technology related ethical issues.

Prerequisites: Completion of all Core Courses

Fieldwork (EDU603) 1-4 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

Introduction to Educational Administration (EDU523) 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;
- Understand the various contingencies, which impact the educational leadership role; and
- Understand the importance of organizational culture and climate.

Prerequisites: Completion of all Core Courses

Leadership (EDU503) 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; and
- Identify ways successful leaders lead by example.

Prerequisites: Completion of the first trimester



■ The Master of Education Program

Psychological Foundations of Education (EDU504) 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; and
- Assess effective teaching.

Prerequisites: None

Research (EDU530) 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

Social and Philosophical Foundations of Education (EDU512) 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; and
- Understand how the philosophical foundations of educational ideologies influence contemporary practice.

Prerequisites: None

Special Education (EDU527) 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

Teaching & Learning (EDU521) 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; and
- Understand differentiated instructional approaches for diverse learners.

Prerequisites: Completion of the first trimester



■ The Master of Education Program

Teaching Reading (EDU526) 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; and
- Explore assessment tools for diagnosing reading difficulties.

Prerequisites: Completion of all Core Courses

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

- Understand the various sources of law;
- Understand the legal issues that affect education in the US;
- Understand the basic constitutional principles impacting education, particularly the first, fourth and fourteenth amendments
- Understand the leading education law cases and the significance of precedent;
- Be familiar with the role of government in education, including the role of state and federal agencies;
- Understand political issues relevant to education; and
- Identify implications of current regulations of NCLB, IDEA

Prerequisites: None

The Laws and Politics of Education (EDU505) 4 Units

This core course provides an overview of the legal and political framework of education in the nation. Emphasis is on current issues and how they affect the learning environment.



■ The Master of Education 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 a need to come to the University on a regular basis?

A. No. Academic and administrative procedures are carefully designed so that students can complete coursework entirely through directed independent study, without unreasonably disrupting their professional and family lives.



■ The Master of Education Program

ANSWERS TO THE MOST FREQUENTLY ASKED QUESTIONS

Concluded

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 weekly or monthly schedule and students may take time off between trimesters. However, except in special circumstances, the degree 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. After receipt of a complete *Application for Admission*, approved applicants are mailed enrollment materials for their review and signature. Should the Admissions Office have any questions, the applicant will be contacted. Applications are reviewed weekly and most students commence study within three weeks from the date of application.

