

PROCESS

CURRICULUM PROPOSAL SCC#03-04-
NEW Programs- MAJOR Program Revisions- PROGRAM Name Changes

213-
G109

Deadlines: October 3, 2003 to be implemented Fall 2004~ February 13, 2004 to be implemented Spring 2005
LIBRARY RESOURCE FORM REQUIRED

PROPOSAL TITLE: Certificate of Graduate Study: Teaching and Learning

Sponsor(s): Kathleen Sernak E-Mail: Sernak@rowan.edu Ext: 3808
Carol Sharp E-Mail: Sharp@rowan.edu Ext: 4751

DEPARTMENT: Interdisciplinary (Ed Leadership)

COLLEGE: Education

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE X GRADUATE

THE ATTACHED NEW PROGRAM- MAJOR PROGRAM REVISION- PROGRAM NAME CHANGE IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

- New degree program Major changes- degree requirements/major/minor or certificate program
- New Major Change to Coll egename, School, Department or Degree
- New Minor Quasi curricular change
- New concentration, specialization, or track
- New Certificate of Graduate Study Program (COGS & COGA)

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: _____
 Department Curriculum Chair: [Signature] Date: 2-13-04
 Academic Dean: [Signature] Date: 2-13-04

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: _____ Approved _____ Not Approved _____

COLLEGE CURRICULUM CHAIR: _____

UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: 4-26-2004 Approved Not Approved _____

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 5-12-2004

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 11/30/04
Approved _____ Not Approved _____

REGISTRAR

Date: 11/30/04 Official Copy & Approval Sheet Filed
 Date: _____ Course Description Received & Approved ~ Hegis Taxonomy & Course# _____
 Course Description Received & Approved ~ Hegis Taxonomy & Course#: _____
 Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- VP Student Affairs
- Others (Denim)

Till 12/16/04

CERTIFICATE OF GRADUATE STUDY: TEACHING AND LEARNING
February 2004

Title & Sponsor: Certificate of Graduate Study in Teaching and Learning, sponsored by the College of Education.

Need for the Certificate of Graduate Study in Teaching and Learning: It will (1) directly address the needs of school districts to meet many of the requirements of the No Child Left Behind Act (NCLB), particularly addressing the need for highly qualified teachers; (2) be aligned with the propositions of the National Board for Professional Teaching Standards (NBPTS) and with New Jersey's governor, James B. McGreevey's "21-Point Plan for Education" which identified better teaching as one of the three key priorities needed to improve education in the state; (3) emphasize research-based teacher practices, and assessment of performance in terms of student learning; and (4) foster peer leadership by educating teachers to become mentors who would serve as models for learning and as reflective decision makers.

Relationship to College of Education: This COGS is interdisciplinary, bringing together courses from several departments in the College of Education to offer a strong pedagogical and theoretical core. In addition to strengthening teachers' pedagogy and content knowledge, the Certificate of Graduate Study in Teaching and Learning will increase teachers' understanding of diverse cultures and methods in order to improve learning for students of different cultural backgrounds, and will enhance teachers' use of technology to improve teaching and learning as indicated in the College of Education's conceptual framework.

Summary of Curriculum: Six core courses, 18 s.h., comprise the certificate program: 0818.510 Applied Theories of Learning; 0802.511 Learning Community Classrooms; (New Course) Researching Classroom Practice; 0802.550 Analysis of Classroom Teacher Behavior; (New Course) Educational Change; and 0829.580 Fundamentals of Curriculum Development. Five of the courses will be offered as a sequence; Fundamentals of Curriculum Development may be taken at any time convenient for the student.

Students taking this COGS will have information necessary to sit for National Board Certification if they so choose.

Implementation time frame: The program will begin Summer 2005.

Resources required: Staff is adequate at present. Space is sufficient as both school sites and the Rowan campus will be used for teaching. At this time, materials, including technology, are sufficient.

CERTIFICATE OF GRADUATE STUDY: TEACHING AND LEARNING
January 2004

- a. **Title:** Certificate of Graduate Study in Teaching and Learning
- b. **Sponsor:** The College of Education
- c. **Scope/Size:** The COGS will recruit teachers who desire to be more effective instructors, and who want to become leaders within their own schools, yet remain primarily classroom teachers. Because the coursework for the COGS is based on National Board of Professional Teaching Standards (NBPTS)¹, teachers will be prepared to apply to become certified through the National Board if they choose. The philosophical basis of the program is to develop learning communities for a democratic society.

Each course will be established following the guidelines of the Graduate School, that is, at least ten students must enroll for each course offered; the goal, however, is to have 18-20 students per course. In addition to strengthening teachers' pedagogy and content knowledge, the program is committed to increasing teachers' understanding of diverse cultures and methods for improved learning for students of different cultural backgrounds; and to using technology to improve teaching and learning.

The COGS is composed of 6 core courses, 18 s.h.:

- 0818.510 Applied Theories of Learning;
- 0802.511 Learning Community Classrooms;
- (New Course) Researching Classroom Practice;
- 0802.550 Analysis of Classroom Teacher Behavior;
- (New Course) Educational Change; and
- 0829.580 Fundamentals of Curriculum Development.

Five of the core courses will be offered as a sequence; Fundamentals of Curriculum, which is offered on campus, may be taken at a time convenient for the student.²

The courses will be offered at no more than three Professional Development School sites, as well as on the Rowan campus. Although not a mandate, teachers from a school site may form a cohort, in essence, by taking all the core courses of the program together.

d. **Relationship to curriculum:** The Certificate of Graduate Study in Teacher Learning will be integral to the proposed Masters of Education in Advanced Studies in Standards-Based Practice, forming the core of that program. It is interdisciplinary within the College of Education, drawing on faculty from Reading, Elementary Education, Special Education and Educational Leadership to teach the courses in the COGS, thus, enhancing the breadth of expertise and knowledge of particular subject matter offered to teachers.

The COGS has the potential to increase student enrollment for each department. It also will encourage and strengthen collaboration among departments, a goal of the College of Education.

¹ NBPTS was established in 1987 as a nonpartisan, independent and nonprofit organization. Its mission is to establish high and rigorous standards for what accomplished teachers should know and be able to do. The goal of the board is to develop and operate a national voluntary system to assess and certify teachers.

² Many of the teachers who will enroll in this program have taken Fundamentals of Curriculum as a stand-alone course, or as part of another program or COGS. The course is included in this program to ensure that all students will have had the course.

e. Eligibility: Initially, recruitment will focus on certified teachers from Rowan's Professional Development Schools. However, recruitment ultimately will occur throughout southern New Jersey and the surrounding areas. Most students will be part-time, as the majority will be certified practicing educators. Recruitment will focus on a population representative of the region Rowan serves. Additionally, Rowan's Professional Development Schools include several that are from Abbott districts, thus increasing the potential for participation of teachers from racial and ethnic minorities, as well as from lower socioeconomic backgrounds.

f. Suggested Time and Scale of Implementation: The program will begin Summer 2005. Participants will be encouraged to take workshops on writing (descriptive, analytical, and reflective) and technology prior to entering the program. As stated previously, these workshops will be offered as needed and as can be staffed.

The anticipated enrollment at the program inception is 50 students, approximately 15 at each of two Professional Development Schools (PDS), and 20 at the Rowan campus. Optimal enrollment for each course will be 25 students at each location. If demand is high, a second series of courses may be offered in another PDS and/or on campus.

To begin, several of the courses will be offered at two Professional Development Schools (PDS), the intent of which is to recruit a group of students from the particular district and from the surrounding area. Currently, Learning Community Classrooms and Analysis of Classroom Teacher Behavior are taught at school sites. Applied Theories of Learning, Researching Classroom Practice, and Educational Change will also be taught on site; Fundamentals of Curriculum will be taught on campus. Additionally, the entire series of core courses may be taught on the Rowan campus to serve teachers not involved with the PDS schools, or for whom Glassboro is a more convenient location. Each class will have a minimum of ten participants, however, the goal is to have eighteen to twenty students.

g. Resource requirements. For the immediate implementation of the program, resource needs are adequate. However, as the program develops and grows, additional resources may be necessary. Since technology is a key component of the program, more wireless computers and easier access to video-conferencing will be needed. They will be requested as needed through the required university procedures.

The courses will be offered off campus in selected Professional Development Schools, as well as on campus. Currently, all of Rowan's Professional Development Schools have the capacity for video-conferencing, and have computer laboratories with Internet capability, including wireless access. Additionally, the new Education building, containing computer labs, video-conferencing, smart classrooms, wireless access and conference rooms, is scheduled to be completed within months of this program's commencement.

h. Recommended Library Resources: Library materials, particularly journals and DVDs will need to be upgraded on a continuous basis to provide access to the most current pedagogies, research on teaching and learning, and school change. See, also, attached library consultation forms.

Rationale

The proposed Certificate of Graduate Study in Teaching and Learning links to Rowan's strategic plan in several ways. The COGS is interdisciplinary. Departments within the College of Education are collaborating to provide the courses, ensuring their scaffolding one to another.

The COGS is based on propositions that will "assess student learning outcomes to help students improve and maintain academic success and to assist the institution in monitoring quality." Course requirements and projects will assess learning outcomes in terms of National Board propositions and Rowan's learning propositions.

Finally, the coursework and experiential work respond to national, state, and local concern among educators that it is necessary for teachers to take more leadership responsibility for curriculum development, peer mentoring and coaching, and educational policy if student learning, particularly for students who have been underserved, is to improve.

The Certificate of Graduate Study in Teaching and Learning is

- intellectually grounded: focusing on pedagogy, content, and leadership based on research and literature from the fields of education, liberal arts, and business;
- practice oriented: practicing the use of learning theories, research literature, action research skills, technology skills, and understandings of diversity and self in relation to difference to improve student learning through enhanced teaching;
- socially responsive: developing instructional and leadership skills for working with diverse populations; promoting culturally responsive teaching and learning, making ethical professional decisions;
- futuristically thinking: preparing teachers as leaders to create educational institutions that will prepare students for now and the future; having vision that is in the long-term interests of society in which they function, and can rally parents, students, educators, and community members around that vision in order to transform society.

Essence of the Program

a. Nature and focus of the program

The Certificate of Graduate Study in Teaching and Learning have the following goals: (1) to develop teacher leaders who practice teaching skills aligned with the NBPTS's Five Core Propositions, and (2) to empower teachers to assume leadership roles within their schools and districts.

The COGS in Teaching and Learning is designed for teachers who desire to develop and hone their leadership skills, and who wish to remain in the classroom. It approaches leadership from the perspectives of exemplary teaching, continuous learning for all, a need to balance change with stability, and the importance of peaceful existence in a diverse community of learners. To that end, teachers will enhance their abilities to lead not only in their classrooms, but also in the school at large by working with curriculum, becoming mentors, coaches and/or master teachers, developing new programs, and a variety of other activities that improve schooling for all children.

The following 5 core propositions of the NBPTS (#1-#5) and an additional 3 principles (#6-#8) identified by Rowan College of Education faculty provide the focus for the COGS in Teaching and Learning (See attached matrix, Appendix A, for detailed outcomes and assignments correlating with the NBPTS propositions and Rowan propositions):

NBPTS Propositions

- (1) teachers are committed to students and their learning;
- (2) teachers know the subjects they teach and how to teach those subjects to students;
- (3) teachers are responsible for managing and monitoring student learning;
- (4) teachers think systematically about their practice and learn from their experience;
- (5) teachers are members of learning communities;

Rowan Program Principles

- (6) teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
- (7) teachers are change agents, teacher leaders, and partners with colleagues; and
- (8) teachers use technology to facilitate student learning and their own professional development.

b. Knowledge and Skills Teachers Will Acquire (Objectives)

Teachers will

- learn theories of cognition and intelligence and incorporate them into their practice;
- use their command of specialized knowledge to convey and reveal subject matter to a diverse student body;
- design an effective learning environment to maximize students' learning;
- continually assess and modify the learning environment to meet the instructional needs of all students;
- develop and hone communication skills to be more effective leaders in the school, as well as in the classroom;
- reflect upon their practice to enhance student learning;
- develop learning communities to include children, professionals, and families in their classroom, in their school and within the wider educational context;
- assume appropriate roles for effecting change in order to improve their educational community;
- gain proficiency in the use of technology for student learning and professional development.

c. Structure of the Program

In order to provide a standards-based foundation for the COGS in Teaching and Learning, courses have been integrally related to the propositions established by the

National Board of Professional Teaching Standards (NBPTS) and the principles identified by the Rowan College of Education faculty. (See Appendix A for matrix of courses and how their outcomes and assignments link to the NBPTS propositions and the Rowan standards.) Technology and descriptive, analytic, and/or reflective writing will be integrated throughout each course.

Identification of Core Courses

0818.510 Applied Theories of Learning, 3 s.h.: Propositions 1, 3, 4: Teachers are committed to students and their learning, are responsible for managing and monitoring student learning, and think systematically about their practice and learn from experience. Standard 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners.

0802.511 Learning Community Classrooms, 3 s.h.: Proposition 1: Teachers are committed to students and their learning. Standard 6: teachers account for the needs of culturally, linguistically, and cognitively diverse learners.

(New Course) Researching Classroom Practice, 3 s.h. Propositions 3, 4: Teachers are responsible for managing and monitoring student learning, and for thinking systematically about their practice and learning from experience.

0802.550 Analysis of Classroom Teacher Behavior, 3 s.h.: Propositions 1, 4, 5: Teachers are committed to students and their learning, systematically think about their practice and learn from experience, and are members of learning communities. Standards 6, 8: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners, and use technology to facilitate student learning and their own professional development.

(New Course) Educational Change, 3 s.h.: Proposition 5: Teachers are members of learning communities. Standard 7: Teachers are change agents, teacher-leaders, and partners with colleagues.

0829.580 Fundamentals of Curriculum Development, 3 s.h.: Propositions 2, 3: Teachers are responsible for managing and monitoring student learning, and systematically thinking about their practice and learning from experience.

Sequence of Coursework:

The intent of this program is to provide students with much more than simply course-taking. The goal that constitutes the Teaching and Learning COGS is to weave together pedagogical theories, praxis, and assessment of teaching via research and evidence of student learning throughout the courses. In order to accomplish that aim, the courses will overlap so that the end of one course flows into the other, providing the foundation for practice in the next course. For example, Applied Learning Theories, a study of various theories of learning, provides the foundation for Classroom Learning Community in which teachers will use learning theories to determine how to structure and develop

learning skills and activities. As they consider how children learn, and as they reflect on their pedagogy, they begin to look at what needs to be researched in their classroom, thus leading into Researching Classroom Practice. Researching Classroom Practice then provides the foundation for the action research project in Analysis of Classroom Teacher Behavior, the results of which, will lead teachers to think about school and subject matter reform, topics of Educational Change.

Summer 2005. BEGIN NEW MASTERS PROGRAM³ (See attached chart, Appendix B, for a visual of the course sequence and breakdown of hours.) Applicants for the Advanced Studies in Standards-Based Practice program will be encouraged to enroll in appropriate writing workshops prior to beginning coursework in July.

0818.510 Applied Theories of Learning 3 s.h.-- July through first week of August,
0802.511 Learning Community Classrooms 3 s.h.-- August-- first week
Prerequisite: Applied Theories of Learning

Fall, 2005

0802.511 Learning Community Classrooms (continued)--September, last two weeks; October; November, first week
(New Course)Researching Classroom Practice 3 s.h.--November, first and last weeks; December, three weeks Prerequisite: Learning Community Classrooms

Spring, 2006

(New Course) Researching Classroom Practice (continued)--January, first three weeks
0802.550 Analysis of Classroom Teacher Behavior 3 s.h.--January, last two weeks; February, March, April

Summer, 2006

(New Course)Educational Change 3 s.h.--April, last week; May; June---Portfolio Presentation

Optional Time

0829.580 Fundamentals of Curriculum Development 3 s.h.--taken as convenient for the individual program participant

Administration

Initially, the COGS in Teaching and Learning will be administered interdepartmentally like the Master's of Science in Teaching and Co-Teach programs. Responsibility for managing the program will rotate among the teacher education departments in the College of Education every three years. The department in charge

³ Students will register for courses as follows: Summer: Applied Theories of Learning; Fall: Learning Community Classrooms; Spring: Researching Classroom Practice and Analysis of Classroom Teacher Behavior; Summer: Educational Change.

will provide a faculty member who will serve as both the program administrator and the advisor for potential and current students. The program administrator coordinates staffing and communicates needs to department chairs; reviews applications for the program; and advises students in the program. The dean of the College will make decisions regarding growth of the program and adding sites.

In the near future, the program administration will change because of the re-organization of the College of Education's response to the State's teacher certification code reform. Dependent upon that re-structuring, the Advanced Studies in Standards-Based Practice program will be housed where appropriate.

Results of Consultation

Because the COGS in Teaching and Learning spans many departments, representatives of all departments in the College of Education, as well as staff members from Field Experience and the Beginning Teacher Induction Center, participated on the committee to develop the COGS. Department chairs in the College of Education have submitted letters in support of the Masters of Education in Advanced Studies in Standards-Based Practice, which incorporates this COGS in Teaching and Learning.

APPENDIX A

Course Matrix

Master's Program Core Courses Related to NBPTS Propositions and Rowan's Principles

NBPTS Core Propositions	Courses
<p>1. Teachers are committed to students and their learning.</p>	<p>0818.510 Applied Theories of Learning <i>Student Outcomes Related to Proposition #2</i></p> <ul style="list-style-type: none"> * Define various key learning theories and demonstrate how they are applied in the classroom. * Examine teaching and learning from the perspectives of learning patterns and styles <i>Assignment/Products</i> * Develop a lesson that takes a theory or theories to practice * Demonstrate the ways in which understanding of learning theories contribute to excellence in teaching and learning * Demonstrate through praxis the ways in which learning theories affect teaching that values differences in student thinking and values <p>0802.511 Learning Community Classrooms <i>Student Outcomes Related to Proposition #1:</i></p> <ul style="list-style-type: none"> * Frame teaching practices from classroom, school, and community perspectives. * Teach students decision-making skills, and provide opportunities for them to use those skills in the classroom * Define state and federal accountability requirements within current political realities and analyze the impact of these systems on students and schools. * Examine school curricula and activities to determine how to create and/or sustain community among students, staff, and administrators * Articulate community relationships in current practice, best practice, and a means to reconcile them <i>Assignments/Products</i> * Design and evaluate a teaching project based on principles of project-based learning or interdisciplinary principles * Define relationships with community wrap-around services--medical community, social services, higher education systems, and real-world accountability, e.g., business partnerships and community surveys <p>0802.550 Analysis of Classroom Teacher Behavior <i>Student Outcomes Related to Proposition #1</i></p> <ul style="list-style-type: none"> * Demonstrate use of classroom student profile to design lessons and determine teaching strategies <i>Assignments/Products</i> * Develop a classroom student profile and own teaching profile * Design action research project to enable students to be more self-managed and --motivated in their learning

<p>2. Teachers know the subjects they teach and how to teach those subjects</p>	<p>0829.580 Fundamentals of Curriculum Development, 3 s.h. <u>Student Outcomes Related to Proposition #2</u> *Demonstrate knowledge of current best practice in the field *Demonstrate ability to design and implement a curriculum integrating theory & critical thought <u>Assignments/Products</u> *Design curriculum clearly articulating scope and sequence, and scaffolding toward a set of skills, defined knowledge base, and determined level of understanding.</p> <p>12-18 additional semester hours of subject matter content</p>
<p>3. Teachers are responsible for managing and monitoring student learning</p>	<p>0829.580 Fundamentals of Curriculum Development, 3 s.h. <u>Student Outcomes Related to Proposition #3</u> *Develop ability to analyze curriculum reflecting her/his philosophy of education *Develop ability to select curriculum content and experiences based on goals and objectives of a curriculum *Develop ability to evaluate texts and programs *Develop capacity to analyze current curriculum issues & trends in state (New Jersey Core Curriculum Content Standards) and nation (No Child Left Behind)</p> <p><u>Assignments/Products</u> *Written analysis of a curriculum in one's school to assess it for objectives, subject matter, pedagogy & organization, evaluation, and pertinence to diverse cultural populations.</p> <p>(New Course) Researching Classroom Practice, 3 s.h. <u>Student Outcomes Related to Proposition #3</u> *Use the results of their inquiry (action research) to inform instruction</p> <p><u>Assignments/Projects</u> *Use the results of state or other standardized tests to develop strategies and lessons to use student strengths to address their weaknesses.</p>
<p>4. Teachers think systematically about their practice and learn from experience.</p>	<p>0802.550 Analysis of Classroom Teacher Behavior <u>Student Outcomes Related to Proposition #4</u> *Analyze teaching practices in relation to research on effective teaching and learning *Identify incongruities between espoused teaching practices and teaching practices in use</p> <p><u>Assignments/Projects</u> *Use action research project from Researching Classroom Practice course to examine teacher's own teaching practices</p>

	<p>Researching Classroom Practice, 3 s.h. <i>Student Outcomes Related to Proposition #4</i></p> <ul style="list-style-type: none"> *Identify different types of research and the nature of the inferences which can be drawn from the results of each type *Critically evaluate a variety of types of research articles which investigate topics related to their practice *Describe the historical foundations, goals and justification for action research *Identify the ethical issues involved in conducting research with human subjects *Generate research questions relevant to their classroom practice *Collect, organize, analyze, and interpret data related to their research question <p><i>Assignments/Projects</i></p> <ul style="list-style-type: none"> *Evaluate and interpret research literature *Develop and implement action research project; analyze date
<p>5. Teachers are members of learning communities</p>	<p>0802.550 Analysis of Classroom Teacher Behavior <i>Student Outcomes & Assignments/Projects Related to Proposition #5</i> See Rowan Principle #8</p> <p>0802.511 Learning Community Classrooms <i>Student Outcomes Related to Proposition #5</i></p> <ul style="list-style-type: none"> *Identify various ways to collaborate with other teachers *Create a learning community within their schools and the larger community <p><i>Assignments/Projects</i></p> <ul style="list-style-type: none"> *Plan a lesson(s) with another teacher; write a reflection; each share their reflection with the other; discuss *Observe another teacher's "best practice" and discuss her planning and implementation processes <p>(New Course) Researching Classroom Practice <i>Student Outcomes Related to Proposition #5</i></p> <ul style="list-style-type: none"> *share the results of their action research inquiry with the wider educational community <p>Educational Change, 3 s.h. <i>Student Outcomes Related to Proposition #5</i></p> <ul style="list-style-type: none"> *To analyze the influences, trends, social and political forces that generate and impact educational change at varying levels; classroom, school, community, state and national levels <p><i>Assignments/Products</i></p> <ul style="list-style-type: none"> *In small groups, teachers will examine an educational reform that has impacted their students, school and/or districts
<p>6. Teachers account for the needs of</p>	<p>0802.511 Learning Community Classrooms (3 s.h.) <i>Student Outcomes Related to Rowan Principle #6</i></p> <ul style="list-style-type: none"> *Create a learning community within the classroom, taking into consideration issues of cultural diversity

<p>culturally, linguistically, and cognitively diverse learners</p>	<p>* Apply teaching practices that extend the student and classroom into the community <i>Assignments/Products</i></p> <p>* Create a learning community classroom, with roles and responsibilities for each child; celebrate major milestones throughout the school year (cultural, academic, community)</p> <p>* Involve parents in classroom experiences</p> <p>0802.550 Analysis of Classroom Teacher Behavior <i>Student Outcomes Related to Rowan Principle #6</i></p> <p>* Examine the impact of differences--cultural, race/ethnic, socioeconomic, religious, mental and/or physical abilities----on pedagogy and praxis</p> <p>* Understand one's own culture, values, preferences, & attitudes that impact teaching and decision-making affecting student learning</p> <p><i>Assignments/Projects</i></p> <p>* Design lesson plans that account for individual learning patterns, cultural & other differences</p> <p>* Develop a strategy for making student groups more inclusive, i.e. accepting of different cultures, different ways of thinking</p> <p>* Students use a case study of a student with whom they have difficulty in order to reflect on their own values and preferences and how they impact interactions with that student</p>
<p>7. Teachers are change agents, teacher leaders, and partners with colleagues</p>	<p>Educational Change, 3 s.h. <i>Student Outcomes Related to Rowan Principle #7</i></p> <p>* Empower teachers to assume roles of leadership and to become change agents in their respective educational settings in order to initiate and sustain change</p> <p>* Research various theories of educational change and examine one's own perspective of those theories</p> <p>* Develop knowledge of the stages of systemic educational change and strategies to achieve and sustain momentum for change</p> <p><i>Assignments/Products</i></p> <p>* Teachers will engage in problem-based learning, using multiple case studies of small and large scale reform efforts</p> <p>* Teachers will engage in a change effort with one or more teacher(s) in their school to explore the complexities of beginning a reform effort. Site visits to schools absorbed in ground-breaking programs will be required to enhance teachers' skills in critically analyzing the supports and barriers to change.</p>
	<p>NOTE: Modes of instruction will include small and large group work, independent and cooperative action research, problem-based learning, personal reflection, and use of technology (media, Internet, etc.). Teachers will use their own classrooms as "laboratories" for their study and research of teaching practice and student learning.</p>

APPENDIX B

Course Sequence

APPENDIX C

Letters of Support



Department of Secondary Education/Foundations of Education

January 29, 2004

Dr. Kathleen Sernak
Department of Educational Leadership
Rowan University
Glassboro, NJ 08028

Dear Kathy,

The curriculum committee in the Department of Secondary Education/Foundations of Education has reviewed the proposal for the Master of Education in Advanced Studies in Standards-based Practice. We appreciate the opportunity to review the proposal and make suggestions.

The proposed degree has the potential to attract many teachers who wish to complete a master's degree and remain in the classroom. Its flexible design allows students to complete a Certificate of Graduate Study that will lead to their application for National Board certification and continue on to study pedagogy in the content area of their choice. This is a very positive addition to the graduate programs in the College of Education.

As you know, our department has a COGS in foreign language study that will work well with this degree, and another COGS is in development in the area of math that will also become an option for students interested in this new degree. As time goes on, I anticipate that members of my department will create additional COGS for this degree and that we will find this program benefits our department as well as the College of Education and the university.

Congratulations for a job very well done.

Yours,

Holly G. Willett, Ph.D.
Chair



Department of Reading

October 1, 2003

Dr. Kathleen Sernak
Department of Educational Leadership
Rowan University
Glassboro, NJ 08028

Dear Dr. Sernak:

After reading the proposal and meeting with you to discuss the proposed M.A. in Teacher Leadership I am very happy to express my own support and the support of the Reading Department for the proposed program. You have developed a coherent program that meets the National Board for Professional Teaching Standards. This program is an excellent example of a collaborative, integrated program that is valuable in helping classroom teachers improve their own teaching and enhance student learning. It provides teachers with a means to develop as instructional leaders within their schools and should be very attractive to teachers who wish to remain in the classroom.

The Reading Department will be happy to support this program through offering the course, Researching Classroom Practice as part of the core and developing a literacy track for the program. I support this program and look forward to working with you.

Sincerely yours,

Cindi Hasit, Ph.D., Chair
Department of Reading



September 30, 2003

It is my pleasure to write a **letter of support of the proposal to develop a Master's Program in Teacher Leadership.**

The concept of the Master's in Educational Leadership is a professionally appropriate idea that is long over due. With public schools experiencing a rapid amount of growth and professional turn over, a void has been created in the leadership in many educational systems. As the "baby boomer" generation has matured and retired from teaching, a need to develop more leaders from within has developed.

This proposed Master's program addresses the idea of teacher leadership from within the classroom rather than the traditional administrative "top down" concept. The philosophy behind it is sound and appropriate for today's teacher. While many teachers desire to obtain an advanced degree, not all are interested in becoming school administrators. The option opened up by this proposed program will attract the teacher who wants to become a better classroom instructor; one who wants to expand his/her knowledge base of the teaching, learning process.

In addition to this, this proposed program offers students the option to take advanced courses within a variety of specific content areas which go beyond the college of education. This concept is both educationally sound and administrative wise. It allows for generic COC of courses to be supplemented with topical subject matter classes. This in turn, will attract the teachers who want to learn more of the subject area they are currently teaching. Developmentally, this is a logical step since many teachers feel an increased need to expand their content knowledge after they have begun teaching and experiencing the realities of their professional assignments.

I can see only positive outcomes from this proposal and fully support it. Speaking on behalf of the Department of Health and Exercise Science, I see this as an excellent professional development and feel it will attract a number of students from the Health and Physical Education field.

If there are any questions, feel free to contact my office at extension 3740 or via email at Fopeano@rowan.edu.

Dr. Richard Fopeano, Chairperson
Health and Exercise Science Department



Special Educational Services / Instruction

Dr. Kathleen Sernak
Education Leadership


October 7, 2003

Dear Kathy,

I am writing to support your new program proposal on Teacher Leadership. This program will provide a series of courses at an advanced level for professional development of teachers. It also has several tracks in specialty areas, and one of those will be in the area of special education. I am glad to see that special education is considered to be a needed area for teachers in their advanced learning. Because of the inclusion movement, more and more students with disabilities are placed in regular classrooms. Teachers are confronting the challenge to accommodate their instruction to meet the diverse needs of students in class. Thus, special education components are imperative in an advanced teacher education program, such as the one you proposed.

I look forward to working with you and do whatever I can to support the program when it is approved.

Sincerely,

Joy F. Xin 

Chair of the Department of Special Educational Instruction/Services



Elementary/Early Childhood Education Department

October 29, 2003

College of Education Curriculum Committee
Robinson Hall
Rowan University

Dear Committee Members,

The Elementary/Early Childhood Education Department has voted to offer support for the new masters program based on the National Board for Professional Teaching Standards. This vote was the culmination of a review of the course materials and a discussion of the merits of such a program.

This program offers a course of study that will provide classroom teachers with a means of reflecting upon their classrooms and developing means to improve instruction while also providing a content area focus that allows necessary background knowledge to be gained through the sequence of study in a variety of ways which provides increased opportunities for participation in the program by teachers who have ever-increasing demands on their time.

The department supports this proposal and has identified this program as a valuable addition to the professional development for classroom teachers.

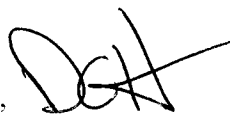
Sincerely yours,

Janet Moss, Ed.D.
Department Representative



Educational Leadership

TO: Kathy Sernak

FROM: David C. Hespe, 
Chair, Educational Leadership Department

DATE: November 5, 2003

RE: Masters of Education in Teacher Leadership

I am pleased to support the proposal for a Master's Program in Advanced Studies in Standard Based Practice. This inter-disciplinary program, focused on preparing teachers with the knowledge and skills to become leaders in their own school and to create learning communities will be a great benefit to schools as they struggle with comprehensive curricular reforms under federal and state standards based reform initiatives.

Obviously the department has a lot to contribute to this effort in many areas, including creating learning communities, leadership theory and change. If we can be of any

DCH/kms
Enclosure