

UTAH VALLEY UNIVERSITY

SCHOOL OF EDUCATION

GRADUATE PROGRAMS

2025-2026

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 in a variety of educational settings.


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Message from the Dean

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



The graduate programs in the School of Education are developed to provide you with exceptional academic preparation and relevant clinical experiences in your field.

We currently offer a Master of Education (M.Ed.) degree with programs in Advancement in Teaching and Learning, Endorsement Plus, Applied Behavior Analysis, K-12 Educational Leadership, Higher Education Leadership and School Counseling. We also offer a Master of Arts in Teaching (M.A.T.) in Secondary Education 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 programs 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 program at UVU. It includes needed and useful information about your program and 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

UVU EDUCATION MASTER'S PROGRAMS

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.

To support the vision and mission of the University, UVU's Master of Education Degree (M.Ed.) and Master of Arts in Teaching Degree (M.A.T.) are designed to build the instructional skills and professional competency of educational leaders at all levels. The MEd and MAT programs seek 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.

UVU School of Education programs, including all licensure programs within the Master of Education are accredited by the Association for Advancing Quality in Teacher Education (AAQEP). AAQEP accreditation is designed to promote excellent, effective, and innovative educator preparation committed to evidence-based improvement and enjoying high 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 seven primary programs for participants within the UVU Master of Education program:

- 1) [Applied Behavior Analysis*\(ABA\)](#)
- 2) [Endorsement Plus Program**](#)
- 3) [Higher Education Leadership](#)
- 4) [K-12 Education Leadership](#)
- 5) [School Counseling](#)
- 6) [Advancement in Teaching and Learning](#)
- 7) [Secondary Education M.A.T.](#)

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*The Applied Behavior Analysis (ABA) program will prepare students to work with individuals with Autism Spectrum Disorder (ASD) and other neurodevelopmental disabilities.

M.Ed. and M.A.T. Degree Requirements

Completion of the Master of Education (MEd) or Master of Arts in Teaching (M.A.T.) Degree requires successful completion of 30 credit hours of coursework (37 credits for Applied Behavior Analysis, 51 credits for School Counseling).

- All program requirements must be completed within five (5) years of the start date. (Secondary Education M.A.T. within 6 years)
- At least two-thirds of 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. (Except for Advancement in Teaching & Learning M.Ed. and Endorsement Plus M.Ed. programs, which require a C- or better, with a cumulative 3.0 gpa required for graduation).
- A culminating [Master's Project/Capstone](#) must be completed for each area of program and is required for graduation.
- Students may elect to complete a [Master's Thesis](#) in place of the Master's Project, with the approval of the SOE Graduate Program Director. One printed copy of the completed thesis must be submitted to the UVU School of Education.

Master of Education Programs

APPLIED BEHAVIOR ANALYSIS, M.Ed.

ABA students have a unique chance to work with the Melisa Nellesen Center for Autism at UVU. The center provides engaged learning opportunities with laboratory classrooms which operate as the practicum site for some students in the ABA program. UVU's 37 credit, face-to-face M.Ed. 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 10 courses (30 credits of course work) and 7 credits (5 semesters) of approved Practicum Experience (minimum of 1000 hours).

ABA Curriculum

The program can be completed in six 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 to register for courses.

Practicum Requirements

Students must complete 1500 supervised experience hours at an approved practicum site. Students must accrue 18-20 hours per week to meet the 1500-hour requirement over four semesters. It is recommended that students accrue 20 hours per week for 16 weeks (about 3 and a half months) at their approved site. The supervisory period is one month. To count experience hours within any given supervisory period, supervisees must be supervised at least six times during that period for no less than 10% of the total hours spent in practicum. For example, 20 hours of experience would include at least 2 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 for a resident is \$359.00. To help cover the cost of the practicum hours, a course fee is associated with the ABA courses EDAB 6890R, EDAB 6990R and EDAB 6300. The class fee for each of these courses during the 2025-2026 academic year is \$600.

You	Approximate number of hours after four (4) semesters	
	Field Practicum (max)	20 hours per week for 16 weeks x 4 semesters
	Individual supervision	60 minutes per week for 16 weeks x 4 semesters
	Group supervision	45 minutes per week for 16 weeks x 4 semesters
		1280 hours*
		64 hours*
		48 hours*

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.

Applied Behavior Analysis, M.Ed. Course Map

First Year		
SUMMER SEMESTER 1		CREDIT HOURS
EDAB 6010	ABA Concepts and Principles	3
EDAB 6020	Ethics and Professional Competencies in Applied Behavioral Analysis	3
EDAB 6890R	ABA Supervision Seminar	1
	Credit Hours	7
FALL SEMESTER 1		
EDAB 6100	Group Research Design in ABA	3
EDAB 6030	Developing and Changing Behaviors	3
EDAB 6890R	ABA Supervision Seminar	1
	Credit Hours	7
SPRING SEMESTER 1		
EDAB 6040	Measurement in Single Subject Design	3
EDAB 6050	Functional Behavior Assessment and Treatment	3
EDAB 6890R	ABA Supervision Seminar	1
	Credit Hours	7
Second Year		
SUMMER SEMESTER 2		
EDAB 6300	Thesis Proposal Seminar	3
	Credit Hours	3
FALL SEMESTER 2		
EDAB 6070	Training Supervision and Performance Monitoring in Applied Behavior Analysis	3

EDAB 6220	Foundational Philosophy and Concepts in Radical Behaviorism	3
EDAB 6990R	ABA Master's Thesis	1
	Credit Hours	7
SPRING SEMESTER 2		
EDAB 6210	Basic Behavior Analysis	3
EDAB 6990R	ABA Master's Thesis	3
	Credit Hours	6
	Total Credit Hours	37

Program Learning Outcomes (PLO's)		
1	Address problem behavior with functional assessment and behavior support planning that meets best practice standards in applied behavior analysis.	
2	Develop a comprehensive treatment plan that meets best practice standards in Applied Behavior Analysis.	
3	Identify appropriate forms of measurement and data display to make informed clinical decisions.	
4	Develop training and performance monitoring for staff and other stakeholders.	
5	Demonstrate ethical conduct in their professional practice.	

[See Appendix A for Master's Project info](#)

ENDORSEMENT PLUS EMPHASIS, M.Ed.

Teachers who complete all required coursework and earn an endorsement in, Gifted Education, Educational Technology, ESL, Elementary Mathematics, Reading I or Elementary STEM through UVU or other university programs that offer 5000/6000 level credit for endorsement courses can apply up to 9 of the endorsement credits earned toward the Master of Education degree.

To qualify for this program, the individual must show proof of the earned endorsement from the Utah State Board of Education and transcripts with the 5000/6000 level credit prior to starting the MEd program.

A four-semester program designed with summer and evening coursework for working educators.

Endorsement Plus Emphasis, M.Ed. Course Map

First Year	Credit Hours
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Students bring in 9 credits from 5000 level courses earned through state endorsement.		9
	Credit Hours	9
SUMMER SEMESTER 1		
EDUC 6100	Research Methodology	3
EDUC 6300	Curriculum Design	3
	Credit Hours	6
FALL SEMESTER		
EDUC 6400 OR EDUC 6330	Contemporary Issues in Teacher Leadership OR Strategies for Working with Diverse Learners	3
EDUC 6320	21st Century Instruction and Assessment	3
	Credit Hours	6
SPRING SEMESTER		
EDUC 6415 OR EDUC 6411	Global Issues in Teaching and Learning OR Instructional Coaching	3
EDUC 6110	Applied Statistics for Education	3
	Credit Hours	6
Second Year		
SUMMER SEMESTER 2		
EDUC 6490	Masters Project	3
	Credit Hours	3
	Total Credit Hours	30

Program Learning Outcomes (PLO's)	
1	Engage in research on advancement in teaching and learning in K-12 schools.
2	Apply knowledge and skills to advance teaching and learning in K-12 schools.
3	Demonstrate professionalism to support student learning in K-12 schools.

[See Appendix A for Master's Project info](#)

HIGHER EDUCATION LEADERSHIP, M.Ed. or Graduate Certificate

The Higher Education Leadership program in the Master of Education (MEd) is designed to prepare competent and compassionate leaders to serve in various careers in higher education.

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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 or interested in becoming higher education practitioners to layer their work into the classroom environment and learn from both instructors and peers. Students will implement approaches they are learning in class to their everyday practice in higher education.

Higher Education Leadership M.Ed. Course Map

First Year		
SUMMER SEMESTER 1		CREDIT HOURS
EDUC 6100	Research Methodology	3
EDHE 6410	Foundations and Contexts of Higher Education	3
	Credit Hours	6
FALL SEMESTER 1		
EDUC 6110	Applied Statistics for Education	3
EDHE 6420	Humanizing Higher Education	3
	Credit Hours	6
SPRING SEMESTER 1		
EDHE 6430	Student Success and Development	3
EDHE 6440	Leadership in Higher Education	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	7
Second Year		
SUMMER SEMESTER 2		
EDHE 6450	Law-Policy-Ethics in Higher Education	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	4
FALL SEMESTER 2		
EDHE 6460	Planning-Budget-Organizational Effectiveness	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	4
SPRING SEMESTER 2		
EDHE 6200	Higher Education Leadership Capstone Project	3
	Credit Hours	3
	Total Credit Hours	30

Higher Education Leadership Graduate Certificate Course Map

First Year		
SUMMER SEMESTER 1		CREDIT HOURS
EDUC 6100	Research Methodology	3
EDHE 6410	Foundations and Contexts of Higher Education	3
	Credit Hours	6
FALL SEMESTER 1		
EDUC 6110	Applied Statistics for Education	3
EDHE 6420	Humanizing Higher Education	3
	Credit Hours	6
SPRING SEMESTER 1		
EDHE 6430	Student Success and Development	3
EDHE 6440	Leadership in Higher Education	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	7
Second Year		
SUMMER SEMESTER 2		
EDHE 6450	Law-Policy-Ethics in Higher Education	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	4
FALL SEMESTER 2		
EDHE 6460	Planning-Budget-Organizational Effectiveness	3
EDHE 6960R	Higher Education Leadership Capstone	1
	Credit Hours	4
SPRING SEMESTER 2		
EDHE 6200	Higher Education Leadership Capstone Project	3
	Credit Hours	3
	Total Credit Hours	30

Program Learning Outcomes (PLO's)

1	Evaluate performance of academic programs, institutional services, and overall university mission fulfillment.
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2	Assess principles of strategic resource allocation for both operations and capital facilities at the institutional level.
3	Analyze issues of diversity, inclusion, exclusion, discrimination, access and outcomes in higher education using systems thinking.
4	Implement best practice regarding the interaction between law, policy, and ethics in the higher education context.
5	Apply student development and retention theories to research and practice.

[See Appendix A for Master's Project info](#)

K-12 EDUCATION LEADERSHIP, M.ED. OR GRAD CERT

The K-12 Education Leadership program will allow educators with successful workplace experience and knowledge to pursue the coursework and practice for school leadership.

Upon completion students are prepared to apply for a USBE school leadership license. Candidates are required to complete structured and supervised practicum experiences to develop competencies required by the USBE. K-12 educators with an earned MEd can pursue a streamlined certificate program, which meets state licensure requirements.

The MEd program in K-12 Educational Leadership is based on the Utah Educational Leadership Standard Revisions and the Professional Standards for Educational Leaders. It prepares educational leaders for elementary and secondary schools, and for district administration. The leadership program is aligned with Utah State 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 seven general areas:

- I. Visionary Leadership
- II. Teaching and Learning
- III. Management for Learning
- IV. Community Engagement
- V. Ethical Leadership
- VI. School Improvement
- VII. Equity and Cultural Responsiveness

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

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K-12 Educational Leadership M.Ed. and Graduate Certificate Clinical Work and Graduation Requirements

Clinical Experiences

1. **Required State Competencies.** Eleven clinical competencies are required by the USBE for licensure.
 - o Some of these will be completed as class assignments, though conducted with mentors outside of class. The rest will be completed by each student independently.
 - o All of these required clinical competencies require a mentor signature of verification on the State Competencies Verifications sign-off form.
 - o (Students are required to score at the “2” level—“demonstrates competency at expected level” on these competencies to meet program expectations for graduation and licensure.)
2. **Independent Clinical Experiences.** Students need to complete a minimum of 200 hours of independent clinical experiences beyond the course-based experiences.
 - o These experiences are self-selected, in consultation with faculty and mentors.
 - o They are arranged by the student to provide a balanced set of experiences across the state competencies and UELS with significant experiences outside of their own schools and at both elementary and secondary levels.
3. **EDLE 696R (Master’s Project I, II, and III credits).** For master’s degree students, completing and submitting Graduation Requirements 2, 3, 4, and 5 (listed below) will constitute much of the coursework for EDUC 6490 (Master’s Project). For Graduate Certificate students, these items will be submitted and evaluated in EDLE 696R (3rd credit). (Students are required to score at the “2” level—“demonstrates competency at expected level” on clinical logs to meet program expectations for graduation and licensure.)
4. **Timing.** Clinical experiences can be completed at any time during the program, in consultation with mentors and faculty.
5. **Clinical** Students log their clinical experiences in an Excel clinical log which is maintained permanently in students’ individual clinical channel in Microsoft Teams. (Students are required to score at the “2” level—“demonstrates competency at expected level” on clinical logs to meet program expectations for graduation and licensure.)

Graduation Requirements

1. **Courses.** Successfully complete all required courses at a 3.0 grade or higher.
2. **Clinical Logs and State Competencies.** (Students are required to score at the “2” level—“demonstrates competency at expected level” on their clinical log and state competencies to meet program expectations for graduation and licensure.)
 - o Submit a log of all independent clinical experiences, meeting program specifications.
 - o Submit the 11 Independent Required Clinical Competencies Sign-off Forms with mentor signatures.

3. **Competency and Capstone Experience Reflection.** (Students are required to score at the “2” level—“demonstrates competency at expected level”-- on this reflection to meet program expectations for graduation and licensure.)
 - o As a comprehensive review of their clinical growth, students will prepare a reflection on their growth in the eleven state competency areas and in their Capstone Experience. (8-10 pages).
 - o The reflection will share highlights of growth experiences.
 - o The reflection should highlight the Capstone Experience in addition to the eleven competencies.
4. **Final Graduation Presentation Video.** At the end of the program, candidates' will prepare a 10-minute video presentation of their capstone project and clinical work to share with other candidates, students, and graduate faculty.
5. **Praxis Exam.** All students must pass the Praxis exam required by the state prior to program completion.
6. **Dispositions.** Students will self-evaluate regarding the program Dispositions at the beginning of their program.
 - o Mentors and faculty will conduct a mid-program evaluation of students' performance on the dispositions, and again at the end of the program.
 - o Students are required to score at the “2” level—“demonstrates competency at expected level” on all dispositions to graduate and be recommended for licensure.
 - o If a student does not meet the disposition requirements at any point in the program, faculty or the program director may initiate a review and intervention plan as appropriate.
7. **Mentor Evaluative Feedback.** Clinical mentors will provide feedback to UVU online, based on the competencies and the UELS. (Students are required to score at the “2” level—“demonstrates competency at expected level” on mentor feedback to meet program expectations for graduation and licensure.)
8. **Faculty Final Evaluation.**
 - o **UELS Evaluation.** Faculty and the program director will conduct an evaluation of candidates preparation and competency, based on the competencies and the (Students are required to score at the “2” level—“demonstrates competency at expected level” on the final faculty UELS evaluation to meet program expectations for graduation and licensure.)
 - o **Review of Program Requirements.** Faculty and the program director will review all elements of students' programs to make a final determination to recommend the student for licensure or not.
9. If a student fails to meet graduation requirements, the Program Director will review the student's program and performance, and meet with the student to determine what, if any, plan might be implemented to help them meet the graduation requirements.

K-12 Education Leadership Certificate Course Map (3 semesters)

First Year		
SUMMER SEMESTER		CREDIT HOURS
EDLE 6120	Personal Leadership and Organizational Design	3
EDLE 6170	Leading Change/Innovation/Educational Entrepreneurship Modified Course	3

EDLE 6960R	Clinical Portfolio	1
	Credit Hours	7
FALL SEMESTER		
EDLE 6130	School Operations and Management-Finance/Law/Safety Modified Course	3
EDLE 6140	Instructional Leadership Modified Course	3
EDLE 6960R	Clinical Portfolio	1
	Credit Hours	7
SPRING SEMESTER		
EDLE 6150	School Operations and Management-Communication/Planning/HR/Evaluation Modified Course	3
EDLE 6160	Developing Positive School and Community Culture Modified Course	3
EDLE 6960R	Clinical Portfolio	1
	Credit Hours	7
	Total Credit Hours	21

Program Learning Outcomes (PLO's)	
1	Demonstrate competency in the development, articulation, implementation, and stewardship of a shared vision for education.
2	Demonstrate competency in supporting teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment.
3	Demonstrate competency in managing school operations and resources.
4	Demonstrate competency in engaging families and the community in order to create an inclusive, caring, safe, and supportive school environment.
5	Demonstrate competency in acting ethically and professionally in leadership, and honoring the heritage and background of each student, promoting the equity of educational opportunity for all students.
6	Demonstrate competency to act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.

Master of Education in K-12 Education Leadership, M.Ed. Course Map (4 semesters)

The M.Ed. in K-12 Educational Leadership follows the SAME course sequence as the K-12 Graduate Certificate, plus one additional summer semester as follows:

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Second Year		
SUMMER SEMESTER 2		
EDUC 6490	Masters Project	3
EDUC 6110	Applied Statistics for Education	3
EDUC 6100	Research Methodology	3
	Credit Hours	9
	Total Credit Hours	30

Program Learning Outcomes (PLO's)	
1	Analyze the development, articulation, implementation, and stewardship of a shared vision for education.
2	Examine coherent systems of curriculum, instruction, and assessment through course-based learning activities and clinical experiences.
3	Examine school operations and management of resources through course-based learning activities and clinical experiences.
4	Engage families and the community to create an inclusive, caring, safe, and supportive school environment through course-based learning activities and clinical experiences.
5	Promote ethical and professional behavior in leadership, and educational opportunity for all students.
6	Apply appropriate educational research and statistical methods to critiquing current research in the field.

[See Appendix A for Master's Project info](#)

SCHOOL COUNSELING, M.Ed.

The Master of Education in School Counseling (MEdSC) program prepares individuals to provide school counseling services in grades K-12 in public and private schools, as well as work in related fields at universities or colleges. Students will gain skills in career development and the college and career readiness process; dropout prevention with social and emotional supports; collaborative classroom instruction; systemic program management; ethical, legal, and professional standards; and individual and group counseling for diverse populations; they will also gain skills in working more effectively with schools and the community. Graduates will be

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eligible for professional licensure as a school counselor in the state of Utah upon completion of the Praxis with the required qualifying score.

School Counseling, M.Ed. Course Sequencing

Classes are offered in various flexible modalities depending on the course.

First Year		
SUMMER SEMESTER 1		CREDITS
EDCO 6010	Foundational Principles of School Counseling	3
EDCO 6020	Ethics and Professional Competencies of School Counseling	3
EDUC 6110	Applied Statistics for Education	3
	Credit Hours	9
FALL SEMESTER 1		
CMHC 6010 or EDCO 6090	Theories of Counseling or Theories of Counseling in the Schools	3
CMHC 6020 or EDCO 6080	Techniques of Counseling or Counseling Theories and Techniques	3
EDCO 6100	Research and Evaluation	3
	Credit Hours	9
SPRING SEMESTER 1		
CMHC 6070 or EDCO 6070	Group Counseling or Group Counseling in the Schools	3
EDCO 6030	Career Counseling	3
EDCO 6710	School Counseling Practicum	3
	Credit Hours	9
Second Year		
SUMMER SEMESTER 2		
CMHC 6060	Psychological Assessment	3
CMHC 6160	Human Development	3
EDCO 6040	Multicultural Counseling	3
	Credit Hours	9
FALL SEMESTER 2		
EDCO 6050	Interventions in Schools	3
EDCO 6060	College and Career Readiness	3
EDCO 6890R	School Counseling Internship	3
	Credit Hours	9
SPRING SEMESTER 2		
EDCO 6890R	School Counseling Internship	3
EDUC 6311	Introduction to Special Education	3
	Credit Hours	6

	Total Credit Hours	51
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Program Learning Outcomes (PLO's)		
1	Describe the history and development of school counseling including local and national school counseling models	
2	Know the major theories regarding physical development through the lifespan	
3	Develop competency in legal and ethical considerations specific to school counseling	
4	Explain the purposes and theories of individual and group counseling	
5	Implement interventions to promote college and career readiness	
6	Recognize the various types of assessments specific to P-12 education	
7	Use data to advocate for programs and students	

[See Appendix A for Master's Project info](#)

ADVANCEMENT IN TEACHING AND LEARNING EMPHASIS, M.Ed.

The Advancement in Teaching and Learning 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.

Advancement in Teaching and Learning Emphasis, M.Ed. Course Sequencing

Classes are offered in various flexible modalities depending on the course.

First Year		
SUMMER SEMESTER 1		CREDIT HOURS
EDUC 6100	Research Methodology	3
EDUC 6412	Adult Learning--Theory and Practice	3
EDUC 6300	Curriculum Design	3
	Credit Hours	9
FALL SEMESTER		

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EDUC 6320	21st Century Instruction and Assessment	3
EDUC 6330	Strategies for Working with Diverse Learners	3
EDUC 6400	Contemporary Issues in Teacher Leadership	3
	Credit Hours	9
SPRING SEMESTER		
EDUC 6415	Global Issues in Teaching and Learning	3
EDUC 6110	Applied Statistics for Education	3
EDUC 6411	Instructional Coaching	3
	Credit Hours	9
Second Year		
SUMMER SEMESTER 2		
EDUC 6490	Masters Project	3
	Credit Hours	3
	Total Credit Hours	30

Program Learning Outcomes (PLO's)	
1	Engage in research on advancement in teaching and learning in K-12 schools.
2	Apply knowledge and skills to advance teaching and learning in K-12 schools.
3	Demonstrate the ability to support the professional growth and development of educators in K-12 schools.

[See Appendix A for Master's Project info](#)

Master of Arts in Teaching

MASTER OF ARTS IN TEACHING - SECONDARY EDUCATION, M.A.T.

Students choosing to complete their Master of Arts in Teaching (M.A.T.) degree with an emphasis in Secondary Education will not be admitted to this program if they have not received their USBE Secondary Teaching license.

Secondary Education M.A.T. Course Sequencing

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Classes are offered in various flexible modalities depending on the course.

Full Program		
SUMMER SEMESTER		CREDIT HOURS
EDUC 6311	Introduction to Special Education	3
EDUC 6321	Instruction Technology Assessment Planning	3
EDUC 6663	Literacy in the Content Area	3
	Credit Hours	9
FALL SEMESTER		
EDUC 6202	Creating and Managing a Learning Environment	3
EDUC 6410	Contemporary Issues (Or a Content Methods Course***)	3
EDUC 6330	Strategies for Working with Diverse Learners	3
	Credit Hours	9
SPRING SEMESTER		
EDUC 6415	Global Issues in Teaching and Learning (Or a Content Methods Course***)	3
EDUC 6204R	Capstone Project	3
EDUC 6203R	Student Teaching Graduate Licensure	6
	Credit Hours	12
	Total Credit Hours	30

***Content methods course must be 5000 level or higher to apply

Program Learning Outcomes (PLO's)	
1	Demonstrate attention to the impact of unique learner characteristics on development and growth.
2	Demonstrate clarity in how to effectively plan for student learning and engagement.
3	Apply high quality instructional practices to meet the learning needs of 7-12 students.
4	Create academic, physical, social and emotional conditions to support student centered environments.
5	Demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities.

[See Appendix A for Master's Project info](#)

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APPEL

The School of Education Graduate Education Department offers several courses to educators enrolled in the Alternative Pathway to Professional Educator License (APPEL).

You will achieve a teaching license through APPEL. Your local school district will give you a Professional Learning Plan (PLP) for APPEL Pedagogy Courses.

APPEL pedagogy courses are administered by UVU, while APPEL-SpEd courses are administered through local education agencies (e.g., schools/districts) where educators are encouraged to work with their APPEL program advisors. Please note that registration is not through the general Utah Valley University course registration.

Registration for APPEL-SpEd will only be available through this [website](#).

Please note current APPEL course at UVU are focusing on secondary teaching even though those that pursue elementary teaching license may register.

EDUC 5320: Instruction, Technology, Assessment, Planning

Hybrid | \$1000 | 3 Credits | Summer

EDUC 5311: Introduction to Special Education

Online | \$1000 | 3 Credits | Summer

EDUC 5663: Literacy in Content Area (For Secondary/CTE License areas only)

Online | \$1000 | 3 Credits | Summer

EDUC 5202: Creating and Managing a Learning Environment

Online | \$1000 | 3 Credits | Fall

EDUC 5330: Strategies for Working with Diverse Learners.

Hybrid | \$1000 | 3 Credits | Fall

For more information about the APPEL pedagogy courses, APPEL eligibility, or other licensure questions email appel@schools.utah.gov

Academic Procedure

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.

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Financial Aid

Students can begin to apply for Financial Aid before they are admitted to the MEd or MAT/MAT 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 or MAT/MAT programs may apply for credits of independent study (for a total of 3 credits over the course of the program) 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 Program Director 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 for credit based on relevance to the UVU MEd/MAT 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 or MAT/MAT degree program:

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

- No more than one-third of the overall credit total may transfer
- UVU School of Education Graduate office must approve any transfer credits. It is the student's responsibility to provide all official transfer credits to the graduate office.
- Coursework completed over five (5) years before 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 to post 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 or MAT 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 Programs
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 etranscript@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 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 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 or MAT 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 (3) 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.
4. Default on short-term loans.

Academic Probation

The Graduate Procedures Committee has determined that students in the MEd or MAT 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 or MAT student on Academic Probation.
- All incomplete work must be completed and submitted to the instructor within one (1) 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 or MAT 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.

Leave of Absence

A [leave of absence](#) from the MEd or MAT 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 Graduate Director. You must also file a leave of absence with the university.

To resume your MEd or MAT studies, you should contact the MEd Graduate Program 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. 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 to post 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 those 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 Go to Wolverine Track link located on the right side of the screen at the top, to launch Wolverine Track.
3. In the Wolverine Track window, click on the 'Apply for Graduation' link (located under Degree Progress bar—the row should be highlighted in yellow).
4. In the Graduation Application window, read and answer all text and questions provided on each page.
5. Pay the application fee.
6. 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 (3) 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.

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

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 graduation requirements during the semester in which they apply must reapply for graduation later.

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 \$220.00

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 or MAT classes or for guidance as you progress through the program. You may contact our Graduate Advisor, Brianna Larson, at Brianna.Larson@uvu.edu or (801) 863-4911 for help.

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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 and clubs 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.

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 or MAT students must complete a culminating project as evidence of learning in the program. The content and organization of the final project may vary according to the program in the degree.

Applied Behavior Analysis M.Ed., Master's Project Portfolio

Participants in the Applied Behavior Analysis, M.Ed. 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 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 1500 cumulative hours of practicum experience.
3. Signed Experience Verification Form: Required for application to sit for the BCBA exam, this form should be signed by ALL supervisors.
4. SAFMEDS: Cumulative record graphs of SAFMEDS completed during each semester of ABA core courses.
5. BDS Modules: Screenshot of record of completion of BDS Modules assigned during the graduate program.
6. Case presentations: Portfolio should include 6 case studies, completed throughout practicum. Case study topics will be assigned each semester.

7. Ethics problem-based learning examples: 3 examples of problem-based learning based on the BCBA's Ethics Code for Behavior Analysts.
8. Assessment Report and Treatment Plan: Complete report of a behavior analytic assessment process including goals that were developed based on assessment result.
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 BCBA. 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 and tools to assess competent performance and skill maintenance.

Endorsement Plus and Advancement in Teaching and Learning's 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

For your culminating project, you will choose an area of interest related to your 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 review 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 regarding 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 theoretical articles and empirical studies and 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

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 program, 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 III.

Project III (Chapter 3): Assessment for Learning

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 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 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.
- b) **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.
- c) **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).
- d) **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?
- e) **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.

Higher Education Leadership, M.Ed. 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)

Students in the Higher Education Leadership program 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 regarding 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.

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 a group of key stakeholders for your topic area.** For this project, you will write a brief introduction, describing the assignment you chose to focus on from one of your classes, and explain how you will expand and apply it 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.

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 literature.

K-12 Education Leadership Program Master's Project

Clinical Experiences

Some clinical experiences will be completed as course assignments during the program. Individual clinical experiences can be completed at any time during the program but will be expected to be concentrated in the second year for degree students. The experiences will take place throughout the program, and more intensively throughout the second year of the program for degree students. Students will arrange for these experiences in their own and other schools.

Capstone Clinical Experience

- Criteria
- An in-depth administrative experience within UELS standard(s)
- A sustained and focused involvement in a project within an existing school or district
- A sustained collaboration with an administrator or group of administrators
- A considerable time involvement
- Work outside of the student's current assignment
- Appropriate documentation of activity and outcomes
- A discussion highlighting the experience in the Strand Reflections
- A discussion of the project included in the final presentation
- Advance approval by professor and mentor

Reflections and Final Presentation

As a comprehensive review of their clinical work, students will prepare a 2–3-page written reflection for each competency area and how their clinical experiences address competency in the seven UELS areas. The reflections should highlight the Capstone Experience and other key learnings and experiences.

School Counseling, M.Ed. Program Internship

School Counseling Practicum (Projects I, II, and III)

(completed in Spring 1 of the MEd program)

- Practicum is a 100-hour field experience that occurs during the Spring semester of a student's first year in the program. This experience provides students with an opportunity to shadow a school counselor at a local school and directly apply concepts and principles learned in coursework.
- In November, the School Counseling Coordinator will hold a practicum information meeting to discuss the process for lining up a practicum site and what the practicum requirements will be.

School Counseling Internship (Master's Project and Masters Project 2)

(completed in Fall 2 and Spring 2 of the MEd program)

Internship is a 600-hour field experience that occurs during the final year of the program across two academic semesters. The internship gives students the opportunity to gain first-hand experience in a School Counseling office and have an up-close view of the day-to-day responsibilities of a counselor as outlined in the Utah Comprehensive Counseling & Guidance Plan.

Secondary Education, M.A.T. Program Master's Project

EDUC 6204R – Capstone Project class

This is a required course for education majors that pursue a teaching license and a master's degree at the same time. Students must pass (1) the Teacher Assessment Project required for Utah licensure, while completing (2) an action research component to graduate with a master's degree. This course integrates previous coursework and current student teaching or internship experience. This course includes designing, teaching and assessing a comprehensive learning segment in a content area. This course also focuses on professional analysis and using action research to reflect. As a summative assessment for program completers, this course meets the USBE's new competency standards, fulfilling all application and demonstration criteria.

The action research portion is required for masters-level students and supplements the required Teacher Assessment Project necessary for licensure. Students will choose an area for action research in which they would like to explore or improve. They will create a research question, write a small literature review using scholarly work and mentor texts, design a small-scale research plan, implement the plan, analyze qualitative or quantitative data, and reflect on the success of the plan. They will be able to choose a preferred format for sharing findings in one of three structured ways: as an audio-visual presentation, a short academic paper, or as a narrative-style account.

Collaborative Institutional Training Initiative (CITI)

All students involved in human subjects' research at UVU must complete the "Student Researcher" certification on the Collaborative Institutional Training Initiative (CITI) website. It should take approximately one hour to complete. This will provide valuable 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 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.

Appendix B: BCBA Information



Utah Valley University's Master of Education program 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. Students must spend 20 hours each week engaging in appropriate practicum activities as defined by the Behavior Analyst Certification Board (BCBA). 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 37 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 10 courses (30 credits of course work and 7 credits (6 semesters) of approved Practicum Experience (minimum of 1500 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 program 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 your supervisee's technical competence.
- 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 BCBA.
- 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 bodies related to your discipline.
- 6) Periodic reviews of candidate performance with the student, instructor, and supervisor.

Appropriate Activities and Settings

Although several 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 must practice behavior-analytic activities.

The BCBA 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 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 BCBA, 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 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 several 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 [BCBA](#) website first to make sure the answers are not already covered. For course-related questions not covered below, please contact the lead instructor or the practicum coordinator.

1. 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 BCBA and guidelines for this course, students must 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.

2. 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 your supervisor is ill and cannot sign the required documentation, please contact your practicum coordinator. We may request an email from your supervisor stating that they were ill.

3. 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 out. Additionally, UVU courses (like 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.

4. Can a student have multiple supervisors?

- The BCBA encourages each student to have more than one supervisor and/or practicum setting to enhance the breadth and scope of their clinical experience

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