

December 14, 2005

To: Graduate School Review Committee
From: Ginger MacDonald, Director, Education Program

RE: Graduate School Review

Our review discussions with you will be occurring almost two years after we began work on our self-study (2003-04), and over a year after we submitted it (October 2004). We have continued with the growth and development of the program while waiting for our scheduled review. You will be reviewing our program as it is, even as we will meet in February-March, 2005. However, we have nearly completed the plans for some significant revisions in the program—to take effect June, 2006. So, the review may be a bit awkward as it is in the midst of transitional moment in the life of the program. I would like to state that the core educational mission, our foundations of integrity of curriculum and instruction, and mentoring students has not changed—and will not change. We are modifying the program in order to respond to the field, both in terms of demands of the discipline—such as national research in best practice, state and national reform demands—and the marketplace.

We have been informed that we do not need to submit a new self-study, therefore I have not updated data for the past year on numbers of students, etc. However, I would like to update you with a few summary notes, and a summary of a significant change in Teacher Education. Be assured, we are anticipating your visit and the concurrent discussions about the strengths of the program as well as your advice on how we might improve. The page numbers *in the original self-study* are cited for reference.

Hiring new faculty to address weaknesses in depth and breadth
p. 16, 26, 27

We have begun to address our weaknesses in a very assertive manner. We have a proposal to begin a secondary education residency certification focus, and have a search underway for a secondary science education faculty member (which will increase our science education expertise to two faculty). We are also currently searching for a mathematics education faculty member, who will focus primarily on K-8, but will be able to help us build a secondary program in mathematics as well. We have committed to begin the area of instruction in the pedagogy of English Language Learners in 2007, and one faculty member is assigned to investigate and advise us on our direction. We are also searching for an additional special education faculty member in order to implement the findings from our pilot study on best practice for this high-demand area.

Attention to Diversity

p. 43, 46

We have hired Dr. Annette Henry, a woman of African heritage with international educational experience. As a result we also have increased our curricular and research focus. Dr. Henry is an expert in African American girls in education, and she is now a primary faculty for teaching multicultural education. She is also already serving on a key Tacoma School district committee for school improvement.

Last year, the Center for the Study of Education and Poverty hosted three days of multicultural discussions in Tacoma, through the work of Dr. Carlos Cortes (emeritus professor, UC-Riverside). This included diversity focused on-campus lecture, classroom visits, meetings with advisory boards, and a city-wide meeting to discuss the role of the University in multicultural issues in Tacoma.

Changes in structure of Teacher Education Component of UWT Education Program

p. 26

On May 23, 2005 Dr. Sharon Fought and I met with Dr. Betty Feetham and Joan Abe of the Graduate School to seek their guidance on the changes that the UWT Education Program wanted to make. We were given permission to continue planning and discussing the changes publicly, “pending Graduate School approval”. We have now sought official approval for the changes.

The UWT Education Program faculty has voted to support the conversion of the post-baccalaureate Teacher Certification Program into a study option within the M. Ed in order to more effectively meet student needs. The faculty and staff have approved the following changes and a similar version of this has been sent to the Graduate School:

I. Convert Teacher Certification Program (TCP) from post-baccalaureate status to graduate status:

A. Teacher Certification Program Changes

- 1) Move the 67credit post-baccalaureate, certification-only program into our currently existing M.Ed. program as a focus of the new “Teacher Education” study option. We have requested renumbering of the current 400 level courses because we have come to the conclusion (based on review and wide comparisons with other institutions) that we should be offering these as graduate-level coursework. Some of these courses will be changing slightly in content or credit allocation, but most will be very similar to the current course descriptions and objectives. A few courses have been internally modified on syllabi to meet standards for graduate level courses.
- 2) The proposed changes in course numbers, titles, descriptions, and content (where necessary) have been submitted and approved by the Education faculty, and is

currently under review by the UWT Curriculum Committee (See **Appendix A** for specific course changes). Then, they will be submitted to the UWS Curriculum Committee.

(a) Each change from 400 to 500 level meets the following criteria:

1. Graduate courses should be presented at a level that assumes enrolled students bring to the class a background at least equivalent to a bachelor's degree in the field or a related interdisciplinary field (Graduate School Memo #36).

2. A theory and research base will underlie all instruction, including application of theory to practice (UWT Education Program standard).

3. Applicants must meet all program prerequisites (**See Appendix B**) prior to admission.

(b) In addition, we will be expanding the student's access to theory and research with additional courses required as core for the M.Ed., adding 13 credits of courses that are already designated graduate level.

(c) A comprehensive examination will be required for all students (similar to current requirement for M.Ed. students).

- 3) We have stopped admission to the TCP as a separate, post-baccalaureate program. We have been advising and discussing the proposed changes with candidates, but have waited on approval by the Graduate School before allowing anyone to apply to the new option within the M.Ed. Applications typically occur in January-March, with interviews and decisions made in late March. We are now ready to receive applications.
- 4) We propose that students in Education at UWT will enter the M.Ed. program, and if they desire a residency teaching certificate as part of their master's, will take the certification oriented courses followed by the current master's degree core courses.
- 5) If students already have a master's degree, but no teaching certificate, they will likely take certification courses and stop.

B. Elementary Education focus characteristics:

- 1) Full-time, four quarter, day program
- 2) 46 credits will be numerically graded
- 3) 17 credits will be offered c/nc (internships and final projects)

C. Timeline:

- 1) The final TCP cohort on the current plan began in June 2005, and will complete June 2006.
- 2) The first cohort on the new model will be admitted in March 2006 to begin June 2006 (with recruiting already begun).

II. Formalization of Special Education and Secondary Level Endorsements:

A. Revised Structure

We have been approved by the State for several years to offer teacher endorsements in special education and secondary education in science and other areas. Previously these were accomplished through M.Ed. Study Options. Since they are all earned as part of residency (initial) teacher certification, we are now identifying them as focus areas under the “Teacher Education” Study Option.

These two newly formalized focus areas will be made up of courses currently offered plus a few additional courses. The new course syllabi will go to the curriculum committee during winter and spring quarters. We are currently searching for faculty positions in Science Education, Mathematics Education, and Special Education to add depth to these newly formalized focus areas.

See Appendix C to compare old and new program plans.

B. Special Education focus characteristics:

- 1) Full-time, five quarter, day program
- 2) 52 credits will be numerically graded
- 3) 20 credits will be offered c/nc (internships and final projects)

C. Secondary Education focus characteristics

- 1) Passing Praxis II (national level specific content area examination, e.g., Biology) in a minimum of one area required prior to admission
- 2) Full-time, four quarter, or part-time, evening and weekend program
- 3) 36 credits will be numerically graded
- 4) 20 credits will be offered c/nc (internships and final projects)

See Appendix D for summary of Teacher Education Study Option and Focus areas.

III. Transition Plan

A.. Blanket Petition

As discussed last spring, the following represents a transition plan for those students who are currently in TCP, under the current model but who now are aware of the new model. This plan requests a grandfather clause for 2005-06 students, on a one-time basis. In essence, if they wish to receive a master’s degree:

- 1) They would take core classes from the current M.Ed. Core (TEDUC 502, 503, 504, 506 and new 3 credit capstone course, plus a comprehensive examination).
- 2) We would grandfather 18 credits of 400 level current TCP coursework, to count as the basis for the 36 credit Graduate School requirement for a graduate degree.
- 3) This opportunity would have a limited time frame for this option to be exercised, 2 years post completion of the certificate, or they would need to begin their core by Summer 2008 and complete the degree by June 2011. This option is proposed for this 2005-06 cohort only.

- 4) Upon granting of this petition, we will monitor the list of current students for eligibility (or whatever form of accountability is recommended).
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In addition, we have made some modifications to the current graduate program structure. **Appendix C** shows the new configuration of M.Ed. Study Options with several focus areas under each. We will now offer

<u>Study Option</u>	<u>Focus areas</u>
Teacher Education	K-8 Elementary Education, Special Education, and Secondary Education
At-Risk	At Risk Learner, Special Education, Reading/Literacy, ESL (under development; Su.'07)
Science/Math:	Science, Mathematics (under development), Middle level math/science
Humanities	English/Language Arts, Middle Level Humanities, Multicultural Education Social Studies
Leadership:	Educational Administration, Teacher & Teacher Coaching (under development), Technology

The rationale for this modification is based on organizational logic, and our attempts to tell students and potential students about the range of teaching endorsements (official category for meeting state teaching standards) available. With only a few exceptions, this new structure reflects what we already had available, but didn't market well. We are currently revisiting the content and organization, including objectives, syllabi, and culminating experiences for the students studying in the M.Ed. program. These revisions will take place Summer 2006.

Appendix A

TEACHER EDUCATION STUDY OPTION

K-8 ELEMENTARY

Course Prefix and Number	Cr	Description	Previous Number	Changes
T EDUC 501	3	Foundations of Education: Policy, Ethics, and Philosophy		title & description
T EDUC 506	1	Seminar in Graduate Writing		
T EDUC 515	3	Science Methods	T EDUC 464	
T EDUC 520	3	Multicultural Education		title & description
T EDUC 525	3	Art in K-8 Schools	T EDUC 463	title
T EDUC 527	3	Health Education and Child Abuse Issues	T EDUC 483	
T EDUC 538	3	Classroom Assessment	T EDUC 473	title
T EDUC 541	3	Literacy Instruction for Diverse Students		
T EDUC 548	3	Classroom Management	T EDUC 475	title & description
T EDUC 549	3	Teaching Students with Special Needs	T EDUC 472	description
T EDUC 553	3	Literature and Content Reading	T EDUC 452	title & description
T EDUC 554	3	Language Arts	T EDUC 453	title & description
T EDUC 560	3	Mathematics Methods I	T EDUC 460	
T EDUC 561	3	Mathematics Methods II	T EDUC 461	
T EDUC 562	3	Social Studies Methods	T EDUC 462	description
T EDUC 566	3	Education and Technology		
T EDUC 587	2	Field Experience I	T EDUC 491	description
T EDUC 588	5	Field Experience II	T EDUC 492	description
T EDUC 589	10	Field Experience III	T EDUC 493	description
Total	63			

SPECIAL EDUCATION

Course Prefix and Number	Cr	Description	Previous Number	Changes
T EDUC 501	3	Foundations of Education: Policy, Ethics, and Philosophy		title & description
T EDUC 506	1	Seminar in Graduate Writing		
T EDUC 515	3	Science Methods	T EDUC 464	
T EDSP 520	3	Multicultural Issues in Special Education		new
T EDUC 525	3	Art in K-8 Schools	T EDUC 463	title
T EDUC 527	3	Health Education and Child Abuse Issues	T EDUC 483	

T EDSP 539	3	Introduction to Exceptionalities		
T EDSP 541	3	Literacy Instruction for Diverse Students		
T EDSP 542	3	Structuring the Classroom for Success		
T EDSP 544	3	Special Education Assessment and Evaluation		
T EDSP 546	3	Collaborative Consultation		
T EDSP 547	3	Special Education and the Law		
T EDSP 548	3	Principles and Practices High Incidence		new
T EDUC 553	3	Literature and Content Reading	T EDUC 452	title & description
T EDUC 554	3	Language Arts	T EDUC 453	title & description
T EDUC 560	3	Mathematics Methods I	T EDUC 460	
T EDUC 561	3	Mathematics Methods II	T EDUC 461	
T EDUC 562	3	Social Studies Methods	T EDUC 462	description
T EDUC 566	3	Education and Technology		
T EDUC 587	2	Field Experience I	T EDUC 491	description
T EDUC 588	5	Field Experience II	T EDUC 492	description
T EDUC 589	10	Field Experience III	T EDUC 493	description
Total	72			

SECONDARY EDUCATION

Course Prefix and Number	Cr	Description	Previous Number	Changes
T EDUC 501	3	Foundations of Education: Policy, Ethics, and Philosophy		title & description
T EDUC 506	1	Seminar in Graduate Writing		
T EDUC 516	3	Methods I		new
T EDUC 517	3	Methods II		new
T EDUC 520	3	Multicultural Education		title & description
T EDUC 523	3	Culture of Secondary Schools		new
T EDUC 527	1	Health Education and Child Abuse Issues		
T EDUC 535	3	Literacy Across the Curriculum		new
T EDUC 548	3	Classroom Management	T EDUC 475	title & description
T EDUC 539	3	Principles of Secondary Instructional Assessment		new
T EDUC 566	3	Education and Technology		
T EDUC 587	3	Field Experience I	T EDUC 491	description
T EDUC 589	12	Field Experience III	T EDUC 493	description
Total	44			

Appendix B

Prerequisites To Admission To Teacher Education Study Option:

- 1) Pass a Washington State teacher basic skills test (WEST-B) in mathematics, writing, and reading
- 2) GRE
- 3) Undergraduate prerequisites to enter the program must include all of the following at the 100-level or above, and the applicant must have earned a grade of 2.0 or better:
 - **Writing**
 - **Literature**
 - **Math:** Course(s) that cover the essential areas of number sense, measurement, algebraic sense.
 - **Life Science:** Course(s) in biology, botany, zoology, physical anthropology, or environmental science.
 - **Physical Science:** Course(s) in astronomy, chemistry, geology, physics, environmental science, or oceanography.
 - **Science Lab:** Taken with either life or physical science.
 - **U.S. History**
 - **Geography:** Course(s) that cover geographic landforms, climate, populations, cultures.
 - **Art:** Course(s) in art appreciation, history, or applied courses in the visual or performing arts.
 - **Child, Adolescent, or Lifespan Development:** Study of the psychological development, to include social, emotional, intellectual and physical development, of humans.
 - **Technology**

Appendix C

Overview of UWT Education Program Structural Changes

(December 2005)

Old Structure

New Structure

<p>Post-Baccalaureate</p> <p>Teacher Certification with K-8 and Reading Endorsements</p> <p>M.Ed. Study Options</p> <p>Special Education At-Risk Learner Science Education Integrated Curriculum Technology Educational Administration</p>	<p>M.Ed. Study Options (and focus areas)</p> <p><u>Teacher Education</u> K-8 Elementary Education Special Education Secondary Education</p> <p><u>At-Risk</u> At Risk Learner Special Education Reading/Literacy ESL (under development; Su.'07)</p> <p><u>Science/Math</u> Science Mathematics (under development) Middle level math/science</p> <p><u>Humanities</u> English/Language Arts Middle Level Humanities Multicultural Education Social Studies</p> <p><u>Leadership</u> Educational Administration Teacher (under development) Technology</p>
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Note: Details of newly reconfigured study options and focus areas other than Teacher Education will be presented to Graduate School as addendum for February/March 2006 review. They are provided here to establish the curriculum context for new teacher education format.

Appendix D
Revised Teacher Education Study Option, including Focus Areas

	Teacher Education		
	Elem Ed Program	Elem Ed/Special Ed Program	Secondary Education Program
	TEDUC 549 Tch Special Nds	TEDSP 548* Principles & Practices High Incidence	TEDUC 523* Culture of Second Schools
	TEDUC 560 Math Methods I	TEDUC 560 Math Methods I	TEDUC 516** Methods I
	TEDUC 527 Health/Fitness	TEDUC 527 Health/Fitness	TEDUC 527 (1) Health/Fitness
	TEDUC 566 Technology	TEDUC 566 Technology	TEDUC 566 Technology
	TEDUC 501 Fnd of Ed: Policy, Ethics, & Policy	TEDUC 501 Fnd of Ed: Policy, Ethics, & Policy	TEDUC 501 Fnd of Ed: Policy, Ethics, & Policy
	TEDUC 538 Class Asmnt	TEDSP 544 SpEd Assmnt and Eval	TEDUC 539* Principles of Sec Instr & Assess
	TEDUC 506 (1 cr.) Writing Seminar	TEDUC 506 (1 cr.) Writing Seminar	TEDUC 506 (1 cr.) Writing Seminar
	TEDSP 541 Literacy Instruction	TEDSP 541 Literacy Instruction	TEDUC 535* Literacy across the Curriculum
	TEDUC 554 LA	TEDUC 554 LA	TEDUC 548 Class Mgmt
	TEDUC 562 Social Studies	TEDUC 562 Social Studies	TEDUC 520 Multicultural Ed
	TEDUC 515 Science Methods	TEDUC 515 Science Methods	TEDUC 517** Methods II
	TEDUC 561 Math Methods II	TEDUC 561 Math Methods II	TEDUC 587 P/T Sem/Field Exp (2 day wk. observ. & ref.)
	TEDUC 587 (2 cr.) Sem/Field Exper 3 rotations Gen Ed	TEDUC 587 (2 cr.) Sem/Field Exper 2 rotations in SpEd, 1 rotation in Gen Ed--1st rotation in SpEd	TEDUC 589 (12 cr.) F/T Sem/Field Exp
	TEDUC 553 Lit/Cnt Rd	TEDUC 553 Lit/Cnt Rd	
	TEDUC 520 Multicultural Ed	TEDSP 520* Multicultural Issues in SpEd	
	TEDUC 525 Arts in Schools	TEDUC 525 Arts in Schools	
	TEDUC 548 Class Mgmt	TEDSP 542 Struct Class Success	
	TEDUC 588 (5 cr.) Sem/Field Exper	TEDUC 588 (5 cr.) Sem/Field Exper 5 wks Gen Ed followed by 5 wks SpEd	
	TEDUC 589 (10 cr.) Sem/Field Exper 9 wks. full-time	TEDUC 589 (10 cr.) Sem/Field Exper 7 wks Gen Ed followed by 5 wks SpEd	
		TEDSP 546 Collaboration & Consultation	
		TEDSP 547 School Law	
		TEDSP 539 Exceptional Children	
Total credits certification	63	72	44
	TEDUC 502	TEDUC 502	TEDUC 502
	TEDUC 503	TEDUC 503	TEDUC 503
	TEDUC 504	TEDUC 504	TEDUC 504
	Capstone/Comps	Capstone/Comps	Capstone/Comps
Total credits M.Ed.	75	84	56
All 3 cr. Unless otherwise indicated			
* New courses to be developed			
**Methods will be developed for content area (e.g. science in 2006)			