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ROWAN UNIVERSITY
LIBRARY RESOURCE FORM REQUIRED

913 ✓

PROCESS

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

Deadlines: October 3, 2003 to be implemented Fall 2004 - February 13, 2004 to be implemented Spring 2005

PROPOSAL TITLE: M.Ed. [redacted] in Standards - Based Practice

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

Carol Sharp E-Mail: Sharp@rowan.edu Ext: 4751

DEPARTMENT: Interdisciplinary

COLLEGE: Education

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

UNDERGRADUATE 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 College name, 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: NA Date: _____

Department Curriculum Chair: Kathleen Sernak Date: 2-13-04

Academic Dean: Carol Sharp Date: 2-13-04

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: 4/6/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: Kathy Ganske

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:

~~Updated letter from COE Department Chair regarding
Program Title Change in consultation with COE & Provost's Office~~

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 3/22/05

Approved Not Approved

REGISTRAR ←

Date: 3/31/05 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

Tm - 4-8-05

MASTER'S OF EDUCATION PROGRAM IN STANDARDS-BASED PRACTICE

February 2004

Abstract

Title & Sponsor: Master's of Education (M.Ed) Program in Standards-Based Practice sponsored by the College of Education

Need for Program: A questionnaire designed to explore the viability of a Master's of Education degree focused on Standards-Based Practice was distributed to 550 teachers in southern New Jersey. The response rate was 35%. Issues addressed were interest in the program, location, flexibility of course offerings, cost, and alignment with the NBPTS standards. Over 75% of the respondents were interested in such a program. Presently, there are no Standards-Based Practice graduate programs in southern New Jersey. This proposal enables Rowan University to step forward as a leader in the educational dialogue.

Relationship to College of Education: This program is interdisciplinary, bringing together courses from several departments in the College of Education to offer a strong pedagogical and theoretical core, and including courses equivalent to a Certificate of Graduate Study in content areas from virtually all of the departments within the College, as well some from the College of Liberal Arts and Sciences and Fine and Performing Arts. In addition to strengthening teachers' pedagogy and content knowledge, the program, in its commitment 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, is aligned with the conceptual framework of the College of Education.

Summary of Curriculum: The program 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. Additionally, students will be required to focus in a content area, requiring an additional 12 to 18 s.h. depending upon the subject area emphasis . The total number of hours required for the M.Ed. program will be 30-36 s.h. Five of the core courses will be offered as a sequence; Fundamentals of Curriculum Development may be taken along with the content area courses or at a time convenient for the student.

The program is designed to give students flexibility and choice.

- The 18 s.h. core may stand alone as a Certificate of Graduate Study (COGS) in the area of Teaching and Learning. Students taking this COGS will have opportunity to develop the necessary knowledge and skills to sit for National Board Certification if they so choose.
- Students may elect to take only the content area courses, earning a COGS for that content area, for example, Early Childhood Education.
- Students may combine the core with a 12-18 s.h. content area COGS to earn a master's degree in Standards-Based Practice.

PROCESS C

CURRICULUM PROPOSAL SCC #04-05- 912

NEW Programs - MAJOR Program Revisions - PROGRAM Name Changes

LIBRARY RESOURCE FORM REQUIRED

Deadlines: October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: M.Ed in Standards-Based Practice

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

DEPARTMENT: Interdisciplinary

COLLEGE: Education

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

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

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

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: _____ Date: _____
Department Curriculum Chair: _____ Date: _____
Academic Dean: _____ Date: _____

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: _____ Approved Not Approved

COLLEGE CURRICULUM CHAIR: _____

UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: _____ Approved Not Approved

Senate Curriculum Chair Signature: _____ Date: Senate Announcement/Vote: _____

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: _____ Date: _____
 Approved Not Approved

REGISTRAR

Date: _____ Official Copy & Approval Sheet Filed

Date: _____ Course Description Received & Approved ~ Hegis Taxonomy & Course # _____

Course Description Received & Approved ~ Hegis Taxonomy & Course #: _____

Registrar Signature: _____

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar IR CAP VP Student Affairs
 VP Student Affairs Others

MASTER'S OF EDUCATION PROGRAM IN STANDARDS-BASED PRACTICE

February 2004

Details

a. Title: Master's of Education Program in Standards-Based Practice

b. Sponsor: The College of Education

c. Scope and Size of Program: The program will result in a Masters of Education in Standards-Based Practice. A Masters of Education degree is sought because the program is practitioner- and practice-based. The program is interdisciplinary¹, involving many of the departments of the College of Education, as well as some Liberal Arts and Sciences and, eventually, the Fine and Performing Arts areas. The program will recruit teachers who desire to be more effective practitioners, and who want to become leaders within their own schools, yet remain primarily classroom teachers. 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' pedagogical 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 program 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.

Additionally, students will be required to focus on a content area, requiring an additional 12 to 18 s.h. depending upon the subject area emphasis . The total number of hours required for the master's program will be 30-36 s.h. Five of the core courses will be offered as a sequence; Fundamentals of Curriculum may be taken along with the content area courses or at a time convenient for the student.²

The Standards-Based Practice is a Masters of Education, M. Ed, rather than a Masters of Arts (MA). Subsequently, participants in the program will not be required to select options from the foundation courses listed for all students in the MA programs in the College of Education. However, the teachers in the new program will have courses that reflect the fundamental

¹ Core courses are from the following departments: Special Education (Applied Theories of Learning); Elementary Education (Learning Classroom Community and Analysis of Classroom Teacher Behavior); Reading (Researching Classroom Practice); and Secondary Education (Fundamentals of Curriculum Development). Certificate of Graduate Studies programs represent those departments, as well as Mathematics in the College of Liberal Arts and Sciences, and will include other departments from the College of Education and from the College of Liberal Arts and Sciences as COGS are developed and approved.

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.

concepts of the primary categories of research; history, philosophy, and social foundations; educational and developmental psychology; and curriculum development.

The program is designed to give students flexibility and choice.

- The 18 s.h. core may stand alone as a Certificate of Graduate Study (COGS) in the area of Teaching and Learning. Students taking this COGS will have information necessary to sit for National Board Certification if they so choose.
- Students may elect to take only the content area courses, earning a COGS for that discipline, for example, Early Childhood Education.
- Students may combine the core with a 12-18 s.h. content area COGS to earn a Master's in Education degree (M.Ed.) in Standards-Based Practice.

For the degree program, students will be encouraged, but not mandated, to take the five core courses first, followed by their content area COGS and the remaining core course Fundamentals of Curriculum. However, students may reverse that order to better meet their needs. The content area COGS may include, but are not limited to, offerings from Elementary Education, Secondary Education, Special Education, Reading, Health and Exercise Science, Mathematics, Biology, and History.

Core 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. Need for the Program

In the 1970s, the concept that all children can learn was introduced to educators and the larger society. Roland Barth³ suggests that as revolutionary as that idea was, the idea that *all teachers can lead* is as radical. However, if our schools will be places where all children can learn, then, according to Barth, "all teachers *must* lead." That strongly indicates that teachers will lead in their classrooms *and* become "a decisive element" within the *school*. An Standards-Based Practice program can aid teachers in achieving both of those goals.

A program in Standards-Based Practice will allow teachers, desiring to hone skills and develop new knowledge, to concentrate on instructional strategies, content knowledge, *and* leadership practice. Rowan University proposes to come to the forefront in the southern New Jersey area to offer such a program. That program will combine research-based pedagogical content and strategies with instruction in leadership theory and proficiencies to prepare teachers to lead in classroom teaching, and to become a critical factor in other areas within their schools. With increased knowledge, skills, and dispositions, instructors will improve their teaching and their own ability to learn. Student learning will be enhanced, in turn, through teachers' use of research-based instruction and their modeling of learning as they grow through participation in leadership roles in their schools.

There are several reasons why such a program is necessary. First, it will enable Rowan University to step forward as a leader in South Jersey by establishing a program that directly addresses the needs of school districts to meet many of the requirements of the No Child Left Behind Act (NCLB)⁴, particularly addressing the need for highly qualified teachers, thus, playing a significant role in strengthening the region's educational systems.

³ Barth, R. S. (2001), Teacher Leadership. *Phi Delta Kappan*, 82(6), 443-449)

⁴ The No Child Left Behind Act states that schools will "provide all children with a fair, equal and significant opportunity to obtain a high quality education." The Act has four pillars as its basis: (1) accountability for student

Second, to meet those requirements, the program goals, achieved through coursework based on pedagogical and leadership concepts as well as on content, are aligned with the propositions of the National Board for Professional Teaching Standards (NBPTS).⁵ New Jersey's governor, James B. McGreevey, in his "21-Point Plan for Education," identified better teaching as one of the three key priorities needed to improve education in the state. Listed as one of the ways to achieve a higher quality of instruction for students was to "develop a strategy to increase the number of New Jersey teachers who are National Board (NBPTS) certified, and to support teachers who seek that certification."⁶ In June, 2003, Gov. McGreevey announced that "all costs related to National Board Certification applications will be fully subsidized through a combination of state and federal assistance."⁷ Although the MEd in Standards-Based Practice will not result in National Board Certification, it will provide the knowledge and practice necessary for program participants to seek that certification, therefore, contributing to improved teaching and learning in our state.

Third, aligning the program goals with NBPTS standards emphasizes research-based teacher practices, and assessment of performance in terms of student learning. Furthermore, teachers are needed to take the lead in developing assessments that are developmental, that shift measurement from instruction-influenced assessment to assessment-influenced instruction. Teachers are integrally involved with curriculum and with student learning. Therefore, they will be key in designing a curriculum continuum that links assessment strategies to curricular goals documenting student progress over time, that has explicit outcomes, and that focuses on student performances of thinking, communicating, and problem-solving. Such leadership will result in teachers as leaders of curriculum development and models of best instructional practices. The outcome will be highly qualified teachers, necessary to ensure all children's receiving a fair and equal education.⁸

Lastly, such a degree is needed to foster peer leadership by educating teachers to become mentors.⁹ They would serve as models for learning, as reflective decision makers, and as examples of how to take theory to practice for new instructors, as well as for peers. A master's degree in Standards-Based Practice would offer a much-needed professional development opportunity for teachers who would become valuable resources as turn-key models of instructional improvement for increased student learning in their own schools. Additionally, by

performance; (2) increased flexibility; (3) options for parents in their educational choices for their children; and (4) research-based education.

⁵ 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.

⁶ Governor's 21-Point Education Plan. Retrieved on October 22, 2003 from New Jersey Department of Education: <http://www.state.nj.us.njede/genfo/21point.htm>.

⁷ "New Jersey Teachers Receive Landmark Professional Development Incentive Package." Retrieved on August 14, 2003 from the Website of the New Jersey Chamber of Commerce, <http://www.njchamber.com/media/teachercertification.htm>

⁸ NCLB states that to boost the skills of low-performing students, research-based practices, early reading and high teacher quality are needed. To achieve teachers of high quality, relevant and high quality professional development, which the Standards-Based Practice program would provide, is necessary.

⁹ In New Jersey, during the 2000-2001 year, 46 percent of new teachers left former professions to become teachers (Harvard Study—Next Generation of Teachers). However, due to a lack of professional development and support, more than half of these new teachers leave the profession after the first year of teaching. Moreover, according to the National Commission on Teaching in America, current research indicates that between 30 and 50 percent of all new teachers leave the profession within the first three years. Mentorship of new teachers by highly qualified instructors is a strategy that has the potential to retain new teachers.

aligning the program with the National Board Standards, teachers will leave with knowledge and skills that will enable them to shape new roles for teachers in both instructional policy and staff development by working in concert with principals to assemble and reassemble school resources in response to their students' shifting educational needs. Such changes would enhance the likelihood that all school resources—time, people, money— will be used more effectively on behalf of student learning.

A questionnaire, distributed July, 2002, designed to explore the viability of a master's degree focused on advanced studies for standards-based practice was distributed to 550 teachers in southern New Jersey. The response rate was 35%. Issues addressed were interest in the program, location, flexibility of course offerings, cost, and alignment with the NBPTS standards. From those responding, the following data emerged:

- 77% indicated a moderate to high level of interest in pursuing such a degree.
- 84% indicated that location is a significant consideration. Rowan's position in southern New Jersey is an asset. Additionally, some course offerings in at various school sites would increase their interest in the program.
- 72% indicated that flexibility of course offerings is important, that is, courses could be taken at various points throughout the program and choice would be available regarding the number of courses taken in any one semester. Again, flexibility concerning where courses would be offered was mentioned.
- 62% registered a strong concern for the cost of the program, indicating the ability to attend Rowan as an in-state student is an advantage.
- 77% noted that coursework aligned with NBPTS standards and designed to assist teachers who so desired to seek NBPTS certification were important aspects of a Standards-Based Practice program.

The proposed master's degree in Advanced Studies and Standards-Based Practice offers certified teachers the opportunity to earn a graduate degree that will not only improve knowledge of teaching theory and practice, but also will provide the opportunity to deepen knowledge in a particular subject area, and prepare teachers to seek certification from the National Board of Professional Teaching Standards (NBPTS). In the geographical area of Rowan, the University of Pennsylvania offers a program comparable--interdisciplinary, focused on theories and practice of teaching and learning, and teacher leadership--to that which we propose. Montclair University, through its Center for Pedagogy, brings together university faculty in education and university faculty in the arts and sciences for an interdisciplinary approach in the pursuit of various masters' degrees in teacher education. Rider University emphasizes teacher leadership and its attention to meeting standards in general in its MA in Curriculum, Instruction, and Supervision. Wilmington College in Delaware, Temple University, The College of New Jersey, Fairleigh Dickinson, Seton Hall, and Kean University have graduate degrees in teacher education, focused on specific areas, such as Early Childhood, instructional technology, or areas in special, elementary, and secondary education.

The proposed program at Rowan, not only is interdisciplinary and emphasizes theory into practice through field-based learning, but also will prepare teachers who choose to seek National Board certification with the skills necessary to do so. None of the colleges and universities in the area of Rowan uses the National Board of Professional Standards as the basis for their program, nor do they indicate that their curriculum will provide the knowledge and skills necessary to apply for National Board certification.

Rowan also is conveniently located for the teachers in southern New Jersey. As noted through the needs survey, teachers do not want to spend time traveling distances to participate in a graduate program. Rowan's location, and the commitment to offer a significant portion of the program on school sites, fills a need that teachers in this area have.

Presently, there are no graduate programs that emphasize standards-based practice along with teacher leadership in southern New Jersey. This proposal enables Rowan University to step forward as a leader in the educational dialogue. The need for leadership has never been greater and, as Barth stated, teacher leadership is a *must* if schools are to implement programs so that all children will learn.

e. Requirements for admission and graduation

Admission: Admission procedures will follow those of the Graduate School, including submission of GRE scores as part of the admissions process. Any certified teacher will be eligible to apply. Additionally, students will be encouraged to take--or test out of-- workshops focusing on descriptive, analytic, and reflective writing, and on technology prior to entering the program. These will be offered as needed and as can be staffed. Transfer students will be admitted based on University policy and on an advisor's examination of the students' transcripts and substance of courses seeking to be transferred. Rowan's policies and procedures for the acceptance of transfer credit and time and credit limitations, as stated on pages 31-32 of the Graduate Student Handbook, will be applied to all transfer students.

Graduation: There will be continuous and rigorous evaluation of students throughout the program. Teachers will be asked to provide feedback on a questionnaire addressing the NBPTS principles and Rowan standards during an orientation session for the program; they will complete the same questionnaire at the end of their program to assess growth in knowledge, disposition, and skill acquisition as they pertain to teaching and learning.

Throughout the core courses, authentic assessment processes and products will be used to document student growth in academic knowledge and performance, skills, and dispositions. The core courses are designed to meet particular NBPTS principles and Rowan standards; requirements for each course will be assessed to determine the degree to which students have mastered the principles and/or standards (See Appendix A, Course Matrix). Assessment strategies may include, but are not limited to, development and evaluation of professional improvement projects in a participant's own or other school, action research to achieve a needed change in the classroom and/or school, and school-based projects that integrate and apply learning.

In addition to the formal assessments, other evidence of a program participant's growth will be gathered. Writing samples, personal journals, field logs; anecdotal documentation from participants, school principals, Rowan faculty, and superintendents, and surveys of participants, as well as school principals, will be used as evidence to assess progress.

The primary assessment document will be the student's portfolio, completed in lieu of a thesis. Teachers will begin to construct their portfolio with the first course and enhance it throughout all the core courses: 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. The portfolio is based on the guidelines developed and empirically

researched by the faculty in the Advanced Studies in Teaching and Learning Program at George Mason University. It will consist of four parts:

- Professional Documentation (pre-existing candidate information, e.g., transcripts, philosophy of education, plan of study)
- Evidence of the Standards-Based Practice Core knowledge (written papers, and or reports from each of the areas, a synthesis paper of the core courses, a 2-3-page reflection paper after each core courses examples of student work emanating from participant's knowledge gained through the program, examples of any curriculum work the participant may have accomplished in her school, and work chosen by the participant that demonstrates her learning)
- Content Area COGS (primary examples of the core requirements for the area)
- Portfolio Presentation: Synthesizing Knowledge and the Future. The portfolio presentation is an oral presentation by the student to program faculty and participants at the conclusion of the degree program. Both faculty and program participants assess the presentation.

f. Suggested Time and Scale: The program will begin ^{*}Summer 2005^{*}. Participants will be *Implemented* 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. Although Standards-Based Practice candidates will be encouraged to take the core courses first, they may take the content area COGS followed by the core courses.

The anticipated enrollment at the program inception is 30 students, approximately 15 at each of two Professional Development Schools (PDS); courses on the Rowan campus will occur if there is an established need. Optimal enrollment for each course will be 18-20 students at each location, including the Rowan campus. If demand is high, a second series of courses may be offered in another PDS and/or on campus. 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 from Abbott districts, thus increasing the potential for recruiting racial and ethnic minorities, as well as women.

To begin, several of the core 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 will be necessary (See attached Projected 5-Year Budget, Appendix D). Since technology is a key component of the program, more wireless computers and easier access to video-conferencing will be needed. A program more powerful than WebCt, such as Blackboard, and concomitant

support for distance learning may be necessary for networking between and among the PDS and campus groups. They will be requested as needed through the required university procedures.

The core courses will be offered in two locations: off campus in selected Professional Development Schools and 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 attached library consultation forms, Appendix E.)

i. Staffing: Present staffing is adequate for the initial implementation of the program. Since each of the core courses is housed in a College of Education department, staff from those departments will be responsible for teaching their respective course(s). Additionally, faculty whose assignments include Professional Development School liaison work may also teach the core courses at the school sites identified. Content area courses that are in a Certificate of Graduate Study program will be taught by the respective department faculty responsible for teaching them, and during the semester and times when they are generally offered.

As the program develops, additional staff may be requested through the appropriate university procedures. Furthermore, graduates of the Standards-Based Practice may be recommended as adjuncts to teach some of the courses. Precedence for that model is George Mason University, whose program, Advanced Studies in Teaching and Learning, has been most successful, and is the primary model for our program..

Rationale

The program is designed to fulfill the University's and College of Education's mission statements. Creating a learning community that includes valuing and learning from people of diverse cultures and backgrounds; continuing to grow professionally through study and experiences; continuing to grow personally through reflection that challenges where one is to where one wants to be; and developing into a leader who effects positive school and societal change constitute the foundation of the Standards-Based Practice master's program.

The proposed program links to Rowan's strategic plan in several ways. The program is interdisciplinary. Currently, departments within the College of Education, as well as departments in the Colleges of Liberal Arts and Sciences and of Fine and Performing Arts, are working together to provide the courses. A new Certificate of Graduate Study (COGS) that is the result of collaboration between Secondary Education and Mathematics is underway. The College of Education is making efforts to establish collaborative COGS with other liberal arts and sciences departments, such as history, biology, and art.

The program also will be based on standards that will be used to "assess student learning outcomes to help students improve and maintain academic success and to assist the institution in monitoring quality." The Advanced Studies in Standard-Based-Practice program is based on course requirements and projects that will be used to assess learning outcomes in terms of National Board standards and Rowan's additional learning principles.

Finally, the coursework and experiential work of this program 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 educational policy if student learning, particularly for students who have been underserved, is to improve.

The Standards-Based Practice master's program 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.

This program also is necessary to address the needs of many southern New Jersey teachers who want to strengthen their subject area knowledge, as well as increase their knowledge in the researched-based best practices for teaching and learning. Currently, the College of Education has a secondary education subject matter master's degree, focused on content, and an elementary education master's degree, focused largely on teaching strategies and practice; the enrollment in both programs is low. The Standards-Based Practice degree would combine both content and praxis, thereby, meeting the needs of a larger population of practitioners and, likely in the near future, replace those programs.

By offering teachers options to (1) earn a master's degree in Standards-Based Practice; (2) earn a Certificate of Graduate Study in Teaching and Learning by taking only the 18 s.h. of core courses in order to prepare to sit for National Board Certification; or (3) to earn a Certificate of Graduate Study by taking the 15 s.h. in a content area, Rowan University and the College of Education respond to the need for highly qualified teachers in all classrooms. Teachers have the opportunity to determine what their particular needs are and take the program or part of the program that addresses them.

Essence of the Program

a. Nature and focus of the program

The Standards-Based Practice master's program has three goals: (1) to develop teacher leaders who practice teaching skills aligned with the NBPTS 's Five Core Propositions, (2) to develop teacher expertise in a content area of choice, and (3) to empower teachers to assume leadership roles within their schools and districts.

The program is designed for teachers who desire to develop and hone their leadership skills, and who wish to remain in the classroom. The program 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 mentor/master teachers, developing new programs, and a variety of other activities that improve schooling for all children.

The Standards-Based Practice Master's Program provides different options for teachers.

- 1) They may take the 30-36 s.h. program in its entirety to earn a Masters of Education (M.Ed.) degree.
- 2) They may take the 18 s.h. core to earn a Certificate of Graduate Study (COGS) in Teaching and Learning. This COGS will provide a foundation for teachers to pursue certification from the National Board of Professional Teacher Standards if they choose not to engage in an entire master's course of study. The courses included in these 18 s.h. are:
 - 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.
- 3) They may take a Certificate of Graduate Study in a subject field. The number of semester hours required is variable, 12-18 s.h., depending upon the subject area COGS desired.

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 master's program in Standards-Based Practice (See attached matrix, Appendix A, for detailed outcomes and assignments correlating with the NBPTS propositions and Rowan principles):

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

Teachers will

- examine 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 all Standards-Based Practice outcomes, all courses have been integrally related to the propositions established by the National Board of Professional Teaching Standards (NBPTS) and the standards 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 principles.) Technology and descriptive, analytic, and/or reflective writing will be integrated throughout each course.

Mechanism for Evaluation of the Program. The program will be evaluated in several ways. It uses both the NBPTS principles and NCATE standards as the basis of the core curriculum. Student success, and therefore the success of the program, is based on students' meeting the principles and standards at or above proficiency level. Currently, a College of Education Assessment System is in the process of development, to be in operation by Fall 2004. That will function as a mechanism by which to assess the M.Ed. and all other graduate and undergraduate programs in the College of Education. Finally, the Provost has directed the development of guidelines for an annual review of all graduate programs at Rowan University to be operative prior to the first round of graduates from the M.Ed. program.

d. 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.

0824566 (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.

0824024 (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.

(2) Emphasis Areas (COGS)¹⁰ (See Appendix B for these programs; see Appendix F for letters of support from the departments in the College of Education)

Early Childhood Education, 13 s.h. (Elem. Ed./Early Child.)

Moderate/Severe Disability Track, 12 s.h. (Sp.Ed.)

Mathematics Education in the Elementary School, 18 s.h. (Elem. Ed./Early Child.).

Elementary School Curriculum, 18 s.h. (Elem. Ed./Early Child.)

Mathematics Education, 15 s.h. (Mathematics and Secondary Ed.)

English as a Second Language, 18 s.h. (Secondary Ed.)

Foreign Language Education, 12 s.h. (Secondary Ed.)

e. Sequence of Coursework:

The intent of this program is to provide students with much more than simply course-taking. The goal of the core, which also 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 core 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

¹⁰ COGS from other departments and colleges are in the process of being developed and will be added upon approval from the Rowan University Senate.

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 PROGRAM¹¹ (See attached chart, Appendix C, for a visual of the course sequence and breakdown of hours.) Applicants for the 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

f. Extent to Which Other Courses from the University Will Be Used

The core courses will all come from the College of Education. At this time, all of the Certificate of Graduate Study programs which will be used to provide a content emphasis come

¹¹ 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.

from the College of Education, with the exception of the Mathematics Education COGS, which has courses from the Mathematics Department in the College of Liberal Arts and Sciences. (For letters of support see Appendix F.)

g. Comparison of Rowan’s Proposed Program with a Similar Program:

Rowan’s proposed M. Ed. is patterned after a similar program, Advanced Studies in Teaching and Learning (ASTL), at George Mason University. Dr. Joan Isenberg, former director and developer of that program, was the consultant for Rowan’s M. Ed. Like Rowan’s program, ASTL is based on the NBPTS propositions, is designed to develop highly qualified teachers, and strives to empower teachers to become leaders in their schools and districts. Additionally, it is designed, as is Rowan’s, to provide teachers with the knowledge and skills to apply for NBPTS certification, should they so choose. George Mason’s ASTL program is of high quality, nationally accredited, and is highly successful, having become the premier program of its kind in the nation.

h. Administration:

Initially, the program 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 will provide a faculty member who will serve as both the program administrator and the advisor for potential and current students. The program administrator will coordinate staffing and communicate need to department chairs; review applications for the program; and advise 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 Standards-Based Practice program will be housed where appropriate.

Regarding intra-institutional cooperation, collaboration between the College of Education and departments in other colleges will occur through marketing and information dissemination of the M.Ed. program and the Certificates of Graduate Study.

The subject area Certificates of Graduate Study are already in place. Those developed in the future are the purview of the particular disciplinary departments. Faculty, staff, and materials will be the responsibilities of those departments.

Results of Consultation

State Colleges and Universities

See Appendix G for responses and support to the Letter of Intent to initiate a Master’s of Education in Standards-Based Practice.

College of Education

Department of Secondary Education, Dr. John Gallagher, Fundamentals of Curriculum Development

Department of Elementary Education, Dr. Maria Sudeck, new course, Educational Change

Program Consultant:

Dr. Joan Isenberg, George Mason University (see Appendix H for Dr. Isenberg's vita)

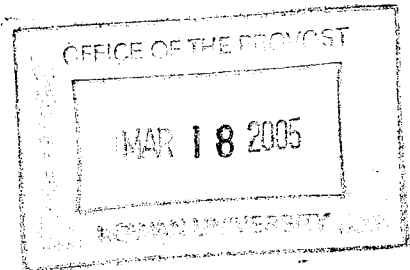
Dr. Isenberg, through phone consultation, e-mail, and letter, conveyed the message that the proposed program is of excellent quality, and meets all the criteria to which she must respond to the New Jersey President's Council, Academic Issues Committee. (See Appendix I for the Evaluation Report to the NJ President's Council, Academic Issues Committee.)

New Jersey Presidents' Council

Fusion
Sharp
ECC#03-04-912

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PHONE: (973) 334-2981 ■ FAX: (973) 334-2982 ■ E-MAIL: asamay@optonline.net

March 14, 2005



Dr. Donald J. Farish
President
Rowan University
201 Mullica Hill Road
Glassboro 08028

Dear Dr. Farish:

Attached please find a copy of the resolution authorized by the New Jersey Presidents' Council Executive Board on March 14, 2005, concerning your new proposed program:

Rowan University

- **Masters in Education: Standards-Based Practice**

The New Jersey Presidents' Council wishes you well in the implementation of your program.

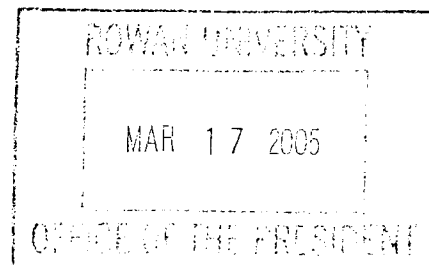
Sincerely,

A handwritten signature in cursive script, appearing to read "Allison N. Samay".

Allison N. Samay
Director

Enclosure

C: Dr. Jeanne Oswald, Executive Director, Commission on Higher Education
Dr. Carlos Hernandez, Chair, Academic Issues Committee



■ George A. Pruitt
Chair
President
Thomas Edison State College

■ Edward J. Yaw
Vice Chair
President
County College of Morris

■ Rosemary E. Jeffries, RSM
Secretary
President
Georgian Court University

■ Richard L. McCormick.
Treasurer
President
Rutgers, The State University of NJ

EXECUTIVE BOARD NEW PROGRAMS RESOLUTION

Resolution 031405-2

WHEREAS, Section 8.b. of the Higher Education Restructuring Act of 1994 gives the Presidents' Council the responsibility to "review and make recommendations to the [C]ommission [on Higher Education] concerning proposals for new programs that exceed the programmatic mission of an institution or that change the programmatic mission of an institution"; and section 8.c. of the Higher Education Restructuring Act of 1994 gives the Presidents' Council the responsibility to "review and comment on proposals for new programs that demand significant added resources or raise significant issues of duplication but do not exceed the programmatic mission of the institution or require a change in the programmatic mission," and this statutory section goes on to state that "if the council determines that a proposed new program is unduly expensive or unduly duplicative, the council shall refer that proposal to the Commission for review; however, unless the Commission disapproves of that program within 60 days of its referral, the program shall be deemed approved"; and Section 8.l. of the Bylaws of the Presidents' Council (adopted December 5, 1994) authorizes the Executive Board of the Presidents' Council to perform the duties of the Presidents' Council and to act on matters on behalf of the Presidents' Council in the interim between meetings of the Presidents' Council; and on December 5, 1994 the Presidents' Council ratified the Executive Board's November 15, 1994 approval of the New Degree Program Review Process to discharge the above-referenced statutory responsibilities of the Presidents' Council; and

WHEREAS, the following proposed new degree program has been submitted to the Presidents' Council for review:

Rowan University

- Masters in Education: Standards-Based Practice

and **WHEREAS**, the Academic Issues Committee of the Presidents' Council has determined that the proposed new degree program has complied with all applicable procedures under the New Degree Program Review Process; and that the proposed new degree programs does not exceed or change the programmatic mission of the institution concerned; and that the proposed new degree program is not unduly expensive or unduly duplicative;

NOW THEREFORE, BE IT RESOLVED that, upon the recommendation of the Academic Issues Committee of the Presidents' Council, the Executive Board of the Presidents' Council has determined that the above-referenced proposed new degree program does not need to be referred for further action to the Commission on Higher Education under the terms of the Higher Education Restructuring Act of 1994.

AND MAY IT BE FURTHER RESOLVED, that the Presidents' Council wishes Rowan University well in the implementation of this program.