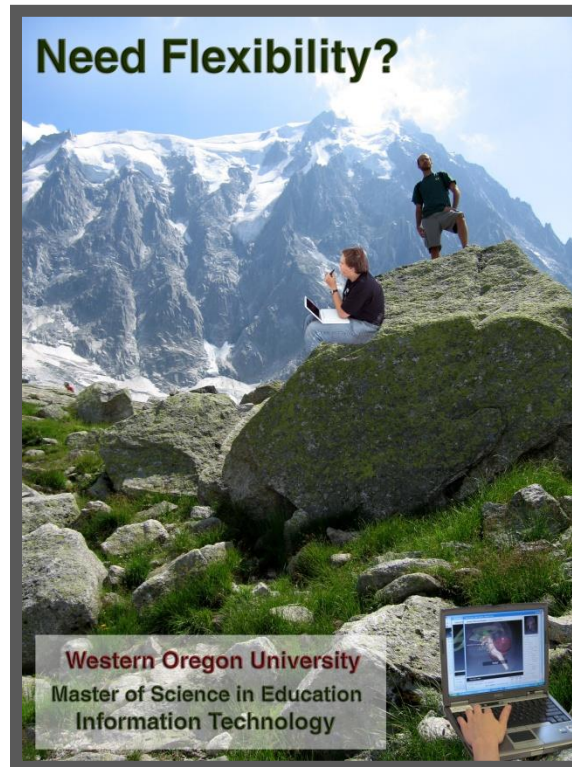




Western Oregon
UNIVERSITY

College of Education
Master of Science in Education
Information Technology



Application Advising Packet
2015-2016

Contact Information:

Dr. Mary Bucy, MSED Coordinator - Office: ED 202M - 503-838-8794 - Email: bucym@wou.edu

Zig Derochowski, Programs Advisor - Office: ED 201F - 503-838-9269 - Email: derochowskiz@wou.edu

**Fast track into the 21st Century
with instructional and learning opportunities for today's students.**

www.wou.edu/msed-infotech

Welcome....

The program leading to the Master of Science in Education degree with a specialization in Information Technology is designed to develop skills that will enable students to competently integrate technology-based educational materials, evaluate communication techniques, select instructional technology materials, organize and manage information, and administer technology programs.

The program is designed to meet the needs of:

- K-12 teachers who wish to integrate technology in their classroom
- Educators in non k-12 settings who wish to use technology in their teaching
- People who wish to design technology-based educational materials
- Educators who wish to teach in an online environment
- Educators who wish to move into a position of technology leadership

Coursework will be offered in a variety of formats and will include classes that are online, face-to-face, campus-based, on-site, and hybrid, as well as weekend workshops and summer institutes. Application for this program is open; you may apply throughout the year. Courses are offered on a rotating basis so be sure to check the current term schedule of classes.

Courses will be taught by full-time faculty at Western Oregon University as well as by highly qualified adjuncts carefully selected to provide expertise in specific areas and to bring current perspectives from classroom teaching.

On behalf of our faculty and staff in the College of Education (COE) we want to make your admissions into Western Oregon University Graduate School and the MSED program in the COE as smooth as possible. You will find details on admission to Western and this program included in this packet.

Important steps you need to complete to begin the MSED.

1. Complete the WOU Graduate Application process – Graduate studies application, official transcripts, \$60 application fee, and graduate exam scores (if necessary) submitted to Kristen Larson: Graduate Office, Administration Building 107.
2. Complete the Master of Science in Education: Information Technology Program Application and submit to Zig Derochowski, 503-838-9269.
3. Meet with academic advisor(s) to complete the Master of Science in Education: Information Technology Program Plan form.
4. Confirm your classes for your schedule!

Enjoy your journey! Dr. Mary Bucy, MSED Coordinator

College of Education
Division of Teacher Education

Admission requirements for Master of Science in Education

**Applicants must submit both a WOU Graduate Admission form and a COE
Master of Science in Education (MSED) Information Technology Application Form.**

Admission to Western Oregon University Graduate School

- Completed *WOU Application for Graduate Admission form*. Submit this form to the Graduate Office, Administration Building Room 107. Students must be admitted to the WOU Graduate School before being considered for admission to the MSED program. Submit **all** WOU Graduate School application materials to the Graduate Office at least one week prior to the program admission deadline.
- Sealed official transcripts from the university that granted your bachelor's degree and from all other institutions of higher education where you completed coursework. A GPA of 3.0 in the last 90 quarter hours (60 semester hours) of undergraduate or graduate coursework is required. Those with less than a 3.0 GPA can be admitted with MAT or GRE scores (see below for requirement).
- Miller Analogies Test (MAT) or Graduate Record Exam (GRE) score. If the applicant's GPA is 3.0 or higher, the test requirement is waived. If the GPA is less than 3.0, minimum required score for the (a) MAT: 395 or higher; (b) average score of 450 or higher on the Verbal and Quantitative **and** a 3.5 or higher on Analytical Writing.
- \$60 nonrefundable application fee

Admission to the MSED Information Technology Program

- Applicants need to submit the following application materials:
 - Complete the MSED Information Technology Application Form and;
 - Read and sign the Professional Characteristics Demonstrated by a Master of Science in Education Candidate form, submit both signed forms to Zig Derochowski in the COE, ED 201F.

Admitted students need to meet with Dr. Mary Bucy for an advising session to complete the MSED Information Technology Program Plan document. **MSED program plans need to be signed and submitted to the WOU Graduate Office prior to the completion of your first term.**

If you have any questions regarding the application process please contact the College of Education.

Contact Information:

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Office: ED 202M 503-838-8794
Email: bucym@wou.edu

Zig Derochowski, Graduate Programs Advisor
Office: ED 201F 503-838-9269
Email: derochowskiz@wou.edu

Western Oregon University

Information Technology

Master of Science in Education - Program Application - Division of Teacher Education

Name: _____ V# _____

Address: _____

Street/mailling address

city

state

zip code

Phone: _____ E-mail: _____

Bachelor's Degree Information: _____

Institution attended

Degree attained

date degree obtained

undergraduate GPA

Select the program for which you are applying:

____ MSEd Info Tech only ____ MSEd Info Tech and Instructional Design Certificate ____ Instructional Design Certificate only

Details on your current career: _____

Oregon Teaching License you hold, if applicable

(mark all that apply):

- Initial Early Childhood
- Initial Elementary
- Initial Middle Level
- Initial High School

Details on your current teaching position, if applicable:

Endorsement(s): _____

Authorization(s): _____

School District: _____

School: _____

Teacher Licensure Exams – attach copies of scores:

ECE, Elem, Middle, and Middle/High

ORELA Multiple Subjects or NES Elementary Ed _____
Score received Date

Middle/High or High School Only

Praxis II or NES Content Test _____
Content Score Date

Not applicable – not a licensed teacher

Graduate Exams:

Miller Analogy Test _____
Score received Date

Graduate Record Exam _____
Score received Date

Waived by GPA (3.00 GPA over last 90 quarter hours)

Previous Experience in Technology:

Career Goals:

Please talk with your advisor about any graduate level course(s) that you have completed and would like to have considered for transfer to your MSEd 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.

To the best of my knowledge, the information on this application is accurate. Please sign below and submit to the College of Education Office, ED Room 202.

Signature: _____ Date: _____

College of Education

345 North Monmouth Avenue – Monmouth, Oregon 97361

503-838-8471 – Fax: 503-838-8228 – www.wou.edu

MSEd Information Technology

Professional Core	
ED 633	Research and Writing
ED 632	Cultural, Social, and Phil. Issues in Ed
ED 611	Theories of Teaching and Learning
Information Technology Core	
ED 626	Instructional Design
LIB 680	Communication Theory
LIB 686	Emerging Information Technologies

Content Electives (21 hours of CSE courses or advisor-approved electives)	
<p><u>3-credit courses</u></p> <p>CSE 603 Professional Project CSE 604 Portfolio CSE 606 Special Indep Studies CSE 507 Seminar CSE 508 Workshop CSE 610 Computers in Education CSE 611 Information Literacy CSE 612 Media Literacy CSE 615 Designing Information CSE 616 Designing and Teaching Online Courses CSE 617 Open Source Tools CSE 619 Big Thinkers in Educational Technology CSE 620 Computers as Management Tool CSE 623 Ed Tech for ESOL/Bilingual CSE 624 Internet for Educators CSE 625 Creating an Internet Website CSE 626 Advanced website design CSE 627 Web 2.0 Tools for Teaching & Learning CSE 628 Geospatial Technologies for Teaching/Learning CSE 629 Web-based Website Design CSE 632 Social and Philosophical Issues in Ed Tech CSE 655 Internship in InfoTech CSE 660 Video Production 1</p>	<p><u>1-credit skills courses (<i>maximum 6 hours</i>)</u></p> <p>CSE 670 Teaching content with technology: Secondary CSE 671 Teaching content with technology: Elementary CSE 681 Writing grants for technology CSE 682 Facilitating conversations: Teachers, Admin, Tech Supp. CSE 683 Managing Technology in the classroom CSE 684 Creating Web-based Tutorials CSE 685 Assessment tools CSE 686 Open-source tools for teaching and learning CSE 687 Mobile Technologies in Education CSE 689 Electronic Portfolios CSE 690 Digital photography/Photo editing CSE 691 Digital storytelling CSE 692 Learning objects CSE 693 Making music with digital tools CSE 694 Blogs in Education CSE 695 Collaboration Tools CSE 696 Podcasts and Vodcasts CSE 697 Creating a Personal Learning Environment CSE 698 Special Topics in Educational Technology</p>
<p>6 hours of additional advisor-approved electives plus comprehensive exams OR 6-9 hours of CSE 603 thesis, professional project OR 3 hours CSE 604 + CSE 619 Portfolio</p>	
Total: 45 credits	

MSED Information Technology Course Information

Glossary of course prefixes:

- CSE, Computer Science Education
- LIB, Library
- ED, Education

Course descriptions: (Education core and Information Tech core classes only. Contact advisor for more information.)

ED 611 Theories of Teaching and Learning (3) - Course applies key concepts, models and strategies related to different theories of learning including behaviorist, cognitive and socio-cultural perspectives. Examine epistemological frameworks, issues of transfer, social and cultural influences, as well as motivation and engagement to design powerful learning experiences. Learn key concepts, models and strategies related to language acquisition and to cognitive, social and emotional development.

ED 626 Instructional Design (3) - The application of the instructional design approach to preparation of multimedia instructional products. Be guided through development of instructional materials, including application of the ID approach to the preparation of computer-assisted instruction.

ED 632 Cultural, Social and Philosophical Issues in Education (3) - Examine 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. (Note: Students may substitute *CSE 632 Social and Philosophical issues in Educational Technology* for this required course.)

ED 633 Research and Writing (3) - Examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implications of research studies. Produce and critique scholarly writing. Pre-req: Ed 611.

LIB 680 Communication Theory (3) - Examine theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

LIB 686 Emerging Information Technology (3) - Study current and emerging information systems from a philosophical and practical perspective. Explore the origins, storage, transmission and retrieval of information, as well as the technologies that assist these activities

Note: the courses below will be offered as electives that will fulfill the content elective requirements.

3-credit content area electives

CSE 603 Professional Project
CSE 604 Portfolio
CSE 606 Special Independent Studies
CSE 507 Seminar
CSE 508 Workshop
CSE 610 Computers in Education
CSE 611 Information Literacy
CSE 612 Media Literacy
CSE 615 Designing Information
CSE 616 Designing and Teaching Online Courses
CSE 617 Open Source Tools
CSE 619 Big Thinkers in Educational Technology
CSE 624 Internet for Educators
CSE 625 Creating an Internet Website
CSE 626 Advanced website design
CSE 627 Web 2.0 Tools for Teaching & Learning
CSE 628 Geospatial Tech for Teaching and Learning
CSE 629 Web-based Website Design
CSE 632 Social and Philosophical Issues in Ed Tech
CSE 655 Internship in InfoTech
CSE 660 Video Production 1

1-credit skills courses

CSE 670 Teaching Content with Tech: Secondary
CSE 671 Teaching Content with Tech: Elementary
CSE 681 Writing Grants for Technology
CSE 682 Facil Conversations: Teachers, Admin, Tech
CSE 683 Managing Technology in the Classroom
CSE 684 Creating Web-Based Tutorials
CSE 685 Assessment Tools
CSE 686 Open-source tools for teaching and learning
CSE 687 Mobile Technologies in Education
CSE 689 Electronic Portfolios
CSE 690 Digital Photography/Photo Editing
CSE 691 Digital Storytelling
CSE 692 Learning Objects
CSE 693 Making Music with Digital Tools
CSE 694 Blogs in Education
CSE 695 Collaborating with Wikis
CSE 696 Podcasts and Vodcasts
CSE 697 Creating a Personal Learning Environment
CSE 698 Special Topics in Educational Technology

Courses Tentatively Scheduled for 2014-2015

(see Info Tech website for updated course offerings)

Fall 2014:

LIB 680	Communication Theory (online)	3 credits
ED 611	Theories of Teaching and Learning (online)	3 credits
ED 632*	Cultural, Social, and Philosophical Issues in Education	3 credits
ED 633	Research and Writing (online)	3 credits
CSE 616	Designing and Teaching Online Classes (online)	3 credits
CSE 624	Internet for Educators (online)	3 credits
CSE 625	Creating an Internet Website	3 credits
CSE 627	Web 2.0 Tools for Teaching and Learning (online)	3 credits
CSE 632*	Social and Philosophical Issues in Educational Technology (online)	3 credits
CSE 670	Teaching Content with Technology: Language Arts	1 credit
CSE 696	Podcasts and Vodcasts (online)	1 credit
CSE 689	Electronic Portfolios (online)	1 credit
<i>*CSE 632 can substitute for ED 632 on the MEd Info Tech program plan</i>		

Winter 2015:

LIB 686	Emerging Technologies (online)	3 credits
ED 611	Theories of Teaching and Learning (online)	3 credits
ED 632	Cultural, Social, and Philosophical Issues in Education (online)	3 credits
ED 633	Research and Writing	3 credits
CSE 604	Portfolios	3 credits
CSE 615	Designing Information (online)	3 credits
CSE 619	Big Thinkers in Education Technology (online)	3 credits
CSE 624	Internet for Educators (online)	3 credits
CSE 628	Geospatial Technologies for Teaching and Learning (online)	3 credits
CSE 670	Teaching Content with Technology: Math (online)	1 credit
CSE 687	Mobile Technology in Education (hybrid)	1 credit
CSE 694	Blogs in Education (online)	1 credit
CSE 697	Creating a Personal Learning Environment (online)	1 credit

Spring 2015:

ED 611	Theories of Teaching and Learning	3 credits
ED 626	Instructional Design (online)	3 credits
ED 632	Cultural, Social, and Philosophical Issues in Education (online)	3 credits
ED 633	Research and Writing (online)	3 credits
CSE 606	Special Project: Video Games and Learning (online)	1 credit
CSE 610	Computers in Education	3 credits
CSE 611	Information Literacy (online)	3 credits
CSE 619	Big Thinkers in Education Technology (online)	3 credits
CSE 624	Internet for Educators (online)	3 credits
CSE 660	Video Production I	3 credits
CSE 670	Teaching Content with Technology: content TBA	1 credit
CSE 684	Creating Web-Based Tutorials (online)	1 credit



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

Dispositions

The teaching profession has 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 at the following points; admissions, application for candidacy, during your final evaluation 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 DEMONSTRATED BY THE CANDIDATE**. 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. Mary Bucy, MS in Ed Information Technology Coordinator at 503-838-8794.

Printed Name

Signature

Date:

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

Western Oregon University
College of Education
Assessment of Professional Qualities in
Master of Science in Education Candidate

PROFESSIONAL CHARACTERISTICS
DEMONSTRATED BY THE STUDENT

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

1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents

- 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 with colleagues, supervisors, and mentor teachers when questions or concerns arise
- Recognizes a range of valid viewpoints

1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards (term 4)

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

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

2.1 Displays honesty and integrity

- Maintains confidentiality
- Elicits trust and respect from both peers and supervisors
- In completing course and field experience assignments, 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 (e.g., dress, communication)
- 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 with students and colleagues
- Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities
- Recognizes and respects identities informed by a group's historical context

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

4.1 Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning

- Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs
- Values ongoing assessment as essential to the instructional process

4.2 Demonstrates a commitment to students' learning

- Implements research-based strategies
- Proposes ideas and solutions that address curriculum, instruction, and classroom management
- Locates and/or creates materials that bring about student learning
- Assumes responsibilities, locates materials and resources, and improves teaching
- Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
- Reflects on and offers ideas to address curricular, instructional and classroom management matters
- Engages students in discovering how knowledge is constructed
- Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives

4.3 Reflects on performance and attitudes as a teacher

- Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
- Receives feedback in a positive manner and makes necessary adjustments
- Regularly re-assesses his/her commitment to the profession
- Evaluates instruction and student interactions and modifies as needed

Emotional Maturity: The student demonstrates situation appropriate behavior.

5.1 Is self-confident and enthusiastic

- Displays enthusiasm for teaching and the subject matter
- Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
- Exhibits energy, drive, and determination to become a professional educator

5.2 Is dependable, conscientious, and punctual

- Arrives early or on-time
- Completes assigned tasks in a timely manner
- Follows through with assignments and expectations

5.3 Models social skills, character traits and dispositions desired in students.

- Establishes caring and mutually respectful relationships with students
- Explicitly teaches and models desired behaviors and attitudes

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

6.1 Is aware of and acts according to school policies and practices

- Has obtained and read school policy manual
- Adheres to class, school, and district rules and policies.

6.2 Advises students in formal and informal settings

- Shows concern for all aspects of a student's well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately
- Actively listens to and advises students, making referrals as appropriate

6.3 Meets work schedule demands

- Is prepared for lessons and other responsibilities
- Meets and consults with mentor teacher each week to plan lessons

6.4 Is aware of the importance of professional appearance and demeanor

- Dresses professionally
- Displays a positive attitude
- Communicates in a professional manner

6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom

- Make suggestions at faculty meetings
- Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students

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.