



College of Education

# Master of Science in Education



## Degree Information Packet 2018 - 2019

**Contact Information:**

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*Your Success is our Mission*

## *Welcome...*

Your new professional journey starting the Master of Science in Education (MSEd) degree program will provide you with a critical, advanced, and intellectually rigorous curriculum. No matter which option you choose, you will find an opportunity to prepare yourself for professional positions in the field of education. The MSEd graduate curriculum is designed to assist educators in understanding theory and practice for decision-making, critical and creative thinking, and problem solving as they apply to a professional education context. The need to develop a cadre of professional educators who demonstrate advanced knowledge in education and who are capable of assisting others to reach their potential in education is well documented. Graduates of our program are shaping the future of education.

The MSEd program:

- consists of 45 credits
- can be completed either on a full-time or part-time basis
- has courses available face-to-face, hybrid, or 100% online
- has endorsements in ESOL and Bilingual/ESOL, Reading
- has certificate programs in ESOL and Bilingual/ESOL, Dual Language/Bilingual Education, Elementary Mathematics Instructional Leadership, Instructional Design and Reading,
- has specializations in Elementary Mathematics Instructional Leadership

Depending on the MSEd program and whether they are a licensed teacher, candidates have an option of completing the degree with a thesis, professional project, portfolio, or comprehensive exams.

On behalf of our faculty and staff in the college of education we want to make your admissions into Western Oregon University graduate programs and the MSEd program as smooth as possible. You will find details to being admitted into both programs as well as information about the MSEd program within this packet.

Enjoy your journey!

Dr. Adele Schepige, MSEd Program Coordinator



## Admission Requirements for Master of Science in Education

### 1. Apply to Western Oregon University Graduate Programs

- **Complete the WOU Graduate Programs Application.** Students must be admitted to the WOU Graduate School before being considered for admission to the MEd program. Submit all WOU Graduate School application materials to the Graduate Programs Office at least one week prior to the program admission deadline.
- **Send official transcripts.** Official transcripts in a sealed envelope from each university or college attended must be mailed to the Graduate Studies Coordinator.
- **Meet GPA requirement.** A GPA of 3.0 in the last 90 quarter hours (60 semester hours) of undergraduate or graduate coursework is required. Students who have already obtained a Master's degree from an accredited institution will have the GPA requirement waived. Those with less than a 3.0 GPA can be admitted with passing MAT or GRE scores.
  - Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. Minimum required score for the (a) MAT: 395 or higher; (b) GRE: minimum quantitative score: 147 and minimum verbal score: 148 and a 3.5 or higher on Analytical Writing.
- **Send \$60 nonrefundable application fee.** Submit your application fee with your Graduate Programs Application.
- **Submit the Graduate Program Application.** Send your application, transcripts and fee to:

Graduate Studies Admissions Coordinator  
Administration Building, Rm 107  
345 Monmouth Ave. N  
Monmouth, OR 97361

### 2. Apply to the MEd Program

- **Complete the MEd Application.** Students must first apply to the Graduate Programs Office before applying to the MEd program. Submit the MEd application two weeks before the start of a term.
- **Read and sign the "Professional Characteristics Demonstrated by a Master of Science in Education Candidate" form.** All students of WOU must adhere to professional dispositions as outlined in this document.
- **Submit the MEd Application.** Send your application and signed Professional Characteristics Demonstrated by a MEd Candidate to Dr. Adele Schepige at [schepia@wou.edu](mailto:schepia@wou.edu) or:

Dr. Adele Schepige, Graduate Programs Coordinator  
College of Education  
345 Monmouth Ave. N  
Monmouth, OR 97361



# Western Oregon UNIVERSITY

## Master of Science in Education Program Application

Name: \_\_\_\_\_ V# (if known): \_\_\_\_\_

Address: \_\_\_\_\_  
Street/ mailing address city state zip code

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Bachelor's Degree Information: \_\_\_\_\_  
Degree Earned Institution attended Year Earned

Term Start:  Fall Term  Winter Term  Spring Term  Summer Term Year: \_\_\_\_\_

Select the Program for which you are applying:

- Dual Language/Bilingual Certificate  EMIL  MEd: Reading
- MEd: ESOL  Instructional Design Certificate  Reading Endorsement only
- MEd: ESOL/Bilingual  MEd: Information Technology
- ESOL Endorsement only  MEd: Information Technology and Instructional Design Certificate
- MEd: \_\_\_\_\_ (list area)

<p>Do you hold any professional licenses? Check all that apply:</p> <p><input type="checkbox"/> Teaching license (Oregon)</p> <p><input type="checkbox"/> Teaching license (out of state)</p> <p><input type="checkbox"/> Substitute license</p> <p><input type="checkbox"/> Conditional license</p> <p><input type="checkbox"/> Other: _____</p>	<p>Current endorsements: _____</p> <p>Details on Current Teaching Position, if applicable:</p> <p>Endorsement: _____</p> <p>School District: _____</p> <p>School: _____</p>
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List any graduate level course(s) that you have completed and would like to have considered for transfer to your MEd program.  
*Note: Only course work completed five years or less from your anticipated graduation date will be considered and no more than 15 hours of graduate work can be transferred in from another college or university.*

Course title	Credits received	Institution	Term/Year

To the best of my knowledge, the information on this application is accurate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY A  
MASTER OF SCIENCE IN EDUCATION CANDIDATE**

**Dispositions**

Education and educators have historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to high levels of professionalism for all Master of Science in Education candidates. The Division of Teacher Education believes it is important for you to be aware of and understand the characteristics of professionalism prior to program admission.

The graduate faculty at WOU will use this form to assess your professionalism through the admissions process, during your time as a graduate student and as warranted. The College reserves the right to advise your continuation or termination in the Master of Science in Education program based on assessment of your professionalism.

Please carefully review the attached list of **PROFESSIONAL CHARACTERISTICS**. KEEP PAGES 2 AND 3 FOR YOUR PERSONAL RECORDS. This page will be signed and submitted with your application materials, as your verification of receiving, reading, understanding and retaining this list of expectations.

Should you have any questions regarding the form or the process, please contact Dr. Adele Schepige, MEd Coordinator at 503-838-8485.

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PRINTED NAME      /      Signature      Date:

**Your signature acknowledges that you have read and are retaining the attached  
PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE FORM**



## PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE

**Collaboration:** The student works with others to achieve a common goal.

1.1 Interacts constructively with peers/colleagues, administrators, staff, and faculty

- Shows consideration and respect for thoughts and feelings of others
- Demonstrates effective verbal and non-verbal communication skills
- Demonstrates flexibility with others
- Solicits suggestions and feedback from others
- Maintains communication when questions or concerns arise
- Recognizes a range of valid viewpoints

1.2 Functions as a contributing member of a team

- Communicates effectively both verbally and non-verbally
- Shares ideas and materials
- Offers ideas and observations

**Honesty and Integrity:** The student demonstrates truthfulness, professional behavior, and trustworthiness.

2.1 Displays honesty and integrity

- Maintains confidentiality
- Elicits trust and respect
- Produces original work and credits sources when appropriate

**Respect:** The student honors, values, and demonstrates consideration and regard for oneself and others.

3.1 Is respectful of cultural patterns and expectations within a community context

- Presents self in a professional manner
- Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others
- Establishes good rapport in the graduate community
- Recognizes and respects identities informed by a group's historical context

**Commitment to Learning:** The student values learning for self and others.

4.1 Demonstrates a commitment to learning

4.2 Reflects on performance and attitudes

- Reflects upon and evaluates effectiveness as a professional and seeks to improve skills
- Receives feedback in a positive manner and makes necessary adjustments
- Regularly re-assesses his/her commitment to the profession



**Emotional Maturity:** The student demonstrates situation appropriate behavior.

5.1 Is self-confident and enthusiastic

- Displays enthusiasm for subject matter
- Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
- Exhibits energy, drive, and determination to succeed

5.2 Is dependable, conscientious, and punctual

- Arrives early or on-time
- Completes assigned work in a timely manner meeting expectations

**Leadership and Responsibility:** The student acts independently and demonstrates accountability, reliability, and sound judgment.

6.3 Meets graduate work schedule demands

- Meets and consults with advisors and faculty as necessary

6.4 Is aware of the importance of being professional

- Displays a positive attitude
- Communicates in a professional manner

6.5 Demonstrates initiative

- Make suggestions in a variety of settings (e.g. group work, meeting with advisors and program coordinators)

**Signature of the Student Who Has Read This Form:**

*Your signature on the Dispositions Form acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.*



## **Master of Science in Education**

### **Education Core Course Descriptions:**

**ED 603 Thesis, Professional Project or Field Study** Terms and hours to be arranged.

**ED 611 Theories of Teaching and Learning (3)**

Applies key concepts, models, and strategies related to different theories of learning, including behaviorist, cognitive and socio-cultural perspectives. Students will examine epistemological frameworks, issues of transfer, social and cultural influences, as well as motivation and engagement to design powerful learning experiences. Will also learn key concepts, models, and strategies related to language acquisition and to cognitive, social, and emotional development.

**ED 632 Cultural, Social, and Philosophical Issues in Education (3)**

Examines issues of learning and culture from a variety of philosophical perspectives, linking practice to theory and ideology. Students will frame their teaching and learning experiences by examining the role of culture in schooling and learning, specifically addressing issues surrounding diversity, and critical perspectives in education.

**ED 633 Research and Writing (3)**

Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will produce and critique scholarly writing. Prerequisite: ED 611

**ED 635 Action Research (3)**

Introduces students to the principles and processes of action research, a form of self-reflective inquiry by practitioners on their own practice. The goals of action research are to better understand and to improve practice. Students develop skills in data collection, analysis, interpretation, as well as the oral and written presentation of research. Prerequisite: ED633

**ED 636 Leadership and Policy in a Diverse Society (3)**

Students will analyze current educational policy and potential leadership within multiple contexts. Emphasizing local, national and global trends, this course will help students explore issues of diversity and the socio-political constructs of schooling. Prerequisite: ED 635

**CSE 610 Computers in Education (3)**

Course follows two distinct strands of activity: a theoretical/philosophical analysis of the underpinnings of technology use; and hands-on skill development in the use of hardware and software.

**CSE 624 Internet for Educators (3)**

Course will relate to a number of topics/issues germane to the use of Internet technologies in schools/classrooms/media centers. Students will become knowledgeable about the practical, theoretical and philosophical implications of using the Internet in education.





## **Content Core: 18 credit hours** (\*unless otherwise specified)

The following interest or endorsement areas are available. A student should select the interest area or endorsement that best fits their needs. Many students will have two advisers. One adviser is responsible for the Education Core and exit requirements, and the other adviser guides the student in selecting the interest or endorsement area.

Faculty in liberal arts and sciences and the faculty in education often plan this portion of the degree. Students may continue graduate-level work in their academic areas or additional endorsement courses may be added. Students seeking to complete a new authorization level or endorsement within the 18 credit hours portion of the program are required to complete a 90 clock hour practicum in the appropriate authorization level or endorsement. Endorsements are offered in ESOL, Bilingual/ESOL, Early Childhood, or Reading.

### **Biology or Life Sciences**

BI 541 Human Heredity (3-4)  
BI 554 Plant Ecology (4)  
BI 558 Field Biology (3-4)  
BI 606 Special Individualized Studies (1-12)  
Biological Oceanography  
Evolutionary Theory  
GS 511 History of Science (3)  
GS 612 History of Science (3)  
GS 625 A Concept Approach to Science (3)

### **Curriculum and Instruction Content Core 18 credit hours**

ED 648 Advanced Curriculum and Assessment Planning (3)  
Choose one literacy course from approved list (see course catalog) (3)  
Choose one focus area from the following: (12)  
Dual Language/Bilingual education  
Early childhood education  
ESOL education  
Language arts education  
Literacy education  
Math education  
Science education  
Social studies education  
STEM education

### **Early Childhood 18 credit hours**

ED 448/548 Developmentally Appropriate Practices (3)  
ED 485/585 The Early Childhood Educator (3)  
ED 609 Practicum: Early Childhood Education (3)  
ED 649 Observation and Assessment of Young Children (3)  
ED 650 Curriculum in Early Childhood Education (3)  
Electives (6)

### **EMIL - Elementary Mathematics Instructional Leader**

All programs must be approved by an EMIL Coordinator. All courses must be successfully completed before practicum.  
Content core (18)

All students will complete the following to earn 18 graduate credit hours in the “content core” of their MSED degree.



MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices  
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices  
MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices  
MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices  
Choose one: (3)  
MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices  
MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices  
Approved Elective approved by advisor (3)

Exit requirement (6)

ED 673 Elementary Mathematics Leadership Practicum I  
ED 609 Elementary Mathematics Leadership Practicum II

**English for Speakers of Other Languages (ESOL) and ESOL/Bilingual Endorsement 21 credit hours\***

ED 609 ESOL/Bilingual Practicum (3) \*\* *Pre-requisites for ED 609 are: (1) obtaining a passing score on the ESOL PRAXIS test, and (2) completing at least 15 credits of coursework towards the ESOL endorsement.*

ED 682 Sociopolitical Foundations of ESOL/Bilingual (3)

ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual (3)

ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom (3)

ED 691 Curriculum, Instruction and Assessment Strategies for English Language Learners (3)

ED 692 Classroom Strategies in First and second Language Reading and Writing (3)

Technology course – choose one: CSE 610 Computers in Education, CSE 620 Computer Management Tool, CSE 624 Internet for Educators, ED 625 Creating Internet Website, or LIB 686 Emerging Information Technology

Three additional graduate courses will be offered for students in the Master's of Science in Education Program:

ED 630 Culturally and Linguistically Diverse Students in the Schools

ED 631 Methodology: Language/Second Language Learning and Content for the Language Minority Student (3)

ED 694 Assessment of English Language Learners (3)

**English/Language Arts: Elementary/Middle** Approved electives from these areas to reach minimum 18 hours

Writing (3-4)

WR 540 Teaching of Writing (4) required

**or**, if taken as WR 440

WR 500-600 (3-4)

Linguistics (3-4)

LING 550 Grammar and Writing (4) recommended

**or**, if taken as LING 450

LING 500-600 (3-4)

Literature (3-4)

ENG 500-600 (3-4)

To reach 18 hours, students can choose 500- or 600-

level courses in English, other Humanities fields,

Theater Arts or other Liberal Arts and Sciences

content areas. **At least 3 hours of the total need to**

**be 600-level to meet graduate school requirements**

**English/Language Arts: High School**

Approved electives from these areas to reach a minimum of 18 hours.

Writing (3-4)

WR 540 Teaching of Writing (4) required **or**, if taken as WR 440

WR 500-600 (3-4)

Linguistics (3-4)

LING 550 Grammar and Writing (4) recommended **or**, if taken as LING 450

LING 500-600 (3-4)

Literature (6-8)

Theory/Criticism (3-4)

ENG 500-600 (3-4)



### **Health**

Two required courses: (8 credit hours)

HE 612 Advanced topics in Health Promotion (4 cr)

HE 612 Advanced topics in Health Promotion (4 cr)

Electives in health or related areas – 13 hours

*Note: HE 612 may be repeated for credit (different topics) up to 12 credits*

### **Integrated Science: Early Childhood/Elementary – see science education advisor**

#### **Integrated Science: Middle/High School**

Students, with approval from a science advisor, should select 18 credits from the following suggested courses:

ES 531 Paleobiology (4)

ES 553 Geology of Pacific Northwest (4)

ES 554 Volcanology (3)

ES 558 Field Studies in Geology (1-9)

ES 560 Energy and Mineral Resources (3)

ES 573 Environmental Geology (4)

ES 576 Hydrology (3)

ES 591 Stratigraphy and Depositional Sys (3)

ES 592 GIS Applications/Earth Science (3)

ES 655 Glacial Geology (3)

ES 656 Geology of North America (3)

GS 511 History of Science (3)

GS 524 Astronomy (3)

GS 612 History of Science (3)

GS 625 A Concept Approach to Science (3)

GS 691 Physical Oceanography for Teachers (3)

GS 692 Geological Oceanography for Teachers (3)

#### **Interdisciplinary: Early Childhood/Elementary Authorization**

Fifteen hours of course work should be selected to improve content knowledge in two or more of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, or special education. In addition, three credit hours are to be selected with advisor approval from the following:

ED 548 Developmentally Appropriate Practices

ED 649 Observation and Assessment for Young Children

ED 567 Language Development and Reading

ED 585 Early Childhood Education

ED 650 Curriculum and Early Childhood Education

HE 515 Child and Adolescent Health

**Interdisciplinary: Elementary/Middle Authorization** Eighteen hours of course work should be selected to improve content knowledge in two to four of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, or special education.

#### **Interdisciplinary: Elementary (Standard License only)**

Eighteen hours of course work should be selected to improve content knowledge in two to four of the following areas: creative arts, bilingual/ESOL, health, mathematics, physical education, reading, science, social science, or special education.



**Mathematics: Mathematics Basic Endorsement Courses**

Students, with approval from a mathematics advisor, should select 18 credits from the following suggested courses:

*Offered once every three summers (two courses/summer)*

- MTH 589 Algebraic Structures for Middle School Teachers (3)
- MTH 591 Historical Topics in Mathematics for Middle School Teachers (3)
- MTH 593 Experimental Probability & Statistics for Middle School Teachers (3)
- MTH 594 Geometry for Middle School Teachers (3)
- MTH 596 Problem Solving for Middle School Teachers (3)
- MTH 597 Discrete Mathematics for Middle School Teachers (3)
- MTH 599 Advanced Integrated Mathematics for Middle School Teachers (3)

*Offered once a year, fall/winter/spring respectively*

- MTH 594 Geometry for Middle School Teachers (3)
- MTH 592 Abstract Algebra for Middle School Teachers (3)
- MTH 595 Calculus Concepts for Middle School Teachers (3)

**Physical Education – See Physical Education Advisor**

**Reading** -Students, with approval from a Reading advisor, select 21 credits\* from the following suggested courses:

- ED 609 Practicum in Reading (3)
- ED 655 Foundations of Literacy (3)
- ED 667 Language Development in Reading (3) or ED 684 Lang Acq. & Educ., Ling., ESOL/Bilin Classroom (3)
- ED 668 Assessment and Instruction in Reading (3)
- ED 672 Leadership in School Reading Program (3)
- ED 689 Contemporary Issues in Literature (3) or Other course approved by Advisor
- ED 537 Literacy: Inquiry, Theory, and Informed Practice (3) or Other course approved by Advisor

**Social Science – See Social Science Advisor**