

Notification of Request for Authorization under the Degree-Granting Institutions Act

Date posted: July 2, 2012
Institution: University of Southern California
Current status: Authorized to advertise, recruit and offer field placements in Washington State
Nature of request: Authorization to advertise and recruit for an additional degree program
Proposed program: Master of Education in Advanced Instruction
(not intended to lead to teacher certification)

Background:

University of Southern California is a private, non-profit university that has operated in California since 1895. It has been accredited by the Western Association of Schools and Colleges-Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU) since 1949.

Nature of the review:

Prior to granting authorization to advertise for new degree programs in Washington State, the Washington Student Achievement Council/Degree Authorization reviews elements such as program outcomes, course requirements, method of course delivery, faculty credentials, and student services.

The program to be advertised by University of Southern California appears to meet the requirements of the Degree-Granting Institutions Act.

Information on the additional program can be found at the end of this notice.

Timeline:

The HECB will accept comments on this application until July 16, 2012.

Any individuals with knowledge that may indicate the institution and/or the program does not meet the authorization requirements of WAC 250-61 are requested to submit comments to: [Degree Authorization](#).

If you would like to know more about the current law and regulations that govern the program, they can be found at the following links: the statute is [RCW 28B.85](#) and the regulation is [WAC 250-61](#).

Program Title:

Master of Education in Advanced Instruction with specialties in:

- Elementary STEM
- Secondary STEM
- Secondary Humanities
- Differing Abilities

Program Outcomes:

“The ME program is intended to improve practice in the preparation of in-service teachers in response to state requirements, emerging research trends in the profession, and to follow the tradition in research universities of providing leadership for models for exemplary practice in the field. The curriculum is premised on the belief that effective instruction requires that teachers:

- Understand themselves, their learners, and learning theory;
- Know their content area;
- Think systematically and purposefully about their practice such that they can articulate how their planning is grounded in knowledge about learning theory and about the learners; they incorporate knowledge about their learners into their facilitation; they observe, monitor, and assess the learning (or lack thereof) being demonstrated by their students; and they adapt their facilitation to produce equitable gains for all of their students.
- Engage collaboratively with colleagues, learners’ families and the community in ways that increase learning for students.”

Also:

“Graduates of the Rossier ME@USC program will be prepared to assume a leadership role (department chair, for example) in their institutions and/or in urban education by demonstrating that they have fulfilled the requirements of a non-credential capstone project, and that they meet the Program standards for applying research-based theory and principles of learning science to solve problems of practice and maximize student learning outcomes in diverse cultural environments. Graduates will also be prepared to work with other teachers to improve the learning environment and outcomes from their school beyond what happens in their individual classroom. Each graduate will achieve in each year they teach, on average, more than one year’s grade level achievement gain in their classroom, and if the data demonstrate a failure to reach that goal, we will work with that teacher until they achieve that goal or leave the teaching profession.”

Number of Credits: 32 semester credits

Admission criterion specific to this degree:

“Candidates need to provide evidence of employment as a full time teacher or having already acquired a teaching credential.”

Required Courses:

Core Courses: (23 credits total)

EDUC 516	Framing the Social Context of High Needs Students	3
EDUC 518	The Application of Theories of Learning to Classroom Practice	3
EDUC 550	Multimedia Literacy.....	3
EDUC 506	New Media Literacies in High Needs Schools	2

EDUC 529	Academic Issues Affecting Gifted and High Ability Students	3
EDUC 569A	Capstone in Learning and Instruction	2
EDUC 573	Introduction to Special Education.....	3
EDUC 569B	Capstone in Learning and Instruction	2
EDUC 564	Teacher Leadership.....	2

Students choose one of the following four specialties:

1) Elementary STEM: (9 credits)

EDUC 581	STEM Education from a Project-Based Learning Approach	3
EDUC 584	Facilitating Creativity and Innovation in STEM	3
EDUC 585	Action Research: Implementing a Classroom-Based STEM Project.....	3

2) Secondary STEM: (9 credits)

EDUC 555	STEM Education in Secondary Classrooms	3
EDUC 559	Discourse Analysis and Technology in STEM Classrooms	3
EDUC 580	Transforming STEM Education into Teaching Science	3

3) Secondary Humanities: (9 credits)

EDUC 552	Literacies in the Content Areas	3
EDUC 557	Civics Education	3
EDUC 578	Integrating the Arts into the Secondary Curriculum.....	3

4) Differing Abilities: (9 credits)

EDUC 530	Differentiated Curriculum and Pedagogy for Gifted and High Ability Students	3
EDUC 575	Assessment and Curriculum for Students with Disabilities.....	3
EDUC 576	Establishing and Maintaining an Effective Classroom Ecology.....	3