

1. Explain briefly and clearly the proposed improvement.

Currently the Master of Arts in the Practice of Teaching (MPT) identifies the focus areas students select as specializations.

We are proposing that these focus areas be identified as concentrations, specifically 4:

- 1) Practice of Teaching: The Early Childhood Education Concentration
- 2) Practice of Teaching: Curriculum and Instruction Concentration
- 3) Practice of Teaching: Early Elementary Teaching Concentration
- 4) Practice of Teaching: The Teacher Leader Concentration

[Please note that the current specialization called "Practice of Teaching" (Banner Code TEPM) will become known as the concentration called "Practice of Teaching: Curriculum and Instruction."]

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

This revision and update allows for greater clarity in the MPT Teaching structure. It brings consistency to the concentration that is endorsed, with parallel names for concentrations and the associated endorsements. The revisions also bring consistency to the two concentrations that have parallel Ph.D. concentrations.

- 1) Practice of Teaching: The Early Childhood Education concentration is a concentration that leads to the ZS endorsement (Early Childhood Education Endorsement). It is also consistent with the parallel CEHD doctoral concentration that is housed in TLES, the Ph.D. concentration in Early Childhood Education.
- 2) Practice of Teaching: Curriculum and Instruction concentration is consistent with the aims of the MPT referred to in the graduate catalog as K-12 Curriculum and Instruction and the term concentration will replace the term specialization. This concentration will also be consistent with the parallel CEHD doctoral concentration that is housed in TLES, the Ph.D. concentration in Curriculum and Instruction.
- 3) Practice of Teaching: Early Elementary Teaching concentration is consistent with the aims of the MPT and will lead to initial teacher certification.
- 4) Practice of Teaching: The Teacher Leader concentration is aligned with the Master's of Practice in Teaching program core as well as including an emphasis in Educational Leadership and will lead to the MDE Teacher Leader endorsement.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No effect

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No effect other than bringing greater consistency, currency and clarity.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No effect other than making the connection between master's and doctoral programs clearer.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

We anticipate that there will be approximately 5-10 new graduate students per year enrolled in each of the 4 concentrations.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No effect.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting re-approval of an existing course.) **NA**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program. Develop skills necessary for ongoing critical inquiry concerning ways that educational aims and practices reflect and emerge from taken-for-granted cultural assumptions as well as formal institutional and political policies.

1. Develop an understanding of the ways professional aims and practices are embedded institutions and reflect their socio-historical contexts and cultural assumptions.
2. Engage in critical inquiry about their chosen research topic.
3. Demonstrate knowledge of and facility with selected fundamentals of educational research.
4. Engage in an examination of a key aspect of their professional aims and practices.
5. Engage in an examination of a key aspect of their professional aims and practices.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. **This is not a response to assessment outcomes. This is an effort to bring consistency to the language we use to describe our Master's of Practice in Teaching program and the associated concentrations.**
11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. **NA**

Current 2017-18 Graduate Catalog Description

Master of Arts in the Practice of Teaching

Coordinators/Advisors: Amy Betz (Foundations of Teaching), Lynn Nations Johnson (Curriculum & Instruction), Regena Fails Nelson (Early Childhood), Andrea Smith (Early Childhood), Paul Vellom (Curriculum & Instruction), Dini Metro-Roland (Curriculum & Instruction).

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The Master of Arts in the Practice of Teaching provides a comprehensive professional development program for current Pre K-12 teachers. In order to address the ever-changing and complex challenges faced by today's teachers, this degree allows teachers, along with their academic advisors, to customize programs of study to meet individual needs and professional goals.

The Master of Arts in the Practice of Teaching is designed to enhance the knowledge and skill of reflective practitioners for a variety of educational settings. It is our belief that teachers ought to be effective practitioners, leaders, change agents, intellectuals, researchers, and learners. They should be passionate learners who embrace diversity, actively inquire and reflect upon their own practice, nurture the development of new knowledge and skills, and weave the complexities of modern society into the learning process. This is accomplished through a process of continuous professional, intellectual, and social growth within an interrelated spiral of academic content preparation, professional knowledge, pedagogical skill, and guided practice. The Master of Arts in the Practice of Teaching is predicated on the assumption that theory, research, policy, and practice must be continuously integrated in ways that provide innovative models leading to the improvement of teaching, learning, and reflective practice.

The goal of reflective practice is to help teachers develop the ability to analyze their own teaching, inquire into how teaching can be improved, and develop strategies to improve teaching that build on individual strengths. Reflective practitioners must also be able to situate their practice within the social, cultural, and economic dimensions of relationships among schooling, society, and the natural environment. It requires teachers to examine, interpret, and evaluate the teaching-learning process using the best practices described by research and experience as the referent for reflection.

Admission Requirements

1. Bachelor's degree from an accredited institution.
2. An overall grade point average of at least 3.0 (on a 4 point scale) in the last two years of undergraduate work. Applicants with a GPA of less than 3.0 may be granted a Conditional Admission. This will be converted to a regular admission if students receive a grade of "B" or better in the first two graduate courses (six credit-hours) taken.
3. A concise written "statement of purpose" (250 words) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study. Congruence of applicant's written "statement of purpose" with the parameters of this degree program. Experience in a professional setting.*
4. A valid Michigan Teaching Certificate** will be required for students seeking to obtain additional endorsements.

*Waived for individuals in "Early Elementary Teaching" concentration seeking initial certification.

**Required only for individuals seeking to obtain additional endorsements.

A review of transcripts will be required for students in the Early Elementary Teaching concentration to determine if the student has taken 45 credits of required content pre-requisites for elementary education certification.

Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be prepared during the first semester of enrollment.

A maximum of 9 Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in the Practice of Teaching with advisor approval.

Program Requirements

(30 – 33 hours) for practicing teachers

(57 hours) for individuals in “Early Elementary Teaching” concentration

1. Foundations of Practice (12-15 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

Note: ED 6330 and ED 6340 are prerequisites for ED 6010 and should be taken early in the program if possible. In addition, students must complete 21 hours in their masters program before enrolling in ED 6010.

Take either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits: 6 hours

2. Area of Specialization (18 hours)

Students may select, with the approval of their assigned advisor, 18 semester hours in one of several areas of

specialization. (*Examples of specialized programs follow below.*)

Program Examples

Example 1: Specialization in Early Childhood Education General and Special Education (ZS endorsement) Program Requirements

1. Foundations of Practice (12-15 hours)

ES 6330 - Education and Human Flourishing Credits: 3 hours

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours

ED 6010 - Introduction to Research in Educational Settings

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits : 6 hours

2. Area of Specialization (18 hours)

ED 5750 - Administration of Child Development Center

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours ED 6080 - Early Childhood Development Credits: 3 hours

ED 6110 - Early Child Assessment Credits: 3 hours

ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours LS 5160 – Professional Symposium in Reading Credits: 3 hours (Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

~~Credit: 3 hours~~

~~Credit: 3 hours~~

Example 2: K-12 Curriculum and Instruction

Program Requirements

1. Foundations of Practice (12-15 hrs)

ES 6330 - Education and Human Flourishing Credits: 3 hours

ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours

ED 6010 - Introduction to Research in Educational Settings

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 – Thesis Credits : 6 hours

Credits: 3 hours

2. Area of Specialization (18 hours)

ED 6000 - Fundamentals of Measurement and Evaluation

ED 6020 - School Curriculum and Assessment Credits: 3 hours

ED 6280 - Curriculum Theory Credits: 3 hours

ED 6360 - Classroom Pedagogy: The Art and Science of Teaching Credits: 3 hours

ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours

LS 5160 - Professional Symposium in Reading Credits: 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

Example 3: Curriculum & Instruction: Culturally Diverse Students and Social Justice

Program Requirements

1. Foundations of Practice (12-15 hrs)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours ES 6330 - Education and Human Flourishing Credits: 3 hours

Credits: 3 hours

ES 6340 - Culture and Politics of Educational Institutions

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits : 6 hours

Credits: 3 hours

2. Area of Specialization (18 hours)

ED 6020 - School Curriculum and Assessment

ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours

ES 6730 - Class, Ethnicity, and Gender in Education Credits: 3 hours

ES 6750 - Multicultural Education Credits: 3 hours

ED 6760 - Learning in Social Contexts Credits: 3 hours

LS 5160 - Professional Symposium in Reading Credits: 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

Early Elementary Teaching Concentration - Initial Teacher Certification

Program Requirements:

1. Foundation of Practice (15 hours)

Credits: 3 hours

ES 6150 - Education From a Socio-Cultural Perspective Credits: 3 hours

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

ED 6790 - Capstone Research Project Credits: 3 hours

ED 7120 - Professional Field Experience Credits: 1 to 12 hours

(Credits: 6 hours needed)

2. Area of Specialization (42 hours)

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours

ED 6080 - Seminar in Early Childhood Development Credits: 3 hours

ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours

ED 6110 - Assessment in Early Childhood Inclusive Education Credits: 3 hours

ED 5750 - Administration of Child Development Centers Credits: 3 hours

ED 6050 - Teaching of Social Studies in the Elementary Schools Credits: 3 hours

ED 4300 - Creativity in the Elementary Classroom Credits: 3 hours

ED 5020 - Curriculum Workshop Credits: 1 to 6 hours

ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours

HPHE 6450 - Curriculum Development in Human Performance and Health Education

MATH 6510 - Studies in Teaching Elementary School Mathematics Credits: 3 hours

LS 6170 - Reading in the Content Areas Credits: 3 hours

LS 6180 - Literacy Acquisition and Reading Instruction Credits: 3 hours

SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content Areas Credits: 3 hours

Proposed 2018-19 Graduate Catalog Description

KEY: Underline = additions Strikethrough = deletions

Master of Arts in the Practice of Teaching

Concentration Coordinators/Advisors: Amy Betz (Foundations of Teaching), Lynn Nations Johnson (Curriculum & Instruction), Regena Fails Nelson (Early Childhood), Lynn Nations Johnson (Teacher Leader), Andrea Smith (Early Childhood), Paul Vellom (Curriculum & Instruction), Dini Metro-Roland (Curriculum & Instruction).

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The Master of Arts in the Practice of Teaching is designed to enhance the knowledge and skill of reflective practitioners for a variety of educational settings. It is our belief that teachers ought to be effective practitioners, leaders, change agents, intellectuals, researchers, and learners. They should be passionate learners who embrace diversity, actively inquire and reflect upon their own practice, nurture the development of new knowledge and skills, and weave the complexities of modern society into the learning process. This is accomplished through a process of continuous professional, intellectual, and social growth within an interrelated spiral of academic content preparation, professional knowledge, pedagogical skill, and guided practice. The Master of Arts in the Practice of Teaching is predicated on the assumption that theory, research, policy, and practice must be continuously integrated in ways that provide innovative models leading to the improvement of teaching, learning, and reflective practice.

The goal of reflective practice is to help teachers develop the ability to analyze their own teaching, inquire into how teaching can be improved, and develop strategies to improve teaching that build on individual strengths. Reflective practitioners must also be able to situate their practice within the social, cultural, and economic dimensions of relationships among schooling, society, and the natural environment. It requires teachers to examine, interpret, and evaluate the teaching-learning process using the best practices described by research and experience as the referent for reflection.

Admission Requirements

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3. A concise written "statement of purpose" (250 words) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study. Congruence of applicant's written "statement of purpose" with the parameters of this degree program. Experience in a professional setting.*
4. A valid Michigan Teaching Certificate** will be required for students seeking to obtain additional endorsements.

*Waived for individuals in "Early Elementary Teaching" concentration seeking initial certification.

**Required only for individuals seeking to obtain additional endorsements.

A review of transcripts will be required for students in the Early Elementary Teaching concentration to determine if the student has taken 45 credits of required content pre-requisites for elementary education certification.

Upon admission, each student will be assigned an advisor who will assist in the preparation of a program of study. The program of study should be prepared during the first semester of enrollment.

A maximum of 9 Western Michigan University graduate credits taken before admission may be applied to the Master of Arts in the Practice of Teaching with advisor approval.

Program Requirements

(30 – 33 hours) for practicing teachers

(57-63 hours) for individuals in “Early Elementary Teaching” concentration

1. Foundations of Practice (12-15 hours)—Required for ALL 4 concentrations:

ES 6330—Education and Human Flourishing Credits: 3 hours

ES 6340—Culture and Politics of Educational Institutions Credits: 3 hours ED 6010—Introduction to Research in Educational Settings Credits: 3 hours

Note: ED 6330 and ED 6340 are prerequisites for ED 6010 and should be taken early in the program if possible. In addition, students must complete 21 hours in their masters program before enrolling in ED 6010.

Take either:

ED 6790—Capstone Credits: 3 hours Or

ED 7000—Thesis Credits: 6 hours

Area of Specialization (18 hours)

Four Master’s of Practice in Teaching Concentration Descriptions

Areas of Concentration include 12-15 Foundations of Practice Hours + 18-42 hours concentration hours

Students may select, with the approval of their assigned advisor, 18 elective semester hours in one of several areas of specialization.

The Early Childhood Education Concentration has 18 required concentration hours and leads to the ZS Endorsement with the Michigan Department of Education (MDE). The Curriculum and Instruction Concentration has 18 elective concentration hours. The Early Elementary Teaching Concentration has 42 hours and leads to initial certification. The Teacher Leader Concentration has 21 required concentration hours.

(Examples of specializations follow below.)

~~Program Examples~~

Programs of Study for each of the 4 concentrations follow:

Example 1: Specialization in

1. Practice of Teaching: Early Childhood Education Concentration—General and Special Education (ZS endorsement) (30-33 hours)

~~Program Requirements~~

Required Foundations of Practice Courses (12-15 hours)

ES 6330—Education and Human Flourishing Credits: 3 hours

ES 6340—Culture and Politics of Educational Institutions Credits: 3 hours

Introduction to Research in Educational Settings

~~ED 6010—~~

ES 6330 - Education and Human Flourishing Credits: 3 hours (take at the beginning of the program)

ES 6340 - Culture and Politics of Educational Institutions: 3 hours (take at the beginning of the program)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours (take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits : 6 hours

Credits: 3 hours

2. Area of Specialization- Required Concentration Courses for the ZS Early Childhood Concentration and Endorsement (18 hours)

ED 5750 - Administration of Child Development Center Credits: 3 hours

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours

ED 6080 - Early Childhood Development Credits: 3 hours

ED 6110 - Early Child Assessment Credits: 3 hours

ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours

LS 5160 – Professional Symposium in Reading Credits: 3 hours (Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

Example 2: K-12

2. Practice of Teaching: Curriculum and Instruction Concentration (30-33 hrs)

Program Requirements

1. Required Foundations of Practice Courses (12-15 hrs)

~~ES 6330 - Education and Human Flourishing Credits: 3 hours~~

~~ES 6340 - Culture and Politics of Educational Institutions Credits: 3 hours~~

~~ED 6010 - Introduction to Research in Educational Settings~~

ES 6330 - Education and Human Flourishing Credits: 3 hours (take at the beginning of the program)

ES 6340 - Culture and Politics of Educational Institutions: 3 hours (take at the beginning of the program)

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours (take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits : 6 hours

Credits: 3 hours

Area of Specialization- Elective Concentration Courses (18 hours)—Note: Many other elective concentration course options are available.

ED 6000 - Fundamentals of Measurement and Evaluation

ED 6020 - School Curriculum and Assessment Credits: 3 hours

ED 6280 - Curriculum Theory Credits: 3 hours

ED 6360 - Classroom Pedagogy: The Art and Science of Teaching Credits: 3 hours

ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours

LS 5160 - Professional Symposium in Reading Credits: 3 hours

(Required by the State of Michigan for Professional Certification. Students should take this course within their first 10 graduate credits.)

3. Practice of Teaching: Early Elementary Teaching Concentration - Initial Teacher Certification (57-63 hrs)

1. Required Foundations of Practice Courses (15-21 hrs)

ES 6150 - Education From a Socio-Cultural Perspective Credits: 3 hours

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

ED 6790 - Capstone Research Project Credits: 3 hours

ED 7120 - Professional Field Experience Credits: 1 to 12 hours (Credits: 6 hours needed)

2. Area of Specialization Required Concentration Courses (42 hours)

ED 6060 - Early Childhood Education Methods and Materials Credits: 3 hours

ED 6080 - Seminar in Early Childhood Development Credits: 3 hours
 ED 6140 - Engaging Diverse Families in Educational Settings Credits: 3 hours
 ED 6110 - Assessment in Early Childhood Inclusive Education Credits: 3 hours
 ED 5750 - Administration of Child Development Centers Credits: 3 hours
 ED 6050 - Teaching of Social Studies in the Elementary Schools Credits: 3 hours
 ED 4300 - Creativity in the Elementary Classroom Credits: 3 hours
 ED 5020 - Curriculum Workshop Credits: 1 to 6 hours
 ED 6700 - Authority and Autonomy in Schooling Credits: 3 hours
 HPHE 6450 - Curriculum Development in Human Performance and Health Education: 3 hours
 MATH 6510 - Studies in Teaching Elementary School Mathematics Credits: 3 hours
 LS 6170 - Reading in the Content Areas Credits: 3 hours
 LS 6180 - Literacy Acquisition and Reading Instruction Credits: 3 hours
 SPED 5340 - Evidence Based Interventions I: Foundations of Reading, Written Language and Content Areas Credits: 3 hours

4. Practice of Teaching: Teacher Leader Concentration (33-36 hrs)

Required Foundations of Practice Courses (12-15 hrs)

ES 6330 - Education and Human Flourishing Credits: 3 hours (take at the beginning of the program)
ES 6340 - Culture and Politics of Educational Institutions: 3 hours (take at the beginning of the program)
ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours (take at the end of the program just prior to capstone or thesis)

Select either:

ED 6790 - Capstone Credits: 3 hours Or

ED 7000 - Thesis Credits : 6 hours

Required Concentration Courses (21 hrs)

ED 6360 – Classroom Pedagogy: The Art and Science of Teaching
ED 6700 – Authority and Autonomy in Schooling
EDLD 6300 – Data Informed Decision Making and Research
EDLD 6640 – Curriculum, Instruction and Assessment Leadership
EDLD 6730 – Instructional Leadership and Supervision
EDLD 6750 – The Work of Teacher Leaders
EDLD 6760 – How Schools Work: Organization, Finance and Legal Systems