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| | Request for New Subplan | Business Process |
| | Print on Official Transcript | Process and Request Form |

School and Program: School of Education

Plan (Major): Masters of Science in Secondary Education

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

1. General Studies
2. Technology
3. 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 *General Studies* subplan is the default plan for this masters degree program. This is the plan described in the IU School of Education Graduate Bulletin which we will continue to have as an option for students. The *Technology* and *Urban Education* subplans are new additions to the curriculum, although the term "new" is relative. The School of Education designed the subplan for urban education prior to its approval by the Policy Council in April of 2004. The subplan for technology was developed and approved in January 2103. Students enrolled in the *Masters in Secondary 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 Secondary Education is a program for teachers who teach middle school and high school. Most of these teachers are certified in particular content areas such as English, Social Studies, Science, or Mathematics. They return to the university to stay current in their content areas as well as to explore current theories of learning and instruction. These teachers are most interested in professional development that provides them with new intellectual tools and the leadership skills needed to re-imagine schools and serve the needs of all learners.

All students in the program take a 9 credit sequence of courses built on the big ideas of using research to make educational decisions, teaching as inquiry, and teaching for social justice. In addition, students in the Masters of Secondary Education can follow one of three subplans: General Studies, Technology, or Urban Education. Each of these subplans consists of 15 credit hours of specialized course work. The General Studies plan is worked out with faculty advisors who match the students' professional goals with available courses. For instance a biology teacher might have aspirations for adding chemistry as a license area and be guided to take additional content courses in chemistry as well as courses about the social and cultural contexts of contemporary schools.

Students who choose the Technology subplan will update their knowledge and skills related to teaching with technology. They will practice using web-based tools, prepare technology-integrated lessons using backward design, and learn ways to keep students safe when they use the internet to access knowledge and participate in social media. They will strengthen their commitment to provide leadership in making productive changes at the school and classroom levels of education through their own agency and the support of others.

The Urban Education subplan will appeal to students who want to develop the ability to conduct critical analyses of the ways in which complex social forces impact the success of all children in schools. These critical lenses are just as useful in suburban and rural settings as they are in considering under-resourced schools facing complex challenges in urban centers, especially in the face of rapid demographic changes bringing more cultural and linguistic diversity to all parts of the world.

We are requesting that the subplans be printed on the students' transcripts in this program because the transcripts are often sent electronically to employers and principals, and the subplan titles provide specific information about the direction and commitments of these teachers.

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

General Studies

This subplan builds on the themes of the core courses to develop commitment to teacher inquiry, critical perspectives, knowledge of content and pedagogy, taking a curricular stance, and the interrelationship of theory and practice. With help of program advisors, students select five elective courses (15 credit hours) that will deepen their capacity to teach their discipline, such as mathematics, science, English, or social studies. Students usually follow the content/pedagogy courses set by the particular program in one of these areas. These courses may be from within or outside of the School of Education.

15 Credits of Elective Courses

Technology

This subplan engages students (secondary 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 children 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 well-designed to support the high achievement of 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: Education

Title: Date: 4-12-13

Dept/School: _____

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: _____