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Message from the Dean
Welcome to the School of Education Graduate Studies at Utah Valley University. Our applied master’s programs are designed for the working professionals and other advanced students who seek to enhance their knowledge, skills, and expertise.

We currently offer a Master of Education (M.Ed.) degree with emphases in Teacher Leadership, Secondary Teaching, Applied Behavior Analysis, K-12 Educational Leadership and Higher Education Leadership. There are also opportunities to extend your prior studies in five endorsement areas (Elementary STEM, Elementary Mathematics, Educational Technology, Reading I, and English as a Second Language) and to complete a master’s degree with an emphasis in the content of your endorsement. Additionally, we offer a Graduate Certificate in Secondary Teaching for individuals who have previously earned an undergraduate degree with an approved major, and who are now interested in entering the teaching profession.

The graduate studies in the School of Education are developed to provide you with exceptional academic preparation and relevant clinical experiences in your field. Our outstanding faculty knows and understands the professional demands, depth, and requirements of your discipline and its practical applications, and is well prepared to support you in your graduate experiences.

This handbook will help you navigate successfully your graduate studies at UVU. It includes needed and useful information about your program as well as relevant university policies and procedures. It is one of the guides to your success as a graduate student at UVU. As we welcome you to UVU, we are confident that your graduate journey will be a fulfilling and rewarding experience.

Sincerely,

Vessela Ilieva, Ph.D.
Dean, School of Education
Introduction
The graduate programs in UVU’s School of Education are guided by well-defined and appropriate educational objectives that differ substantially from undergraduate goals in their depth and complexity, and in their requirements for intellectual commitment and professional application. Graduate students are expected to have knowledge of, and be able to perform, the following skills:

- Design engaging and effective learning experiences
- Engage and support all students in learning
- Assess and evaluate student learning
- Demonstrate professionalism to support student learning
- Leadership skills listed here

UVU MASTER OF EDUCATION
Utah Valley University is a professional teaching institution that provides opportunity, promotes student success, and meets regional educational needs. UVU is built on a foundation of substantive scholarly and creative work that fosters engaged learning. The university prepares professionally competent leaders of integrity who, as life-long learners, serve as stewards of a globally interdependent community.

In order to support the vision and mission of the university, UVU’s Master of Education Degree (MEd) is designed to build the instructional skills and professional competency of educational leaders at all levels. The MEd program seeks to connect the realms of educational research, instructional strategies, leadership competencies, and clinical practice.

Accreditation
Utah Valley University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.

Beginning in the 2020 academic year, UVU School of Education programs, including the Master of Education will also be accredited by the Association for Advancing Quality in Teacher Education (AAQEP). AAQEP accreditation is designed to promote excellent, effective, and innovative educator preparation that is committed to evidence-based improvement and enjoys a high degree of community engagement and public confidence. AAQEP leverages new data sources, technological advances, and innovations in quality assurance/accreditation to provide transparent, understandable reports on program quality and to foster innovation and improvement.
Program Description
There are currently six primary areas of emphasis for participants within the UVU Master of Education program:

1) Applied Behavior Analysis*(ABA)
2) Endorsement Emphases
3) Secondary Teaching
4) Teacher Leadership
5) Educational Leadership (beginning in the Summer term of 2019)
6) Higher Education Leadership (beginning in the Summer term of 2019)

*The Applied Behavior Analysis (ABA) emphasis will prepare students to work with individuals with Autism Spectrum Disorder (ASD) and other neurodevelopmental disabilities. The Behavior Analyst Certification Board, Inc. has approved the program’s practicum courses toward the experience requirements for eligibility to take the Board-Certified Behavior Analyst Examination. Applicants will need to meet additional requirements to fully qualify for this certification.

In addition to the primary emphases listed above, students who have received an endorsement from the USBE in English as a Second Language, Elementary Mathematics, Elementary STEM, Reading I, or Educational Technology may transfer up to 12 credits from endorsement classes into the same emphases in the Master of Education program. Classes must be taken at the 5000 or 6000 level from an approved program.

MEd Degree Requirements
Completion of the Master of Education (MEd) Degree requires successful completion of 30-36 credit hours of coursework.

- All program requirements must be completed within five (5) years of the start date.
- At least 24 graduate-level credit hours must be completed at UVU. Students transferring to the MEd program may only transfer coursework from regionally accredited institutions through a case-by-case review by the School of Education’s Graduate Procedures Committee.
- All courses must be completed with a grade of B- or better.
- A culminating Master’s Project must be completed for each area of emphasis, and is required for graduation. One printed and bound copy of the completed thesis must be submitted to the UVU School of Education.
- Students may elect to complete a Master’s Thesis in place of the Master’s Project, with the approval of the SOE Director of Graduate Studies. One printed and bound copy of the completed thesis must be submitted to the UVU School of Education.
- The Master of Education degree program requires successful completion of 30-36 credits. Students who hold a Graduate Certificate in Secondary Teaching will complete 12 additional credits in their MEd program.
Master of Education  
Course Schedule – Year One (Summer 2019)

### Summer 1 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Behavior Analysis</strong></td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Endorsement Emphases</strong></td>
<td>EDUC 6100</td>
<td>Research Methods (Orem &amp; Wasatch)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6300</td>
<td>Curriculum Design (Orem &amp; North County)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6320</td>
<td>21st Century Teaching (Orem &amp; Wasatch)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Secondary Teaching</strong></td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Teacher Leader</strong></td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6300</td>
<td>Curriculum Design (Orem &amp; North County)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6320</td>
<td>21st Century Teaching (Orem &amp; Wasatch)</td>
<td>3</td>
</tr>
<tr>
<td><strong>K-12 Educational Leadership</strong></td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6120</td>
<td>Personal Leadership &amp; Org. Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Higher Education Leadership</strong></td>
<td>EDUC 6100</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6470</td>
<td>Foundations for Higher Education</td>
<td>3</td>
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### Fall 1 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Behavior Analysis</strong></td>
<td>EDUC 6010</td>
<td>ABA Concepts, Principles</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6020</td>
<td>Ethics &amp; Competencies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6200</td>
<td>Master’s Project (ABA)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Endorsement Emphases</strong></td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Secondary Teaching</strong></td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Teacher Leader</strong></td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I</td>
<td>1</td>
</tr>
<tr>
<td><strong>K-12 Education Leadership</strong></td>
<td>EDUC 6130</td>
<td>School Operations &amp; Mgmt I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6140</td>
<td>Instructional Leadership &amp; Data-based Decision Making</td>
<td>3</td>
</tr>
<tr>
<td><strong>Higher Education Leadership</strong></td>
<td>EDUC 6420</td>
<td>Diversity in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring 1 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Applied Behavior Analysis</strong></td>
<td>EDUC 6030</td>
<td>Develop &amp; Change Behaviors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6040</td>
<td>Single Subject Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I (ABA)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Endorsement Emphases</strong></td>
<td>EDUC 6330</td>
<td>Diversity and Differentiation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Secondary Teaching</strong></td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
<tr>
<td><strong>Teacher Leader</strong></td>
<td>EDUC 6330</td>
<td>Diversity and Differentiation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
</tr>
<tr>
<td><strong>K-12 Educational Leadership</strong></td>
<td>EDUC 6150</td>
<td>Organization Operations &amp; Mgmt II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6160</td>
<td>Leading Professional Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Higher Education Leadership</strong></td>
<td>EDUC 6440</td>
<td>Leadership &amp; Management in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6460</td>
<td>Student Success and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students in the Secondary Teaching emphasis must have already completed the Graduate Certificate in the Secondary Teaching program (described on pg. 13). The Secondary Teaching emphasis in the MEd program is a one-year program.
# Master of Education

## Course Schedule – Year Two (Summer 2020)

### Summer 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6920</td>
<td>Project II (ABA)</td>
<td>1</td>
</tr>
<tr>
<td>Endorsement Emphases**</td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6300</td>
<td>Curriculum Design (Wasatch)</td>
<td>3</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6410</td>
<td>Contemporary Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>K-12 Educational Leadership</td>
<td>EDUC 6170</td>
<td>Leading Change, Innovation &amp; Educational Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6320</td>
<td>21st Century Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6330</td>
<td>Diversity and Differentiation</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education Leadership</td>
<td>EDUC 6110</td>
<td>Applied Statistics in Education</td>
<td>3</td>
</tr>
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</table>

### Fall 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td>EDUC 6060</td>
<td>Adv Topics in ABA</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6050</td>
<td>Functional Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III (ABA)</td>
<td>1</td>
</tr>
<tr>
<td>Endorsement Emphases**</td>
<td>EDUC 6310</td>
<td>Assessing Educational Practices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III (optional this term)</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6310</td>
<td>Assessing Educational Practices</td>
<td>3</td>
</tr>
<tr>
<td>K-12 Educational Leadership</td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td>Higher Education Leadership</td>
<td>EDUC 6450</td>
<td>Planning,Budgeting,Organizational Effectiveness</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6430</td>
<td>Law, Policy, Ethics in Higher Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring 2 Courses

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Behavior Analysis</td>
<td></td>
<td>Complete in December</td>
<td></td>
</tr>
<tr>
<td>Endorsement Emphases**</td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Leader</td>
<td>EDUC 6400</td>
<td>Teacher as Leader</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
<tr>
<td>K-12 Educational Leadership</td>
<td>EDUC 6910</td>
<td>Project I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
<tr>
<td>Higher Education Leadership</td>
<td>EDUC 6200</td>
<td>Master’s Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDUC 6910</td>
<td>Project I</td>
<td>1</td>
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<tr>
<td></td>
<td>EDUC 6920</td>
<td>Project II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EDUC 693R</td>
<td>Project III</td>
<td>1</td>
</tr>
</tbody>
</table>

**Students who have already completed requirements for and received an endorsement in ESL, Educational Technology, Elementary Mathematics, Reading I or Elementary STEM to their Utah teaching license may apply up to 12 earned credits toward a UVU MEd degree. At least 24 graduate-level credit hours, as outlined above, must be completed at UVU in order to fulfill requirements to receive an MEd degree from UVU.
Applied Behavior Analysis (ABA) Emphasis

ABA students have a unique opportunity to work with the Melisa Nellesen Center for Autism located at UVU. The center provides engaged learning opportunities with laboratory classrooms which operate as practicum site for some students in the ABA program. UVU’s 30 credit, face-to-face MEd degree with an emphasis in Applied Behavior Analysis will prepare students to work with individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities. This graduate program includes 8 courses (24 credits of course work and 6 credits (4 semesters) of approved Practicum Experience (minimum of 1000 hours).

ABA Curriculum

The program can be completed in five semesters (including summers) with coursework typically being offered two days a week and Practicum hours occurring three days a week. Practicum sites are pre-approved by the Director and the Internship Coordinator. The ABA program uses a cohort model, in which students progress through their program together. This will help students build their network of behavior analytic colleagues. Once admitted in the spring, all students are expected to begin their program in the Summer term.

The Association for Behavior Analysis International has approved the UVU course sequence as meeting the coursework requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.

Students who already have a Master’s degree in an approved Master’s content area (i.e., Psychology, Education, Applied Behavior Analysis) may complete the Approved Course Sequence and the Approved Practicum Experience. They must still apply to the program and provide evidence of their existing Master’s degree in order to register for courses.

Practicum Requirements

Students are required to complete 1000 supervised experience hours at an approved Practicum site. Students must accrue 18-20 hours per week in order to meet the 1000-hour requirement over four semesters. It is recommended that students accrue 20 hours per week for 16 weeks at their approved site. A supervisory period is one month. In order to count experience hours within any given supervisory period, supervisees must be supervised at least four times during that period for no less than 7.5% of the total hours spent in Practicum. For example, 20 hours of experience would include at least 1.5 supervised hours. During the semester, students will receive 45 minutes per week of group supervision at UVU. The remainder of the required supervision hours must be obtained at their approved Practicum site. Group supervision will consist of no more than 10 students per group and occurs as part of the Master’s Project courses.

ABA students will incur additional fees associated with their required supervision hours. The single per credit fee for graduate courses is $307. To help cover the cost of the practicum hours, a course fee is associated with the six core ABA courses (6010, 6020, 6030, 6040, 6050, 6060).
The class fee for each of these courses during the 2018-2019 academic year is $400. The approximate cost of the coursework ($9,210) and the Practicum ($3,840) for two-year program is $13,050 (other fees may apply and rates are subject to change.)

<table>
<thead>
<tr>
<th></th>
<th>Approximate number of hours after four semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Practicum (max)</td>
<td>20 hours per week for 16 weeks x 4 semesters</td>
</tr>
<tr>
<td></td>
<td>1280 hours*</td>
</tr>
<tr>
<td>Individual supervision</td>
<td>60 minutes per week for 16 weeks x 4 semesters</td>
</tr>
<tr>
<td></td>
<td>64 hours*</td>
</tr>
<tr>
<td>Group supervision</td>
<td>45 minutes per week for 16 weeks x 4 semesters</td>
</tr>
<tr>
<td></td>
<td>48 hours*</td>
</tr>
</tbody>
</table>

You must interview with your practicum site prior to being accepted for an internship. Most practicum sites prefer that students complete two semesters of practicum at their site. If you are interested in getting experience at more than one practicum site, we encourage you to talk with your faculty coordinator early on in your program to make sure that we can accommodate your request. Multiple experiences are encouraged. If you work for a company or school that provides behavior analytic services, it is possible that you could complete your practicum at that site. This will be reviewed on a case-by-case basis.

**Endorsement Emphases**

Teachers who complete all required coursework and earn an endorsement in Educational Technology, Elementary Mathematics, Elementary STEM, English as a Second Language, or Reading I through UVU or other university programs that offer 5000/6000 level credit for endorsement courses can apply up to 12 of the endorsement credits earned toward the Master of Education degree. To qualify for this emphasis, the individual must show proof of the earned endorsement from the Utah State Board of Education and transcripts with the 5000/6000 level credit.

**Secondary Teaching Emphasis**

Students choosing to complete their MEd degree with an emphasis in Secondary Teaching will only be admitted to the Master of Education program upon completion of UVU’s [Graduate Certificate in Secondary Teaching Program](#). Students will not be admitted to this emphasis if they have not received their USBE Secondary Teaching license.

Upon successful completion of Master of Education program with an emphasis in Secondary Teaching students should be able to

- Design and evaluate curriculum at the school, district, or state level.
• Build competencies for teaching by researching, implementing, and reflecting on models of instruction and instructional strategies.
• Select appropriate instructional models and methods to address specific learning objectives through lesson design.
• Evaluate how current research informs educational practice, including student assessment at the school, district, or state level.
• Critically evaluate educational research, theory, and practice used in their daily professional work.

Teacher Leadership Emphasis
The Teacher Leadership emphasis in the Master of Education (MEd) program is designed for practicing teachers who want to enhance their practice at the school, district, and community levels. This emphasis reviews innovative instructional strategies, effective use of assessments for and of learning, and responsive curriculum design. It also prepares teachers to develop a broader understanding of the educational landscape that will help advocate for effective and responsible policies for PK-12 education.

Education Leadership Emphasis
The Education Leadership emphasis will allow educators with workplace experience and knowledge to pursue the coursework and practicum experiences required to apply for a USBE School Leadership License area of Concentration. Candidates are required to complete structured, supervised practicum experiences to develop competencies required by the USBE.

The MEd emphasis in Educational Leadership is based on the Utah Educational Leadership Standard Revisions (October 2017) and the Professional Standards for Educational Leaders (PSEL 2015). It prepares educational leaders for elementary and secondary schools, and for district administration. The leadership program is aligned with Utah Board of Education rules and meets requirements for the School Leadership License Area of Concentration. The UVU program is designed to build individual school leaders with competencies in five general areas:

I. Personal Leadership & Organizational Design
II. Organizational Operations and Management
III. Leading Evidence-Based Curriculum, Instruction, & Assessment
IV. Leading Professional Learning Communities
V. Leading Change, Innovation, & Educational Entrepreneurship

These competencies will be developed through practicum experiences required by the Utah State Board of Education.

Higher Education Leadership Emphasis
The Higher Education Leadership emphasis in the Master of Education (MEd) is designed to prepare competent and compassionate leaders to serve in a variety of careers in higher
education. The program focuses on practical approaches to higher education leadership in areas of student success and development, diversity and inclusion, planning and budgeting, law and policy, and individual and institutional leadership in changing and nuanced contexts. The cohort-based, evening classes (face-to-face and hybrid) allow for students who are currently higher education practitioners to layer their work into the classroom environment and learn from both instructors and peers. (In the future, UVU may consider an online option for this program, but the initial focus is on the interest and need of higher education staff members in the state of Utah.) Students can also implement approaches they are learning in class to their everyday practice in higher education.

**GRADUATE CERTIFICATE IN SECONDARY TEACHING**

The Graduate Certificate in Secondary Teaching is designed to ensure that qualified teacher candidates, through support, supervision, and evaluation, can demonstrate the competencies required by the USBE for secondary teacher licensure. Individuals already holding an earned Bachelor’s degree in an area for which the Utah State Board of Education (USBE) offers a teaching license may apply for the Graduate Certificate in Secondary Teaching program. Applicants to the program must have completed coursework in one of the teaching major subject areas for secondary education approved by the USBE prior to admission. Other requirements for admission to the program include the following:

- Verification of a bachelor's degree from an accredited university in a recognized content major (or with equivalent coursework) in a discipline taught in Utah secondary schools and for which UVU can recommend a secondary teaching license. Any coursework required by the USBE for a content major must be completed with a grade of C or higher prior to admission into the Secondary Teaching Certificate program.

- A cumulative GPA of 3.0 or a GPA of 3.0 for the last 60 credits of university coursework

- Passing scores from the Praxis II, subject-area test(s) as required by the USBE.

- Successful completion of a background check through USBE.

- Successful completion of a teaching methods course in the relevant licensure content area. (For more information on this, please contact the SOE Advisement office.)

Students enrolled in this program must be available during the day to complete practicum hours and student teaching in local schools.

All 18 emphasis credits earned in the Secondary Teaching certificate program can be applied to the MEd emphasis in Secondary Teaching. The master’s program will also require completion of coursework in advanced pedagogy, teacher leadership, and educational research that are part of the MEd degree program. Students will only be admitted to the Master of Education
program upon completion of the Graduate Certificate in Secondary Teaching Program. Students will not be admitted to this emphasis if they have not received their USBE Secondary Teaching license.

**Graduate Certificate in Secondary Teaching Course Schedule**

<table>
<thead>
<tr>
<th>Summer 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6081</td>
<td>Instruction and Curriculum in the Digital Age</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6320</td>
<td>21st Century Teaching and Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6663</td>
<td>Content Area Literacy</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6084</td>
<td>Universal Design for Learning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6202</td>
<td>Classroom Management Practicum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6310</td>
<td>Assessing Educational Practices</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 1 Courses</th>
<th>Emphasis</th>
<th>Prefix</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6201</td>
<td>Teacher Performance Assessment Project</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6203</td>
<td>Student Teaching in Secondary Education, Graduate Licensure</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>EDUC 6330</td>
<td>Diversity and Differentiation</td>
<td>3</td>
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</tbody>
</table>

Approximate cost of the certificate program for Utah residents is $9,187.00 for tuition.

- Please note: There is an additional fee for student teaching supervision.
ACADEMIC PROCEDURES

Admissions
Applicants for the Master of Education or Graduate Certificate programs should complete their application for admission before January 15 of each year. Priority admission status is given to applicants who complete this process before December 1.

Requirements for admission to the MEd program include:

- Application for admission
- Bachelor degree from an institution that is regionally accredited by one of the following:
  - Middle States Association of Colleges and Schools (MSA)
  - Northwest Association of Colleges and Universities (NACU)
  - North Central Association of Colleges and Schools (NCA)
  - New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education (NEASC-CIHE)
  - Southern Association of Colleges and Schools/Commission on Colleges (SACS-CC)
  - Western Association of Schools and Colleges/Accrediting Commission for Community and Jr. Colleges (WASC-Jr.)
  - Western Association of Schools and Colleges/Accrediting Commission for Sr. Colleges and Universities (WASC-Sr.)
- Graduate Record Examination (GRE) test scores
- GPA of 3.2 or better. (A GPA of 3.2 or better for the last 60 hours of college or university credit will also be considered.)
- A successful interview with the School of Education Graduate Screening Committee. The following elements are considered in the interview:
  1. Quality of communication skills
  2. Demonstrated potential to succeed in a rigorous graduate program
- Three professional letters of recommendation which provide evidence that the applicant has the potential to be a quality performer in a graduate-level academic program.

Preference is given to individuals who have at least one year of successful teaching experience in grades K-12. A one-year internship counts as one year of successful teaching.

Application Process
- Complete the graduate application (online or PDF).
- Pay the non-refundable application fee of $45.
- Submit all official college transcripts.
- Provide official Graduate Record Examinations* (GRE) scores from Educational Testing Service (ETS).
- Complete the given essay response(s) in the application.
• Provide three (3) letters of recommendation mailed directly from the reference to the School of Education.

*The UVU Career Development Center can help you prepare to take the GRE exam. For more information, please contact the Academic Counseling Center at 801.863.8425.

You will receive an email when all the required information is received. After the application has been reviewed you will receive a letter with a determination of acceptance into the program.

Tuition and Fees
Graduate tuition and student fees are established by the Utah State Board of Regents, and tuition is subject to change without notice. An up-to-date tuition schedule can be found online here. Tuition and fees are payable at time of registration.

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Tuition</th>
<th>Fees*</th>
<th>Total</th>
<th>Credit Hours</th>
<th>Tuition</th>
<th>Fees*</th>
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<td>6.0</td>
<td>5178.00</td>
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<td>7767.00</td>
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Approximate total cost of the Master of Education degree for resident students: $9,540.00

Approximate total cost of the Master of Education degree with applied endorsement credits for resident students: $8,586.00

*Additional course fees are associated with the six specialized ABA courses (6010, 6020, 6030, 6040, 6050, 6060. The class fee for each of these courses for the 2018-2019 year is $400. The approximate cost of the coursework for residents ($9,540) and the practicum ($3,840) for the two-year program is $13,380.

*Please note: other fees may apply and rates are subject to change.
Financial Aid
Students can begin to apply for Financial Aid before they are admitted to the MEd program. FAFSA forms can be filled out as early as January 1st. Please refer to UVU’s Financial Aid and Scholarship Office for more information. If you have any questions about financial aid for graduate students, please visit the Financial Aid Office for additional information.

Full Time Status
Many financial aid programs will require students to carry at least a half-time class load each semester. For graduate students, a full-time load is considered 9 credit hours and a half-time load is considered 4.5 credit hours.

Students enrolled in the MEd program may apply for credits of independent study (for a total of 3 credits over the course of the program) in order to reach half time status during semesters in which they may not be enrolled in 4.5 credit hours. Permission must be granted by the Graduate Director in order to enroll in independent study.

Transfer of Credits
The School of Education Graduate Procedures Committee may require you to supply the catalog, bulletin, or course outlines from previous schools attended to assist in determining the transferability of specific courses. The Graduate Procedures Committee may apply credit based on relevance to the UVU MEd degree program requirements and curricula.

UVU’s Transfer Credit Office uses a general education code system to aid in granting credit for courses not offered at UVU. Please refer to the current UVU Catalog for additional information when viewing the acceptance or denial of your transferred credits.

The following restrictions apply to transfer credits from another institution to the UVU MEd degree program.

• Students transferring to the UVU MEd program may only transfer nine (9) 6000-level credits from another regionally accredited institution.

• Twelve (12) credits earned at the 5000 or 6000 level in a UVU approved endorsement program may also be accepted as transfer credits.

• UVU School of Education Graduate office must approve any transfer credits. It is the students’ responsibility to provide all official transfer credits to the graduate office.

• All transfer courses taken on a quarter system will be converted to semester hours using a three to two ratio. For example, a three-credit hour course from a quarter calendar institution transfers to UVU as two semester credits.

• Coursework completed more than five years prior to enrollment in the UVU MEd program is not accepted. Petitions for exceptions will be evaluated by the School of Education Graduate Procedures Committee based on relevance to the UVU MEd degree program requirements and curricula.

• Transferred credits do not reduce UVU’s residency requirements. At least 24 credits must be completed at UVU.
• Transfer courses with grades below “B-” will not be accepted. Transfer courses are not calculated in your GPA. Transfer courses will not be accepted from other institutions for the purpose of posting duplicate courses already taken at UVU.

• UVU only accepts transfer credits from regionally accredited institutions. For regionally accredited institutions, please refer to the admissions section in this handbook.

• The School of Education Graduate Procedures Committee will evaluate credit from foreign colleges, universities and/or International Baccalaureate (IB) diplomas. International students requesting transfer of credit from foreign institutions of higher education must submit a transcript from an approved Foreign Credentials Evaluation Service. For a list of accepted services, please visit the Browning Administration Building, room 114.

Transfer of Credits Procedure

After you have been admitted to the UVU MEd program, you should request approval of transfer credit to the UVU School of Education, Director of Graduate Programs.

Utah Valley University
School of Education – Graduate Studies
800 West University Parkway
MS 126
Orem, UT 84058-5999

Official Transcripts:

College transcripts will be considered official if they have been issued within the last six months and are submitted in one of the following ways:

• Emailed directly from the college/university to etranscriptr@uvu.edu using a secure transcript exchange company or certified PDF document.
• Mailed directly from the college/university in a sealed envelope to:
  Utah Valley University
  Admissions Office
  800 West University Parkway Orem,
  UT 84058-6703

Note: The average processing time of the transcript varies according to time of the year it is received and normally takes from 4-6 weeks.
How to check awarded transfer credits in UVLink

1. Login to UVLink.
2. Click on the Student Tab.
3. Click on the Student Records link located in the Student Registration and Information Services section.
4. Click on the Transfer Credit Awarded link and your transfer credit information will be displayed. If you return to the Student Records menu, you can click on Wolverine Track to see how your credits apply to different degrees.
5. When finished, click Logout.

Course Drop and Refunds
After initial registration, students may modify their schedules by adding or dropping class(es). (Such changes to your schedule could affect financial aid, scholarships, and/or refunds.) The Student Timetables specify the time periods when changes may be made. If assistance is needed when making class schedule changes online, students may contact the UVU Service Desk during regular business hours. After the first week of class, students wishing to enroll in the MEd program or classes must obtain instructor and department approval.

Students may not attend classes in which they are not officially enrolled.

Full semester classes may only be added through the first three weeks of the semester.
Students may withdraw from full semester classes up to the end of the sixth week of the semester.

Any classes withdrawn from after the third week of a semester will receive a grade of “W” which will appear on your transcript as an official withdrawal. In order for a dropped class to not appear on your transcript, the class(es) must be dropped by the third week of the semester.

You may only withdraw from a course after the sixth week for extenuating circumstances and not solely due to academic difficulty. Withdrawing from a class after the sixth week requires the signature of the School of Education graduate program advisor.

Please note: Changes to your schedule will adversely affect current and future financial aid, scholarships and/or refunds. See a UVU financial aid advisor before attempting to completely withdraw from school.

Administrative Drop
You may be dropped from classes by the administration if you fall under any of the following criteria:

1. Register but do not attend courses within the first three class meetings of a semester.
2. Register for courses but have not completed prerequisite coursework.
3. Neglect to pay tuition and fees for any given semester/term by the end of the fourth week.
Academic Probation
The Graduate Procedures Committee has determined that students in the MEd program (not including project classes) will use a standard procedure for students who may earn incomplete grades or grades below a B- for any class.

Incomplete Work
• An incomplete grade (entered for whatever reason) will place the MEd student on Academic Probation.
• All incomplete work must be completed and submitted to the instructor within one month of the last day of the term in which the incomplete grade was given. *Any student requesting an incomplete grade who does not finish or submits unfinished work will be referred to the Graduate Procedures Committee and may be assigned to Stage Two Academic Probation.*
• No student in the MEd program may receive a second incomplete, unless it is approved by the Graduate Procedures Committee prior to the end of the term for which it is requested.

Inadequate Academic Progress
• Students receiving a grade below a B- in any MEd course will be assigned to Academic Probation.

A notice letter to the student will outline the necessary steps to address the situation, including contacting the School of Education Graduate Director to arrange a meeting with other members of the Graduate Procedures Committee to review any appeals by the student. The notice letter will list a date by which this contact should be made; failure to arrange for a meeting with the Director or the Committee in a timely manner may result release from the MEd program.

• The Graduate Procedures Committee may decide to rescind a student’s probation, outline further steps to remove the student from probation, require a student to retake an MEd program course or request that the student be allowed to redo course assignments with permission from the instructor.

• A student on probation may not register for any MEd courses until any issues have been resolved to the satisfaction of the MEd Graduate Procedures Committee.
Leave of Absence
A leave of absence from the MEd program is available for students with extenuating circumstances. In order to take a leave of absence, you should first notify the School of Education’s Director of Graduate Studies. You must also file a leave of absence with the university.

To resume your MEd studies, you should contact the MEd Graduate Director. Please refer to the leave of absence checklist (PDF) for more information on what you should do for both the leave of absence and re-enrollment process. If you have any questions, please contact Advisement Office in the School of Education.

Repeated Courses
No additional credit is given for repeating a course in which the initial grade was passing; unless, the course number for the course ends in the letter suffix “R” which is a course that is designed to be repeatable for credit i.e. an independent study course.

For duplicate courses, the most recent grade will be used in the calculation of the GPA. Successful completion of repeated courses is indicated on the student’s transcript. In order to provide a true and accurate academic history, all courses attempted—including repeated and withdrawn courses—will appear on academic transcripts.

Courses are not accepted from other institutions for the purpose of posting a repeat course already taken at UVU. Board of Regents’ policy requires that tuition for repeating a course more than once shall be charged at the full cost of the instruction unless the institution determines that the repetition is a result of illness, accident or other cause beyond the student’s control. The only exception to the Board of Regents’ policy is if the course is again prescribed by the student’s program of study.

Graduation
Prospective graduates must complete the online Graduation Application via Wolverine Track in myUVU and pay the graduation application fee before they may graduate. Students will be required to fill out an additional exit survey from the School of Education.

Students will also be required to provide all transcripts (including from other colleges or universities) prior to graduation. Transcripts do not have to be received prior to completing the graduation application but must be received before degrees may be awarded.

To access the Graduation Application via Wolverine Track in myUVU:
1. Log in to myUVU.
2. Click on the Student Records Menu link (located on Home and/or Student tabs).
3. Click on the Wolverine Track link to launch Wolverine Track.
4. In the new Wolverine Track window, click on the ‘Apply for Graduation’ link (located under Degree Progress bar—the row should be highlighted in yellow).
5. In the new Graduation Application window, read and answer all text and questions provided on each page.

6. Pay the application fee.

7. When finished, log out of Wolverine Track and close the Graduation Application and Wolverine Track windows.

After completing the application, check your UVLink e-mail for three e-mails:

1. Payment confirmation (received immediately)
2. Copy of the graduation application (received immediately)
3. Confirmation from the graduation office after they have reviewed and accepted - or not accepted - your application (received within 1-2 weeks).

If you did not receive any e-mails, you should contact the Graduation Office immediately. If you submitted multiple applications, you should have received three emails per application.

The graduation office will notify students in the confirmation e-mail of any requirements listed in the My Grad Track Audit that the student has not yet completed. It is the student’s responsibility to complete all requirements during the semester the student is applying for graduation. Graduation requirements may be listed on the graduation application, associated audit or sent by e-mail(s) from the graduation office.

Graduation Deadlines

<table>
<thead>
<tr>
<th>Semester</th>
<th>Application Deadlines</th>
<th>Requirement Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>First Friday in February</td>
<td>May 31</td>
</tr>
<tr>
<td>Summer</td>
<td>First Friday in June</td>
<td>September 15</td>
</tr>
<tr>
<td>Fall</td>
<td>First Friday in October</td>
<td>January 15</td>
</tr>
</tbody>
</table>

All graduation requirements must be fully completed during the semester the student is applying for graduation. All requirements must show as complete in Wolverine Track (or be received at UVU for processing) by the requirement deadline.

Requirements for graduation include, but are not limited to the following items:

- The student has completed all coursework and received a passing grade for the current semester.
- Incomplete 'I' and missing 'M' or 'T' grades are appeased
- Grade changes have been submitted
- Other Non-UVU (transfer) credits have been provided
- The final Master’s Project (or Master’s Thesis) has been completed and approved and must also have delivered one bound copy of their project (or thesis) to the School of Education’s Graduate Director.
Students will not be allowed to graduate until all requirements are fulfilled. Failure to comply with any requirement(s) will cause the student's graduation to be declined until a future date. Students who do not meet requirements for graduation during the semester in which they apply, must reapply for graduation at a later date.

Cost of Graduation
There is no cost to attend commencement and/or convocation. However, students or graduates participating in the ceremonies may have the following related expenses:

- UVU REQUIRES students to wear a black cap & Master’s gown with green stole in order to participate in the graduation ceremony.
- UVU also requires students to wear the Master of Education Hood
- Graduate regalia cost approximately $72

Diplomas are NOT distributed during the ceremonies. For information regarding when/where you will receive your diploma, please refer to UVU's graduation website.

Resources and Services

Advisement
Our graduate advisor can help you with registering for our MEd classes or for guidance as you progress through the program. You may contact our Graduate Advisor, Leslie Hudson, at hudsonle@uvu.edu or (801) 863-8527 for help.

myUVU
UVU's secure single sign-on portal for students, faculty and administrative staff to access authenticated online resources and services is myUVU. Through myUVU you can:

- Register for classes
- Pay for your tuition
- Check grades
- Check financial aid status
- Access myUVU e-mail
- Login to the Blackboard Course Management System (Canvas)
- Receive UVU announcements and information about upcoming events
Student ID
You will get your UVU id at the Campus Connection desk in the Student Center. Your UVU Student ID permits access to:

- Testing Center
- Fulton Library
- Athletics Equipment and Events
- Student Activities
- Campus Purchases (GreenBucks)
- UTA Bus Pass
- Other events and activities on Campus

Students must be registered (enrolled in classes) to obtain a UVU student ID Card. It is a non-transferable ID card. Only the cardholder may present the UVU Student ID Card for purchases, access, and other privileges.

All students receive their 1st ID card Free!

Parking
You will need to obtain a parking permit at One Stop or online from Parking Services. You must have a current student permit if you park your car in the lots around the Education Building and you must park only in student parking areas. Click here for a map of the parking lots at UVU.

Library
The UVU Library is located across the street from the Education building. You can access tutorials to help you learn how to use the library's resources here.

<table>
<thead>
<tr>
<th>Library Hours</th>
<th>Monday - Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tr>
<td>7:00 AM - 12:00 AM</td>
<td>8:00 AM - 7:00 PM</td>
<td>1:00 PM – 9:00 PM</td>
<td></td>
</tr>
</tbody>
</table>

Student Rights and Responsibilities

UVU does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age (40 and over), disability status, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other bases protected by applicable law in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

To see a complete explanation of your rights and responsibilities as a UVU student, please see the UVU Student Rights and Responsibilities policy.
Appendix A: Master’s Projects

All MEd students must complete a culminating project as evidence of learning in the program. The content and organization of the final project may vary according the area of emphasis in the degree.

ABA Emphasis, Master’s Project Portfolio

Participants in the ABA emphasis in the MEd program must complete the practicum requirements listed under the, “Applied Behavior Analysis (ABA) Degree Requirements” section. For more information about ABA requirements, please contact the SOE coordinator for the ABA emphasis program.

Final Portfolio Requirements

1. Supervision contracts: Signed contracts from ALL supervisors and documentation that supervisors were qualified to supervise during that period of time.
2. Supervision forms: Signed supervision forms documenting 1000 cumulative hours of practicum experience.
3. Signed Experience Verification Form: Required for application to sit for the BACB exam, this form should be signed by ALL supervisors.
4. SAFMEDS: Cumulative record graphs of SAFMEDS completed during each semester of BACB core courses.
5. BDS Modules: Screenshot of record of completion of BDS Modules assigned during the graduate program.
6. Case presentations: Portfolio should include 4 case studies, completed throughout the course of practicum. The first is a topic of the student’s choice, the second and third are case presentations of skill development programs, the fourth is a case presentation of a behavior reduction program, including an FA.
7. Ethics problem-based learning examples: 4 examples of problem-based learning based on the BACB Professional and Ethical Compliance code.
8. Literature Review: A 10-15 page paper (APA format) on either a common area of skill deficit and/or a skill building technique, demonstrating the ability to use peer reviewed literature to identify and describe “best available evidence.”
9. Single-subject Research Paper: A 10-15 page (not including graphs/tables) mock single subject design research project demonstrating the ability to develop a research question, describe the current literature, select and appropriate single-subject design, select measurement for the DV, IOA, IV integrity and social validity, describe methodology and results, and critically evaluate the study.
10. Model Functional Assessment: This paper will demonstrate the student’s ability to conduct a comprehensive functional assessment of problem behavior including direct and indirect functional assessment and experimental functional analysis. The paper will
include an analysis and synthesis of functional assessment data and the use of that data to identify the variables controlling problem behavior.

11. Behavior Support Plan: Based on the outcome of the Functional Assessment (#11), students will develop a comprehensive behavior support plan that clearly reflects an understanding of the contextual and functional variables controlling the behavior, reflects contemporary best practice in the field, and adheres to the ethical guidelines of the BACB. The plan will include a mechanism to document staff training and to monitor the integrity of implementation.

12. Staff Training Project: Each student will develop a training package to build a core skill in a target population (ex., RBT, direct care staff, teaching assistants). The training will include appropriate behavior analytic measurement and training techniques, as well as tools to assess competent performance and skill maintenance.

Endorsement Emphases and Teacher Leadership Master’s Project
The Project I, II, and III sections outlined below will constitute your final comprehensive assessment for your UVU Master of Education program. These sections are cumulative – each subsequent section will also include your work for preceding sections, as described in the following paragraphs.

Project I (Chapter 1): Literature Review (completed in Fall 1 of MEd program, in conjunction with EDUC 6200 Master’s Project)
For your culminating project, you will choose an area of interest related to your area of emphasis in the MEd program. Your choice for this project may be prompted by your practice, your instructional background, or by your experience as a teacher or learner. Project I will require you to create a review of current research and theory related to your choice. This section of your project allows you to a) become aware of the current state of knowledge with regard to your project’s area; b) clarify how your project relates to findings from past studies; and c) critically analyze how your own practice is supported by theory or research. All literature reviewed in this section should be included in a reference list (APA style) at the end of your completed review.

Your literature review should provide an overview of current and relevant literature on your chosen topic. It should be detailed and thorough enough to demonstrate a good understanding of relevant research and theory that pertain to your project. The review should include both theoretical articles and empirical studies, and should identify the author, date, participants, and method of each study. The review should also include a critique of any inconsistencies and/or limitations of the research.

Use only professional, peer-reviewed journals or other credible and verifiable sources to select literature related to your topic. Your sources should be as current as possible (published within the last 10 years), but may also include older, seminal works from the
literature related to the topic you have selected. Your completed review should be 10-20 pages long.

Project II (Chapter 2): Evidence of Application (completed in Spring I of the MEd program in an online tutorial).

Learning design
For Project II, you will complete an online tutorial in which you will develop a set of lesson plans that reflect what you discovered from the completion of your Literature Review for Project I.

a) You will outline your plans for a three-lesson learning segment, and explain how your plans are based on the results of the research and theory you analyzed for your Project I Literature Review. Provide three lesson plans (covering 3-5 hours of instruction) for a content area in your emphasis, for a class of your choice. Be sure each of your lesson plans includes the following elements:
   ✓ The appropriate UT Core Standard
   ✓ A targeted learning objective (indicator) for your lesson
   ✓ A description of the procedures you will use to teach the lessons
   ✓ Any formative or summative assessments that will measure student learning in each lesson

b) You will write an analysis of your lesson plans, connecting the content and/or strategies used in your plans to the research and theory described in your Literature Review (from Project I).

You will need to implement your learning segment sometime before you complete Project III. Be sure to save the class results from at least one of your assessments to use in completing the requirements for Project II.

Project III (Chapter 3): Assessment for Learning (completed in Spring II of the MEd program in an online tutorial)

For Project III, you will complete an online tutorial in which you will describe the learning outcome(s) for at least one of the lessons you implemented from your plans for Project II. You will analyze student learning, compare the results to findings from the literature, and explain how you will use the results to plan subsequent instruction.

Please include all of the following elements in this chapter.

a) Examine a formative assessment used in one of your lessons in Project II that allowed you to assess whole class learning for the targeted learning objective (indicator) of the lesson. This should be an assessment that was completed by the whole group. Results from this formative assessment should reflect the work of individuals, not groups, but may be individual work from a group task. You will submit a blank copy of the chosen formative assessment, including directions/prompts provided to the students for its completion.

Define the evaluation criteria (e.g. rubric) you will use to analyze students’ depth of knowledge related to the targeted learning objective described above for the
formative assessment. Submit a copy of the criteria or the rubric you will use to evaluate student work.

b) **Collect and analyze class results** from the chosen formative assessment and summarize student learning in a graphic (chart or table, names removed) and/or narrative form to identify patterns of learning within and across learners in the class. What did the class do well? What were areas where students struggled? Submit a graph/chart/table representing the whole class results, along with an explanation or clarification of what you think the data shows you about what your students did/did not understand about the selected UT Standard and lesson objective(s).

c) **Connect your analysis** of student learning to your literature review. Write about any evidence from your analysis that supports or does not support the research and theory outlined in Part I. How did the results correlate with/strayed from/added to the knowledge base you have discovered? Were there any surprises in the patterns of learning revealed in the data analysis that were related to what you expected to happen, based on your review of the literature?

d) **Reflect in writing on the direction for a follow-up lesson(s).** How will you address the areas of struggle identified in your analysis for students who may need more instruction? Make clear and specific connections between your analysis of student work and your follow-up plan. Justify your decisions with examples from the data.

Reference list. Include all APA references used for Projects I, II, and III.

**Secondary Teaching Emphasis Master’s Project**

The Project I, II, and III sections outlined below will constitute your final comprehensive assessment for your UVU Master of Education program. These sections are cumulative – each subsequent section will also include your work for preceding sections, as described in the following paragraphs.

**Secondary Teaching Project I (Chapter 1): Literature Review** (completed in Fall 1 of MEd program, in conjunction with EDUC 6200 Master’s Project)

Students in the Secondary Teaching emphasis, should complete a literature review related to the lessons they created for their edTPA portfolio as part of the Secondary Teaching Certificate program. Project I will require you to create a review of current research and theory that will better inform your edTPA learning segment. This section of your project allows you to a) become aware of the current state of knowledge with regard to you’re the content area of your edTPA learning segment lessons; b) discover how the content and strategies in your lessons relate to findings from past studies; and c) critically analyze how your own practice is supported by theory or research. All literature reviewed in this section should be included in a reference list (APA style) at the end of your completed review.

Your literature review should provide an overview of current and relevant literature on your chosen topic. It should be detailed and thorough enough to demonstrate a good understanding of relevant research and theory that pertain to your project. The review
should include both theoretical articles and empirical studies, and should identify the author, date, participants, and method of each study. The review should also include a critique of any inconsistencies and/or limitations of the research. Use only professional, peer-reviewed journals or other credible and verifiable sources to select literature related to your topic. Your sources should be as current as possible (published within the last 10 years), but may also include older, seminal works from the literature related to the topic you have selected. Your completed review should be 10-20 pages long.

Secondary Teaching Project II (Chapter 2): Evidence of Application (completed in Spring I of the MEd program in an online tutorial)

Learning design
For Project II, you will complete an online tutorial in which you will revise the lessons from your edTPA learning segment, based on information discovered in your literature review for Part I.

a) Explain how your plans for your three-lesson learning segment supported by the results of the research and theory you analyzed for your Project I Literature Review. Provide copies of three lesson plans (covering 3-5 hours of instruction) from the edTPA portfolio you completed as part of your Graduate Certificate program. Be sure each of your lesson plans includes the following elements:
   ✓ The appropriate UT Core Standard
   ✓ A targeted learning objective (indicator) for your lesson
   ✓ A description of the procedures you will use to teach the lessons
   ✓ Any formative or summative assessments that will measure student learning in each lesson

b) You will write an analysis of your lesson plans, connecting the content and/or strategies used in your plans to the research and theory described in your Literature Review (from Project I).

You should have implemented your learning segment as part of the edTPA process. You will need to use the analysis of student work that you created for your edTPA portfolio for Project III.

Secondary Teaching Project III (Chapter 3): Assessment for Learning (completed in Spring I of the MEd program in an online tutorial)
For Project III, you will add a chapter to your final Master’s Project to describe the learning outcome(s) for at least one of the lessons you implemented from the plans you submitted for Project II.

Assessment for Learning
For this task, you will analyze student learning. Before you begin, you need to think about the following:

- How did you gather evidence and make sense of what students learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
Please include all of the following elements in your submission for this assignment:

c) **Submit a formative assessment** from one of your lessons in Project II that you used to assess whole class learning for the targeted learning objective (indicator) of one of your edTPA learning segment lessons. This should have been an assessment that was completed by the whole group. The formative assessment should reflect the work of individuals, not groups, but may be individual work from a group task. You will submit a blank copy of the chosen formative assessment, including directions/prompts provided to the students for its completion.

**Define the evaluation criteria** (e.g. rubric) you used to analyze students’ depth of knowledge related to the targeted learning objective described above for the formative assessment. Submit a copy of the criteria or the rubric you will use to evaluate student work.

d) **Submit your analysis of class results** from the chosen formative assessment and summarize student learning in a graphic (chart or table, names removed) and/or narrative form to identify patterns of learning within and across learners in the class. What did the class do well? What were areas where students struggled? Submit a graph/chart/table representing the whole class results, along with an explanation or clarification of what you think the data shows you about what your students did/did not understand about the selected UT Standard and lesson objective(s).

e) **Connect your analysis of student learning to your literature review.** Write about any evidence from your analysis supports or does not support the research and theory outlined in Part I. How did the results correlate with/strayed from/added to the knowledge base you have discovered? Were there any surprises in the patterns of learning revealed in the data analysis that were related to what you expected to happen, based on your review of the literature?

f) **Reflect in writing on the direction for a follow-up lesson(s).** How will you address the areas of struggle identified in your analysis for students who may need more instruction? Make clear and specific connections between your analysis of student work and your follow-up plan. Justify your decisions with examples from the data.

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**Education Leadership Emphasis Master’s Project**

The Projects I, II, and III sections outlined below will constitute your final comprehensive assessment for your UVU Master of Education program. These sections are cumulative – each subsequent section will also include your work for preceding sections, as described in the following paragraphs.

**Education Leadership Project I: Evidence for Competencies 1 and 2** (completed in Spring II of MEd program)

- Competency 1: Personal Leadership & Organizational Design
  - Write a brief introduction to this section, describing your personal definition for this competency.
  - Paste the key assignment completed for this competency from EDUC 6120 Personal Leadership and Organizational Design, **Personal Leadership Model**.
Personal leadership model. Using self-assessment inventories, readings, and leadership approach presentations from the course, coupled with student’s own life situation (such as the organization where you are currently employed) develop a model that illustrates your personal view of leadership. Elaborate on your model by writing a 6-8 paper (APA style). Leadership theories studied in the class will be the basis for the analysis and your paper should include at least 5 citations. You should also describe in detail the organization and position where you see yourself as a good fit and where you would be most successful.

  - Write a brief introduction to this section, describing your personal definition for this competency.
  - Paste the key assignments completed for this competency from EDUC 6130 School Operations and Management (Part I: School Finance, Law, and Safety).

**Expanded Learning Journal Evaluation**

Expanded Learning Journal (6130). The intent of the expanded learning journal is to provide you with an opportunity for reflection, introspection, recognition of new insights, and a challenge of your own assumptions about the content of study. Your expanded learning journal assignment for this section consists of the following elements:

- Responses to 10 readings specific to school finance, law, and/or safety.
- Your entries should be concise, capture key concepts/main arguments from the articles, and demonstrate personal reflection. A summary of the article is a starting point. However, mastery of this skill will be demonstrated when your voice, thoughts, and insights are captured in the entry.

Education Leadership Project II: Evidence for Competencies 3, 4 and 5 (completed in Spring II of the MEd program)

- Competency 3: Leading Evidence-Based Curriculum, Instruction, & Assessment.
  - Write a brief introduction to this section, describing your personal definition for this competency.
  - Paste the key assignments completed for this competency from
    - EDUC 6140 Instructional Leadership & Data-based Decision Making, Action Plan and Curriculum Evaluation, and

**Action Plan** (6140). Students will make an analysis of assessment data most available in school where currently employed and formulate a written action plan for the improvement of K-12 student learning.

**Curriculum Evaluation** (6140). Within current school setting, students will evaluate the alignment of curriculum materials, instructional practices, and assessment strategies, and their impact on student learning.
**Expanded Learning Journal (6150).** The intent of the expanded learning journal is to provide you with an opportunity for reflection, introspection, recognition of new insights, and a challenge of your own assumptions about the content of study. Your expanded learning journal assignment for this section consists of the following elements:

- **Responses to ten readings related to communication, strategic planning, hiring, and/or performance evaluation.**
- **Your entries should be concise, capture key concepts/main arguments from the article and demonstrate personal reflection.**
- **A summary of the article is a starting point. However, mastery of this skill will be demonstrated when your voice, thoughts, and insights are captured in the entry.**

- **Competency 4: Leading Professional Learning Communities**
  - Write a brief introduction to this section, describing your personal definition for this competency.
  - Paste the key assignment completed for this competency from EDUC 6160 Leading Professional Learning Communities, **Personal PLC Planning Case**.

**Personal PLC Planning Case.** Students will complete a personal PLC planning case paper that will present their detailed plans for using PLC format in addressing a particular student learning issue they would expect to experience as a school principal. The case paper should explain the selecting challenge, the PLC plan (including how they would use data to guide the planning, how they will address differing perspectives, and outside experience or evidence), and the expected result on student learning. This should be written in APA style and should not be more than 15 pages double spaced.

- **Competency 5: Leading Change, Innovation & Educational Entrepreneurship**
  - Write a brief introduction to this section, describing your personal definition for this competency.
  - Paste the key assignments completed for this competency from EDUC 6170 Leading Change, Innovation and Educational Entrepreneurship, **Change Management Plan**.

**Change Management Plan.** Students will complete a change management plan that will present their detailed understanding of the challenges and benefits of a school culture that values learning innovation and social entrepreneurship. The plan should present the students vision for how they will encourage innovation and improvement in meeting student learning needs along with anticipated challenges and how they will facilitate improvement in meeting next generation learning needs of K-12 students. This should be written in APA style and should not be more than 15 pages double spaced.

**Education Leadership Project III: Connections to Research and Theory** (completed in Spring II of the MEd program, in conjunction with EDUC 6200 Master’s Project)

**Review of Literature.** For your culminating project, you will choose an area of interest related to your work in the Educational Leadership program. Project III will require you to create a review of current research and theory related to a topic of your choice.
related to issues or practices in educational leadership. This section of your project allows you to a) become aware of the current state of knowledge with regard to your project’s area; b) clarify how your project relates to findings from past studies; and c) critically analyze how your own ideas about effective practice in educational leadership are supported by theory or research. All literature reviewed in this section should be included in a reference list (APA style) at the end of your completed review.

Your literature review should provide an overview of current and relevant literature on your chosen topic. It should be detailed and thorough enough to demonstrate a good understanding of relevant research and theory that pertain to your project. The review should include both theoretical articles and empirical studies, and should descriptions of empirical studies should identify the author, date, participants, and method of each study. The review should also include a critique of any inconsistencies and/or limitations of the research.

Use only professional, peer-reviewed journals or other credible and verifiable sources to select literature related to your topic. Your sources should be as current as possible (published within the last 10 years), but may also include older, seminal works from the literature related to the topic you have selected. Your completed review should be 10-20 pages long.

*Connecting Research and Theory to Practices in Educational Leadership.* Connect the evidence of competencies compiled as part of Project 1 and Project II (Parts 1 and 2 of your project, described above) to what you learned from your literature review. Write about any specific evidence from your project that supports, or does not support, the research and theory outlined in your review. How does your learning from coursework in your MEd program correlate with/strayed from/added to the knowledge base you have discovered?

**Higher Education Leadership Emphasis Final Project**
The Project I, II, and III sections outlined below will constitute your final comprehensive assessment for your UVU Master of Education program and will include a requirement to present a proposal to one of the departments on your campus. The project sections are cumulative – each subsequent section will also include your work for preceding sections, as described in the following paragraphs.

**Higher Education Leadership Project I (Chapter 1): Literature Review** (completed in Spring 2 of MEd program, in conjunction with EDUC 6200 Master’s Project)

While the courses in which this literature review will be completed will actually happen at the end of the Higher Education Leadership program, the literature review created for this project will form the content for Chapter 1. Students in the Higher Education Leadership emphasis, will complete a literature review related to the assignment chosen from one of your program classes as the focus for your final project. Project I will require you to create a review of current research and theory that will better inform your efforts to create a document, plan, or other assessment that could be applied to a
real-world college/university context. This section of your project allows you to a) become aware of the current state of knowledge with regard to your area of focus; b) discover how the content and strategies created for your final project relate to findings from past studies; and c) critically analyze how your own recommendations for action are supported by theory or research.

Your literature review should be detailed and thorough enough to demonstrate a good understanding of relevant research and theory that pertain to your project. The review should include both theoretical articles and empirical studies, and should identify the author, date, participants, and method of each study. The review should also include a critique of any inconsistencies and/or limitations of the research. All literature reviewed in this section should be included in a reference list (APA style) at the end of your completed review.

Use only professional, peer-reviewed journals or other credible and verifiable sources to select literature related to your topic. Your sources should be as current as possible (published within the last 10 years), but may also include older, seminal works from the literature related to the topic you have selected. Your completed review should be 10-20 pages long.

Higher Education Leadership Project II (Chapter 2): Evidence of Application: Project Design and Presentation

This chapter will be completed for your Project II class. You will develop a proposal to present to one of the departments on your campus. For this project, you will write a brief introduction to your project, describing the assignment that you chose to focus on from one of your classes, and explain how you will expand and apply this assignment for your Master’s Project. The goal is to create a proposal, document, plan, or other assessment that could be applied to a real-world college/university context and present it to the appropriate stakeholders.

• Chosen Course Assignment
  Copy and paste your original work for the program assignment you chose here.

• Needs Assessment
  A needs assessment is a process used by organizations to determine priorities, make organizational improvements, or allocate resources. It involves determining the needs, or gaps, between where the organization envisions itself in the future and the organization’s current state. For the purposes of your Master’s Project, the needs assessment should list the resources that you will use to identify (a) the data that define any perceived needs, (b) the criteria for assessing potential interventions, and (c) the information necessary for the selection of one or more activities to improve performance.

Higher Education Leadership Project III: Chapter 3

• Results
  Write a brief introduction to this chapter, outlining the focus of your Master’s Project.
• **Justification for Need**
  Include any data to support your decision for choosing the proposal topic/issue for the project.

• **Implementation Design**
  Insert your final draft of your chosen class assignment here. Include copies or links to any relevant resources. Describe how you would evaluate the success of any program or procedures you advocate in your project.

• **Connecting Theory, Research and Practice**
  In this section, connect your proposal and presentation to the research and theory discussed in your literature review (Chapter I). Describe how your project is supported by information from the literature.

**Master’s Thesis Option**

Master’s candidates in all emphases except ABA and Educational Leadership may choose to complete a final research-based thesis as culminating evidence of their scholarship at the graduate level. Before research begins, the research project must be approved by the Graduate Director for the School of Education. All human subject research must also be approved by UVU’s Institutional Review Board (IRB). Students must also complete the “Student Researcher” certification through UVU’s Collaborative Institutional Training Initiative (CITI).

While research projects may be diverse in focus and content, a general rubric is provided by the School of Education which defines expectations of original content, appropriate design and structure, and reflective analysis. Additional content/project-specific requirements are recommended by your faculty committee chair.

Each student electing to complete a Master’s Thesis will be assigned a faculty member to oversee the progress of the final product. The successful completion of this project is required to obtain your MEd degree. You will be required to defend both your project proposal and your final project before you faculty advisor and the Graduate Director.

**Proposal Defense**

Prior to beginning research, all MEd thesis projects must be vetted by the student’s faculty advisor and presented at a Proposal Defense Hearing for approval. Students are responsible for scheduling their proposal defense hearing. *Students must submit their proposal manuscript to their faculty advisor and the SOE Director of Graduate Studies at least two weeks prior to the meeting.*

At the Proposal Defense Hearing, students may be asked to provide a detailed explanation of the work and answer questions about the rationale for the project and the methodology for the investigation. Students are encouraged to use PowerPoint or other technological or visual aids as part of the presentation for the proposal defense meeting.
Following the defense meeting, the student will receive one of three evaluations of the proposed project.

1. **Accepted.** The proposed study may proceed as planned. Minor typographical or other editorial corrections may be required and should be made to the satisfaction of the committee. The student is permitted to begin the study.

2. **Accepted with Modifications.** The proposal requires minor changes in substance or major editorial changes that are to be made to the satisfaction of all members of the committee. The committee notifies the student in writing outlining the nature of the required changes, the date by which the changes are to be completed, consequences if the student fails to comply, and permission is given or denied to begin the study. Generally, the time limit to make changes is two weeks from the date of the defense.

3. **Rejected.** The proposal is rejected. The committee chair reports the reason for this decision in writing and advises the student about the suitability of developing a new proposal. This decision is made at the time of the proposal defense. Permission is denied to begin the study.

Upon approval of the proposed project, the student will secure a signed Proposal Approval form. Two additional copies of the original form should also be made. The copies of the Proposal Approval Form should be used as follows:

1. Submit the **signed original** of this form to the SOE Graduate Director, along with a **brief** description/abstract (1 page) of the project recommended for approval.
2. Submit one signed copy of this form to the faculty advisor.
3. Keep one copy of this form for your records.

**Approval of Graduate Research**

All human subject research must be approved by UVU’s Institutional Review Board (IRB). Once a proposal has been approved, students should also submit an application to the appropriate school district office for research approval. Research conducted without approval is in violation of federal regulation/law and UVU policy.

Before IRB paperwork is started, the researcher(s) should have been through the preparatory research stages and outlined specific plans and methodologies. For the UVU Master of Education program, graduate student researchers must have had their proposal defended and approved **prior to** submitting an application to the IRB. Master’s students who are pursuing investigations as Seminary teachers for the Church of Jesus Christ of Latter-day Saints will also need to obtain approval for any research conducted with students in Seminaries and Institutes of Religion from the Research Information Division of the Correlation Department of the Church of Jesus Christ of Latter-day Saints. The responsibility for obtaining this permission lies with the student and should be obtained before he/she proceeds with IRB approval.
The student will need to submit any research involving human subjects (e.g. students in his/her classroom) to the IRB for approval BEFORE observing and/or collecting data. The student will meet with his/her faculty advisor to complete the application for IRB approval as the Principal Investigator (PI) for his/her research, THE STUDENT will be responsible for submitting all required documentation to the UVU IRB Administrator.

Collaborative Institutional Training Initiative (CITI)

All students who will be involved in human subjects’ research at UVU are required to complete the "Student Researcher" certification on the Collaborative Institutional Training Initiative (CITI) website. It should take approximately one hour to complete. This will provide important information for the student to become a professional and ethical researcher. There are two required modules:

- Belmont Report and CITI Course Introduction
- Students in Research (SBR)

*The UVU IRB will be notified when the student has completed the training.*

Academic Misconduct in Research

Each student is expected to maintain academic ethics and honesty in all its forms, (see the UVU Student Rights and Responsibilities policy) including, but not limited to, cheating and plagiarism as defined hereafter:

1. *Cheating* - is the act of using (or attempting to use) or providing others with unauthorized information, materials or study aids in academic work. Cheating includes, but is not limited to, providing examination answers or taking examinations for someone else. Cheating also includes preparing or copying another’s academic work.

2. *Plagiarism* - is the act of appropriating any other person's or group's ideas, work (written, computerized, artistic, etc.) or portions thereof and passing them off as one's own idea’s or work in any academic exercise or activity.

3. *Fabrication* - is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:
   
   a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
   b. Listing sources in a bibliography not used in the academic exercise.
   c. Submission of a paper, thesis, lab report or other academic exercise with falsified, invented, fictitious data or evidence, deliberate concealment or distortion of the true nature, origin, or function of data and/or evidence.
   d. Submitting as your own any academic research prepared totally or in part by another.
School and District Research Approval

As indicated in the IRB section, you will also be required to request approval for conducting your research from the district and the school in which you are performing research. Most local school district’s personnel DO NOT APPROVE ANY requests for research during the first and last 30 days of their school calendars. Please be respectful of district timetables and guidelines. To request approval:

1. Complete and submit the necessary UVU IRB forms to the UVU IRB committee—these forms can be found online here—along with copies of your informed consent letters (if needed).
2. When the research project is approved by the IRB committee, you will receive a letter of provisional approval.
3. Once you receive provisional approval from the IRB, you should submit the letter of provisional approval to the school district’s director of research.
4. After review from the school’s director of research, you should receive written permission from the school district and from the school site administrator (e.g. the principal) stating you have permission to conduct research in the school district and school.
5. Submit the written permission document from the school district and school to the UVU IRB committee.
6. The last step will be to submit a copy of your UVU IRB approval letter and the research application form to the school district.

Specific contact information and application forms for local school districts can be found on the table below.

<table>
<thead>
<tr>
<th>School District</th>
<th>Contact</th>
<th>Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine</td>
<td>David Mower Director, Research and Evaluation (801) 610-8464 <a href="mailto:dmower@alpinedistrict.org">dmower@alpinedistrict.org</a></td>
<td>Guidelines and application form(s).</td>
</tr>
<tr>
<td>Canyons</td>
<td>Hal Sanderson, Ph.D. Director of Institutional Research and Assessment (801) 826-5090 <a href="mailto:hal.sanderson@canyonsdistrict.org">hal.sanderson@canyonsdistrict.org</a></td>
<td>Procedures and application form(s).</td>
</tr>
</tbody>
</table>
Final Project Defense Hearing

Once you have completed your master’s thesis, you will need to schedule your Defense Hearing. You should submit the project manuscript to the faculty advisor and the SOE Director of Graduate Studies at least two weeks prior to your scheduled hearing. The Project Defense Hearing differs from the Proposal Defense Hearing in length, presentation requirement and the audience present. Master’s candidates may invite family members and/or colleagues to attend their defense.

The Project Defense Hearing requires a presentation (30-40 minutes) about the project and research and is followed by an oral examination with questions from the committee. Students are encouraged to use PowerPoint or other technological or visual aids as part of the presentation for the defense meeting.

During the defense meeting, students will likely be asked to answer detailed questions about the rationale of the project and the methodology chosen for the investigation. The project
defense will most likely include questions about the analyses and interpretation of the data and about the discussion of any implications and/or limitations of the research.

Following questions, committee members will dismiss both the student and the audience and will conduct a private evaluation of the work. The committee will then make one of the following decisions:

1. **Accepted**: The project may require typographical or minor editorial corrections to be made to the satisfaction of the committee. Following any minor corrections, the project is ready for publication (printing and binding).

2. **Accepted with modifications**: The project requires minor changes in substance or major editorial changes which are to be made to the satisfaction of members of the committee. The committee notifies the student in writing outlining the nature of the changes required, the date by which the changes are to be completed and the consequences if the student fails to comply. *Normally, any changes should be completed within two weeks from the defense date.* Some changes, such as rewriting or reorganizing segments of the preliminary chapters, may be required before submission of the final manuscript. The student must resubmit the manuscript to the chair for final approval before it may be published (printed and bound).

3. **Rejected**: The project is rejected. The committee chair reports the reason(s) for this and advises the student on suitability for conducting a subsequent study. The decision to reject a project defense is made at the time of the examination and the student must be informed of the decision. If there is a split decision on acceptation or rejection, the majority will carry the decision.

At the time of your final defense, students will secure a signed [Final Project Approval form](#). You will need three (3) copies of the signed form.

1. Submit the **signed original** of this form to the SOE Director of Graduate Studies.
2. Submit one signed copy of this form to your faculty advisor.
3. Keep one copy of this form for your records
Master’s Thesis Rubric
Master’s theses will also be evaluated by the Graduate Procedures Committee according to the following rubric.

<table>
<thead>
<tr>
<th>COMPOSITION</th>
<th>Elements</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Structure</td>
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<tr>
<td></td>
<td>Some required elements may be missing or rudimentary</td>
<td>- No transitions are apparent between sections</td>
<td>- All required elements are present</td>
<td>- All required elements are compellingly and coherently presented</td>
</tr>
<tr>
<td></td>
<td>- No transitions are apparent between sections</td>
<td>- Headings are not used, or not used correctly</td>
<td>- Some transitions are apparent between sections, but they may be sporadic and/or unclear</td>
<td>- Transitions help connect sections smoothly and seamlessly</td>
</tr>
<tr>
<td></td>
<td>- Applies APA style incorrectly</td>
<td>- Applies APA style incorrectly</td>
<td>- Headings are usually used correctly</td>
<td>- Headings are correctly and effectively used to orient the reader</td>
</tr>
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<td></td>
<td>Writing</td>
<td>- Writing is unfocused, rambling, and/or poorly organized</td>
<td>- Writing is well-organized, but some sections may lack focus</td>
<td>- Writing is clear, focused, concise, and well-organized</td>
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<td></td>
<td>- Contains many errors in grammar, spelling, and/or punctuation</td>
<td>- Contains few errors in grammar, spelling, and/or punctuation</td>
<td>- Contains no or very few errors in grammar, spelling, and/or punctuation</td>
<td>- Contains no or very few errors in grammar, spelling, and/or punctuation</td>
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<td></td>
<td>- Sentence structure makes the writing unclear and/or ambiguous</td>
<td>- Sentence structure may make some passages in the writing unclear or ambiguous</td>
<td>- Careful construction of sentences serves to reduce ambiguity and facilitate communication</td>
<td>- Careful construction of sentences serves to reduce ambiguity and facilitate communication</td>
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<tr>
<td></td>
<td>- Uses inappropriate language to describe racial and ethnic identities, sexual orientation, or disabilities</td>
<td>- Uses appropriate language to describe racial and ethnic identities, sexual orientation, and disabilities</td>
<td>- Uses language respectful of racial and ethnic identities, sexual orientation, and disabilities.</td>
<td>- Uses language respectful of racial and ethnic identities, sexual orientation, and disabilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Elements</th>
<th>Not Met</th>
<th>Partially Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Originality</td>
<td></td>
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<tr>
<td></td>
<td>- Examines questions that are unoriginal, uninteresting, and/or unimportant</td>
<td>- Examines questions that are the next logical step in research or creative pedagogy</td>
<td>- Asks interesting new questions or reexamines important questions in original ways</td>
<td>- Examines questions that are the next logical step in research or creative pedagogy</td>
</tr>
<tr>
<td></td>
<td>- Fails to clearly outline the problem or impetus for the project, or the project questions are not clearly related to the problem</td>
<td>- Outlines the problem or impetus for the project</td>
<td>- Clearly outlines the problem or impetus for the project, and describes why it is important</td>
<td>- Outlines the problem or impetus for the project</td>
</tr>
<tr>
<td></td>
<td>- Plagiarizes or misuses sources</td>
<td>- Has some original ideas, insights, or observations</td>
<td>- Provides adequate understanding of relevant ideas and concepts</td>
<td>- Has some original ideas, insights, or observations</td>
</tr>
<tr>
<td></td>
<td>- Does not provide evidence of understanding of central concepts or ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRAMEWORK AND DESIGN</td>
<td>Elements</td>
<td>Not Met</td>
<td>Partially Met</td>
<td>Met</td>
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<tr>
<td><strong>Theory</strong></td>
<td>- Theory is missing, or is minimally or inappropriately applied</td>
<td>- Selects and applies appropriate theory</td>
<td>- Selects and applies a sophisticated theoretical framework</td>
<td></td>
</tr>
<tr>
<td><strong>Research/Project Design</strong></td>
<td>- Describes inappropriate or flawed methods or tools, or fails to describe creative processes</td>
<td>- Describes appropriate research methods and tools, or describes creative processes</td>
<td>- Clearly describes rigorous and sophisticated research methods and tools, or clearly outlines innovative creative processes</td>
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</tr>
<tr>
<td></td>
<td>- Uses inappropriate or flawed data sources or incomplete creative processes</td>
<td>- Appropriate data sources or creative processes are used</td>
<td>- Uses multiple data sources or creative inputs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Makes no attempt to connect research questions to research methods and tools, or fails to describes how a creative project addresses the problem</td>
<td>- Attempts to connect research questions to research methods and tools, or describes how a creative project addresses the problem</td>
<td>- Makes clear connections between research questions and research methods and tools, or clearly describes how a creative project addresses the problem</td>
<td></td>
</tr>
</tbody>
</table>

**Elements**

- Not Met
- Partially Met
- Met

**Theory**

- Displays a narrow understanding of the field
- Fails to make connections between the literature and the project content
- Reviews, but does not evaluate literature
- Does not select literature from reputable sources and/or misses relevant literature

**Research/Project Design**

- Displays an adequate understanding of relevant literature
- Exhibits an adequate understanding of the material; makes some connections between the literature and the project content
- Reviews relevant literature from reputable sources

**Rationale or Justification**

- Displays a deep understanding of an extensive amount of sophisticated literature
- Exhibits a command over the material; makes meaningful connections between the literature and the project content
- Critically evaluates relevant literature from reputable sources

**Rationale or Justification**

- Exhibits trivial or unoriginal thinking
- Fails to justify point of view
- Arguments are unimaginative, inconsistent, and/or unconvincing
- Bias is unacknowledged

**Rationale or Justification**

- Displays an adequate understanding of relevant literature
- Exhibits an adequate understanding of the material; makes some connections between the literature and the project content
- Reviews relevant literature from reputable sources

**Rationale or Justification**

- Displays a deep understanding of an extensive amount of sophisticated literature
- Exhibits a command over the material; makes meaningful connections between the literature and the project content
- Critically evaluates relevant literature from reputable sources

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- Displays a deep understanding of an extensive amount of sophisticated literature
- Exhibits a command over the material; makes meaningful connections between the literature and the project content
- Critically evaluates relevant literature from reputable sources
**DISCUSSION AND REFLECTION**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met 1-4</th>
<th>Partially Met 5-8</th>
<th>Met 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>- Inaccurately or incompletely represents data and fails to clearly communicate results, or fails to describe the real or intended implementation of a creative project</td>
<td>- Represents data and communicates results of research, or describes the real or intended implementation of a creative project</td>
<td>Clearly and accurately represents data and communicates results of research, or clearly describes the real or intended implementation of a creative project</td>
</tr>
</tbody>
</table>
| Results, Recommendations, Product | - Makes no connections between research questions and data analysis, or fails to describe how creative project addresses the problem  
- Results are predictable and obvious, or stated results are not well-supported by the data  
- Poses no new questions or recommendations for future work in the field  
- Recommendations are not clearly related to the discussion of results | - Makes some connections between research questions and data analysis, or describes how creative project addresses the problem  
- Results are solid, but expected  
- Poses new questions relevant to the work  
- Recommendations are appropriate to discussion of results | - Makes clear and meaningful connections between research questions and data analysis, or clearly describes how creative project addresses the problem  
- Results or product have potential to make a significant impact on the concerned population  
- Explores interesting issues and poses new questions relevant to the work  
- Recommendations are insightful and appropriate to discussion of results |
| Contribution               | - Makes an insignificant contribution to the literature or to the efforts of professional educators | - Makes a modest contribution to the literature or to the efforts of professional educators | - Of sufficient quality to be published in a peer-reviewed journal or to be adopted by professional educators to solve a problem  
- Has the potential to change the way people think about the problem |

**Printing and Binding Your Master’s Thesis**

Each MEd student completing a Master’s Thesis is responsible for the printing and binding of the final report. Two hard-bound copies are **required**, one for the School of Education and one for the UVU Digital Learning Center (library). You may produce as many personal hard-bound copies as you wish. The IRB certification and all approval letters from districts, etc., must be included in the appendices.

Once you have successfully defended your project and any recommended revisions made at your defense have been approved by your faculty advisor, you will be ready to print your work.

1) Email a pdf of your project to Herring and Robinson Bookbinders at hrbookbinders@yahoo.com.

2) Clearly indicate the complete titles of your project and your full name as you want it printed on your copies.
3) Specify the number of bound copies you want (at least 2).
4) Provide a shipping address for the delivery of the completed copies.
5) Indicate that Herring and Robinson should follow the specification they have for Utah Valley University, Master of Education theses.

The current price is as follows:
- Printing of Black/white pages: $0.08/page
- Printing of color pages: $0.25/page
- Binding: $32.50 per book

Normal time to complete the binding is two-three weeks from receipt of your pdf file.

Payment is due upon completion of the printing and binding process. Payment can be made via PayPal, credit card, or check. Herring and Robinson will email you an invoice upon completion of your order. Books will be shipped to the address supplied by you upon receipt of payment.

*In addition to these bound copies of your final project, you must also submit a digital copy to the UVU Library Digital Collections. Any further questions about submitting a digital copy to the library should be addressed to Catherine McIntyre at mcintyca@uvu.edu or 801-863-8821.*
Appendix B: BACB Information

Utah Valley University’s Master of Education emphasis in Applied Behavior Analysis is designed to provide students with structured opportunities to engage in behavior analytic practices related to people with Autism Spectrum Disorder (ASD) and related disabilities, in preparation for future clinical practice. This manual is meant to help guide supervisors through the semester. It is required that the students spend 20 hours each week engaging in appropriate practicum activities as defined by the [Behavior Analyst Certification Board](https://www.bacb.com) (BACB). The students will be learning about evidence-based intervention and strategies and will be asked to demonstrate these during their practicum.

**Practicum Supervision**

Utah Valley University’s 30 credit, face-to-face graduate degree will prepare students to become practitioners of Applied Behavior Analysis (ABA) and to work with individuals with Autism Spectrum Disorder and other neurodevelopmental disabilities. This graduate program includes 8 courses (24 credits of course work and 6 credits (4 semesters) of approved Practicum Experience (minimum of 1000 hours). The Behavior Analyst Certification Board, Inc. has approved the practicum courses provided by UVU toward the experience requirements for eligibility to take the Board Certified Behavior Analyst Examination. Applicants may need to meet additional requirements to qualify.

During the practicum, supervisors will observe students implementing behavior analytic procedures, interacting with laypersons (e.g., parents) and others that may be unfamiliar with ASD or ABA, implementing assessments.

Students in the ABA emphasis are responsible for securing supervision documentation and reminding the supervisors involved in their practicum of the following expectations.

1. Signed documentation (i.e., weekly hour logs) of performance on specific procedures.
2. Student evaluations at midterm and at the end of the term must be submitted to course instructors each term. Give confidential evaluation forms to your supervisor along with the instructor’s email address and a due date. Supervisors will submit evaluations directly to the instructor to describe the technical competence of your supervisee.
3. Discussion of current (and past) research in relation to ongoing clinical problems or specific cases.
4. Engagement in practices consistent with the standards outlined by the BACB.
5. Interactions with clients that uphold the ethical standards for the Behavior Analyst Certification Board (Behavior Analysts), Council for Exceptional Children (CEC), or other professional body related to your discipline.
6. Periodic reviews of candidate performance with the student, instructor, and supervisor.
Appropriate Activities and Settings

Although a number of theoretical standpoints exist related to intervention for individuals with disabilities (including autism), students in the Utah Valley University Master of Education, Applied Behavior Analysis program are required to practice activities that are behavior analytic in nature.

The BACB standards on appropriate settings and activities are outlined below:

- Conducting assessments related to the need for behavioral intervention (e.g., stimulus preference assessment, functional assessment, staff performance assessment);
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs;
- Overseeing the implementation of behavior-analytic programs by others;
- Training, designing behavioral systems, and performance management;
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analytic program, researching the literature related to the program, and talking to individuals about the program;
- Provide both direct and indirect opportunities—please see the BABC website for details. (According to the BACB, NO MORE than 50% of the hours may be spent on direct intervention with clients.)

Examples of activities that will not count as experience include: attending meetings with little or no behavior-analytic content; providing interventions that are not based in behavior analysis; performing non-behavioral administrative activities; and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

Students may be employed during their internships by the agency/school, but it is not required. The intent is for students to spend two semesters at the same internship and then switch to a different setting for their final two semesters so that they get a broad experience. Students will be completing internships during the Fall, Spring and Summer semesters.

Frequently Asked Questions (FAQ)

During the semester, students and supervisors may have a number of questions related to the supervision period. Many of the activities may overlap with experience the student has already gained through previous/ongoing supervision or their daily work. Although a number of items may already be “known,” it is important to provide documentation of student proficiency to ensure that Utah Valley University is conferring a degree to an individual that is ready for clinical practice.

Below are some additional questions that may arise. Please note that this is not an exhaustive list. For any additional questions related to supervision, please contact the lead instructor or refer to the BACB website first to make sure the answers are not already covered. For course-
related questions that are not covered below, please contact either the lead instructor or the practicum coordinator.

• If a student works more than 30 hours a week, can they claim that number and use the “extra” hours another time?
No, according to the BACB and guidelines for this particular course, students need to accumulate 20 hours of experience per week. Please do not turn in hour logs with more than 20 hours. Students are only being supervised for 20 hours per week.

“Make up” hours are not allowed in ABA courses, and coursework should be completed in the week in which it is assigned. Our intention is for students to thoughtfully complete the requirements, not race to the finish.

• How many hours of supervision should students do per week?
Students will receive group supervision during their course on campus. You are required to provide 45 minutes of individual supervision for each week they are counting hours for their practicum.

If at any point your supervisor is ill and cannot sign required documentation, please make sure you contact your practicum coordinator. We may request an email from your supervisor stating that they were ill.

• If students are being supervised in a public school, and there are breaks when supervision is unavailable (e.g., Spring Break), what do we do?
ABA courses are meant to rely heavily on “hands on” practice. It is the student’s responsibility to make sure this experience is carried through. Additionally, UVU courses (similar to other universities) abide by the UVU academic calendar, and not individual school system calendars. If a student does not have access to learners during breaks, they can complete indirect hours, if appropriate.

• Can a student have multiple supervisors?
The BACB encourages each student to have more than one supervisor and/or practicum setting to enhance the breath and scope of their clinical experience.
BACB® Experience Supervision Form (Rev 1.2017)

Supervisee: ________________________________________________________________

Supervisor(s): ______________________________________________________________

This document covers the supervisory period from ___/___/___ to ___/___/___

Supervisory Meetings Dates and Durations:

1. Sup Init: ______ Date: /_____/_____ Duration: _______ □ Individual □ Group
2. Sup Init: ______ Date: /_____/_____ Duration: _______ □ Individual □ Group
3. Sup Init: ______ Date: /_____/_____ Duration: _______ □ Individual □ Group

Type of Experience (check one):
___ Supervised Independent Fieldwork ___ Practicum ___ Intensive Practicum

Experience Hours Accumulated During This Supervisory Period (complete all four lines)

A) Number of independent experience hours accumulated (excluding time with supervisor):_____
B) Number of individual supervision hours accumulated:_____
C) Number of small-group supervision hours accumulated:_____
D) Total experience hours accumulated (add lines A through C):_____

Of the hours listed above, state the number spent in direct implementation of behavioral programs ______

Characteristics of Supervision Conducted During This Supervisory Period (check all that apply)

_____ BACB Task List skills covered (list Task numbers): _____________________________
_____ Readings: ________________________________________________________________
_____ Specific client(s) discussed ______ Observation of supervisee (video)
_____ Client privacy protected ______ Supervisor discussion & feedback (in person)
_____ Observation of supervisee (in-person) ______ Supervisor discussion & feedback (remote)
Evaluation of Supervisee Performance:

S – satisfactory    NI - needs improvement    U - unsatisfactory    N/A – not applicable

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Supervisor 1</th>
<th>Supervisor 2</th>
<th>Supervisor 3</th>
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<tbody>
<tr>
<td>Arrives on time for supervision</td>
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<td></td>
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<tr>
<td>Maintains professional and courteous interactions with:</td>
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<tr>
<td>Clients/consumers</td>
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<tr>
<td>Other service providers</td>
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<tr>
<td>Coworkers</td>
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<tr>
<td>Maintains appropriate attire &amp; demeanor</td>
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<tr>
<td>Initiates professional self-improvement</td>
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<td>Accepts supervisory feedback appropriately</td>
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<td>Seeks supervision appropriately</td>
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<td>Timely submission of written reports</td>
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<td>Communicates effectively:</td>
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<td>Written</td>
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<tr>
<td>Oral</td>
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<td>Demonstrates appropriate sensitivity to nonbehavioral providers</td>
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<td>Supervisee self-detects personal limitations</td>
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<tr>
<td>Supervisee self-detects professional limitations</td>
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<tr>
<td>Acquisition of target behavior-analytic skills</td>
<td></td>
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<tr>
<td>Overall evaluation of supervisee performance this period</td>
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</table>

1. Supervisor signature: ___________________________                      Date: __________

2. Supervisor signature: ___________________________                      Date: __________

3. Supervisor signature: ___________________________                      Date: __________

TO BE COMPLETED EACH SUPERVISORY PERIOD – BACKDATED FORMS ARE NOT ACCEPTABLE. DO NOT SUBMIT THIS FORM TO THE BACB WITH EXAM APPLICATION. SUPERVISOR AND SUPERVISEE MUST EACH RETAIN A COPY FOR AT LEAST 7 YEARS FROM THE DATE OF THE LAST SUPERVISION MEETING.

EDUC 6200: Master’s Project
EDUC 6910: Project 1
EDUC 6920: Project 2
EDUC 6930: Project 3
For more information about UVU’s School of Education Graduate Studies, please contact:

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School of Education
(801) 863-6722
Debora.escalante@uvu.edu