

	<b>Office of the Registrar</b>	Page 2 of 2 Last Updated: 11/2008
	<b>Request for New Subplan</b>	Business Process
	<b>Print on Official Transcript</b>	Process and Request Form

**School and Program: School of Education**

**Plan (Major): Masters of Science in Elementary Education**

Proposed Sub Plan(s) descriptions (*reflecting concentrations within the major noted above*):

1. Individualized Studies
2. Early Childhood
3. Technology
4. Urban Education

Projected Date/Term of Implementation: August 2013

Is the Sub Plan a: (*check one*)

Concentration  Specialization  Track

**Is this track, specialization, or concentration a new addition to the curriculum?**

The *Individualized Studies* and *Early Childhood* subplans are not new degree plans. These are the degree plans described in the *IU School of Education Graduate Bulletin* which we will continue to have as options for students. The *Technology* and *Urban Education* subplans are new additions to the curriculum, although the term "new" is relative. The subplan for *Urban Education* was approved by the IU Core Campus Policy Council in April of 2004. The subplan for *Technology* was developed and approved in January 2103. Students enrolled in the *Masters in Elementary Education* have been able to take all of these subplans through the advising of the faculty, but we want to have these officially designated on their transcripts and need to be able to track which students are in each of these subplans.

**What is the rationale for printing this sub plan on the official transcript? How does the subplan assist in defining the major? What is the academic relationship to the degree being conferred?**

The *Masters of Science in Elementary Education* serves a wide diversity of teachers ranging from Preschool to Grade 6 and from rural to suburban to urban contexts. Some of these teachers are just beginning their careers; others have many years of experiences. Some want to focus primarily on advancing their knowledge of content and pedagogy; others are interested in specializing in areas of personal interest like early childhood or technology; all of them want to develop highly competitive skill sets that will enable them to meet the continually changing demands of schools today. The subplans are needed to make this degree program responsive to both the teachers and the local educational needs. When early childhood and elementary teachers explore their options for continuing their education at IUPUI, we want them to see pathways and opportunities that are relevant to their interests and needs.

The subplans all involve 15 credits of specialized course work. Students can opt for the *Individualized Studies* subplan wherein courses are chosen with the expertise of an advisor to help the teacher meet his or her goals. For instance, a teacher may want to prepare for the taking the National Teaching Boards. At the elementary level, the best preparation will be a combination of literacy, mathematics, pedagogy, and assessment courses. Or a teacher may have taken professional courses in their school setting they want to transfer acceptable courses into a masters degree program. These students need individualized plans.

Teachers who choose the *Urban Education* specialization explore the complexities of urban schools and learn how to close the achievement gap between different groups of students. The School of Education has developed this strand in response to the growing and local need for teachers who understand how to negotiate the world of urban schools with increasingly diverse student populations and fewer and fewer resources. The *Masters in Elementary Education with a Focus on Technology* program prepares teachers to infuse 21st Century technology into their instruction and to network and communicate in an increasingly global society. The *Early Childhood* sequence of courses prepares educators whose teaching and leadership is focused on schools serving children from birth to age eight.

It makes sense to have these areas of specialization printed on students' transcripts. The teachers want their transcripts to reflect their specialized expertise and indicate where they are most skilled and committed. Those who hire or supervise teachers are also keen on having these subplan titles to distinguish which teachers are the most qualified for a position or career advancement.

**List the major topics and/or curriculum of the sub plan.**

**Individualized Studies**

This subplan extends the learning that takes place in the core courses of the major which include opportunities for students to explore current theories of learning and instruction, to engage in inquiry and reflection on teaching practice, to examine the social and cultural contexts of contemporary schools, and to analyze the nature and purposes of current perspectives on curriculum. With help of program advisors, students opting for the Individualized Studies select five elective courses (15 credit hours) that complement the core courses of the major. These courses may be from within or outside of the School of Education. Students wishing to focus on a particular discipline, such as mathematics, science, or social studies, may include courses from these fields here. Students can also take advanced literacy, special education, or technology courses.

15 Credits of Elective Courses

**Early Childhood**

The program in Early Childhood Education is primarily for individuals who already have a teaching license in early childhood or elementary education and are seeking advanced professional development. Students can choose to focus their courses on the study of preschool or primary education. Several courses are taught over the distance education network, which links the Bloomington and IUPUI campuses.

EDUC E506 Curriculum in Early Childhood Education  
EDUC E508 Seminar in Early Childhood Education  
EDUC E525 Advanced Curriculum Study in Early Childhood Education  
EDUC T524 Diverse Families

Choose between:

- EDUC P515 Child Development
- EDUC E505 Organization and Administration of Early Childhood

**Technology**

This subplan engages students (early childhood and elementary teachers) in a technology-infused curriculum that requires them to use and evaluate a wide-variety of digital tools used in educational environments. Students consider how they can teach differently in the technology-enhanced environments of today, using new technologies to create innovative ways for

students to learn. Students design learning experiences that promote collaboration, creativity, critical thinking, new literacies, and interactive learning through the integration of digital tools that promote global connections, instant feedback, and communication with authentic audiences. Students learn to respond to and manage change, effectively advance the implementation of technology in learning environments, and prepare to assume technology leadership positions in the schools, districts, communities, and beyond.

EDUC W531 Computers in Education  
EDUC W540 Computers in the Curriculum  
EDUC W550 Research in Instructional Computing  
EDUC W520 Instructional Technology  
EDUC W515 Technology Leadership

### Urban Education

This subplan prepares educators to think in complex ways about existing conditions in urban education. The courses explore the ways complex social systems like culture, race, economics, and educational policy interact in urban environments to shape schools and communities. Taking a critical and interdisciplinary approach, the courses prepare teachers to design and implement meaningful curriculum, instruction, and assessment that are differentiated, culturally responsive, and successful in creating high achievement for all students.

EDUC T531 Organizational Change in Culturally and Linguistically Diverse Schools  
EDUC T550 Cultural/Community Forces & Schools: (Variable Title)  
EDUC J500 Instruction in the Context of Curriculum  
EDUC P507 Assessment in Schools

Choose one of the following:

- EDUC A560 Political Perspectives in Education
- EDUC H 530 Philosophy of Education
- EDUC T550 Cultural/Community Forces & Schools: (Can be repeated with new title.)

Sub plan Request Submitted By (School):

Name: Beth Berghoff Title: \_\_\_\_\_ Date: 4-12-13  
Dept/School: Education

Dean Signature Pat Rogan Date: 4-12-13

Once complete, forward to the Office of the Registrar, CA 113

Sub plan request reviewed/approved by:	
Committee Name: _____	Date: _____
Added to SIS _____	Date: _____