May 6, 2005

MEMORANDUM

TO: Edna Szymanski
Dean, College of Education

FROM: Victor Korenman  UK
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Curriculum of the M.Ed. Programs in Curriculum and Instruction (PCC Log No. 04085)

At its meeting on May 6, 2005, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the curriculum of the M.Ed. programs in Curriculum and Instruction. The attached copy of the approved proposal includes minor modifications agreed to at the meeting. The Committee also requests that a departmental representative come before it again in a year's time to report on the need for and use of disciplinary courses in the different program tracks.

The changes are effective in Fall 2005. The College should ensure that the new requirements are fully described in the Graduate Catalog 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
Dr. Stephen Koziol, College of Education
Dr. Phyllis Peres, Undergraduate Studies
Ms. Anne Turkos, Archives
Dr. Donna Wiseman, College of Education
Dr. Linda Yokoi, Records & Registrations
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

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 ___March 29, 2005___

PCC LOG NO. 04085

COLLEGE/SCHOOL ___Education___

DEPARTMENT/PROGRAM ___Curriculum and Instruction___

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.)

Modify the Curricula of the M.Ed. Programs in Curriculum and Instruction

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.)

See attached.

APPROVAL SIGNATURES

1. Department Committee Chair ___Dennis Sullivan___

2. Department Chair ___Joel McElroy___

3. College/School PCC Chair ___Dorothy K. Wiseman___

4. Dean ___Dorothy K. Wiseman___

5. Dean of the Graduate School (if required) ___Pat M. Saffie___

6. Chair, Senate PCC ___Sylvester J. Dates___

7. Chair of Senate ______

8. Vice President for Academic Affairs & Provost ___Walter Kreneman___

DATE ___4/3/05___

___4/11/05___

___4/11/05___

___4/20/05___

___05/06/05___

___5/6/05___

VPAAP Rev. 3/1/04
This plan develops a common framework across multiple specialization unit areas with the Department for the M.Ed. not directly tied to either initial or advanced certification. It is built upon the degree framework already in place for the specialization in Elementary-Middle Education. The EDCI M.Ed. Program with emphasis in teacher leadership would have the following specialization options:

- Elementary/Middle Education
- English Education
- Language Education (Foreign Language and TESOL)
- Mathematics Education
- Minority and Urban Education
- Reading Education
- Science Education
- Social Studies Education
- Special Studies

**Assumptions about the Degree**

1. EDCI has only one M.Ed. degree, although there are many specializations; the current way of representing these as if each were a separate entity has not been helpful in articulating a vision for the degree. The proposed description communicates a set of specializations developed around a common agenda emphasizing teacher leadership.
2. Master’s enrollment in the elementary/middle school option, which emphasizes teacher leadership, has been strong; enrollment in other specializations has been weak over a period of years and is currently below capacity; the Department has been inefficient in its current structure.
3. One effective way for EDCI to be responsive to the particular needs of beginning teachers is to emphasize professional development. This has been exemplified in the success of the elementary/middle school teacher leadership option, which serves as a basis for this proposed revision.
4. The professional development design includes working with and from a vision of accomplished practice in the field.
5. The emphasis on teacher leadership can take a variety of forms, from leadership through preparation for roles in the mentoring of other professionals, leadership in curriculum and instructional development, and leadership in and through administrative roles.

**Assumptions Related to the Proposed Degree Restructuring Proposal**

1. It articulates a thematic and substantive focus for the M.Ed. that connects across specializations without ignoring the need for and appropriateness of specialized area professional development.
2. It distinguishes the M.Ed. from the M.A. degree. The M.A. would be more clearly represented as emphasizing a theoretical orientation with greater attention to subject matter discipline courses in the degree structure.
3. It is responsive to regional needs and can support a more efficient curricular approach, which combines cross-disciplinary courses that bring already certified beginning teachers from different certification areas together to examine and study relevant topics while retaining a capacity for studies specific to the professional development in the certification field.
4. It could better support additional off-campus and/or mixed media delivery systems (e.g., combinations of distance learning with live interactions either on or off campus) than the current structure, should we choose that option.
Goals for the Proposed Program

1) to support teachers’ integration of studies of subject matter, pedagogy, research and theory to build on their individual strengths and needs in relation to a vision of accomplished practice (e.g., National Board for Professional Teacher Standards) and to be responsive to school contexts,

2) to promote teachers’ abilities to engage in the careful analysis of and reflection on their own and others’ teaching as a basis for continuing growth as a professional,

3) to develop teachers’ knowledge, abilities, and dispositions to engage in inquiry into curriculum, teaching, and students’ learning as a basis for sound decision-making in the classroom and for leadership roles in schools,

4) to enhance teachers’ understanding of topics and issues on practices and policies that support effective classroom practice, including courses that focus on student learning, assessment, diversity, inclusion, social justice, and/or technology

Admissions Requirements: (no change over current practice—except that GRE requirement is eliminated for TESOL and English Education; it would still be required for the M.Ed. with Reading Specialist Certification, for the M.A. degree program, and for doctoral degree programs)
- minimum 3.0 undergraduate gpa
- satisfactory statement of academic and professional career goals
- quality and compatibility of prior experience
- three letters of reference related to academic and professional performance
- certification in or teaching experience relevant to a specialization area

Other Degree Requirements: (note, these stay the same)

The Master’s Degree in Education (M.Ed.) also required demonstration of satisfactory performance on a six-hour comprehensive examination or professional portfolio (requirement varies by specialization) and one or two seminar papers reflecting inquiry and research abilities.
Attachment A. Current M.Ed. Programs

All are 30 credit minimum degree programs 12/7/04

Elementary/Middle Teacher Leadership
No change being proposed

English/Speech/Theatre Education – current status
1) Research methods: EDMS 646 – 3 credit
2) Electives in Education or English or related field – 27 credits

Language Education – for lang emphasis current status
1) Second Language Education Curriculum and Pedagogy – 18 credits
   EDCI 435
   EDCI 436
   EDCI 630
   EDCI 631
   EDCI 730
   EDCI 732

2) Research methods: EDMS 645 or substitution – 3 credits
3) Electives – 9 credits (emphasis in language study area)

Language Education – TESOL emphasis
1) Second Language Education Curriculum and Pedagogy – 24 credits
   EDCI 434
   EDCI 435
   EDCI 436
   EDCI 630
   EDCI 631
   EDCI 635
   EDCI 730
   EDCI 732

2) Research methods - EDMS 645 or substitute - 3 credits
3) Elective – 3 credits

Mathematics Education
1) Issues/trends in mathematics education - EDCI 650 – 3 credits
2) Math Ed curriculum and pedagogy – 6 credits minimum
3) Research Methods: EDMS 645 or substitute – 3 credits
4) Electives - 18 credits; candidates with a secondary or higher education emphasis take up to 15 credits of electives in mathematics content courses; candidates with an elementary emphasis select from among relevant courses in professional education and mathematics content, as appropriate

Minority and Urban Education
1) Minority and Urban Education Studies: MUE Courses - 9 credits (select from menu of courses which address MUE relevant topics)
2) Research Methods - EDMS 645 or substitute - 3 credits
3) Electives - 15 credits (select from courses in education or academic areas)

Science Education
1) Science Education Curriculum and Pedagogy: 6 credits
   EDCI 670
   EDCI 770

2) Research methods: EDMS 645 or substitute - 3 credits
3) Science electives – 9 credits
4) Open Electives - 12 credits

Social Studies Education
1) Social Studies Curriculum and Pedagogy - 6 credits
   EDCI 620
   EDCI 720

2) Research Methodology - EDMS 645 or substitute – 3 credits
3) Open Electives - 21 credits

Teacher Education and Professional Development – Being Replaced by Special Studies
EDCI 696 – 3 credits
EDMS 645
Electives - 24 credits
Attachment B. Proposed M.Ed. Program

M.Ed. in EDCI: Teacher Leadership Track Curriculum (30 credits)

The M.Ed. in Teacher Leadership supports already certified beginning teachers in developing a sound common grounding in aspects of teaching, inquiry, and instructional leadership with specializations in: elementary education, English/communications education, language education, mathematics education, minority and urban education, science education, social studies education and special studies.

A. Core Requirements: 15 credits minimum

1. Studying Student Learning in Diverse Settings (3 credits).
   In addition to engaging in autobiographical and biographical inquiry into teaching as a profession and examining National Board for Professional Teacher Standards and other visions of accomplished practice in the certification field, candidates practice analyzing evidence of student learning in diverse contexts as a basis of making instructional decisions.
   Suggested course/s: EDCI 611 Studying Student Learning in Diverse Settings (3 credits)

2. Research Foundations for Teaching (3 credits).
   The research foundation consists of an appropriate general methods course or one that is specific to the certification area.
   Suggested course/s: EDCI 685 Research Methods (3 credits)
   EDCI 696 Conducting Research on Teaching (3 credits)
   EDMS 645 Quantitative Methods I (3 credits)

   Students select from a menu of courses that support further development of the beginning teacher in such areas as the analysis of student learning, classroom and system assessment, diversity, inclusion, social justice, and/or technology.
   Suggested course/s: EDCI 612 Assessing Student Learning and Development (3 credits)
   EDCI 632 Special Education and Oral Language Development in TESOL (3 credits)
   EDCI 687 Applications of Computers in Instructional Settings (3 credits)
   EDCI 697 Embracing Diversity in Classroom Communities (3 credits)

4. Leadership in Schools (3 credits).
   Students select from a menu of courses that address principles and practices in leadership roles for teachers in schools such as mentoring beginning teachers, curriculum leadership, and administrative leadership.
   Suggested course/s: EDCI 682 Proseminar in Professional Development (3 credits)
   EDCI 781 Analysis of Instruction (3 credits)
   EDPL 788Y Special Topics in Education Policy and Administration: Teacher Leadership (3 credits)

5. Professional Development Seminar (3 credits).
   Taken in the final semester or near the end of the teacher’s program; a capstone course in which the teacher presents an inquiry project (developed from earlier course work), completes the exit portfolio that show the teacher’s capacity in and understanding of priority practices in the certification field, and integrates personal studies within the broader context of issues and themes in education.
   Suggested course/s: EDCI 614 Developing a Professional Portfolio (3 credits)
B. Specialized Area Studies: 15 credits minimum.

The candidate develops this plan with the specialized area advisor based upon initial needs assessment in relation to the vision of accomplished practice. Specialized area courses consist of in subject area content and pedagogy and other professional courses that support the professional development plan created by the M.Ed. candidate. There are eight areas. The 15 credits are distributed among: introductory course (if any), pedagogy and content, and electives.

Specialization Areas:

1. Elementary/Middle School Education.
   a. Introductory Course (none)
   b. Pedagogy and Content: (12-15 credits)
      1) Content knowledge Curriculum and Instruction courses (9 credits)
      2) EDCI 612 Assessing Student Learning and Development (3 credits) or EDCI 687 Applications of Computers in Instructional Settings (3 credits)
      3) EDPL 788Y Special Topics in Education Policy and Administration: Teacher Leadership (3 credits), if not taken as part of core requirements
   c. Electives: 0-3 credits, depending on selections above

2. English/Communication Education
   a. Introductory Course (none)
   b. Pedagogy and Content: (15 credits)
      1) English and/or Communication Education (6-9 credits)
         Suggested course/s: EDCI 642 Communications and the School Curriculum (3 credits)
         EDCI 640 Trends in Secondary School Curriculum: English (3 credits)
         EDCI 644 Issues and Trends in Children’s Literature (3 credits)
         EDCI 673 Assessing, Diagnosing, and Teaching Writing (3 credits)
         EDCI 740 Theory and Research in English Education (3 credits)
         EDCI 741 Theory and Research in Speech Education (3 credits)
         EDCI 745 Theory and Research in Written Communication (3 credits)
      2) Courses from relevant disciplines and concentrations, e.g., English literature or language; Communication; Literacy; Reading; Teaching English to Speakers of Other Languages; Theatre; and/or other areas of professional studies. (6-9 credits)
   c. Electives (none)

3. Mathematics Education
   a. Introductory Course (3 credits)
      EDCI 650 Trends in Mathematics Education (3 credits)
   b. Pedagogy and Content:
      1) Mathematics Education, learning theory, or supporting content areas (3-6 credits).
         Suggested courses: EDCI 653 Developing Understanding in Mathematics (3 credits)
         EDCI 657 Understanding and Engaging Students’ Conceptions of Mathematics (3 credits)
      2) Courses from Mathematics (6-9 credits) Number of credits to be agreed with advisor and to reflect candidate’s mathematics course history and current goals.
   c. Electives (none)
4. Minority and Urban Education
   a. Introductory Course (3 credits) EDCI 788U Minority Institute Seminar (1 credit, repeated to a total of 3; students should register for this course for three consecutive semesters beginning with the first semester.)
   b. Pedagogy and Content (3 credits)
      EDCI 697 Embracing Diversity in Classroom Communities (3 credits)
   c. Electives (9-12 credits) from among courses in EDCI and other departments in the University that support student interests and needs.

5. Science Education
   a. Introductory Course: EDCI 670 Trends in School Curriculum: Science (3 credits)
   b. Pedagogy and Content: (12 credits)
      Includes 6 to 9 credits with science or science related content, chosen in consultation with advisor to reflect candidate’s science course history and current goals.
   c. Electives (none)

6. Second Language Education/Teaching English to Speakers of Other Languages
   a. Introductory Course (none)
   b. Pedagogy and Content (15 credits)
      EDCI 630 Foundations of Second Language Education: Legal, Social and Historical Trends and Issues (3 credits)
      EDCI 631 Student Assessment in the Second Language Classroom (3 credits)
      Other courses chosen with advisor’s approval from second language content areas or from EDCI professional courses. (9 credits)
   c. Electives (none)

7. Social Studies Education
   a. Introductory Course (none)
   b. Pedagogy and Content: (9 credits)
      1) Social Studies Education (6 credits)
         EDCI 620 Trends in Secondary School Curriculum: Social Studies (3 credits)
         EDCI 720 Theory and Research in Social Studies Education (3 credits)
      2) Courses from a social science discipline or in history (3 credits)
   c. Electives (6 credits)
      Sample courses: EDCI 782 Power, Privilege, Diversity and Teaching (3 credits)
      EDCI 784 Teaching, Professional Development and School Change (3 credits)
      EDCI 787 Disciplinary Knowledge, School Subjects and Educational Reform (3 credits)

8. Special Studies
   This option is open with the consent of the advisor to students seeking to build an individualized program within the M.Ed. framework. Identification of advisor is made by the Coordinator of Graduate Programs in consultation with the candidate and faculty members.