

BOARD OF REGENTS

EASTERN MICHIGAN UNIVERSITY

RECOMMENDATION

NEW ACADEMIC PROGRAMS

ACTION REQUESTED

It is recommended that the Board of Regents approve a new Academic Program: Master of Arts in Curriculum and Assessment

SUMMARY

The Master of Arts in Curriculum and Assessment is designed to spotlight the natural connections among curriculum, instruction and assessment in today's schools, with an eye toward improved teacher effectiveness and increased student learning. The program makes use of courses already offered in other Teacher Education graduate programs, and the goals of the program match those of already existing courses. These include the ability of students to: demonstrate understanding of curriculum; demonstrate basic skill in curriculum design; demonstrate understanding of quality teaching and learning principles; recognize what constitutes high quality educational assessment; be able to analyze assessment data and critically evaluate educational research; be equipped to respond to government educational policy; and demonstrate an understanding of the relationships between curriculum, instruction, and assessment.

FISCAL IMPLICATIONS

All of the courses within the Master of Arts in Curriculum and Assessment already exist. As a result, the program can be implemented within existing resources, and no new resources are requested..

ADMINISTRATIVE RECOMMENDATION

The proposed Board action has been reviewed and is recommended for Board approval.

University Executive Officer

6/9/09

Date

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

OUTLINE FOR SUBMITTING PROPOSALS FOR NEW PROGRAMS

Use this outline to prepare proposals for new programs, including undergraduate majors and minors and graduate degree programs. Proposals should be submitted in narrative form, organized according to the following outline. Guidelines for submitting such proposals are on the following pages.

PROPOSED PROGRAM NAME: Master of Arts in Curriculum and Assessment
DEGREE: MA
DEPARTMENT(S): Teacher Education COLLEGE(S): Education
DEPARTMENT CONTACT: Donald H. Bennion CONTACT PHONE: 734-487-3265
CONTACT EMAIL: donald.bennion@emich.edu

I. Description:

- A. Goals and Objectives
- B. Program
- C. Admission
- D. Projections

SEE ATTACHED

II. Justification/Rationale

III. Preparedness

IV. Plans for Assessment/Evaluation

V. Program Costs

VI. Action of the Department/College

1. Department (Include the faculty votes and department head signatures from all submitting departments.)

Vote of department faculty: For 24 Against 0 Abstentions 0
(Enter the number of votes cast in each category.)

I support this proposal. The proposed program can cannot be implemented within the affected Department(s) without additional College or University resources.

Department Head Signature

10-15-08
Date

2. College/Graduate School (Include signatures from the deans of all submitting colleges.)

A. College.

I support this proposal. The proposed program can cannot be implemented within the affected College without additional University resources.

College Dean Signature

11-12-08
Date

B. Graduate School (new graduate programs ONLY)

Graduate Dean Signature

Date

VII. Approval

Associate Vice-President for Academic Programming Signature

Date

VIII. Appendices:

- A. Required/Elective Courses
- B. Request for New/Revised Course Forms
- C. Market Analysis/Needs Assessment
- D. Supporting Documents
- E. Faculty Vitae

Proposal for New Program

Master of Arts in Curriculum and Assessment

September 2008

I. Description

A. Goals and Objectives

The College of Education's theme statement is "Inquiry, advocacy and leadership in education for a diverse and democratic society." The goals and objectives of the proposed new Masters of Arts in Curriculum and Assessment are fully aligned with that theme.

The specific intent of the program is to spotlight the natural—and increasingly important—connections among curriculum, instruction and assessment in today's schools, with an eye toward improved teacher effectiveness and increased student learning.

A core belief is that teachers and effective administrators must understand and attend to the relationships among curriculum, instruction and assessment, particularly the need for alignment of the three elements; hence, the need for the proposed new program. Furthermore, federal and state governments play increasingly powerful roles in shaping education policy and practice, and emphases on test scores and accountability are the hallmarks. However, public educational policy may at times be at odds with teachers' abilities to develop curriculum and practices of instruction and assessment that are consonant with learner needs. With that in mind, the new program will empower teachers to critically examine and to meet the challenges offered by current policy.

All courses for the proposed program are already offered in other Teacher Education graduate programs. Therefore, many of the goals and objectives for the new program match those of the existing courses.

Students completing this program will:

~ demonstrate an understanding of the foundations of curriculum, including forces impinging on schooling, curriculum philosophies and theories, and how these are related to current school issues

~ demonstrate basic skill in curriculum design (particularly multicultural curriculum), implementation, and evaluation

~ demonstrate understanding of quality teaching and learning principles, especially from a multicultural perspective

~ recognize what constitutes high quality educational assessment and the relationships of assessment, motivation, and student learning

~ be able to analyze student assessment data from various sources

~ be able to critically evaluate research related to both instruction and assessment

~ be equipped to respond intelligently to the demands of government education policy, with the needs of a diverse student population in mind

~ demonstrate an understanding of the relationships among curriculum, instruction and assessment, and will demonstrate how they will use such knowledge in the field for instructional improvement and improved student learning.

Although not specifically a program objective, the proposed new Masters program will also support declared College of Education Graduate Program professional educator dispositions, including adherence to professional ethics, collaboration, commitment to diversity, leadership and initiative, professional advocacy, appropriate professional demeanor, self-reflection, and a consistent student focus.

The new program objectives are aligned with those of the professional community. Program themes such as quality curriculum development, attention to best assessment practice, understanding issues of multiculturalism and diversity, and mindfulness of public education policy issues are reflected in school district mission and vision statements and stated goals. A focus on curriculum is essentially universal in Michigan schools:

"The curriculum will be continually updated to meet the challenges of the future..." (Watersmeet Township School District goals, 2007-8)

"Review and revise K-12 curriculum. Develop a comprehensive assessment plan." (Perry Public Schools goals, 2008)

"Our focus is student achievement, and we continue to make the necessary curricular and organizational changes to improve it... We are using the data gained through the assessments to drive instruction in our classrooms." (Crawford AuSable School District Mission)

Statements from various professional organizations offer indirect support for the proposed program:

A National Council of Teachers of Mathematics Position Statement:

The National Council of Teachers of Mathematics recognizes the importance of measuring the learning of students and the effectiveness of instruction. Large-scale tests can and should be among several measures

that are used to make significant decisions about students and instruction. However, such critical decisions about students and instruction must involve more than the results of any single test. We strongly support a balance of day-to-day classroom assessments, which help teachers improve instruction, and external tests that track progress and provide for national comparisons.

From the National Education Association: "According to Richard Stiggins, director of the Assessment Training Institute, Portland, Oregon, and a leading authority on classroom assessment, teachers can and should use their own classroom tests, quizzes, performance assessments, etc. to help their students meet state and/or local achievement standards. To do this, teachers need to align their classroom assessments to the standards."

From a National Council of Teachers of English Position Statement:

In recent years, students have been required to take more standardized tests than ever before. In an effort to make schools accountable for learning, state and federal legislation has embraced standardized assessment as the most important indicator of student achievement. While standardized tests provide one measure of student performance, other forms of assessment are needed to create a full picture of student learning. NCTE is committed to the development and use of multiple assessment strategies that are fully integrated into instruction.

From a National Science Teachers Association Declaration:

The data and knowledge gained from quality assessment can indicate how well students are meeting science standards and expectations only if the assessment is appropriately aligned with the science curriculum and instruction. Science curriculum goals, instructional topics and strategies, and assessment topics and techniques should be in alignment if tests are to yield useful data. Additionally, it is important that the processes used to collect and interpret evaluation data be consistent with the purpose of the assessment.

From an Association for Supervision and Curriculum Development Position Statement:

[ASCD] supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century and graduate students who... Make decisions and solve problems ethically and collaboratively

These contributions are needed to develop the whole child:

Schools provide

* Access to challenging and engaging curriculum for all students.

Teachers provide

- * Evidence-based assessment and instructional practices.

Determining success of students, schools, districts, states/provinces, or nations should be based on multiple assessments of and for learning.

ASCD supports the use of multiple measures in assessment systems that are

- * Fair, balanced, and grounded in the art and science of learning and teaching;

- * Reflective of curricular and developmental goals and representative of content that students have had an opportunity to learn;

- * Used to inform and improve instruction;

- * Designed to accommodate nonnative speakers and special needs students; and

- * Valid, reliable, and supported by professional, scientific, and ethical standards designed to fairly assess the unique and diverse abilities and knowledge base of all students.

The themes of the proposed combined EDPS/CURR Masters program are congruent with the Department of Teacher Education Vision statements: "EMU Teacher Education programs provide bridges between research / theory and practice." "EMU Teacher Education programs prepare students to teach diverse learners." "EMU Teacher Education programs develop a professional imperative to career-long learning and to contribute to positive change in schools."

Themes of the program align with the EMU Advanced Professional Educator Conceptual Frameworks Theme Statement: "Eastern Michigan University advanced professional education programs develop leaders who demonstrate inquiry, advocacy, and leadership in education for a diverse and democratic society."

Finally, the program aligns with this statement, taken from the EMU Mission Statement: "We maximize educational opportunities and personal and professional growth for students from diverse backgrounds."

Each of the specific program objectives is measurable by way of traditional testing and/or carefully designed performance assessment. It is proposed that a team of faculty members from the Educational Psychology and the Curriculum and Instruction program areas develop a coherent student assessment protocol for consistent use in the new program, along with a parallel protocol for program evaluation, aligned with University expectations.

B. Program

1. All courses proposed for the new Masters degree are existing courses. 32 graduate credit hours will be needed to complete the program. There will be no elective options for students, although they will be able to choose one of several Social Foundations courses (see below.)

15 credit hours of the proposed program are to be in Educational Psychology; 12 in Curriculum and Instruction. One two-credit-hour course comes from the Social Foundations Program Area. The final three-credit-hour course is a choice of EDPS 688 or /CURR 688 (Internship.)

From Educational Psychology:

EDPS 626 Principles and Issues in Educational Assessment

EDPS 627 Designing Classroom Assessments

EDPS 628 Analyzing Student Learning

EDPS 629 Assessment and Program/School Improvement

EDPS 667 Principles of Educational Research

From Curriculum and Instruction:

CURR/SOFD 654 Multicultural Teaching and Learning

CURR 656 Curriculum Design, Implementation, Evaluation

CURR 664 Multicultural Curriculum Development

CURR 665 Differentiation in the Classroom

From Social Foundations:

SOFD 550 Philosophy, Ethics and Teaching or

SOFD 580 Sociology of Education or

SOFD 572 The History of American Schooling and Literacy

Students will also take either EDPS 688 or CURR 688 (Internship)

Course descriptions are provided below.

EDPS 626 Principles and Issues in Educational Assessment

Principles of good classroom assessment are explored in depth. Students will learn the characteristics of high quality assessment that apply to both classroom and standardized assessments. Current assessment topics, including state and federal legislation and mandates, and ethical and legal issues are investigated.

EDPS 627 Designing Classroom Assessments

This course will address all types of classroom assessment. It will focus on development, selection, and appropriate use of high quality assessment. The course will also address management of assessment and the relations among assessment, learning, and motivation.

EDPS 628 Analyzing Student Learning

Participants will use assessment data to analyze and improve learning. Students will evaluate all types of assessment data, including classroom-based and standardized assessments. They will make recommendations about learning based on a thorough analysis of the information.

EDPS 629 Assessment and Program/School Improvement

This course will focus on methods of 1) assessment, 2) program evaluation, and 3) accreditation, and how they can be used to evaluate the effectiveness of programs offered by schools and universities to improve student learning.

EDPS 667 Principles of Educational Research

Basics concepts in understanding and evaluating contemporary educational research, addressing both quantitative and qualitative research methods. The focus is on critical understanding of, rather than production of, research.

CURR/SOFD 654 Multicultural Teaching and Learning

The purpose of this course is to further develop students' multicultural/multiperspective teaching skills and understandings, to analyze one's own cultural experiences (seated in the arenas of class, race and gender), to expand skills of intercultural communication and to examine ways in which to create culturally sensitive teaching and learning environments.

CURR 656 Curriculum Design, Implementation, Evaluation

This course covers curriculum design and development from goal selection through implementation and evaluation. Students will be expected to produce curriculum examples that are consistent with the principles in the course.

CURR 664 Multicultural Curriculum Development

The multicultural educator understands that we do not all perceive and/or experience reality in the same fashion. The multicultural education recognizes and accepts cultural differences, knows how to increase cultural knowledge and understanding, is skilled at searching for options in the communication process and is skilled in creating culturally sensitive environments. The purpose of this course is to further develop participants' multicultural skills and understandings.

CURR 665 Differentiation in the Classroom

The course is designed to teach skills necessary for differentiating curriculum to meet the needs of all students in the classroom. Strategies include the differentiation of content, process, product and assessment.

Students must also take one of three Social Foundations course offerings: SOFD 550 ("Philosophy, Ethics and Teaching"), SOFD 580 ("Sociology of Education"), or SOFD 572 ("The History of American Schooling and Literacy.") The courses provide a broader context and perspective for all of the other program offerings. Course descriptions are give below.

SOFD 550 Philosophy, Ethics and Teaching

Application of philosophical methods of analysis to specific ethical problems facing teachers in preschool, elementary and secondary schools. Students will investigate various ethical frameworks and critically examine, by means of case studies, controversial educational issues.

SOFD 580 Sociology of Education

This course introduces various sociological perspectives to analyze the relation of schooling to the social construction of race, class, gender and sexuality in a socially stratified society. Special attention is placed on teachers' responsibilities and skills as classroom practitioners, child advocates and community leaders in a culturally diverse democratic society.

SOFD 572 The History of American Schooling and Literacy

Drawing on a variety of sources from historical narrative and historiography, the course provides a context for interpreting the conflicting aims of literacy and education in the United States.

Students will take one of the existing graduate Internship courses; EDPS 688 or the parallel CURR 688.

EDPS 688

This course provides opportunities for students to develop assessment skills in the field and/or to learn from practicing assessment professionals. Specific course goals, schedules, and assignments will be tailored to the needs of individual students.

CURR 688

Provides a supervised opportunity for students to apply knowledge and skills gained through classroom activity in a "real world" working environment. Internship sites and supervision are arranged with program advisers.

A special feature of this program is that, once students have completed all six of the Educational Psychology courses, they will have earned the 18 credit hour Certificate in Educational Assessment.

2-5. n/a

6 and 7. The proposed program will assure graduate-level study (including an adequate emphasis on research) in several ways:

- a. Students must meet requirements for admission to graduate studies at EMU.
- b. Students must meet requirements for admission to Department of Teacher Education graduate programs.

c. Courses content will be delivered in various ways to meet the needs of a diverse student population. This includes traditional lecture and discussion, online and hybrid approaches, and evening classes.

d. Several program courses--and EDPS 667 in particular ("Principles of Educational Research")--will serve to advance students' levels of graduate scholarship. Students will become familiar with University (and universal) requirements related to human subject research, and will conduct extensive data analysis.

e. Faculty members teaching the capstone course (EDPS/CURR 688 course; "Internship in Educational Psychology") will demand graduate-level written work which comprehensively reflects program learnings.

C. Admission

Proposed admission requirements for the new program are the same as those for other Department of Teacher Education Masters Programs. Students must:

1. Comply with the Graduate School's admission requirements.
2. Hold a 2.75 undergraduate GPA or 3.0 in the last half of the undergraduate work or 3.3 GPA in 12 hours or more of work at the graduate level or a minimum 50th percentile on the GRE writing. International students must have a minimum score of 550 on the TOEFL;
3. Hold a valid teaching credential. For international students who do not intend to teach in the United States, this requirement can be waived.
4. Furnish an analysis of professional goals written by the candidate. This analysis should include a description of how the chosen degree program will help meeting the selected goals and how the candidate's life experiences, accomplishments and interests will contribute to his or her success in the program; and
5. Request and have submitted two letters of recommendation that address the candidate's professional commitment, experience and potential.

The transcripts, analysis of goals and letters of recommendation should give evidence of potential for graduate-level scholarship.

There will be no conditional admissions to the program.

D. Projections

1. The Department of Teacher Education and its faculty are prepared to begin admitting students to the new program immediately.

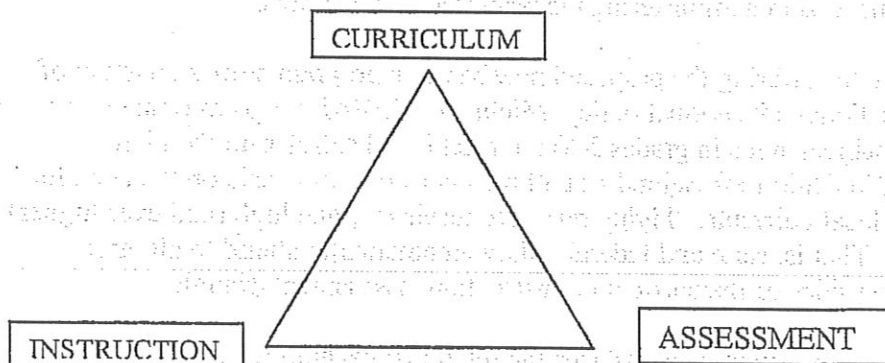
2. We anticipate an initial annual enrollment of 20 students, with an increase to 30 within three years.

3. Although the teaching faculty will naturally monitor the effectiveness of the new program over time, (including the effectiveness of individual courses and assignments), no new directions for the proposed Masters program can be anticipated. If enrollment grows as anticipated, additional sections of some of the courses may need to be offered (along with attendant costs), but no additional department, college or university resources will be required.

4. Initially, some courses will be offered once annually. Some are already offered multiple times annually. This is likely to remain the case, even if enrollment increases as described above. If enrollment increases beyond expectations, courses which are now offered only annually may need to be offered more frequently.

II. Justification and Rationale

a. A most useful concept for teachers and other educational professionals is that of the *curriculum/instruction/assessment triangle*.



In high quality PK-12 classrooms, teachers are aware of, believe in, and attend to the principles of the triangle. Those principles are:

1. Teachers must be fully familiar with their local and state curricula (which will likely match.)

2. Teachers must teach the curriculum using best practice. (If this is true in a particular classroom, curriculum and instruction are in alignment, and the left side of the triangle is strong.)

3. Teachers must use high quality assessment practices which are fully aligned with their high quality instruction. If this is also true in a particular classroom, all three corners of the triangle are in alignment, and all three sides are strong.

While other teacher characteristics are important in the promotion of student achievement (teacher disposition and demeanor, for instance), attention to the principles illustrated by the triangle are essential. Chiefly, the triangle points up the strong interrelatedness of curriculum, instruction and assessment in effective classrooms.

The faculty of the Department of Teacher Education in the College of Education understand the relationships among curriculum, instruction and assessment, and students enrolled in both our Initial Teacher Preparation Programs and Graduate Programs are expected to understand these relationships as well. Indeed, in recognition of those inherent interdependencies, our required undergraduate EDPS 340 ("Introduction to Classroom Assessment and Evaluation") and CURR 304/305 ("Curriculum and Methods") courses are sometimes "blocked" and team taught in the Department of Teacher Education.

With this in mind, a Masters Program which *focuses on the connections* among curriculum, instruction and assessment is overdue. The Educational Psychology Program Area would take the lead in administering the proposed new Masters.

Additional urgency for offering the proposed new Masters program comes courtesy of current state and national educational policy. Michigan's MEAP program (mandatory testing in various subject areas in grades 3-8) the Michigan Merit Exam for high schoolers and the No Child Left Behind Act all put enormous emphasis on the need for rigorous state and local curricula, "highly qualified teachers", and high (and ever-higher) student test scores. That is, state and federal policy automatically attend to all three corners and all three sides of the curriculum/instruction/ assessment triangle.

b. The proposed program--which emphasizes the relationships among classroom curriculum, instruction and assessment--appears to be unique in Michigan. Other programs in Michigan which share some characteristics of the proposed EMU program include the following.

Wayne State University offers Masters of Arts in Curriculum and Instruction, in Education Evaluation and Research, and in Educational Psychology.

The University of Michigan (including U of M/Dearborn) offers Masters of Arts in Curriculum Development, jointly in Education and Psychology, in Teaching, and in Education (general studies.)

Oakland University offers a Master of Education in Educational Studies, as does Michigan State University.

Western Michigan University offers Master of Arts in Education and Professional Development, in Educational Leadership, and in Evaluation, Measurement and Research Design.

III. Preparedness

a. All courses in the combined EDPS/CURR program would be taught by previous vetted faculty members and/or instructors. (All courses in the program come from other established Educational Psychology and Curriculum Masters programs.)

b. As noted, all courses in the proposed program come from other established Educational Psychology and Curriculum Masters programs. Needed library resources for the proposed program, therefore, are the same as those needed for current EDPS and CURR masters, which--as established in previous EDPS and CURR Masters programs proposal documents--are adequate.

c. University facilities are adequate for the proposed program.

d. The proposed program is self-contained within the Department of Teacher Education, and does not rely on courses, faculty, or physical equipment outside the department.

e. The promotion of the program will be integrated and will include a variety of different tactics. Direct mail (such as a brochure or post card) will be targeted at a variety of different audiences, including educators in local school districts and EMU alumni from related undergraduate programs. A website will be designed to engage prospective students, as well as achieve optimal search engine placement. Advertisements will be placed in regional publications geared to educators, such as the Michigan Education Association Voice and Michigan Science Teachers Association Newsletter, as well as pay-per-click via Google. A display booth also will be sponsored at regional professional conferences/events--such as the Michigan Reading Association Annual Conference--geared to educators.

Faculty and staff members of the Department of Teacher Education will work with Continuing Education and Marketing and Communications staff members to develop other effective approaches as marketing lessons are learned.

g. n/a

IV. Plans for Assessment/Evaluation

Program assessment will take several forms. Students will be assessed course-by-course via traditional testing and--in line with NCATE expectations--performance assessment. In the culminating course (EDPS/CURR 688), students will be expected to synthesize their program learnings and skills by way of individualized performance assessments.

During the first years of implementation especially, EDPS and CURR faculty members will meet periodically to monitor program success and adjust as needed. Indicators of program success will include number of enrollees, persistence toward program completion, and student satisfaction, all of which will require collection, management, and analysis of objective data.

Additionally, the program will be subject to customary University review protocols, including (currently) Program Review. Further, a comprehensive assessment system is currently being developed for the EDPS masters degree programs; the new program would be included in that effort if approved.

V. Program Costs

As noted, all courses in the proposed program come from other established Educational Psychology and Curriculum Masters programs. Therefore, little funding beyond normal faculty/instructor and overhead costs is anticipated. Pending input from staff members of the departments of Continuing Education and Marketing and Communications, there may be a need to develop marketing materials, with costs to be determined. Furthermore, EDPS and CURR faculty members would like to keep open the option of purchasing some materials (books, videos, etc.) supportive of the new program.