March 28, 2008

MEMORANDUM

TO: Donna Wiseman
    Interim Dean, College of Education

FROM: Phyllis Peres
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the curriculum of the Combined Bachelor’s – Master’s program in Curriculum and Instruction (PCC log no. 07002)

In its meeting today, the Senate Committee on Programs, Curricula and Courses unanimously approved your proposal to modify the curriculum in the combined Bachelor’s – Master’s program in Curriculum and Instruction. A copy of the approved proposal is attached.

The change is effective Fall, 2008. The College should ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
Sarah Bauder, Office of Student Financial Aid
Laura Slavin, University Senate
Barbara Hope, Data Administration
Denise Nadasen, Institutional Research & Planning
Anne Turkos, Archives
Linda Yokoi, Office of the Registrar
Mary Ann Ottinger, Graduate School
Stephen Koziol, College of Education
David Cooper, College of Education
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.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 1/28/06

PCC LOG NO. 07002

COLLEGE/SCHOOL - College of Education

DEPARTMENT/PROGRAM: Curriculum and Instruction

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

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.)
The proposal is to add one subject area -- TESOL -- to the set of subject-specific areas which are part of the secondary education Five Year Integrated Bachelor's Degree-Master's Degree) program, an alternative certification option offered as an Outreach initiative. This alternative certification option provides a means for high achieving undergraduates at the University of Maryland to complete their undergraduate degree programs with majors in a relevant subject area and complete in a fifth year the requirements for the M.Ed. degree and the requirements for teacher certification in Maryland. See the attached for comparison of the program of studies for the added subject areas in relation to the curriculum of the existing options.

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.)
The University and the College of Education have articulated priorities for increasing the options for and enrollment in certification programs in secondary or K-12 education subject areas. The need for certified teachers of English to Speakers of Other Languages is very high – in the region, in the state, and nationally. Moreover, school demographics indicate that those needs will continue to increase over the next two decades at least. EDCI offers a graduate TESOL initial certification plus master’s degree option on campus as a part time two year program and dovetails the majority of coursework for that option with a second field certification in TESOL for classroom teachers already certified in another area. EDCI will continue to offer these options.

This proposal adds a different pathway for eligible and interested candidates, one that builds on the very successful one-year Five Year Integrated Program design offered as an on-campus four year degree program with a major in an academic area coupled with an off-campus one-year outreach initiative. The EDCI advising office reports they receive frequent requests from University of Maryland undergraduates to meet the requirements for the master’s degree and teacher certification in TESOL in a compressed time frame. The proposal for this added option to the MCert Program is responsive to those requests.
<table>
<thead>
<tr>
<th>APPROVAL SIGNATURES</th>
<th>DATE</th>
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<tbody>
<tr>
<td>1. Department Committee Chair</td>
<td>8/22/07</td>
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<tr>
<td>2. Department Chair</td>
<td>8/22/07</td>
</tr>
<tr>
<td>3. College/School PCC Chair</td>
<td>Donna L. Wiseman</td>
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<td>4. Dean</td>
<td>Donna L. Wiseman</td>
</tr>
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<td>5. Dean of the Graduate School (if required)</td>
<td>3/16/08</td>
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<tr>
<td>6. Chair, Senate PCC</td>
<td>3/28/08</td>
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<td>7. Chair of Senate</td>
<td></td>
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<tr>
<td>8. Vice President for Academic Affairs &amp; Provost</td>
<td>Phyllis Feres</td>
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PROPOSAL FOR
NEW INSTRUCTIONAL PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
Change in Five Year Integrated Program

COLLEGE OF Education
INTERIM DEAN Donna Wiseman

I. OVERVIEW and RATIONALE

Description: The proposal is to add one subject area -- TESOL -- to the set of subject-specific areas which are part of the secondary education Five Year Integrated Bachelor’s Degree-Master’s Degree) program, an alternative certification option offered as an Outreach initiative. This alternative certification option provides a means for high achieving undergraduates at the University of Maryland to complete their undergraduate degree programs with majors in a relevant subject area and complete in a fifth year the requirements for the M.Ed. degree and the requirements for secondary certification in Maryland. See the attached for comparison of the program of studies for the added subject areas in relation to the curriculum of the existing options.

Justification: The University and the College of Education have articulated priorities for increasing the options for and enrollment in certification programs in secondary or k-12 education subject areas. The need for certified teachers of English to Speakers of Other Languages is very high – in the region, in the state, and nationally. Moreover, school demographics indicate that those needs will continue to increase over the next two decades at least. EDCI offers a graduate TESOL initial certification plus master’s degree option on campus as a part time two year program and dovetails the majority of coursework for that option with a second field certification in TESOL for classroom teachers already certified in another area. EDCI will continue to offer these options.

This proposal adds a different pathway for eligible and interested candidates, one that builds on the very successful one-year Five Year Integrated Program design offered as an on-campus four year degree program with a major in an academic area coupled with an off-campus one-year outreach initiative. The EDCI advising office reports they receive frequent requests from University of Maryland undergraduates to meet the requirements for the master’s degree and teacher certification in TESOL in a compressed time frame. The proposal for this added option to the MCert Program is responsive to those requests.

II. CURRICULUM

The proposed curriculum will use some of the courses already offered through the MCert one year option, with designated courses being opened up to allow qualified undergraduate to enroll. The design also will incorporate the year-long internship experience during the fifth year, which is one of the special strengths of the MCert option. The specific requirements for this option are consistent with the already approved graduate TESOL certification program, including meeting the state-mandated two reading courses for subject area teachers. Resources for TESOL-specific courses will come from each Department’s share of tuition revenue from the graduate outreach-based offerings, so no new resources are being requested.
The current on-campus part-time option in TESOL admits approximately 15-17 new candidates annually and we expect to maintain that level of enrollment, especially for career change individuals who must continue to work while they complete the program requirements on a part-time basis. We expect that we will match that level of enrollment by the 08-09 academic year in the one-year MCert option. [note: we are also proposing that TESOL be added to the options available in the stand-alone MCert option, and this enrollment figure anticipates these two pathways together].

III. STUDENT LEARNING OUTCOMES AND ASSESSMENT NEW

Catalog description:
The Catalog description for the MCert program will be changed to include TESOL along with the existing areas: art, English, foreign languages, mathematics, science, and social studies.

Program Goals:
The general goals for these added subject areas are consistent with the general goals for the MCert Program. These are:

1. Teacher candidates have in-depth knowledge of the subject matter they teach as articulated by professional and state standards and the ability to use and represent that knowledge effectively in their teaching.

2. Teacher candidates have knowledge of and can implement instruction effectively, including designing and planning for instruction, carrying out instructional activities important in their teaching areas, assessing students’ learning progress and achievement, and creating supportive classroom environments for all students.

3. Teacher candidates demonstrate appropriate professional dispositions, including making a commitment to meeting the needs of diverse students and acting responsibly as professionals in accord with professional, state, and institutional standards.

4. Candidates demonstrate their abilities to engage in disciplined inquiry on their own practice and on instructional issues.

Full admission to this option will be consistent with admissions requirements for the existing Five Year Integrated Program. These include: minimum 3.0 undergraduate GPA, meeting of subject area major or prerequisites, passing scores on all segments of the Praxis I examination, strong letters of recommendation, an effective application essay, and a strong interview (if required). Unlike other MCert secondary subject area options, candidates for the TESOL option will not generally have foundational coursework in the subject area as an academic major prior to the start of the program. In the part-time on-campus program, there are two courses – Foundations of Second Language Education (EDCI 630) and English Grammar (EDCI 635) – which are taken by candidates at the beginning of their programs; in effect, these served as prerequisites or co-requisites. In this proposed option, those same courses or their equivalents the undergraduate level will be prerequisites for admission to the program. As prerequisites, these studies will ensure that applicants have at least minimal background and experience in the field to serve as a foundation for subsequent professional studies and to inform the admissions decision. TESOL candidates will be required to take and pass the Praxis II examination in TESOL before the start of the second semester of their internship assignments.

IV. FACULTY AND ORGANIZATION

V. OFF CAMPUS PROGRAMS
A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.
B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

VI. OTHER ISSUES

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.
B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?

VII. COMMITMENT TO DIVERSITY

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

VIII. REQUIRED PHYSICAL RESOURCES

A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.
B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.
C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.

IX. RESOURCE NEEDS and SOURCES

Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:
A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.
B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.
C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.
D. Identify the source to pay the for the required physical resources identified in Section VIII. above.
E. List any other required resources and the anticipated source for them.

TENTATIVE PLAN FOR 5 YEAR INTEGRATED-TESOL

<p>| 5 YEAR INTEGRATED |</p>
<table>
<thead>
<tr>
<th>PREREQUISITES:</th>
<th>PROPOSED MINOR</th>
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<tbody>
<tr>
<td>English Grammar and Linguistics 4xx- EDCI 635</td>
<td>Undergraduate Second Lang. Education</td>
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<tr>
<td>Foundations of Second Language Acquisition and Teaching 4xy-E- EDCI 630</td>
<td>TOTAL: 18 Credits</td>
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<tr>
<td><strong>Undergraduate Studies (12 credits)- At the 400/600 level</strong></td>
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<tr>
<td>EDHD 413/619 or EDCI 688- Adolescent Learning</td>
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<tr>
<td>EDCI 434/634- Methods of Teaching ESOL</td>
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<tr>
<td>EDCI 435/638- Teaching ESOL Reading and Writing in Secondary Content Areas</td>
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<tr>
<td>EDCI 436/633 –Teaching for Cross- Cultural Communication</td>
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<tr>
<td><strong>FALL (12 credits)- JOIN THE MASTER CERT PROGRAM</strong></td>
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<tr>
<td>EDCI 636- Teaching ESOL Reading and Writing in Elementary Content Areas</td>
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<tr>
<td>EDCI 631- Student Assessment in the Second Language Classroom</td>
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<td>EDCI 632- Special Ed. and Oral Language Development in TESOL</td>
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<tr>
<td>EDCI 689 Internship- (2/3 time placements) (3 credits)</td>
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<tr>
<td><strong>SPRING (12 credits)</strong></td>
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<td>EDCI 696- Conducting Research on Teaching (3)</td>
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<td>Advanced SLEC course: EDCI 730 (3); EDCI 611</td>
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<tr>
<td>EDCI 689- Internship (2/3 time placements) (6 credits)</td>
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<td><strong>SUMMER II (6 credits)</strong></td>
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<tr>
<td>EDCI 784- Teaching, Professional Development and School Change (3)</td>
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<tr>
<td>EDCI 689- Internship (3 credits)</td>
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<td><strong>TOTAL: 42 Credits</strong></td>
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