New Program Proposal

Date Submitted: 07/23/20 8:02 am

Viewing: **TELEME : Teaching and Learning, Master of Education**

Last edit: 08/07/20 1:34 pm

Changes proposed by: jendacot

Submitter:	User ID:	jendacot	Phone: 575-2657

Program Status Active

Academic Level Graduate

Type of proposal Major/Field of Study

Select a reason for this new program Adding New Degree--(LOI 1, Proposal-1)

Are you adding a concentration?
No

Are you adding or modifying a track?
No

Are you adding or modifying a focused study?
No

Effective Catalog Year Fall 2021

College/School Code
College of Education and Health Professions (EDUC)

Department Code
Department of Curriculum and Instruction (CIED)

Program Code TELEME

Degree Master of Education

CIP Code

In Workflow

1. **EDUC Dean Initial**
2. **GRAD Dean Initial**
3. **Provost Initial**
4. **Director of Program Assessment and Review**
5. **Registrar Initial**
6. **Institutional Research**
7. **CIED Chair**
8. **EDUC Curriculum Committee**
9. **EDUC Dean**
10. **Dean of University Libraries**
11. **Global Campus**
12. **Provost Review**
13. **University Course and Program Committee**
14. Graduate Committee
15. Faculty Senate
16. Provost Final
17. Provost's Office-- Documentation sent to System Office
18. Higher Learning Commission
19. Board of Trustees
20. ADHE Initial
21. ADHE Final
22. Provost's Office-- Notification of Approval
23. Registrar Final
24. Catalog Editor Final

Approval Path

1. 07/23/20 5:42 pm Ketevan Mamiseishvili (kmamisei): Approved for EDUC Dean Initial
2. 07/24/20 11:03 am Pat Koski (pkoski): Approved for GRAD Dean Initial
3. 07/27/20 3:48 pm Terry Martin (tmartin): Approved for Provost Initial
4. 08/04/20 1:23 pm Alice Griffin (agriffin): Approved for Director of Program Assessment and Review
5. 08/07/20 9:10 am Lisa Kulczak (lkulcza): Rollback to Director of Program Assessment and Review for Registrar Initial
6. 08/07/20 1:35 pm Alice Griffin (agriffin): Approved for Director of Program Assessment and Review
7. 08/14/20 5:46 pm Lisa Kulczak (lkulcza): Approved for Registrar Initial

8. 08/20/20 8:45 am Gary Gunderman (ggunderm): Approved for Institutional Research
9. 08/20/20 8:47 am Ed Bengtson (egbengts): Approved for CIED Chair
10. 09/02/20 3:51 pm Ketevan Mamiseishvili (kmamisei): Approved for EDUC Curriculum Committee
11. 09/03/20 4:22 pm Ketevan Mamiseishvili (kmamisei): Approved for EDUC Dean
12. 09/03/20 4:28 pm Dennis Clark (dennisc): Approved for Dean of University Libraries
13. 09/03/20 4:36 pm Suzanne Kenner (skenner): Approved for Global Campus
14. 09/03/20 7:13 pm Terry Martin (tmartin): Approved for Provost Review

13.1206 - Teacher Education, Multiple Levels.

Program Title
Teaching and Learning, Master of Education

Program Delivery
Method
   Online/Web-based

            Is this program interdisciplinary?
  No

            Does this proposal impact any courses from another College/School?
  No

What are the total   33
hours needed to
complete the
program?

On-line/Web-based Information

Reason for offering
Web-based Program

   The proposed program seeks to meet the growing need for graduate education for teaching professionals in
   Arkansas and across the nation. According to the Academic Benchmark & Labor Market Report prepared by
   the University of Arkansas Global Campus, teaching professions aligned with this degree program
   (elementary and secondary teachers) show positive job growth at the national, regional (border state), and
   state level. The report also shows that degree completions at distance offered programs have increased
   over the last five years (+3%), while completions at non-distance offered programs has decreased
   considerably (-25%). Yet, out of the 19 cohort schools reviewed for that report, only five (26%) offered an
   online Master's degree in Curriculum & Instruction. The proposed program would help meet the growing
   need for online graduate education provided by institutions similar to the University of Arkansas.

Maximum Class Size   25
for Web-based
Courses

Course delivery
mode

Method(s)
Online

Class interaction
mode

Method(s):
Other

Specify Other
Interaction Methods
   Synchronous and asynchronous video

Percent Online
    100% with No Required Campus Component

Provide a List of
Services Supplied by
Consortia Partners or
Outsourced
Organization
    NA

Estimate Costs of the	$50,000
Program over the	
First 3 Years	

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

The Master of Education in Teaching and Learning is a 33 hour online program designed for educators who seek enhancement of their knowledge and practice in K-12 education. The program is built around 5 themes that include: (1) Human Learning & Social-Emotional Well Being; (2) Inclusive & Justice-Oriented Education; (3) Instructional Design & Development; (4) Integrating Technology into the Teaching & Learning Process; and (5) Educational Assessment & Practitioner Research. These themes are woven throughout the program and provide a guiding framework for course outcomes and learning experiences. With a holistic approach to teaching and learning, the program enhances educators' practice through the coalescence of evidence-based approaches to learning theory, curricular development, inclusive and culturally relevant pedagogy, data informed instructional development, educator collaboration, and professional learning.

Coursework will be delivered during the 8-week Spring and Fall sessions as well as during the 5-week Summer I and Summer II. Admission to the program will take place prior to the Fall semester of each academic year. Students may choose to complete the program in 1 year (5 terms) by taking 2 courses per term, or they may choose to complete the program in 2 years (10 terms) by taking 1 course per term. Students completing the program in 2 years should enroll in the first course listed for each term in their first year of study and enroll in the second course listed for each term in their second year of study.

Fall 8-week Session I

CIED 5693	Course CIED 5693 Not Found	
CIED 5333	Curriculum Theory and Development for Educators	3

Fall 8-week Session II

CIED 5763	Course CIED 5763 Not Found	3
CIED 5733	Course CIED 5733 Not Found	3

Spring 8-week Session I

CIED 5783	Course CIED 5783 Not Found	3
CIED 5753	Course CIED 5753 Not Found	3

Spring 8-week Session II

CIED 5943	Teaching People of Other Cultures	3
CIED 5743	Course CIED 5743 Not Found	3

Summer I

CIED 5553	Social Justice and Multicultural Issues in Education	3
CIED 5383	Course CIED 5383 Not Found (* If needed, CIED 5383 will be offered in Summer II term for students completing the program in two years)	

Summer II

CIED 5983	Practicum in Curriculum & Instruction	3
Total Hours		**27**

Program Costs

We do not anticipate any new major costs to implement and sustain the proposed program. All courses will be delivered online. One course has been developed which leaves ten courses for development. Fifty thousand dollars will be necessary for course development ($5000 per course). Unless developed by a Faculty In Load, funding will be provided by Global Campus.

Library Resources

No new library resources and costs are required; students will access existing resources available to graduate students through Mullins Library.

Instructional
Facilities

No new or renovated facilities are required because the program will be delivered online.

Faculty Resources

No new faculty are required; existing faculty in Curriculum and Instruction will serve as faculty for all of the courses.

List Existing Certificate or Degree Programs
that Support the Proposed Program

Program(s)
EDUCMA - Teacher Education, Master of Arts in Teaching

Program(s)
CATEME - Career and Technical Education, Master of Education
ELEDMA - Elementary Education, Master of Arts in Teaching
CIEDME - Curriculum and Instruction, Master of Education
CIEDPH - Curriculum and Instruction, Doctor of Philosophy
ETECME - Educational Technology, Master of Education
CIEDES - Curriculum and Instruction, Educational Specialist

Are Similar Programs available in the area?

Yes

List institutions in
Arkansas offering
similar programs

In the state of Arkansas there are relatively similar online programs offered by Arkansas State University (MSE in Curriculum & Instruction) and Henderson State University (MSE in Advanced Instructional Studies). Both of those programs consist of 36 credit hours. There are also on-campus programs that are relatively similar offered at Arkansas Tech University and the University of Central Arkansas.

List institutions in the
surrounding region
offering similar
programs

The other research-intensive cohort university offering similar degree programs is the University of Kansas.

Why is the Program
needed if offered at
other institutions?

The proposed program seeks to meet the growing need for graduate education for teaching professionals in Arkansas and across the nation. According to the Academic Benchmark & Labor Market Report prepared by the University of Arkansas Global Campus, teaching professions aligned with this degree program (elementary and secondary teachers) show positive job growth at the national, regional (border state), and state level. The report also shows that degree completions at distance offered programs have increased over the last five years (+3%), while completions at non-distance offered programs has decreased considerably (-25%). Yet, out of the 19 cohort schools reviewed for that report, only five (26%) offered an online Master's degree in Curriculum & Instruction. The proposed program would help meet the growing need for online graduate education provided by institutions similar to the University of Arkansas.

Estimated Student   50
Demand for Program

Scheduled Program   2022-2023
Review Date

Program Goals and
Objectives

Program Goals and Objectives

Upon completion of the M.Ed. in Teaching and Learning, graduates will be able to:

1. Understand and apply theories of human learning and social-emotional wellbeing to their educational practice

2. Incorporate the principles of inclusive and justice-oriented education across a variety of educational contexts and with a diverse range of learners

3. Design and develop instructional materials and experiences that are empirically informed and informed by data collected from a variety of formative and summative assessments within the classroom context

4. Enhance their educational practice through the integration of technology into the teaching and learning process

5. Develop, administer, and analyze a variety of valid and reliable educational assessments that are sensitive to learner diversity and designed specifically to inform teaching and learning

Learning Outcomes

Learning Outcomes

CIED 5043 Human Learning - Theory to Practice (3 Hours)

Examination of human learning theories and applications for educational practice. Emphasis placed on psychosocial development, motivation, cognitive and affective dimensions of learning, and learner diversity.

Learning Outcomes

• Identify and articulate personal assumptions about human learning and development

• Connect learning theories with specific elements of pedagogical practice

• Discuss and critique various theories on human learning, development, and educational practice

• Analyze motivation as an instructional concept and its implications for educational practices/environments.

• Understand and apply knowledge of the cognitive and affective dimensions of the classroom environment into teaching and learning

• Understand and apply major theories on cognitive and psychosocial development to the practice of education in the classroom and school

• Utilize learning theory to meet the needs of a diverse range of contemporary learners and learning contexts (e.g., social, cultural, economic, political, linguistic…etc.)

CIED 5333 Curriculum Theory & Development for Educators (3 Hours)

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed.

Learning Outcomes

Learning Outcomes
- Discuss the basic philosophical, theoretical, and practical foundations of curricula
- Evaluate the multiple definitions of the concept of curriculum over time
- Analyze current trends in curricula drawing from historical, political, and social influences
- Examine curriculum and instructional practices within current context (school) and
- relate them to curricular theory, orientations, and influences
- Critique an existing curriculum based on established rationales and practices
- Examine the curriculum development process through the backwards design process
- Identify and operationalize appropriate enduring understandings for assessment
- Evaluate curricular assessment measures for validity and reliability

CIED 5103 Educator as Researcher (3 Hours)
Survey of methods for practitioner research in education with emphasis on analyzing educational research, creating valid and reliable educational assessments, utilizing research strategies for classroom data collection, interpreting data to analyze the impact of educational interventions, and disseminating findings for collaboration with other educators.

Learning Outcomes
- Critically consume and analyze education research
- Discuss and consider various research strategies for teacher research including quantitative and qualitative traditions
- Describe the characteristics of valid and reliable measurement instruments
- Create and implement formative and summative assessments that are valid and reliable
- Implement assessment practices that allow students to demonstrate their learning through multiple forms of communication and expression
- Utilize descriptive and inferential statistics for classroom research
- Score, analyze and interpret results of measurement instruments used in classroom research
- Interpret and apply data from both standardized and classroom assessments to record, organize, and analyze the impact of educational interventions
- Critically assess the impact of assessment on classroom instruction and environment

CIED 5113 Disciplinary & Digital Literacies in the Modern Classroom (3 Hours)
Methods of enhancing classroom instruction and student understanding through the use of disciplinary and digital literacies. Includes coverage of literacy in disciplinary learning environments, media literacy and the adaptation of media for educational use, integration of multiple modalities of media into instruction, and analyzing the role of disciplinary literacy within the content area.

Learning Outcomes
- Discuss the role of literacy instruction in disciplinary learning environments

Learning Outcomes

• Analyze the role of the disciplinary literacies in various learning standards

• Integrate appropriate strategies for literacy instruction specific to each discipline

• Define and describe the nature of discipline specific literacy for their content area.

• Investigate and utilize appropriate discipline specific literacy skills for their content area.

• Adapt and utilize multiple modes of educational media and technology for teaching and learning

• Incorporate media literacy concepts, skills and tools in classroom instruction

• Integrate modern forms of technology beyond hardware (i.e. podcasts, audiobooks, multi-modal literacy, author commentary…etc.) into the teaching and learning process

• Educate students on the concepts of digital citizenship and responsibility

• Utilize technology to meet the needs of special needs, culturally diverse, and linguistically diverse learners.

CIED 5553 Social Justice & Multicultural Issues in Education (3 Hours)
This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems.

Learning Outcomes
• Develop a working vocabulary as it relates to equity and social justice.

• Discuss attitudes of racism and discrimination and their relationship to student achievement.

• Understand the relationship of culture, identity, and learning.

• Respect the role that language plays in identity and learning.

• Discuss the role of equity, social justice, and school reform and their implications for teachers, schools, and families.

• Recognize the reality of equity education in today's classroom.

• Articulate their own frame of reference regarding equity and social justice and how they will adjust their teaching methods to accommodate these concepts in the classroom.

• Explore opportunities for service learning projects that support ideals of social justice

• Discuss how to effectively collaborate with community members to ensure learner growth

• Describe the importance and implementation of culturally responsive education and critical pedagogy within the framework of social justice education

• Understand the importance of civic engagement and social action as a component of teaching for social justice

• Describe the intersection of discrimination and student outcomes in teaching and learning

CIED 5123 Empirically Informed Instructional Development (3 hours)
Integration and application of evidence from educational literature and data from appropriate educational assessments to the process of instructional design and development. Emphasis placed on the critical

Learning Outcomes

evaluation of instructional changes and their impact on student learning and development.

Learning Outcomes
• Access and utilize educational research to develop appropriate instructional strategies to improve student learning
• Identify and implement instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.
• Explore student-led curriculum and the inclusion of students' interests, motivations, and responsibility within the process of teaching and learning
• Utilize data from appropriate assessments to diagnose and adjust teaching and learning within multiple contexts and instructional situations
• Examine the impact of instructional modifications to student learning and the classroom environment

CIED 5133 Professional Learning & Educator Leadership (3 Hours)
Exploration of the professional collaboration process for educators and teacher leaders. Emphasis placed on consumption of educational data, reflective dialog with colleagues, collaborative instructional design, teacher leadership characteristics, and effective communication with families and other stakeholders.

Learning Outcomes
• Work collaboratively to solve problems, make decisions, manage conflict, and create an inclusive culture where diverse perspectives are welcomed in addressing challenges
• Utilize information about emerging education, economic, and social trends to inform collaborative efforts with other educators
• Collaborate with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
• Engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data
• Collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
• Utilize case study and real world example to analyze decision making processes of teacher leaders
• Identify teacher leadership strategies in various educational contexts
• Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning
• Implement effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances

CIED 5143 Inquiry & Problem-Based Learning (3 Hours)
Design and implementation of instruction that explores and examines real-world or persistent questions within and across content areas. Specific treatment given to question identification and development, modes

Learning Outcomes

and construction of inquiry supports for learners, development of appropriate assessments that leverage multiple modes of learner expression, and extension of learning beyond the classroom.

Learning Outcomes
• Design and implement advanced, research supported methods of classroom instruction that address a wide range of student needs
• Analyze disciplinary specific considerations for designing and implementing inquiry-based learning experiences
• Incorporate inquiry-learning techniques within day-to-day instructional practices
• Involve students in the creation of compelling or essential questions of interest that guide inquiry learning
• Develop problem-based instructional units that address real-world questions and/or issues within society
• Engage students in project-based learning experiences that extend learning beyond the classroom

CIED 5163 Positive Classroom Structure & Social-Emotional Well Being (3 Hours)
Development of classroom environments conducive to learning for and social-emotional well being for all students. Emphasis placed on creation of positive classroom management structures, disciplinary interventions, and communication of expectations with students, families and school leaders.

Learning Outcomes
• Discuss the importance of classroom management to the learning environment and students' social-emotional well being
• Establish positive behavioral structures to support classroom management and foster learning environments that support responsive teaching
• Design and implement appropriate classroom rules and procedures
• Implement a variety of classroom management strategies
• Recognize and utilize appropriate disciplinary interventions
• Reflect on their efficacy as a classroom manager and adjust practices to improve the instructional environment
• Discuss the importance of trauma informed practices to support students social-emotional well being
• Understand and promote professional self-care as an integral facet of social-emotional well-being for teachers, students, and the learning environment

*CIED 5943 Teaching People of Other Cultures (3 Hours)
This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum.

Learning Outcomes

Learning Outcomes
• Articulate the ways in which students and teachers are a product of (and act according to) their own socialization in a particular culture and language.
• Discuss the historical, philosophical, and social foundations of multicultural education, as well as implications for practice in diverse schools.
• Specify ways in which the nine areas of diversity (as recognized by NCATE, including exceptionalities) impact cultural and linguistic issues and dynamics in schools, classrooms, and the community of the learning environment.
• Demonstrate positive impacts on culturally responsive teaching as an intentional outcome of capacity building for cross-cultural and cross-linguistic competence in professional practice.
• Explain the ways in which the educator's prior socialization (in a particular culture and language) influences the expectations held for, instruction of, and academic outcomes witnessed among CLD and other students of that educator.
• Detail the ways in which the Accommodation Readiness Spiral (Herrera & Murry, 2005; Murry & Herrera, 2008) provides both a framework and a self-assessment tool for school educators in their capacity building for mutual accommodation in professional practice with CLD students and families.
• Articulate what it means to engage in the mutual accommodation of CLD students and families in the curricular, planning, instructional, assessment, and collaborative aspects of practice in diverse schools.
• Critically reflect upon dispositions, expectations, instruction, assessment, and advocacy in professional practice with CLD students and families.
• Reflectively collaborate with colleagues in order to assess the culture of the school vis-à-vis cultural and linguistic diversity and equitable opportunities to learn, as well as ways in which that culture may be enhanced toward the success of all students.
• Demonstrate the capacity to locate and maximize those cultural, linguistic, cognitive, and academic assets that CLD students bring to the learning community, especially through the maximization of oral histories of CLD students and/or family members via Audacity software.
• Articulate the roles of enculturation, acculturation, assimilation, and adaptation in the cultural identities and preferred learning styles of CLD and other students, as well as the ways in which these are maximized (or not maximized) in the classroom
• Understand the impact of deficit perspectives and the cultural mismatch hypothesis on the capacity of educators to foster learning environments, instruction, and assessments that are respectful, equitable, and indicative of multifaceted diversity in the classroom and school.
• Detail those physical, material, organizational, operational, and social dimensions of an effective learning environment for CLD students that enable the functional adaptation of instructional methods, strategies, and techniques for differential student needs. {
• Utilize a variety of grouping configurations for instruction that: (a) maximize the biographical assets of students, (b) build upon the learning styles preferences and strategies of students, and (c) promote high-order and critical thinking.
• Incorporate the findings of brain research (e.g., re-voicing strategies, et al.) and other studies (in collaboration with colleagues) to develop culturally-responsive and theory/research-driven curricula that

Learning Outcomes

transcends subject area boundaries, encourages school-wide improvement, promotes collaboration, and incorporates emergent technologies.

• Describe ways in which a social constructivist perspective on curriculum may enable a broad range of structures in instruction, tools of inquiry, and communication techniques not otherwise feasible with a behaviorist perspective.

• Utilize highly-differentiated instructional and collaborative strategies, such as TPSI, with CLD students in order to promote critical and higher-order thinking and development in each of the four dimensions of the CLD student biography: sociocultural, linguistic, cognitive, and academic.

• Maximize a framework for advocacy (Herrera & Murry, 2005; 2008) including currency, defensibility, and futurity in order to promote ethical practices, school improvement, reflective practices, as well as parental and community involvement.

• See Students & Families as Assets

CIED 5983 Practicum in Curriculum & Instruction (3 Hours)
This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

Learning Outcomes
• Design an action research project that addresses a problem of practice specific to teaching and learning
• Utilize valid and reliable educational assessment protocols to collect data pertinent to their identified problem of practice
• Analyze collected data and prepare findings
• Reflect on and revise instructional practices/materials based on research findings
• Present findings as a possible strategy to address identified problem of practice to interested parties (e.g., colleagues, administration, university faculty…etc.)

Description and Justification for this request

Description of request	Justification for request
Proposed new online Master of Education in Teaching and Learning program.	The proposed program seeks to meet the growing need for graduate education for teaching professionals in Arkansas and across the nation. According to the Academic Benchmark & Labor Market Report prepared by the University of Arkansas Global Campus, teaching professions aligned with this degree

Description of request	Justification for request
	program (elementary and secondary teachers) show positive job growth at the national, regional (border state), and state level. The report also shows that degree completions at distance offered programs have increased over the last five years (+3%), while completions at non-distance offered programs has decreased considerably (-25%). Yet, out of the 19 cohort schools reviewed for that report, only five (26%) offered an online Master's degree in Curriculum & Instruction. The proposed program would help meet the growing need for online graduate education provided by institutions similar to the University of Arkansas.

Upload attachments

Teaching and Learning, Master of Education.pdf

Re_ Teaching and Learning, Master of Education.pdf

TELEME - New Degree - LOI.docx

TELEME - New Degree - Supporting Documents.pdf

TELEME - New Degree - Proposal.docx

Reviewer Comments

Lisa Kulczak (lkulcza) (07/24/20 3:05 pm): Added program code per email conversation/request from the COEHP dean's office (Dr. Mamiseishvili).

Alice Griffin (agriffin) (07/30/20 12:20 pm): Courses in red have been submitted into the approval workflow. I inserted the credit hours for each and checked the sum box for total hours of the program to be reflected in the catalog copy.

Alice Griffin (agriffin) (08/04/20 1:15 pm): Updated scheduled program review date to match proposal document. Confirmed with submitter correct dates.

Alice Griffin (agriffin) (08/04/20 1:19 pm): Inserted approval dates into the LOI and revised proposal document for formatting and updated the Campus and BOT approval dates, along with the program review date. Also inserted the Workforce Analysis Report into the supporting documents. Renamed all documents to match BOT naming convention.

Lisa Kulczak (lkulcza) (08/07/20 9:10 am): Rollback: Per request from Alice for course updates.

Alice Griffin (agriffin) (08/07/20 1:33 pm): Updated CIED 5163 TO CIED 5383 and CIED 5033 to CIED 5693 on behalf of the submitter.

Alice Griffin (agriffin) (08/07/20 1:34 pm): Also revised proposal document to include revised course numbers.

Key: 783