DIRECTIONS: Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one-page in length. Forms and appropriate attachments should be submitted to the Office of Academic Affairs, who will assign a Log Number to each proposal. Also submit an electronic version of as much of the proposal as is possible.

DATE SUBMITTED: October, 2004

COLLEGE/SCHOOL: College of Education

DEPARTMENT/PROGRAM: Curriculum and Instruction, Secondary Education Program

PROPOSED ACTION: (A separate form for each) ADD     DELETE     CHANGE     X

DESCRIPTION: (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

Please see attached documents.

JUSTIFICATION/REASONS/RESOURCES: (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

Please see attached documents.

APPROVAL SIGNATURES

1. Department Committee Chair
   [Signature]
   [Date: 10/28/04]

2. Department Chair
   [Signature]
   [Date: 10/27/04]

3. College/School PCC Chair
   [Signature]
   [Date: 12/08/04]

4. Dean
   [Signature]
   [Date: 12/20/04]

5. Dean of the Graduate School (if required)
   [Signature]
   [Date: March 15, 2005]

6. Chair, Senate PCC
   [Signature]
   [Date: 3/18/05]

7. Chair of Senate
   [Signature]
   [Date: 3/18/05]

8. Vice President for Academic Affairs & Provost
   [Signature]
   [Date: 3/18/05]
MEMORANDUM

TO: Edna Szymanski
    Dean, College of Education

FROM: Victor Korenman
      Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Combined Bachelor’s/Master’s Program Leading to Secondary Teacher Certification (PCC Log No. 04053)

At its meeting on March 18, 2005, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the combined Bachelor’s/Master’s Program leading to secondary teacher certification.

The change is effective in Fall 2005. The College should ensure that the new requirements are fully described in the Undergraduate and Graduate Catalogues and in all relevant descriptive materials, and that all advisors are informed.

VK: sfm
Enclosure
Cc: Dr. Sylvester Gates, Chair, Senate PCC
    Dr. Mary Giles, University Senate
    Ms. Barbara Hope, Data Administration
    Ms. Trudy Lindsey, Graduate Studies
    Dr. Phyllis Peres, Undergraduate Studies
    Ms. Anne Turkos, Archives
    Dr. Donna Wiseman, College of Education
    Dr. Linda Yokoi, Records & Registrations
INTRODUCTION

In March, 2001, the University approved a structured bachelor's/master’s, program leading to a B.A. in a content major and an M.Ed. in Curriculum and Instruction that includes Maryland State teacher certification. The approved curriculum for that program, in which nine credits taken as an undergraduate could be double counted to apply also to the 36 credit master’s program, is listed at the end of this proposal.

Since 2001 the requirements for teacher certification have changed and the M.Ed program that leads to such certification has been modified accordingly, (without always receiving institutional approval.) It is now a 42 credit program that can be completed in full in one year with intensive work in two summers as well as in Fall and Spring semesters. This proposal is to modify the bachelor’s/master’s program to allow selected undergraduates to complete 12 credits of graduate courses that will be double counted. The 12 credits will be the same as other students take during the first summer of the program, allowing the combined program students to join their cohort in the fall semester, being completely in step with the other students in it. Simultaneously, this proposal is meant to ask for post-hoc approval of the modified master’s curriculum. It should also be noted that students who complete the 12 credits of courses as undergraduates will have also satisfied the requirements of the recently approved Minor in Secondary Education, whether or not they continue on to the master’s degree.

PROPOSAL TO REVISE THE B.S./M.Ed. FAST TRACK CERTIFICATION PROGRAM

The approved B.S./M.Ed. Fast Track Certification Program is a very good alternative option for UMCP undergraduates seeking certification and a master's degree in a coordinated program. The current description of the option, however, does not communicate well the intent of the program nor are the original curriculum requirements and policies consistent with current certification and degree requirements. The Department of Curriculum and Instruction proposes the following revisions to this option as currently described:

1) The name of the option would be changed to the Five-Year Integrated Program (B.A./M.Ed. with certification).
Rationale: The revised title highlights central features of the option - that candidate's studies extend across two to three years of work; that studies for the content major and some prerequisite professional studies build toward the concentrated program in the fifth year leading to the master's degree in education and eligibility for certification; that support for candidate learning is coordinated and coherent across the two to three years of enrollment in the program.

2) The undergraduate requirements for the program are spelled out such that candidates may qualify for the Minor in Secondary Education should they wish to stop at that point and that the professional courses taken as undergraduates match the required course work required for the Master's with Certification option.

3) The graduate certification options - the Master's with certification option and the separate post-baccalaureate certification-only option have total enrollment targets by subject area (n=20 each for English, foreign languages, mathematics, science, and social studies) and students...
admitted as UMCP undergraduates to the Five-Year Integrated Master's with Certification Program will be given priority for enrollment in the subject area cohort, assuming their continued eligibility. This means that the undergraduate student admitted to this program who completes the undergraduate degree on schedule and who continues to meet the academic and professional standards will be guaranteed admission to the fifth year cohort in the respective subject area leading to certification and the master's degree at the conclusion of the program in June of the fifth year.

4) Because students in the Five-Year Integrated Master's with Certification Program have already completed studies as undergraduates that meet the courses required by M-cert students in the summer preceding the fifth year, these students will connect to their M-Cert cohort at the beginning of the school year. Thus, whereas M-Cert students are enrolled in a concentrated 12 month program (June to June), Five-Year Integrated Program students, given their prior work as undergraduates, will be able to complete the certification and master's degree requirements in one school year (late August to late June).

5) This option enables undergraduates with content area majors intending careers in secondary teaching to feasibly complete their undergraduate studies in four years and complete requirements for certification and the master's degree efficiently during a fifth year; the current dual major option for undergraduates most often already requires students to take at least one or two additional semesters as undergraduates to complete requirements with no work taken at the graduate level and no eligibility for the paid internship possibilities that exist with the M-cert option.

The catalog description for this program option would be revised as follows:

The Five-Year Integrated Master's with Certification Program, which is intended for content majors entering the junior or senior year, is for talented students with a minimum GPA of 3.0 who seek to combine undergraduate studies in the content area and professional education as a foundation for a focused professional year at the graduate level leading to secondary-level certification in the subject field and the Master of Education degree. As undergraduates, admitted students complete their baccalaureate degrees with a major in the relevant content area and a minimum of 12 credits in graduate level professional studies related to teacher certification requirements. In their fifth year, they enroll in a full-year internship and complete graduate-level professional studies that make them eligible for teacher certification and the Master of Education degree.
PROPOSED PROGRAM CURRICULUM

First Summer: 12 credits

*EDCI 680 - 3 credits - Teaching and Learning in Secondary Schools  
(Note: separate sections for each subject area)
*EDCI 688 or EDHD 619 - 3 credits - Special Topics in Adolescent Learning and Development  
(Note: these two course options at the graduate level, currently using special topics numbers, replace the 400-level course on adolescent learning that was previously part of the M.Ed. program)
* EDCI 697 - 3 credits - Enhancing Diversity in Education
* EDCI 661/688 - 3 credits - Reading and Writing in Content Areas

Note: in the Five Year Integrated Program, these 12 credits above would be taken by candidates as upper level undergraduates.

Fall Term - 12 credits

One of the following: these are subject specific advanced curriculum and methodology courses
*EDCI 640 (3 credits) - English
*EDCI 433 (3 credits) - Foreign Languages
*EDCI 788v (3 credits) - Science
*EDCI 788u (3 credits) - Social Studies
*EDCI 651 - (3 credits) - Mathematics
- and
*EDCI 763 Reading, Cognition, and Instruction: Reading in the Content Areas (3 crs)
EDCI 611 Studying Student Learning in Diverse Settings (3 credits)
*EDCI 689 Internship Practicum (2/3 time placement) (3 credits)

Spring Term - 12 credits

*EDCI 689 Internship Practicum (6 credits)
EDCI 696 - 3 credits - Conducting Classroom Research

One of the following: Graduate Course in Subject Matter Pedagogy Area
EDCI 673 - 3 credits (English)
EDCI 620 - 3 credits (Social Studies)
EDCI 670 - 3 credits (Science)
EDCI 657 or 654 or 650 - 3 credits (Mathematics)
EDCI 6XX - 3 credits (Foreign Language elective)

Second Summer I (June: 4 weeks) 6 credits

EDCI 784 Teaching, Professional Development, and School Change (3 credits)
* EDCI 689 Internship Practicum (3 credits)
* Completion of the Professional Teaching Portfolio is required for certification. Comprehensive Examinations and Seminar Papers are required for the Med Degree and due this semester.

* denotes courses required to complete requirements for certification.
CURRICULUM APPROVED IN 2001

Content major approved by the subject matter department for teacher candidates.

*EDCI 680 Teaching and Learning in High Schools (New title) (3)
*EDCI 693 Research on Effective Teaching (3)
*EDCI 763 Reading, Cognition, and Instruction: Reading in the Content Areas I (3)
*Nine hours count towards the Master's degree

Master's Degree
*Nine hours from Bachelor's degree (9)

Semester One (16 credits)

EDCI 463 Teaching Reading in Content Areas II (3)
EDCI 788 Teaching Diverse Learners (New course) (3)
EDCI 764 Writing Across the Curriculum (3)
EDCI 696 Conducting Research on Teaching (3)
EDCI xxx Content Methods Course (varies by content specialty) (3)
EDCI xxx Field Placement (varies by content specialty) (1)

Semester Two (11 credits)

EDCI 888 Student Teaching Internship (8)
EDCI xxx Student Teaching Seminar (varies by content specialty) (3)

Total including 9 credits from the Bachelor's (36)