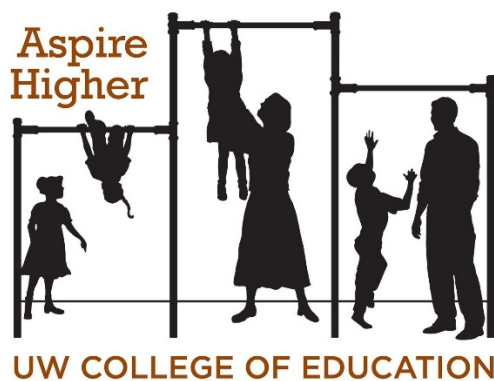


# Student Handbook

*Master of Arts Degree in Education  
with a concentration in  
Curriculum and Instruction*



## INTRODUCTION

Educators wishing to broaden their theoretical understanding of curriculum and instruction, to increase their knowledge and skills in their content specializations, to pursue additional endorsements, and to develop new strategies and materials for their classrooms should consider the Master of Arts in Education, with a concentration in Curriculum and Instruction. Successful completion of this program contributes to the professional development of educators, prepares them for roles of leadership within their subject areas and schools, and leads to advanced graduate study.

The Master's Program in Education with a concentration in Curriculum and Instruction is a collaborative graduate program delivered by the Departments of Early Childhood and Elementary Education, Educational Studies, and Secondary Education.

## COURSE DELIVERY

Courses for the program are offered on-campus as well as through the Outreach School, either by Video conference, Audio conference, intensive weekends, Web-based instruction, or a combination of these formats. **THIS IS NOT AN ONLINE ONLY PROGRAM.** The format and sites for delivery of courses will be described at the Outreach web site: <http://www.uwyo.edu/outreach/ocp/> prior to the semester during which the courses are offered. **All work on a master's degree must be completed within six (6) calendar years from the date of admission. Students who do not take courses for two consecutive semesters excluding summer must reapply for admission to the program. (If for some reason you are unable to take classes for a year or more, please discuss options with your advisor to maintain your status in the program.)**

## CONTACT INFORMATION

The Curriculum and Instruction Office Associate can be reached at 307-766-6371 or [curriculum@uwyo.edu](mailto:curriculum@uwyo.edu). Contact information for Curriculum and Instruction Faculty can be found on the Curriculum & Instruction website ([www.uwyo.edu/ci](http://www.uwyo.edu/ci)) under Faculty & Staff.

## RESOURCES

Office of the Registrar Catalog: [http://www.uwyo.edu/registrar/files/2016\\_17\\_catalog/1617\\_front.pdf](http://www.uwyo.edu/registrar/files/2016_17_catalog/1617_front.pdf)  
graduate information begins on page 41 of the 2016-2017 version

## **Master of Arts in Education** with a concentration in Curriculum and Instruction ***Program Requirements***

The Master of Arts degree in Education is offered in two options: Plan A, which requires writing a thesis; and Plan B, which requires a written paper based on a scholarly project. A minimum of 32 semester hours beyond the Bachelor's degree is required. All course work and degree requirements must be approved by the student's graduate committee.

The Master of Arts degree in Education consists of a set of core courses and one of three emphases: Certificates/Endorsements, Content Studies, or Curriculum Studies. All students are required to complete the core courses and one of the three emphases. Specific courses are outlined below.

The *Certificates/Endorsements* emphasis allows practicing teachers to take coursework toward eligibility for certificates/endorsement in Literacy, Early Childhood Education, English as a Second Language, or Teachers of American Indian Children through the state of Wyoming's Professional Teaching Standards Board. These endorsements are only available to teachers who hold valid teaching certification in the state of Wyoming. For more information on certificates/endorsements, use contact information provided on the respective websites.

- Early Childhood Education/Early Childhood Special Education:
- [www.uwyo.edu/elemed/early-childhood-programs/early-childhood-endorsements.html](http://www.uwyo.edu/elemed/early-childhood-programs/early-childhood-endorsements.html)
- English as a Second Language: [www.uwyo.edu/esl/index.html](http://www.uwyo.edu/esl/index.html)
- Literacy: <http://www.uwyo.edu/ste/elementary-education/endorsements/certificate-of-literacy.html>
- Teachers of American Indian Children: [www.uwyo.edu/taic/](http://www.uwyo.edu/taic/)

The *Content Studies* emphasis is designed to allow practicing teachers to pursue further education in a particular content area – such as history, English, math, etc. -- through 4000 and 5000-level courses in those content areas. This coursework may be helpful particularly in the case of practicing teachers who are pursuing “highly qualified” status in a content area.

The *Curriculum Studies* emphasis is designed for practicing educators who are interested in gaining knowledge and expertise related to curriculum and instruction.

## COURSE OVERVIEW

### I. Core Courses (17-20 credit hours)

- Assessment (3 credit hours): EDCI 5500 – Classroom Assessment (except post-bacc students)
- Curriculum (3): EDCI 5000 – Principles of Curriculum
- Diversity (3): EDCI 5450 – Issues in Multicultural Education
- Instruction (3): EDCI 5790 – Learning Theories and Instructional Principles
- Research (3): EDRE 5530 – Intro to Research or EDRE 5550 – Action Research
- Midpoint Review (1): EDCI 5400 – Portfolio Reflection (1) (EDCI 5400 represents a midpoint evaluation and must be taken no later than 2 semesters [may include a summer semester] before graduation).
- Capstone Experience (1-4): Plan A thesis (4) OR Plan B project (2) OR National Board Certification (1-3). Students, as guided by an academic advisor, may pursue a Plan A thesis or a Plan B non-thesis. Generally, one can think of the Plan A thesis as a research project that emerges when a student finds that a problem of interest has not been addressed in the research literature. A Plan B non-thesis is a research project that emerges from practice, typically involving a problem of interest within a student's school, classroom, or work site.

### II. Emphases (15-18 credit hours with approval from Committee)

#### A. Certificates/Endorsements

- Literacy (18 credit hours)
- Early Childhood/ECSE (25-26 hours required-18 may be applied to elective credit)
- English as a Second Language (15 credit hours)
- Teachers of American Indian Children (12 credit hours)

#### B. Content Studies (15 to 18 hours)

This specialization is intended for those practicing teachers who are pursuing the "highly qualified" status. Coursework will primarily be taken in students' content areas (e.g., History, English, etc. 4000 and 5000 level courses).

#### C. Curriculum Studies (15 to 18 hours)

This specialization is intended for those who are interested in focusing on issues of curriculum and instruction.

- Potential coursework:
  - EDCI 5800 – Curriculum Development
  - Research Methods
  - Educational Leadership
  - Counseling
  - Instructional Technology
  - Special Education
  - Literacy
  - English as a Second Language (ESL)
  - Diversity
  - Teachers of American Indian Children

**TOTAL: 32 minimum semester hours**

### ADDITIONAL INFORMATION

- A minimum of 32 semester hours are required for completion of the degree.
- Per UW Graduate Program Regulations, a student may submit up to a total of 12 pre-admission hours that may be a culmination of non-degree, reserved, and/or transfer hours. The total number of hours allowed from each category is as follows: 12 non-degree graduate hours; 9 transfer; and 6 undergraduate. A student may elect to utilize a combination of the three different areas to total the 12 maximum allowed (i.e. 6 non-degree hours, 3 transfer hours, and 3 reserved hours). However, taking courses for graduate credit prior to applying for the master's program does not guarantee acceptance to the program.
- A maximum of 12 semester hours can be taken at the 4000 level in fulfillment of the Master of Arts degree program coursework.
- National Board Certification candidates may count up to 9 credit units of EDCI 5515 as elective hours. 5959s will NOT count toward Program of Study.
- At least half of the semester hours required for the master's degree shall be in courses restricted to graduate students (5000 level).
- No more than one third of the program hours may be taken for S/U grades, and those S/U grades will only count in courses offered for S/U only.
- Courses earning a C grade or lower will not count toward your Program of Study.
- Student failure of the same course three times will result in dismissal from the program.
- For anything not covered here, please refer to the Graduate Student Regulations and Policies which we abide by [http://www.uwyo.edu/registrar/university\\_catalog/grad\\_students.html](http://www.uwyo.edu/registrar/university_catalog/grad_students.html)

### ACCESSING COURSE INFORMATION AND REGISTERING FOR COURSES

Information about all courses can be found on WyoWeb, the University of Wyoming's online portal: <https://wyoweb.uwyo.edu/cp/home/displaylogin>. Registration for courses is also carried out on WyoWeb. Once admitted to the University of Wyoming, students can access this page and obtain a user ID and password. Outreach students do not need a PERC number unless taking an on campus class then a PERC number can be obtained from their advisor or through the Curriculum and Instruction office in order to register for courses each semester.

### GRADUATE COMMITTEE

Upon being successfully admitted to the program, each student will be assigned an advisor, who may also serve as the student's committee chair. Each student's program will be approved and supervised by a master's committee consisting of **two** members within Curriculum and Instruction (from the Departments of Early Childhood and Elementary Education, Educational Studies, and/or Secondary Education) and **one** member from outside Curriculum and Instruction. The committee, in collaboration with the student, will ensure satisfactory completion of the program.

### APPENDICES

Appendix A: Curriculum and Instruction Course Worksheet

Appendix B: Procedures for Master's Degree Students

Appendix C: Thesis and Non-Thesis Options

Appendix D: National Board Certification: Frequently Asked Questions and Rubric for Assessment

## MA in Education with Concentration in Curriculum and Instruction Course Worksheet

Approved, Fall 2016

Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

W#: \_\_\_\_\_

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

### I. Core/Required Courses (16 credit hours)

\_\_\_\_\_ EDCI 5500 – Classroom Assessment (3)

\_\_\_\_\_

\_\_\_\_\_ EDCI 5000 – Principles of Curriculum (3)

\_\_\_\_\_

\_\_\_\_\_ EDCI 5450 – Issues in Multicultural  
Education (3)

\_\_\_\_\_

\_\_\_\_\_ EDCI 5790 – Learning Theories and  
Instructional Principles (3)

\_\_\_\_\_ EDRE 5550 – Action Research (3)

**OR**

\_\_\_\_\_ EDRE 5530 - Intro to Research (3)

\_\_\_\_\_ EDCI 5400–Midpoint Portfolio  
Reflection (1)

### III. Capstone Experience (1-4 credits)

\_\_\_\_\_ EDCI 5960 Thesis/Plan A (4),

**OR**

\_\_\_\_\_ EDCI 5090 Plan B Research (2)/Plan B  
project,

**OR**

\_\_\_\_\_ EDCI 5890 Directed Professional  
Study (2)/National Board Portfolio

### II. Emphasis Options (12-18 credit hours)

#### A. Certificates/Endorsements

- Literacy (18 credit hours)
- Early Childhood/ECSE (18 credit hours)
- ESL (15 credit hours)
- Teachers of Amer. Indian Children (12 credit hours)

#### B. Content Studies (15 to 18 hours)

#### C. Curriculum Studies (15 to 18 hours - EDCI 5650 Early Childhood, Elementary, Middle, & Secondary School Curriculum Required for Curriculum Studies Emphasis)

(Course Prefix & Title)

\_\_\_\_\_

\_\_\_\_\_

**TOTAL: 32 minimum semester hours**

#### Additional Information

- Students may count up to 12 units of graduate credit taken prior to admission to the master's program. However, taking courses for graduate credit prior to applying for the master's program does not guarantee acceptance to the program.
- A maximum of 12 semester hours can be taken at the 4000 level in fulfillment of the Master of Arts degree program coursework.
- Students may count up to 9 transfer credit units to the Master of Arts degree in Education.
- At least half of the semester hours required for the master's degree shall be in courses restricted to graduate students (5000 level).
- No more than one third of the program hours may be taken for S/U grades, and those S/U grades will only count in courses offered for S/U

## Procedures for Master's Degree Students Curriculum and Instruction

1. The student will apply to the C&I program via the online application. When the admissions committee has agreed to admit the student to the program, a letter is emailed to the student from C&I Admissions indicating that the student has been admitted to the program and giving the name and email address of the advisor. The student and advisor will need to be in contact with one another. The student will need to confirm acceptance by responding to the letter. Students should also work closely with UW Admissions to ensure all necessary official transcripts are provided in a timely manner.
  
2. After initial contact the student will initiate a meeting with the advisor within one month of receiving a notice of admission. During this meeting the student and advisor will discuss the student's program goals, possible coursework, and identify faculty who might serve as both committee members and as the committee chair. If the advisor and the student agree, the advisor can serve as the committee chair.
  
3. After this initial appointment, the student begins coursework. The student may transfer in twelve hours of graduate coursework taken at the University of Wyoming but no more than nine of these hours can be from another graduate institution. The advisor should decide whether these are likely to be viable courses for the graduate program. As the student takes classes, he/she should be considering faculty who might serve on the graduate committee.

**Timeline Note:** The first or oldest course to be counted as part of the program will dictate the graduation timeline. **The student has six years to complete the degree, beginning with the semester of the oldest course.**

4. The student will, with consultation of the advisor, begin assembling committee members. The *University Graduate Student Handbook* strongly recommends that this be done in the first or second semester of the program.

The committee must consist of three members: the chair of the committee from the appropriate department or division, a **tenured** UW faculty member of a department or division other than the one awarding the degree (the outside member), and a third committee member who is usually from the student's home department, program, or division. An individual with an off-campus affiliation, (external committee member) may serve as an optional, fourth voting participant in a Master's committee with the approval of the major professor and the department head or departmental designee. The external member of the committee is a faculty member at a peer institution or an individual holding profession expertise that will contribute to the committee. Such an appointment pertains exclusively to work on the Master's committee and assumes that the external member would be able to participate fully in the essential components of the degree-granting process. **The external member cannot replace the outside member.**

A Committee Form is required to identify the committee composition. The forms are available on-line from the Registrar's website under graduate student forms or the C&I website.

The Committee Assignment form is approved by the chair, and sent to the C&I Office Associate, who sends it on to the Office of Academic Affairs and Registrar. The student is notified by email when the

committee has been approved. If the advisor is to serve as the committee chair, these duties begin at this point. If another person takes over as chair, the advisor will pass all student materials on to the chair.

5. The student drafts a program of study with the help of the committee chair. The Program of Study form is available online from the Office of the Registrar site:

[http://www.uwyo.edu/registrar/Students/Graduate\\_Student\\_Forms.html](http://www.uwyo.edu/registrar/Students/Graduate_Student_Forms.html). The student then meets with the graduate committee about the Program of Study.

Once the Program of Study is approved by the committee and signed by the chair, the student forwards the paperwork to the C&I department head via the Office Associate for approval. The department then sends it to the Registrar for final approval and filing. Again, the student has six years to complete the program beginning with the oldest course listed on the Program of Study. If there are any needed changes to the filed program of study the committee chair will need to email (and cc the C&I coordinator and the College of Education Associate Dean Graduate Studies) the degree analyst in the Registrar's Office.

6. Begin the Plan A Thesis or Plan B paper. After the student has completed coursework, he/she is ready to begin the process of formally developing a Plan A thesis or Plan B paper.

#### **See details of Plan B project requirements**

Generally, the Plan A thesis incorporates quantitative or qualitative research that results in new information about a subject of interest to the student. Those students who plan to go on to complete the Ph.D. should choose the thesis option. The Plan B paper focuses on creating a product, project, a theoretical bibliography linked to implications for practice or program that grows out of the coursework and interests of the student. While the product is research-based and supported and is evaluated in some way, the focus is on the product itself rather than the research needed to create it. Students should carefully consider potential thesis or Plan B ideas from the onset of the program of study. Coursework should inform and refine project and research topics.

7. The student should discuss ideas for the Plan A thesis or Plan B paper with the advisor. Once an idea has initial approval, the student should contact committee members with a brief one or two-page summary of the problem to be studied and get their verbal or email approval to continue.

8. The student will write a prospectus that may include some of the following. The scope of the prospectus will be determined by the student in consultation with the chair and members of the committee:

#### *An Introduction*

- Statement of problem or hypothesis
- Importance of the study
- What will be investigated and what is beyond the scope of the study
- Definitions of significant terms to be used in the study

#### *A Review of the Existing Literature about this subject*

- Scope of the review
- Conclusions that tie the literature review to the problem



*The Methods and/or Procedures to be Followed to Implement the Study*

- Description of pilot if done
- Participants, population, sample size
- Research design for Plan A/ Method for evaluation for Plan B
- Instrumentation-measurement, data recording instruments, type of analysis to be used on the data
- Materials and equipment to be used and/or developed

The prospectus should be written in APA style so that it is consistent with the eventual final product.

9. The student will prepare a proposal for the Institutional Review Board, if human subjects are going to be used for the study. The advisor must write a letter of support for this proposal, but if the committee is in agreement with the proposal idea, the IRB document can move forward before the student's prospectus meeting. It is the student's responsibility to send the IRB document forward.

10. Prospectus meeting. When the student and chair agree on a draft of the prospectus, the student will arrange a time and place for the committee to meet to discuss it. Committee members should be given at least one week for reading and review of this document. When the committee reaches agreement on the prospectus and the shape of the Plan A thesis or Plan B paper, the student is ready to move forward with the research and writing. If they have not been completed, formal filing of committee members and admission to candidacy paperwork should be done at this time.

11. Writing the Plan A Thesis/Plan B paper. The student should work closely with the chair and committee members in conducting research and writing the thesis. Drafts of chapters should be submitted to the chair for primary review. It is suggested that students in the process of writing a Plan A thesis format their paper according to the Registrar's guidelines:

<http://www.uwyo.edu/registrar/students/>. The drafts can be disbursed to committee members for secondary review, under the direction of the chair, if the committee members express interest in reading the draft chapters, or they provide necessary expertise for the paper. This process can be lengthy. Do not expect to finish the paper in one semester. Pay attention to University deadlines and requirements to be enrolled during the final semester. Note: The C&I program offers sections of Continuous Registration at a reduced tuition rate to accommodate students who require additional time to complete the degree once the Program of Study requirements have been fulfilled.

12. Graduation Semester: Anticipated Graduation Date; Report of Final Examination; Enrollment: [http://www.uwyo.edu/registrar/students/graduate\\_student\\_graduation.html](http://www.uwyo.edu/registrar/students/graduate_student_graduation.html).

These two Graduate Student Resources forms should be filed with the C&I Department and Registrar during the semester the student wishes to graduate. The second form includes payment of fees and a degree check. **Students need to pay attention to graduation dates so that the defense is scheduled appropriately.** Students must be enrolled in at least one credit hour during the semester in which they graduate. The credit could be a Thesis hour as part of the program of study, Plan B Research, Directed Professional Study or a continuous registration credit for those who have completed all program of study requirements.

13. Plan A Thesis/Plan B defense. When the student and chair are satisfied with the paper, the student will schedule a time and place for the defense. Committee members should have copies of the paper at

least two weeks prior to the meeting. If you plan to graduate in a particular semester, you should plan to have a completed draft which has been approved by the committee chair, to all members of the committee by the middle of the semester. As the defense date approaches, the chair should poll the committee members about their satisfaction with the paper so that major concerns can be addressed before the meeting. The student will bring the Report of Final Examination form for committee signatures to the meeting. Generally, if the Committee members agree that the student has passed the written paper and the oral defense, they submit corrections they wish to be made to the student and chair and sign off at this point. The chair signs off on the paper when these corrections have been made. Committee members will specify at this point whether they would like copies of the revised product. The chair will always receive a final copy. Plan A students will submit an electronic copy of Plan A thesis to the Registrar's office. Plan B students submit the forms only.

14. The student will provide an electronic copy of the Plan A thesis to be filed in the Curriculum and Instruction Professional Library (to be established) that can be used as a model for future graduate students. Send to C&I Office Associate at [curriculum@uwyo.edu](mailto:curriculum@uwyo.edu)

## Thesis and Non-Thesis Options

### Plan A Thesis:

- This program type must reflect a minimum of 26 hours of acceptable graduate coursework and four hours of 5960 Thesis Research. The Plan A thesis option accommodates original research, although the degree of originality and the definition thereof is sometimes program specific. The planning, development, and production of the thesis is guided by the committee chair and the graduate committee.
- The Thesis is the final, written product of the project. General required guidelines for preparing a thesis are available in the “Thesis and Dissertation Format Guide.” The thesis must be submitted to the student’s committee at least two weeks before the intended date of final examination. To finalize the master’s program and project, an electronic copy of the thesis is submitted to ProQuest and the Report of Final Examination is on file in the Office of the Registrar.
- The electronic copy must meet the standards established by the faculty and those of the University Libraries. This copy submitted to ProQuest will ultimately be deposited in the University Libraries. Each student should normally plan to produce at least three copies of his/her thesis: one for thesis director, one for the department, and one to retain for personal use.

Source: [http://www.uwyo.edu/registrar/university\\_catalog/grad\\_students.html](http://www.uwyo.edu/registrar/university_catalog/grad_students.html)

### Plan B Non-Thesis:

- This program type carries a minimum of 32 hours of course work...at least 14 of these hours must be in the student’s major field. The Plan B non-thesis program differs from the thesis program type in that it may include additional hours of coursework instead of thesis hours. It permits a wider distribution of courses and permits a wider array of possible final products than the Plan A thesis program type...the Plan B project may resemble a thesis, but the topic is not research or original. The non-thesis project may take the form of a business plan or a professional portfolio.
- Most...units...have the student prepare a paper, or sometimes two papers, as their final project. In the selection of a subject the student shall be guided by the advisor... The paper(s) should present the results of study and at a level of scholastic quality commensurate with the Plan A thesis project. The Plan B non-thesis is different from the Plan A thesis in that it is not an in-depth research project.

(*Graduate Bulletin*, 2—2-4, p. 12, “Regulations, Policies, Procedures)

**Students in the Master’s degree program in Curriculum and Instruction may choose (guided by the Academic Advisor) to create a Plan A thesis or a Plan B non-thesis.**

Whether the student creates a Plan A thesis or a Plan B non-thesis, the following key elements need to be included:

- Either type of project will have both a written and an oral defense (generally in the form of a presentation or defense of the study for the graduate committee)
- A rationale for the study and/or a rationale for selection of a particular format
- A review of the literature relevant to the study
- A description of the proposed or accomplished research (Methods for study)
- An evaluation of the research or an evaluation plan to be used when the research is conducted.

Students who select the Plan B non-thesis option should work with advisors and committee members to select from among the following formats one that best reflects their accomplishments in the Master's Degree program:

1. An article ready for submission to a publication that focuses on teacher practices.
2. Parts or all of the National Board Certification portfolio.
1. A portfolio of scholarship, research, and changes to practice that have occurred during the Master's degree program.
2. An action research project conducted in the classroom, perhaps emerging from coursework done for other classes in the program.
3. Written comprehensive questions designed by the committee to reflect the students program, followed by an oral discussion of the questions.
4. A technology-based presentation (e.g. to a school board, for a conference) of one's work or an area of interest in the classroom.
5. A grant application in one's area of interest, with supporting documents.
6. A pilot or prospectus for a larger research project to be conducted in the future.
7. Additional coursework, with rigorous assessment of the student's work within those courses.
8. Other with approval of Master's committee.

## **National Board Certification (NBC) Strand for Curriculum and Instruction Master's Program**

### ***Frequently Asked Questions (FAQs) and Rubric for Assessment***

#### **FAQs**

#### ***Will there be classes offered to help me proceed through the National Board Certification process?***

Yes, a series of seminars and workshops are offered through the Wyoming National Board Certification Initiative each semester. Information about these seminars and workshops are posted and updated on the Wyoming NBC website: <http://www.wnbci.org/>. Graduate level Curriculum & Instruction credit is available for these seminar (courses listed as EDCI 5515). These courses are designed to support teachers as they grow as professionals and simultaneously proceed through the Board Certification process and the UW Master's Program. **5959 courses will not count toward the Program of Study.**

#### ***Where will the classes be offered?***

The classes are offered around the state of Wyoming to allow participation across the state. Dates and locations for upcoming seminars and workshops can be found on the Wyoming NBC website: <http://www.wnbci.org/>. Participants enroll in the courses through UW Outreach Credit Programs (toll free phone number: 1-800-448-7801). Up to 9 total credit hours of the seminars can be taken by enrolled graduate students. Up to 9 total seminar/workshop credit hours of EDCI 5515 may be applied as electives in the Curriculum and Instruction Master's program.

#### ***Who will teach these classes?***

The seminars are taught by a Nationally Board Certified teacher and an expert in the NBC process.

#### ***How many times can I take the NBC class?***

Graduate students/National Board Candidates can enroll in the seminars as many times as necessary/desired. For those seeking graduate degrees, up to 9 credits of EDCI 5515 can be applied to the Curriculum and Instruction Master's degree program as elective hours dependent upon the student's committee approval.

#### ***Should I take EDCI 5959 or EDCI 5515?***

**ONLY** EDCI 5515 courses can be used toward your Program of Study in the Curriculum & Instruction Master's Degree Program. You should enroll in EDCI 5515.

#### ***What about tuition?***

Students will pay regular graduate tuition for the seminar classes. Tuition and fees information can be found on the Accounts Receivable website: <http://www.uwyo.edu/fsbo/accounts-receivable/>.

***Will I need to complete a Thesis or Plan B paper to finish my C&I degree?*** No, the NBC Portfolios will be accepted in Lieu of a Plan B Paper for teachers pursuing NBC Certification and a UW Master's degree simultaneously. This acceptance is dependent upon committee approval (not acceptance by the National Board). An agreement to utilize this procedure and maintain portfolio confidentiality has been reached between UW and the NBPTS (National Board for Professional Teaching Standards). The NBC portfolio must be submitted and defended (in a meeting with the student's graduate committee) prior to initial submission to the NBPTS. The committee's portfolio copies will be destroyed after the defense.

***Note: The Rubric for Assessment of the presentation is provided below.***

***If I am already a National Board Certified teacher, can I apply my NBC work retroactively to a graduate degree?***

No, the program is designed for those working on National Board Certification and a C&I Master's degree simultaneously.

***How do I apply for a UW Curriculum and Instruction Graduate Program?***

The graduate application and other information can found at this link: <http://www.uwyo.edu/ci/>.

***What if I have Additional Questions?***

If you have additional questions, please contact the UW Department of Curriculum and Instruction ([curriculum@uwyo.edu](mailto:curriculum@uwyo.edu), 307-766-6371).

**Rubric for Assessment: National Board Certification (NBC) Teacher Candidate Plan B Presentation**

*Committee members will evaluate the following areas and will determine if the student/NBC candidate accomplished each of these aims/activities at a level sufficient to warrant the substitution of the portfolio for the Plan B requirement. S/U will be given for each area, and an overall evaluation of "S" must be achieved for portfolio to serve in lieu of the Plan B paper*

- \_\_\_\_\_ Student will describe the aspects of National Board Certification portfolio to the committee
- \_\_\_\_\_ Student will describe his or her own process of working on the portfolio (including time commitment, courses taken, activities, assessments, and so on)
- \_\_\_\_\_ Student will describe challenges, pleasures, difficulties of this process
- \_\_\_\_\_ Student will describe what he or she learned from doing this project
- \_\_\_\_\_ Student will present one aspect of the portfolio dedicated to something connected to the Master's Degree (e.g. literacy), including the work conducted with students, how students were assessed in their learning, and what the Master's student learned from this process
- \_\_\_\_\_ Overall evaluation of the portfolio as a suitable substitute for Plan B paper/project

## MA in Education with Concentration in Curriculum and Instruction

### Course Worksheet *for NBC*

Name: \_\_\_\_\_

W#: \_\_\_\_\_

Advisor: \_\_\_\_\_

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

**I. Core/Required Courses (16 credit hours)**

\_\_\_\_\_ EDCI 5500 – Classroom Assessment (3)

\_\_\_\_\_ EDCI 5000 – Principles of Curriculum (3)

\_\_\_\_\_ EDCI 5450 – Issues in Multicultural Education (3)

\_\_\_\_\_ EDCI 5790 – Learning Theories and Instructional Principles (3)

\_\_\_\_\_ EDRE 5550 – Action Research (3)

**OR**

\_\_\_\_\_ EDRE 5530 - Intro to Research (3)

\_\_\_\_\_ EDCI 5400–Midpoint Portfolio Reflection (1)

**II. Emphasis Options (12-18 credit hours)****A. Certificates/Endorsements**

- Literacy (18 credit hours)
- Early Childhood/ECSE (18 credit hours)
- ESL (15 credit hours)
- Teachers of Amer. Indian Children (12 credit hours)

**B. Content Studies (15 to 18 hours)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C. Curriculum Studies (15 to 18 hours - EDCI 5650 Early Childhood, Elementary, Middle, & Secondary School Curriculum Required for Curriculum Studies Emphasis)**

(Course Prefix &amp; Title)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**III. Capstone Experience (1-11 credits)**

\_\_\_\_\_ EDCI 5890 Directed Professional Study (±3)

\_\_\_\_\_ EDCI 5515 National Board Certification (1-9)

These courses can be found at [www.wnbci.org](http://www.wnbci.org)

- It is highly recommended that National Board Certification Master's students take advantage of the 1-credit hour NBC seminar courses. You may apply up to 9 NBC credits to your programs.
- To reach 32 credit hours, it may be necessary to complete additional elective coursework.

**TOTAL: 32 minimum semester hours****Additional Information**

- NBC Portfolio must be submitted when student is enrolled in a Master's Program.
- Students may count up to 12 units of graduate credit taken prior to admission to the master's program. However, taking courses for graduate credit prior to applying for the master's program does not guarantee acceptance to the program.
- A maximum of 12 semester hours can be taken at the 4000 level in fulfillment of the Master of Arts degree program coursework.
- Students may count up to 9 transfer credit units to the Master of Arts degree in Education.
- National Board Certification candidates may count up to 9 seminar credits as elective hours.
- At least half of the semester hours required for the master's degree shall be in courses restricted to graduate students (5000 level).
- No more than one third of the program hours may be taken for S/U grades, and those S/U grades will only count in courses offered for S/U only