
Proposal for a Revised Masters Program

INSTITUTION: IUPUI

COLLEGE: Education

DEPARTMENT: Language Education, Special Education, Elementary & Secondary Education, Education Leadership

DEGREE PROGRAM TITLE: MS in Education

FORM OF RECOGNITION TO BE AWARDED: Master of Science (MS)

LOCATION OF PROGRAM: Indianapolis

PROJECTED DATE OF IMPLEMENTATION: Fall 2004

Objectives

The major goal of the revised Masters is to offer a core set of courses designed to address urban education issues, and to offer an urban education concentration. The revised curriculum will incorporate 9-12 credits of our new Certificate in Community Building and Urban Education program. In addition, the inquiry component will be expanded to include 6-9 credits of Inquiry-based Seminars that will support students to conduct inquiry in the field and pursue National Board Certification.

Clientele to be Served

As has been the case in the past, most graduate students will be pursuing a Masters in one of the concentration areas: Language Education, Special Education, Elementary & Secondary Education, and Education Leadership. The new concentration in urban education should draw educators and community members in related fields. The majority of students will continue to be working professionals who attend part-time. Students enrolled in other graduate programs at IUPUI may be interested in taking one or more of the courses offered in the Certificate in Community Building and Urban Education program as electives.

Curriculum

Table 1 provides the current framework for the Masters degrees in Elementary, Secondary, and Special Education. There are three required courses (9 credits): J500 – Instruction in the Context of Curriculum, H520/530/540 – Educational Foundations, and Y520 – Strategies for Educational Inquiry. The remainder of the program is designed by the student and their advisor, including 12 credits of Specialized Studies, 9 credits of Electives, and 6 credits of thesis, project, or additional coursework.

The revised Masters in Education is designed to provide a unifying framework for concentrations in the areas listed above within a supportive cohort design. A minimum of 36 hours is required for completion of the program (See Table 2). The four core courses (9-12 credits) comprising the “Systemic Issues” (W505, A560 or H520/530, T531, and T550) are intended to provide a strong urban education foundation for each cohort of students.

Inquiry Block

Our Inquiry block (9-12 credits) is intended to prepare students to be reflective practitioners. This component is intended to provide students with opportunities to “problematize” their practice (teaching, administration, etc.), reflect on their practice, document evidence of change (e.g., student learning, organizational change), and to identify needed changes in practice. This experience will

culminate with an action research project or a portfolio documenting excellence in practice. In addition, these courses will integrate the use of technology in educational practice.

The first course in this sequence is either Y535 or Y520. Some students will be interested in the role of evaluation and assessment in educational settings (Y535) and can envision this course supporting their personal inquiries. Other students will approach research in education from a much broader perspective. Through Y520, they will acquire tools for reading and potentially conducting research in education, as well as considering the nature of research questions that impact teaching and learning. For these students Y520 will serve to support their personal inquiries into teaching and learning.

Following the structured research course, students will enroll in two to three consecutive semesters of an Inquiry Seminar. These seminars will attend to students who are enrolled for the first, second or third time. Consequently, each seminar will be comprised of students engaging in inquiry stage 1, stage 2, or stage 3.

Inquiry Stage 1: The initial activity of one's personal inquiry will be the "problematizing" of one's practice and the identification of an inquiry focus. In the search for an inquiry focus, students will spend time analyzing their students' learning, or developing a relevant focus if they are not classroom based. This activity will be a semester long inquiry into student or organizational learning and change.

Inquiry Stage 2: This second phase of student inquiry will be the design of an action research project. During the second semester, the exploration of action research methodology will be a focus. Educators will further problematize their teaching/leadership activities by video-taping themselves and learning to use the video-tapes as a means of reflecting on the quality of their practice.

Inquiry Stage 3: The third phase of inquiry will be either the implementation of the action research project with the write-up of the findings, or a portfolio documenting the quality of practice. Portfolios will include materials such as analysis of student work, lesson plans, and video-case reflections of teaching.

National Board Certification

The NCATE/National Board for Professional Teaching Standards (NBPTS) partnership encourages university Schools of Education to develop standards-based master's degree programs designed to help teachers improve their practice and develop the tools to better assess their own effectiveness. According to Blackwell and Diez (1998), such master's programs would focus not on routes out of the

classroom, but on improving teachers' ability to teach all students effectively, and would provide intensive study that deepens teachers' knowledge of content-specific pedagogy with the aim of improving student achievement and learning.

The design of the inquiry seminars, which require higher-level reflection for all students, also allows interested students to align their work with National Board Certification requirements (including the portfolio development). In addition, workshops can be offered on weekends or as part of the School of Education Summer in the City classes to encourage students to pursue National Board Certification.

Specialized Studies

The Specialized Studies block (12-18 credits) allows students to individualize their program of study through coursework and experiences aligned with their field of study.

Each concentration area will delineate required and recommended coursework for this block.

Field Component

All courses will be linked to the field through field-based inquiry and assignments. The inquiry seminars will involve analysis of field-based practices, action research, and documentation of practices.

Standards Guiding the Masters Program

All graduate programs in the IUPUI School of Education are grounded in the five core propositions of the National Board for Professional Teaching Standards (NBPTS), and are guided by INTASC Standards and the IUPUI Principles of Teacher Education. In addition, each individual program adheres to the national and state standards for each discipline. In combination, these standards guide curriculum, instruction, candidate assessment, field experiences, and program evaluation. Student reflection about their growth in relation to these standards is a core component of every course and field experience.

Admissions and Course Sequence

Students may be admitted and begin in the summer or fall. Summer cohorts will take two courses in the summer and one each semester thereafter, beginning with W505. Fall cohorts will also begin with W505. Students who enter in the spring must take a Specialized Study course prior to joining a cohort in the summer.

Students should proceed through the Systemic Issues and Specialized Studies courses first, followed by the Inquiry courses. Students may follow either a two-year or a three- year version of the program.

Program Faculty

No new full-time faculty are needed immediately due to the fact that all courses are currently being offered except for the Inquiry Seminars. Existing School of Education faculty have expressed interest in teaching these courses.

Table 1:
**Current Master's Framework for the School of Education at IUPUI
For Elementary, Secondary, and Special Education**

Required Courses (9 credits)

EDUC J500 Instruction in Context of Curriculum
EDUC H520/530/H540: Educational Foundations
EDUC Y520: Strategies for Educational Inquiry

Specialized Studies (12 approved credits)

- 1.
- 2.
- 3.
- 4.

Electives (9 credits, limit 3 workshop credits):
Courses outside of Education

- 1.
- 2.
- 3.

Masters Thesis, Project, or Portfolio (6 credits)
OR 6 credits of coursework (*approved by advisor*)

TOTAL: 36 credits

Table 2

MASTER'S IN EDUCATION:***Urban Education, Language Education, Special Education, Secondary & Elementary Education***

	Certificate in Community Building & Urban Education	Master's in Education
Systemic Issues	W505: Inter-professional Collaboration (3 cr) A560: Political Perspectives on Education (3 cr)	W505: Inter-professional Collaboration (3 cr) A560: Political Perspectives on Education (3 cr) OR H520/530: Foundation Course
	T531: Org Change in Culturally & Linguistically Diverse Schools (3 cr) T550: Cultural/Community Forces & the Schools (3 cr)	T531: Org Change in Culturally & Linguistically Diverse Schools (3 cr) T550: Cultural/Community Forces & the Schools (3 cr) <i>(optional for all but Urban Ed.)</i> (9-12 cr)
Inquiry		Y535: Evaluation Models & Techniques <i>(req'd for Urban Ed)</i> OR Y520: Strategies for Educational Inquiry (3 cr) Inquiry-Based Seminars I, II, & III (6-9 cr) <i>(To be taken after 'Y' course)</i> (9-12 cr)

<p>Teaching and Learning (Specialized Studies)</p>		<p><u>Specialized Studies Related to Field of Study</u> (12-18 cr) <i>(e.g., J/L500: Instruction in the Context of Curriculum, S503: Secondary Curriculum, G580: Topical Seminar in Counseling & Guidance, K505: Intro. to Special Ed.)</i> 1. 2. 3. 4. 5. 6. (12-18 cr)</p>
<p>Evidence of Performance</p>	<p>T590: Practicum (Independent Study/Multicultural Ed) (3 cr)</p>	<p>TOTAL = Minimum 36 credits</p>