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<tr>
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Appendix

Letter of Support from the Dean of the School of Education
   - Dean Julie Underwood

Letter of Support from the Dean of the College of Letters and Science
   - Dean Gary Sandefur
I. Overview

The faculty of the Department of Curriculum and Instruction are proposing a series of new named options within the Master of Science-Curriculum and Instruction degree program. These options would be "Secondary English Education," "Secondary Mathematics Education," "Secondary Science Education," and "Secondary Social Studies Education." Completion of these options will lead to teacher certification in the respective secondary education areas. These graduate-level options will replace the current School of Education undergraduate teacher education program in these subjects.

The proposed options in the MS-C&I will provide students who hold a bachelor’s degree in the specialty area with a post-baccalaureate route to teacher certification in these subject areas. The master’s level teacher preparation program will replace teacher education preparation at the bachelor’s level.

II. Background and Rationale

In part the proposed options are a response to significant competition from other education programs in the state that provide teacher preparation in a faster time than our current bachelor’s level program. The new master’s level program is also a response to significant success of Teach For America in attracting top students, who have bachelor’s degrees but no preparation to be educators. Finally, the proposed master’s level program reflects the growing number of master’s level teacher preparation programs at other major research universities that draw top quality students that we seek to attract.

Our current bachelor’s program requires four consecutive semesters. Typically this means that undergraduate students are taking at least five years to complete a bachelor’s degree because they enter the teacher preparation program after three years of undergraduate study. The proposed master’s program’s duration is two summers and an academic year. This means that a student can complete a bachelor’s degree, this master’s degree, and preparation for dual teacher certification (described below) in the time it currently takes to complete a bachelor’s degree and preparation for a single certification.

The proposed program also responds to growing needs experienced by secondary schools in our state and nationwide. Addressing these needs requires teachers who are skilled in teaching strategies to educate a more diverse student body and students for whom English
is their second language. The program features in-depth work with a wide range of diverse students and, in addition, provides graduates who will meet the rising demand for teachers with certification in English as a Second Language.

As a graduate program, it is expected that the program will attract students with an abiding commitment to becoming excellent teachers for contemporary students and schools. Graduates will have a greater likelihood than many of our current bachelor’s level graduates of remaining in teaching for substantial years of service. In addition, by drawing from a larger body of applicants we can attract students with greater diversity and broader experiences that will serve them well as teachers.

III. Implementation

The program duration is two summers and an intervening academic year. The first group would begin the Summer of 2015.

Applications and admissions will proceed with the following criteria and time line beginning Fall of 2014:

Criteria for program admission
In order to be considered for admission, candidates must have:

- A bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution with a 3.0 GPA\(^1\) in the last 60 credits;
- An overall GPA of 3.0 in the applicants area of certification;
- If relevant, a minimum TOEFL Score of 92;
- Candidates must have a valid GRE score\(^2\);
- A statement of purpose
- 3 letters of recommendation
- 50% of the Cohort positions are reserved for UW-Madison graduates

Candidates may also be asked to submit:

- A resume;
- Answers to program area-specific essay questions;
- Candidates may also be asked to participate in an interview.

---

\(^1\) Based on a 4.0 grading scale

\(^2\) Once the new GRE is normed, a minimum score may be required
Admissions committees will judge each applicant on the following criteria:

- Is the applicant well-qualified academically? Does the academic background reflect the needs of the profession?
- Is the applicant thoughtful and reflective about the meaning of teaching? Are his or her motivations for entering the profession worthwhile and do they reflect a commitment to professional improvement?
- Has the applicant shown the ability to work effectively with young people, especially those different in important ways from the applicant?
- Does the applicant show a genuine commitment to working with all children, not just the privileged or highly motivated? Does the applicant provide evidence of working with adolescents?
- Is the applicant capable to work effectively with other professionals in the school, parents, caregivers, and members of the community outside of school?
- Does the applicant have work experience that may add to their ability to assist students in building their own knowledge of the subject?

**Admissions timeline and process**

10/15: Candidates complete the online application through the UW Graduate Admissions website.

C&I program administrators will complete initial screening of candidates. Any candidate who does not meet minimum requirements will be passed along to program area faculty if their application is rejected for potential consideration as an acceptation.

11/15: Candidates notified if they have moved on to the second round of the application process.

12/15: Candidates submit a resume and provide answers to subject area-specific questions through the EPCS website.

2/1: Candidates notified if they have moved on to the third round of the application process. Interviews conducted with all candidates still in the applicant pool.

3/1: Candidates notified of admissions.

3/15: Candidates deadline to accept admission into the program. Alternates notified of admission status.

3/30: Final notification of admissions status for alternates.
IV. Current Undergraduate Program

The current bachelor’s program prepares students for certification in English, mathematics, science, and social studies for teaching at the secondary level. Only undergraduate students who are completing majors in these identified areas can seek this certification.

The current program encompasses four semesters and is organized as follows:

<table>
<thead>
<tr>
<th>Semester One – twelve credits</th>
<th>Semester Three – twelve credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS 300, School and Society (3 crs)</td>
<td>Ed Psych 301, Learning (3 crs)</td>
</tr>
<tr>
<td>C&amp;I 506, Inclusive Schooling (3 crs)</td>
<td>C&amp;I XXX, Advanced Subject Area Methods (3 crs)</td>
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<tr>
<td>Ed Psy 521, Adolescent Development (3 crs)</td>
<td>C&amp;I XXX, Half-day Student Teaching (6 crs)</td>
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<td>C&amp;I XXX, Practicum I (3 crs)</td>
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</table>

<table>
<thead>
<tr>
<th>Semester Two – twelve credits</th>
<th>Semester Four – thirteen credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I 313, Literacy Across the Curriculum (3 crs)</td>
<td>C&amp;I XXX, Full-day Student Teaching (12 crs)</td>
</tr>
<tr>
<td>C&amp;I 537, Teaching Diverse Learners (3 crs)</td>
<td>C&amp;I 690, Independent Field Work (1 cr)</td>
</tr>
<tr>
<td>C&amp;I XXX, Subject Area Methods (3 crs)</td>
<td></td>
</tr>
<tr>
<td>C&amp;I XXX, Practicum II (3 crs)</td>
<td></td>
</tr>
</tbody>
</table>

V. Proposed Graduate Program

The program covers two summers and an intervening academic year. Students take university courses and engage in field work associated with those courses. In addition to course and field work, students must complete a master’s project in order to receive their degree.

The course and field work are distributed as follows:

Summer 1

The focus of this summer semester includes a practicum in the local community intended to involve program students with adolescents in a variety of organized settings. The adolescents will represent language and other forms of diversity. The university courses will present assignments for students to carry out in the practicum sites.

The 699 module will engage program students in considerations of how academic subject knowledge is and should be translated into the secondary school curriculum.

C&I 690, Independent Field Work (2 crs)
C&I 672, Issues in ESL Education (3 crs)
EPS 670, Social Issues and Education (2 crs)
C&I 537, Teaching, Diverse Learners (1 cr)
C&I 699, Epistemology or C&I TBD Instructional Theory (1cr)
Semester 1

In both halves of this semester, program students will be in local secondary schools. University courses will provide assignments for students in their practicum sites and present concepts useful for understanding schooling, teaching, and students. Among central topics addressed will be working with all students, universal curriculum design, and understanding contemporary adolescence.

- C&I 506, Inclusive Schooling (2 crs)
- Ed Psych 521, Adolescent Development (2 crs)
- C&I 396, 393, 390, 359 (Subject Area Methods) (3 crs)
- C&I 673, Learning Second Language and Literacies (2 crs)
- C&I 690, Independent Field Work (1 cr)
- C&I 472, 497, 495, 458, Student Teaching at a Middle School (2 crs)

Semester 2

Program students will be immersed in a semester of student teaching. University course work is closely integrated and will provide assignments for students to carry out in their student teaching as well as concepts and practices that will enhance their instructional effectiveness. Course titles summarize the topics addressed in these courses.

Each student will also prepare and teach an instructional unit incorporating key teachings of the university courses from both semesters. This unit will also serve as the student’s master’s project.

- C&I 674, Advanced Methods in Teaching English as a Second Language (3 crs)
- C&I 596, 394, 590, 559 (Subject Area Methods) (3 crs)
- C&I TBD Classroom Management (1 cr)
- C&I 709 Digital Media and Technology in the Classroom (1 cr)
- C&I 496, 494, 490, 459, Student Teaching at a High School (4 crs)
  [Additional student teaching credit to accrue in Summer 2]

Summer 2

In the final summer, students will complete their masters projects under the direction of their major professors. They will also reflect and further investigate concepts from previous semester courses, and learn central concepts in school law and data assessment.

- C&I 675, General Seminar (3 crs)
- ELPA XXX, School Law (1 cr)
- C&I TBD Assessment/Data Usage, (1 cr)
- C&I 506, 521, & 673; (1 cr. modules to reflect and further explore Sem. 1 topics) (3 crs)
- C&I TBD; (1 cr. module to reflect and further explore Sum1 topics) (1 cr)
- C&I 496,494, 490, 459, Student Teaching at a High School (3 crs)
  [Student teaching from the final portion of the K-12 school year]
The Masters Project:

Each student will prepare a unit plan to have been taught and assessed in the second semester practicum. The plan will incorporate major concepts taught in courses addressing instructional design, English Language Learners, inclusive schooling, learning, and assessment. After approval by the student’s major professor, relevant unit components will be detailed in the student’s electronic portfolio.

The electronic portfolio is, in effect, each student’s individualized website. The portfolio presents a variety of information about each student including artifacts describing how the student has demonstrated proficiency on each of the School of Education’s 15 standards. Proficiency on each standard is required for completion of the program.

Details of key components of the student’s unit project will be included under standards 1, 3, 5, 8, 10 and 11.

VI. Collaboration, Faculty, and Governance

The program reflects collaboration between the School of Education’s Departments of Curriculum and Instruction, Educational Leadership and Policy Analysis, Educational Policy Studies, and Educational Psychology. In addition, personnel in local school districts collaborate in providing instructional settings in their middle and high schools.

Governance of the program will remain as is currently for all teacher education programs. The proposed master’s program will continue to have an advisory committee which sets policies for the program and, if necessary, makes recommendations for actions by departments and other appropriate bodies. The committee has representatives from all relevant departments, instructors, and local school representatives.

Professors Brown and Kalish (Educational Psychology), Professor Lee (Educational Policy Studies), Professor Mead (Educational Leadership and Policy Studies), Professors Knuth, Ellis, Rudolph, Braaten, Gomez, Halverson, Lockwood, Levy, Hawkins, Udvari-Solner, and Deans Hanley-Maxwell and Hamm are on the committee. In addition, staff members Garner, Lubasi-Anderson, Gerloff, and Warren are on the committee. Local school representative’s names are not available at this time.
VII. Evaluation

Teacher education students will be assessed at multiple times using multiple measures. These assessments inform faculty about student progress toward meeting program requirements and readiness for certification. Assessments also provide information for program evaluation.

All students must show competence in the School of Education’s 15 teacher education standards. (Exhibit on Page 10) In addition, the most recent evaluation tool is the TPA (Teacher Performance Assessment) system. All students must demonstrate their knowledge and skills throughout the program and summatively during the final semester. An overview of the TPA system follows:

Overview of the TPAC Assessment

Conceptual Overview

In this assessment, students will describe, analyze, and evaluate the teaching of a 3-5 lesson unit of _____ instruction that will be referred to as a “learning segment”. The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one’s students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The TPAC assessment is clearly focused on student learning. To complete the assessment, students will describe their plans and actions to achieve student learning (the “what”), provide a rationale for plans and an analysis of the effects of teaching on students’ learning (the “so what”), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in teaching practice (the “now what”).

Submit teaching artifacts and commentaries

Students will submit artifacts and commentaries. Artifacts are evidence of teaching practice. They include lesson plans, copies of instructional and assessment materials, one or two video clips of teaching, and student work samples. Students will also write commentaries describing their plans and practice, explaining the rationale behind them, and analyzing and reflecting on what was learned about their teaching practice and students’ learning.
In a commentary, students respond to questions that prompt them to provide evidence of what they know and understand about their teaching practice. The commentaries will guide the assessors in interpreting the artifacts the students submit. They also are evidence of your ability to communicate about and reflect on teaching practice. Note that the students writing ability will not be scored directly, but it is important that the writing is clear and focused on key elements of descriptions explanations, or reflections.

**Evaluation Criteria and Scoring**

The students’ assessment evidence will be judged on five dimensions of teaching: planning, instruction, assessment, reflection, and academic language. The evidence for the planning, instruction, and assessment dimensions will come from the corresponding tasks. Evidence for the reflection dimension comes primarily from the daily reflections but may come from the Instruction and Assessment tasks. Evidence for the academic language dimension will come from across the tasks. To identify the teaching competencies that will be assessed, read the rubrics that appear at the end of each task.
### Overview of TPAC Assessment

<table>
<thead>
<tr>
<th>TPAC Task</th>
<th>What to Do</th>
<th>What to submit</th>
</tr>
</thead>
</table>
| 1. Planning Instruction & Assessment | ✓ Provide relevant information about your instructional context by completing the Context for Learning form.  
✓ Select a learning segment of 3-5 lessons (or, if teaching _____ within a large time block, about 3-5 hours of connected instruction) that develops students’ abilities to ____.  
✓ Determine what content and related academic language you will emphasize.  
✓ Consider your students’ strengths and needs, create an instruction and assessment plan for the learning segment, and write lesson plans.  
✓ Respond to commentary prompts to describe your students and teaching context, and explain your thinking in developing the plans and how they reflect what you know about your students as well as research/theory.  
✓ As you are teaching, complete daily reflections by answering the prompts. | □ Context for Learning Information  
□ Lesson Plans for Learning Segment  
□ Instructional Materials  
□ Assessment tools and criteria  
□ Planning Commentary  
□ Daily reflections |
| 2. Instructing & Engaging Students in Learning | ✓ Identify lessons where you are engaging your students in ____ . Select at least one lesson for filming.  
✓ Collect permission forms from parents and prepare for filming.  
✓ Video the lesson.  
✓ Review the video to identify one or two video clips that meet requirements. [Secondary students must select two video clips.] The total running time should not exceed 15 minutes.  
✓ Respond to commentary prompts to analyze your teaching and your students’ learning in the video clip(s). | □ Video Clip(s)  
□ Video Label Form  
□ Instruction Commentary |
| 3. Assessing Student Learning | ✓ Analyze student performance across the class from one assessment completed during the learning segment.  
✓ Identify three student work samples that illustrate class trends in student understanding.  
✓ Select two focus students from the class whose learning you will analyze in more depth, and for whom you will document feedback on their work.  
✓ Respond to commentary prompts to analyze the extent to which the whole class met the standards/objectives, analyze the individual learning of two focus students and describe your feedback to them, and identify next steps in instruction based on your analysis. | □ Evaluation Criteria  
□ Student Work Samples  
□ Evidence of Feedback  
□ Assessment Commentary |
| 4. Final Retrospective Reflection | ✓ Reflect back on your teaching throughout the learning segment and consider what you have learned about your teaching and students’ learning.  
✓ Respond to the commentary prompt about what you would do differently if you could teach this learning segment again. | □ Retrospective Reflection Commentary |
SECONDARY TEACHER EDUCATION PROGRAM

TEACHER EDUCATION STANDARDS

**Standard #1: Incorporates Understanding of Human Learning and Development**
Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretative frameworks provided by disciplines that study human development and learning.

**Standard #2: Understands the Social Context of Schooling**
Teachers understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students.

**Standard #3: Demonstrates Sophisticated Curricular Knowledge**
Teachers understand the central concepts, assumptions, tools of inquiry, ways of reasoning, uncertainties, and controversies of the disciplines that they teach to students.

**Standard #4: Understands and Practices Learning in Particular Domains**
Teachers are knowledgeable about the challenges and opportunities that commonly arise as students develop understanding or competence in particular domains.

**Standard #5: Explains and Justifies Educational Choices**
Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.

**Standard #6: Connects School and Community**
Teachers use the knowledge and abilities necessary for collaboration with individuals, groups, and agencies within the school and local community. They base instruction of students on an understanding of curricular goals, subject matter, and the local community, and help students make connections between community-based knowledge and school knowledge.

**Standard #7: Understands and Adapts to Multiple Forms of Communication**
Teachers understand and adapt to students’ multiple forms of expressing and receiving experiences, ideas, and feelings.

**Standard #8: Employs Varied Assessment Processes**
Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students’ achievements, strengths, challenges and learning styles for continuous development.

**Standard #9: Manages Learning Environment**
Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well being.

**Standard #10: Employs Varied Instructional Strategies**
Teachers understand and use a variety of instructional strategies to enhance students’ learning.

**Standard #11: Uses Technologies**
Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic ideas surrounding their implementation.

**Standard #12: Accommodates for All Students**
Teachers design educational environments and use instructional practices that accommodate students’ achievements, strengths, challenges, interests, and ways of learning.

**Standard #13: Is a Reflective Practitioner**
Teachers are reflective practitioners who evaluate the effects of their assumptions, choices and actions on others (students, parents/guardians, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions embedded in ways of thinking and in familial, institutional, and cultural lore and practices.

**Standard #14: Relates Well with Families and Communities**
Teachers relate to students, families, and community members in a fair and sensitive manner that shows respect for cultural diversity.

**Standard #15: Understands Legal Rights and Responsibilities**
Teachers understand the legal rights and responsibilities of professional educators.

*The term “domain” was chosen because teachers are called upon to teach “school subjects,” not necessarily academic disciplines.

**“Culture” is broadly meant here to include the social patterns, arts, beliefs, institutions and all other products of human work and thought characteristic of a community or population. Cultural patterns are related to language, sex/gender, race, national origin/ethnicity, social class, creed/religion, disability, and sexual orientation.*
VIII. Funding – Cost Recovery

Note: Fringe benefits are not to be taken from this operating budget.

GRADUATE SECONDARY TEACHER EDUCATION PROGRAM

**Budget: General Operating Budget**

**General Expenses:**

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<td>Faculty coordinator summer (1 mo)</td>
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<td>Full-time academic staff</td>
<td>$65,000</td>
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<tr>
<td>Promotion, recruitment</td>
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<tr>
<td>Admissions</td>
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<tr>
<td>Supplies &amp; Expenses (Pro Dev, Consultants, etc)</td>
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*Honoraria for Cooperating Teachers are included with the semester break outs.

Fellowships

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**Summer One:**

C&I 672 1 faculty (1 mo)

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*Literacy in Communities and Workplaces course associated with field placements.

Two sections taught by faculty and lec.*

C&I 690. Practicum, 2 lecturers (1 mo)

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*Course for field placement and TA supervision*

C&I 675 or TBD. 4 faculty (1 wk)

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*Course addressing epistemological issues (Math/Sci) and instructional theory (Eng/SSt)*

EPS 672 1 faculty (1 mo)

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C&I 537 1 faculty (1 mo)

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**Semester One:**

C&I 506. 2 TAs

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*Inclusive Schooling course. Two sections and field work supervision.*

EdPsy 521. 1 TA

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*Adolescent Development course- Two sections*

C&I 673. 2 TAs

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*Learning Second Language and Literacies. Two sections and field work supervision*

C&I 396, 393, 390, 359 4 faculty (3 crs.)

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*Subject Area Methods*

C&I 690 & StT Middle school: Coop. Teachers Honoraria

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*2 subject area CTs: 1 Spec Ed, 1 ESL*

Subject area supervisors (8 TAs)

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### Semester Two:

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<th>Faculty</th>
<th>TAs</th>
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<td>1 fac (3 cr.)</td>
<td>1 TA</td>
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<td>[ESL methods. Two sections]</td>
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<td>C&amp;I 496, 494, 490, 459</td>
<td>St Teach at High School</td>
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<td>Coop. Teachers Honoraria 60 @ $300</td>
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<td>18,000</td>
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<td>Subject area supervisors (8 TAs)</td>
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<tr>
<td>C&amp;I TBD</td>
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<tr>
<td>1 fac (1 cr.)</td>
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<td></td>
<td>8,000</td>
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<tr>
<td>[Classroom Management course taught by faculty and TA. Two sections]</td>
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<tr>
<td>C&amp;I 709</td>
<td>1 TA</td>
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<td>1 fac (1 cr.)</td>
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### Summer Two:

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<th>Faculty</th>
<th>TAs</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;I 506, 521, 673, 573</td>
<td>2 lecturers</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>4 fac</td>
<td></td>
<td></td>
<td>32,000</td>
</tr>
<tr>
<td>[Reflect and revisit topics from 506, 521, 673 and 537; 1 cr]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&amp;I 675</td>
<td>4 faculty (1 mo)</td>
<td></td>
<td>42,000</td>
</tr>
<tr>
<td>[Subject area seminar related to masters research and portfolio development.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&amp;I TBD</td>
<td>1 TA</td>
<td></td>
<td>1,500</td>
</tr>
<tr>
<td>1 fac (1cr.)</td>
<td></td>
<td></td>
<td>8,000</td>
</tr>
<tr>
<td>[Assessment and Data Use course taught by faculty and TA. Two sections]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELPA XXX</td>
<td>1 faculty</td>
<td></td>
<td>10,500</td>
</tr>
<tr>
<td>[School law course]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Cost** $779,100

**Estimated Revenue:** $1,060,000 *all in-state tuition*  
($135,000,000 w/ 20% out of state tuition)

*Assumptions:*
1. Figures based on initial admission of 60 total students.
2. Faculty salaries based on $95,000. Salaries do not include fringes.
3. Fellowships would be based on 2 summers and one academic year.
GRADUATE SECONDARY TEACHER EDUCATION PROGRAM

**Budget: Start-up Cost Estimates**

**YEAR 2012-2013**

Administrative Staff needs
- 1 month- Alan Lockwood ......................... $10,000
- ½ Time- Joey Lubasi .............................. $30,000

Supplies and Expenses ......................... $5,000
- Website Development
- Consultants
- Collaborative Cooperating Teacher meetings
- Materials/Handbook Development

**YEAR 2013-2014**

Administrative Staff needs
- 1 month- Alan Lockwood ......................... $10,000
- ½ Time- Joey Lubasi .............................. $30,000

Supplies and Expenses ......................... $20,000
- Promotional Materials
- Recruitment Initiatives
- Professional Development for CT’s
- Admissions Procedures

**YEAR 2014-2015**

Administrative Staff needs
- 1 month- Alan Lockwood ......................... $10,000
- ½ Time- Joey Lubasi .............................. $30,000

Supplies and Expenses ......................... $20,000
- Promotional Materials
- Recruitment Initiatives
- Instructional Training for CT’s and Supervisors

*Anticipated start date: Summer, 2015
Accepting applications: Fall, 2014*
April 5, 2012

MEMORANDUM

TO: Graduate Faculty Executive Committee

FROM: Julie Underwood, Dean, School of Education

RE: Creation of new options in Curriculum and Instruction Master of Science Degree - Secondary Education

The School of Education is changing its secondary teacher education program from an undergraduate program to a master’s degree program. The new program, pending required approvals from various committees and agencies, would begin in the summer of 2014. This program will result in an MS in Curriculum and Instruction, with four major options: Secondary English Education, Secondary Mathematics Education, Secondary Science Education, and Secondary Social Studies Education. The replacement of the current undergraduate program with a graduate-level teacher education program has been approved by the Department of Curriculum and Instruction and the School’s curriculum committee. The new program has been reviewed and approved by the School of Education Academic Planning Council. New courses and course revisions are currently under development and/or in the process of receiving approval at the School level.

The proposed master’s certification program in secondary mathematics, English, science, and social studies is critical for improving the quality of our programs, to be consistent with those of our competition from other major research universities, to be attractive to high quality teaching candidates, and to make our graduates especially attractive to potential employers. It retain's many of the strong components of the current program, such as field experiences associated with university courses; the cohort structure; emphasis on interdisciplinary dialogue; and a focus on literacy, teaching English language learners, and teaching diverse populations of pupils.

In addition to retaining these aspects of the current program, the new program exhibits some significant strengths:

1. The duration of the new program is two summers and an intervening academic year (14 months). This reduces some of the time burden of our current program, which now covers two academic years.
2. The program graduates students with certification in both their undergraduate major subject area and in English as a Second Language. This latter certification gives our graduates a clear advantage over other new teaching candidates and makes them
especially attractive to potential employers and effective at working with contemporary student populations.

3. Students pursuing a master’s program are more likely to remain in teaching longer than many of our current undergraduate students, for whom teaching is not always a major professional goal.

4. The program will utilize nationwide marketing and recruiting to attract a rich pool of applicants. This allows admissions to be highly selective, attractive to mature career changers, and facilitates admission of a more diverse student population than the program currently attracts.

As part of the program change process, we requested and received approval to suspend the following School of Education secondary education majors, effective the current academic year, 2011: Biology, Chemistry, Earth Science, Economics, English, Geography, History, Mathematics, Natural Science, Physics, Political Science, Social Studies, and Sociology. This suspension means that current high school students will not be admitted to campus as pre-Secondary Education students (program code “PRS”). All applicants indicating interest in the secondary education undergraduate teacher preparation program have been and will be contacted by School of Education staff and informed of the change. Changes to admissions requirements to the current undergraduate program have ensured that students currently on campus or potential transfer students are able to apply and have access to the undergraduate programs via a final round of admissions next academic year, with the last admitted class beginning their professional sequence in Fall 2013.

The proposed new Master’s program has been shared with the L&S APC and relevant departments in an effort to ensure they are fully aware of the new program structure. A support memo from the L&S APC will be forthcoming.

We will be happy to provide further information at your request. Please contact Professor Alan Lockwood, Department of Curriculum and Instruction.
18 April 2012

TO: Julie Underwood, Dean, School of Education

FROM: Gary Sandefur, Dean, L&S

CC: Cheryl Hanley-Maxwell, Associate Dean, School of Education
    Jeff Hamm, Associate Dean, School of Education
    Elaine M. Klein, Assistant Dean for Academic Planning, L&S

RE: Proposal for a Master’s Degree Option for Secondary Teacher Certification in Curriculum and Instruction

On Tuesday, April 17 2012, the L&S Academic Planning Council considered the School of Education proposal to create new options in the existing Curriculum and Instruction Master’s Degree program. The proposed options will serve students by providing master’s level teacher education and certification to teach at the secondary level. Consistent with our college’s consultative governance process, we circulated the proposal throughout the college, with a note explaining that this is the second phase of the School’s reformulation of its secondary education programs. We reminded our colleagues that the first phase, suspension of admission to several undergraduate programs, was approved by the college last fall. We also observed that the proposed programs do not call on L&S resources, but that L&S might wish to consider whether the proposal could have other effects on L&S academic programs.

When we circulated the proposal, we acted on Professor Lockwood’s offer to identify “point people” for each of the four proposed programs. This allowed us to invite our colleagues to contact directly School of Education faculty who might address questions or comments; we believe this may have fostered more discussion and (we hope) collaboration between L&S and Education. We are grateful for that opportunity, which we believe will serve all of our students well. We understand that L&S departments have reached out to Education colleagues to learn more about admission standards and how to adjust L&S programs to help our L&S majors meet those criteria. One substantive question, of which I’m sure you’re aware, had to do with the suggestion that criteria for admission be clarified, to ensure that in cases where a student who has not completed a relevant major is admitted, his/her transcript is carefully reviewed to verify that appropriate coursework has been completed. This suggestion, however, did not rise to the level of formal objection to the proposal, but was offered in the context of collegial consultation.

I’m pleased to report that the L&S Academic Planning Council, while not required to do so, warmly endorsed the proposed changes. We wish you all success in this new approach, and look forward to the ongoing discussion.