

SCHOOL OF EDUCATION PROGRAMS

MASTER OF ARTS IN COMMUNITY AND ORGANIZATIONAL LEADERSHIP (MACOL)

Faculty

- Peggy Cain, Program Director

This program prepares graduates for leadership positions in a variety of community organizations and settings. It prepares them to develop deeper relationships with community members, organize grassroots efforts and dialogue, lead and manage non-profit organizations, business human resources programs, social service and community outreach programs, advocate in public policy arenas, and communicate with and teach relevant audiences. Students will be prepared to work in settings such as: non-profit organizations, advocacy groups, community organizing and outreach, government public affairs departments, social service agencies, business and nonprofit human resources, public education outreach, environmental organizations, public health, economic development, corporate foundations, philanthropy, arts organizations, religious communities, ethnic affairs programs, elected offices, and community planning. Students also have the option of selecting a specialized track within the program: Organizational Leadership with Diversity, Equity and Inclusion Emphasis, which prepares graduates for organizational leadership positions including human resources, the Trauma and Restorative Justice Emphasis, which prepares graduates to understand impacts of trauma and integrate trauma-informed and restorative practices, or the highly-customizable Comprehensive Track.

Philosophy Statement

Democracy is strongest when informed citizens participate actively in decision-making in their communities. This program aims to strengthen and improve the work of many types of community groups and organizations working to help people meet their basic needs, inform citizens on issues, and involve people in decision-making through advocacy efforts and community organizing. The program structure models the collaborative philosophy that undergirds the program. The program is cross-disciplinary, incorporating faculty from various disciplinary backgrounds. The program also integrates the expertise of members of the community through an advisory board, class placements with community organizations, guest speakers, and team teaching with local experts. Classes in the program build on the life and work experience that students bring to the program. Classes are highly experiential and active. Class assignments are often competency-based, incorporating real-life tasks similar to those students encounter in their jobs and community settings. Some class projects will serve specific community organizations. The Capstone Project will integrate students' learning from the entire program and provide an opportunity to design an in-depth project tailored to the students' interests and professional goals that serves the needs of a particular organization or group in the community. Graduates of the program will be equipped with specific skills and knowledge to serve the community today, as well as the ability to learn, reflect, and adapt to the rapidly-changing contexts in which they will be working. The program content is organized within the following program standards:

Leadership: Students will demonstrate skills in leading formal organizations (non-profit, government, philanthropy) and informal community efforts.

Management: Students will demonstrate skills in managing formal organizations (non-profit, government, philanthropy) and informal community efforts.

Community Development, Organizing and Advocacy: Students will demonstrate skills in conducting research in communities, and use those skills to effectively and creatively facilitate participatory decision-making, community organizing, and advocacy in public policy arenas.

Communication: Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

Critical Thinking: Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

Collaboration: Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

Creativity: Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

Program Description

Program content is organized into core classes, elective classes, and a capstone project or internship. The core has three parts: community organizing and advocacy, leadership and management, and communications. Students may complete the 21-hour core and receive a Certificate in Community Leadership. For those wishing to pursue the Master of Arts, elective options enable students to specialize in one of three areas, choose a mixture of courses, or to pursue Organizational Leadership with Diversity, Equity, and Inclusion (DEI) Emphasis, Trauma and Restorative Justice Emphasis, or Comprehensive Track. The capstone experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to serve a community organization.

Program Requirements

Students must complete the 21-hour core to receive the Certificate in Community Leadership. A minimum of 35 credit hours is required for graduation with the Master of Arts degree. A maximum of nine credit hours of graduate-level transcribed credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster's graduate programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Although a minimum of 35 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

Retention in the Program

School of Education courses may only be repeated once. The student must:

- Design and file an acceptable program plan with the Program Director.

- Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

To be eligible for a master’s degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward a degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Graduate Certificate in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	21	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 651E The Nonprofit Organization	2	
MBA 625C Leadership and Decision Making	2	
Take one of the following courses:		
MACOL 622 Program Planning and Evaluation	3	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
Total Hours for the Certificate in Community & Organizational Leadership	21	

Graduate Certificate in Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	9	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
Total Hours for the Certificate in Organizational Leadership	9	

Graduate Certificate in Trauma-Responsive Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	10	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 624 or MACOL 643 Leadership, Conflict & Change OR High Performing Organizational Cultures	2	
Total Hours for the Certificate in Trauma-Responsive Leadership	10	

Master of Arts in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	21	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
Take one of the following courses		
MACOL 622 Program Planning & Evaluation	3	
MACOL 654 Organizational & Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
II. Elective Courses	8	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 610 Introduction to Development	1	
MACOL 612 Corporate/Foundations Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603

Requirement Description	Credit Hours	Prerequisites
MACOL 622 Program Planning & Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MACOL 658 Managing Issues in Crisis	1	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 668 Instructional Design Foundations	3	
MBA 605C Communication and Teamwork	2	
Students may choose electives from the Master of Public Health program offerings in consultation with directors of the MPH and MACOL programs.		
III. Project	6	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership	35	

Master of Arts in Community & Organizational Leadership: Trauma and Restorative Justice Emphasis

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	26	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Critical Theory & Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602

Requirement Description	Credit Hours	Prerequisites
MACOL 606 Envisioning Futures	3	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
II. Elective Courses	3	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 610 Introduction to Development	1	
MACOL 612 Corporate/Foundation Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MACOL 658 Managing Issues of Crisis	1	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning and Development	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
MED 646 Writing for Trauma Healing	1	
MED 653 Indigenous Knowledges & Lifeways	3	
Students may choose electives from the Master of Public Health program offerings in consultation		

Requirement Description	Credit Hours	Prerequisites
with the directors of the MPH and MACOL programs.		
III. Project	6	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Trauma and Restorative Justice Emphasis	35	

Master of Arts in Community & Organizational Leadership: Diversity, Equity & Inclusion Emphasis

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	22	
MACOL 601 Foundations of Organizational & Social Change	3	MACOL 601
MACOL 602 Critical Theory & Methods	3	
MACOL 606 Envisioning Futures	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 655 Intercultural and Global Communication	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
II. Elective Courses	7	
MACOL 603 Policy, Advocacy & Community Organizing	3	
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	

Requirement Description	Credit Hours	Prerequisites
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MBA 605C Communication and Teamwork	2	
MBA 651E The Nonprofit Organization	2	
III. Project	6	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Diversity, Equity & Inclusion Emphasis	35	

MASTER OF ARTS IN TEACHING (MAT)

Faculty

- Spencer Bagley, Associate Professor
- Peggy Cain, Professor
- Marilee Coles-Ritchie, Professor
- Chante Jimenez, Assistant Dean
- Lowell K. Oswald, Associate Professor and MAT Program Director
- Rebecca Penerosa, Associate Professor

Program Description

The Master of Arts in Teaching is an integrated degree program that leads to licensure for students who already have earned a bachelor's degree. The program combines classroom instruction and extensive experience in diverse K-12 classrooms throughout the program. Students in the program will study:

- Learners and their Development
- Impactful Curriculum Design
- Effective Assessment Methods
- Classroom Management
- Reflective Teaching Practice
- Culture and Society

A unique focus of the program prepares graduates to teach all students using effective, differentiated teaching strategies. Graduates will know how to design curriculum that connects to the knowledge and skills of students and their families.

Note: Current federal regulations require that a criminal background check and fingerprint assessment be passed before applicants can be recommended for licensure. Should the Utah State Board of Education change its requirements for teaching licensure, the MAT Program will change accordingly.

Admission to the Program

See the [Admission to the College](#) section for admission requirements.

Entrance to a teacher education program requires a transcript demonstrating a 3.0 cumulative GPA.

Note: Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon successful completion of the MAT degree requirements, achieving a passing score on state-mandated assessments, and completing all state-mandated educator endorsement requirements.

Student Teaching

Students must successfully complete all courses in the MAT before they are eligible to student teach. Student teaching is a full-time, 12-week experience. Prior to student teaching, students must:

- Submit the completed Request for Student Teaching form by the first Monday in March to student teach in the Fall semester or by the first Monday in October to student teach in the Spring semester.
- Be approved to student teach by the MAT faculty.
- Obtain a Student Teaching License on the USBE website.

Appeal Process: A student has the right to appeal a decision denying admission to the MAT program or denying the opportunity to student teach. The student has fifteen days after receiving a denial letter to petition the Dean, in writing, for reconsideration.

Retention in the Program

School of Education courses may only be repeated once. The student must:

- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation. To be eligible for the MAT degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Elementary Education: Licensure to teach grades K-6

MAT in Elementary Education (Grades K-6)

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	45	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 Elementary Instructional Design, Practice, and Policy: DLL Emphasis	3	
MAT 631 Math for ELED Teacher	2	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	consent of instructor
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 642 Elementary Classroom Assessment	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 630
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
Total Hours for the MAT in Elementary Education	45	

Recommended Plan of Study for MAT in Elementary Education

Students begin the Elementary MAT program in the Summer semester. The program can be completed in four semesters. To be recommended for licensure, students must pass the *Foundations of Reading Assessment* prior to student teaching and the *Praxis® Performance Assessment for Teachers* (PPAT) during student teaching.

First Semester (Summer)	Second Semester (Fall)	Third Semester (Spring)	Fourth Semester (Fall)
MAT 600 MAT 602 MAT 605 MAT 630	MAT 631 MAT 632 MAT 636 MAT 642 MAT 663 MAT 669	MAT 633 MAT 637 MAT 640 MAT 664	MAT 607 MAT 639

Accelerated MAT in Elementary Education Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Elementary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	39	
MAT 600 Culture, Family and Community	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 ELED Methods & Management	3	
MAT 631 Math for ELED Teachers	2	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 642 Elementary Classroom Assessment	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 600
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
Total Hours for the Accelerated MAT in Elementary Education	39	

Secondary Education: Licensure to teach grades 6-12

The Secondary Education Program is for those who would like to teach at the middle or high school level. Secondary Education candidates must have a major or minor in their baccalaureate degree from the list below. If they do not have such a major or minor they may consult the MAT Program Director. Students who are seeking their MAT must satisfactorily complete all the requirements of the program.

- Art
- Biology
- Business
- Chemistry
- Chinese
- Computer Science
- Earth Science
- English
- French
- History

- Mathematics
- Music
- Physical Science
- Physics
- Social Science
- Spanish
- Theater

MAT in Secondary Education (Grades 6-12)

Requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	33	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	3-6	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 624 Methods of Teaching Secondary School World Languages	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
Total Hours for the MAT in Secondary Education Program	36-39	

Recommended Plan of Study for MAT in Secondary Education

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Subject Methods (MAT 616-625)	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

Accelerated MAT in Secondary Education Program

Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Secondary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	27	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	3-6	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600

Requirement Description	Credit Hours	Prerequisites
Total Hours for the Accelerated MAT	30-33	

Recommended Plan of Study for Accelerated MAT in Secondary Education

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312	MAT 600 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 MAT Methods course	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Program Requirements

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	33	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	6	
Students must take MAT 637 and either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
MAT 637 Creative Arts Methods	3	MAT 600
Total Hours for the MAT Secondary Arts Education Program	39	

Recommended Plan of Study for MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Methods: MAT 621 or MAT 625	MAT 607 MAT 615 MAT 637

Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension**Program Requirements**

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society, EDUC 312 Specialized Education Services, and EDUC 344 Creative Arts Methods. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	27	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
II. Content Methods Courses	3	
Students must take either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
Total Hours for the Accelerated MAT	30	

Recommended Plan of Study for Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312	MAT 600 MAT 611	MAT 610 MAT 612	MAT 607 MAT 615

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 344	MAT 614	MAT 613 Methods: MAT 621 or MAT 625	

Master of Arts in Teaching to Master of Education Tracks

This program is designed for graduates of Westminster's Master of Arts in Teaching Program who pursue an endorsement and an MED degree or a general MED degree. The following admissions policies apply to these MAT graduates only. All other MED policies apply to these students.

Admission to the Program

The requirement for admission is completion of Westminster University's Master of Arts in Teaching degree with a cumulative GPA of 3.0. A candidate for admission must submit the following materials to the Admissions Office: A completed Application for Graduate Admission form with the application fee. Westminster transcript showing successful completion of the Westminster University Master of Arts in Teaching degree with an overall GPA of 3.0. Upon completion of these steps, the individual's application materials are submitted to the Graduate Education Admissions Committee.

MAT to Traditional MED

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	9	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Elective Courses	15	
Students may choose classes from the following:		
MED 613 Theories of Adult Learning and Development	3	
MED 615 Education, Schools and Politics	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning & Evaluation	3	
MED 639 Neuroscience of Trauma	3	
MED 460 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 660 Directed Studies	1-3	
III. Project	8	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to Traditional MED	32	

MAT to MED with Trauma, Resilience, and Restorative Justice Emphasis

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	9	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Trauma and Restorative Justice Coursework	15	
This program is designed for students who already hold Westminster's MAT degree and are seeking to become qualified as specialists within educational settings with expertise in trauma and restorative practices. Students must be admitted to the MED program.		
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
MED 643 Research in Risk and Resilience	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
III. Project	8	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Trauma, Resilience, and Restorative Justice Emphasis	32	

MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement with an MAT in Elementary Education

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	9	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	15	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	

Requirement Description	Credit Hours	Prerequisites
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 624 Content Instruction for Diverse Language Learners	3	MED 622
MED 625 Assessment for Diverse Language Learners	3	MED 622
III. Project	8	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement	32	

MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement with an MAT in Secondary Education

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	9	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	12	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 625 Assessment for Diverse Language Learners	3	MED 622
III. Elective Courses	3	
Students choose an elective class from the following:		
MED 630 Literature and Info Texts K-12	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning and Evaluation	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	Consent of instructor

Requirement Description	Credit Hours	Prerequisites
IV. Project	8	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement	32	

MASTER OF EDUCATION (MED.)

Faculty

- Peggy Cain, Program Director

The Master of Education (M.Ed.) is a flexible degree enabling educators and future educators to develop their expertise in an area of interest. Students develop skills in the methods of teaching and deepen their understanding of crucial “why” questions in educational practice. Students research an area of interest through action research or a qualitative research project in order to improve their own practice as educators and contribute to the wider field of education.

Philosophy Statement

The Master of Education (M.Ed.) degree program at Westminster University is committed to improving education through meaningful inquiry and innovative exploration of the connections between educational practice, values, and local/national/global contexts for learning. We emphasize a strong foundation in theory and active and engaged learning that incorporates students’ experiences.

The standards of the curriculum reflect the School of Education’s commitment to provide a well-rounded education congruent with the needs of master teachers and other instructional professionals. These standards include:

Facilitating learning: Students demonstrate foundational understandings of how people learn and demonstrate their skill at facilitating learning in a classroom, other teaching/learning setting, and/or through the creation of environments conducive to learning.

Research: Students will plan projects, search relevant professional databases, collect data through interviews and other applicable methods, analyze data, and complete and disseminate findings.

Critical thinking: Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

Creativity: Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

Collaboration: Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

Communication: Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

Global Responsibility: Students will (a) employ practices informed by social responsibility across the spectrum of differences and (b) demonstrate knowledge of and evaluate solutions for, educational challenges affecting local, regional, and global communities.

Program Description

Those teaching adults or administering educational programs for adults may earn an Adult Learning Certificate. This coursework can emphasize higher education, corporate training and workplace learning, continuing professional education, educational policy-making, and other related areas.

Trauma, Resilience, and Restorative Justice track is valuable for any education-related professional who seeks to understand the impacts of trauma on people and how institutions can utilize restorative practices to create effective and healing learning environments.

Licensed K-12 educators can enhance their teaching effectiveness with an endorsement in Teaching English as a Second Language. Coursework for all endorsements and certificates taken for graduate credit counts toward an M.Ed.

Note: Should the Utah State Board of Education change its requirements for teaching endorsements, the Master of Education requirements will change accordingly.

Classes in the M.Ed. program provide active, hands-on opportunities to learn and connect course work to students’ teaching or work settings.

Program Requirements

A minimum of 32 credit hours is required for graduation. A maximum of nine credit hours of graduate-level transcribed credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster’s Graduate Program in Education.

Although a minimum of 32 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

Certain Master of Business Administration courses may meet graduate education program requirements. Students should consult with their education advisors for specific information and refer to the MBA sections of this catalog for course descriptions.

Retention in the Program

School of Education courses may only be repeated once.

The student must:

- Design and file an acceptable program plan with the Director of the Master of Education program.
- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

Graduation Requirements

Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.

To be eligible for a master’s degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

Note: Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

Program Structure

Students have multiple curricular options in the M.Ed. program. Graduation from the degree program requires a minimum of 32 credit hours for any option.

Graduate Certificate in Teaching Adult and Higher Education

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	9	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 666 or MACOL 622 Online Teaching and Learning or Program Planning and Evaluation	3	
Total Hours for the Graduate Certificate in Adult and Higher Education	9	

Graduate Certificate in Teaching English to Multilingual Learners

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	15	
MED 620 Multilingual Learners, Family, and Community	3	
MED 622 Language Acquisition	3	
MED 623 Instructional Methods for Multilingual Learners	3	
MED 624 Content Instruction for Multilingual Learners	3	
MED 625 Assessment for Multilingual Learners	3	
Total Hours for the Graduate Certificate in Teaching English to Multilingual Learners	15	

Graduate Certificate in Trauma-Responsive Education

The Graduate Certificate in Trauma-Responsive Education requires 9 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
I. Required Certificate Courses	9	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
Total Hours for the Graduate Certificate in Trauma-Responsive Education	9	

Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Core Course	3	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
II. Elective Courses	21	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools and Politics	3	
MED 620 Multilingual Learners, Family, and Community	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 630 Children's/Adolescent Literature	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning & Evaluation	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledge and Lifeways	3	consent of instructor
MED 660 Directed Studies	1-3	consent of instructor
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Leadership	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 673 Internship/Teaching Practicum	1-3	

Requirement Description	Credit Hours	Prerequisites
MACOL 622 Program Planning & Evaluation	3	
III. Project	8	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Master of Education	32	

Teaching English to Speakers of Other Languages Endorsement with Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Teaching English to Speakers of Other Languages (TESOL)	18	
<p>This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.</p> <p>MED 620 Multilingual Learners, Family, and Community</p> <p>MED 621 Foundations of Multilingual Education</p> <p>MED 622 Language Acquisition and Development</p> <p>MED 623 Instructional Methods for Multilingual Language Learners</p> <p>MED 624 Content Instruction for Multilingual Language Learners</p> <p>MED 625 Assessment for Multilingual Language Learners</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>MED 622 as pre or co-requisite</p> <p>MED 622</p> <p>MED 622</p>
II. Core Course	3	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
III. Elective Course	3	
<p>Students may choose classes from the following:</p> <p>MED 610 Sociocultural Contexts for Learning</p> <p>MED 613 Theories of Adult Learning</p> <p>MED 615 Education, Schools and Politics</p> <p>MED 630 Literature and Info Texts K-12</p> <p>MED 634 Teaching Adults</p> <p>MED 635 Adult Ed Program Planning and Evaluation</p> <p>MED 652 Globalization of Education</p> <p>MED 653 Indigenous Knowledge and Lifeways</p> <p>MED 660 Directed Studies</p> <p>MED 665 Educational Research Extension</p> <p>MED 639 Neuroscience of Trauma</p> <p>MED 640 Trauma-informed Schools</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>1-3</p> <p>1</p> <p>3</p> <p>3</p>	

Requirement Description	Credit Hours	Prerequisites
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MACOL 622 Program Planning and Evaluation	3	
IV. Project	8	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Teaching English as a Second Language Endorsement with Master of Education	32	

Recommended Plan of Study for Teaching English to Speakers of Other Languages Endorsement with Master of Education

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 620 MED 621	MED 622 MED 623	MED 650 Elective
Year 2	MED 679 MED 624 MED 625	MED 680 MED 610	

Adult Learning Certificate followed by completion of Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Adult Learning Certificate (ALC)	15	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists with a broad knowledge of adult learning. This is particularly suited to those in educational or training positions who work directly with adults. Students must be admitted to the MED program.		
MED 670 Adult Education Foundations and Futures	3	
MED 613 Theories of Adult Learning and Development	3	
MED 634 Teaching Adults	3	
MED 635 or MACOL 622 Adult Education Program Planning and Evaluation or Program Planning and Evaluation	3	
MED 667 Online Teaching and Learning	3	
II. Elective Courses	9	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 615 Education, Schools and Politics	3	
MED 622 Language Acquisition and Development	3	
MED 652 Globalization of Education	3	

Requirement Description	Credit Hours	Prerequisites
MED 653 Indigenous Knowledges & Lifeways	3	consent of instructor
MED 660 Directed Studies	1-3	
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational Research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Learning	3	
MED 668 Instructional Design Foundations	3	
MED 673 Internship/Teaching Practicum	1-3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
III. Project	8	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Adult Learning Certificate followed by completion of Master of Education	32	

Recommended Plan of Study for Adult Learning Certificate followed by completion of Master of Education

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 613 MACOL 622	MED 634 MED 670	MED 667 MED 650 1 elective
Year 2	MED 679 1 elective	MED 680 1 elective	

Trauma, Resilience, and Restorative Justice followed by completion of Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Trauma and Restorative Justice Core	15	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists within educational settings with expertise in trauma and restorative practices. Students must be admitted to the MED program.		
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
MED 643 Research in Risk and Resilience	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	

Requirement Description	Credit Hours	Prerequisites
II. Elective Courses	9	
Students may choose classes from the following:		
MED 608 Special Topics	3	consent of instructor
MED 610 Sociocultural Contexts for Learning	3	
MED 615 Education, Schools and Politics	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 660 Directed Studies	1-3	
MED 665 Educational Research Extension	1	
MED 673 Internship/Teaching Practicum	1-3	
MED 647 Juvenile Justice	3	
MED 648 Advocacy Under the Dome	3	
MED 646 Writing for Trauma Healing	1	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 649 Community Justice	3	
MED 638 Justice in Everyday Life	3	
MACOL 618 Facilitation & Negotiation	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict and Change	2	
MPH 530 Principles of Epidemiology	3	
MPH 630 Statistical Methods in Public Health	3	
III. Project	8	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Trauma, Resilience and Restorative Justice followed by completion of Master of Education	32	