

**SPECIAL REPORT
OF THE
ACADEMIC MATTERS COUNCIL**

concerning

**CHANGES TO A MINOR IN EDUCATION
(#6196)**

**Presented at the
789th Regular Meeting of the Faculty Senate
October 17, 2019**

COUNCIL MEMBERSHIP

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COUNCIL RECOMMENDATION

The Academic Matters Council recommends approval of this proposal.

Please describe the revisions you are proposing:

We are proposing the following:

•The number of Curricula Domains has been reduced from four (Foundations, Pedagogy, Social Justice, & Human Development) to three (Teaching and Learning; Issues, Trends, and Research in Education, and Social Justice and Communication). This change reflects a more thoughtful consideration of the primary areas of focus. Moreover, Student Learning Objectives (SLOs) have been developed/added to conclusively/accurately reflect the desired outcomes of the Education Minor within each domain.

•The Minor, as it is currently proposed, will reflect a focus on content that (a) is not already

presented in our licensure programs and (b) would be beneficial to students who are and who are not seeking licensure. This change will be a departure from the current version of the minor.

•One foundational course (Introduction to Education) is required in this revised minor. Currently, the minor does not require any foundational courses to ensure that students obtain some common core content knowledge and skills.

Please provide a brief overview of the process for developing this proposal:

The process for revising the Education Minor was iterative in nature. Initial revisions were proposed by the Ad-Hoc Committee on Undergraduate Education. Those revisions were then presented/discussed with the College's Academic Matters Committee. Revisions were made based on that discussion and presented to the department-level Academic Matters Committees (this was deemed necessary as the Education Minor cuts across all three departments within the College). Recommendations from each department were considered by the College Academic Matters Committee and revisions/additions/deletions were made accordingly.

Describe the purpose and particular goals for this proposal:

The Minor in Education is a way for students interested in education to explore various theoretical aspects of education. While completion of the minor does not lead to a teaching license or certificate, students who pursue the minor will gain a strong knowledge based in the area of education and be well-prepared to enter a teacher licensure program or other education focused graduate program.

If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. Indicate how many new enrollments are expected as a result of these revisions how the courses will accommodate them.

No additional resources are required. The number of credits required for the minor will not change. Current faculty will teach all of the courses in the EDUC minor Curriculum.

Describe both the current and proposed curricula for this minor, indicating any changes. If the revisions include courses that have not yet received permanent status, please note their status as experimentals or in the Faculty Senate workflow. If the proposed revision does not affect the curriculum, please note so here. If you would like to attach any curricular worksheets or other materials describing the current or proposed curriculum, you may attach them below.

In 2003, the College [then School] of Education developed the Education Minor, in large part, in response to a change in the state of Massachusetts' educator licensure policy. Specifically, the state required all teachers to hold a graduate degree for educator licensure. As a result, all of the College's undergraduate licensure programs were moved to

the graduate level; and the minor was developed to serve as a type of gateway to graduate licensure programs. The state has since reversed its policy with respect to licensure; and indeed, undergraduate students can earn a license to teach through the education major (i.e. Early Childhood Education & Special Education) or the University to Schools Secondary Education pathway (i.e. science, math, history, English, art, music, foreign language).

Consequently, the College's Ad-Hoc Committee on Undergraduate Education and Academic Matters Committee are proposing a revision to the existing Minor that reflects current policy and the changing needs of the population of students the College serves. The Minor is revised in the following ways:

- The number of Curricula Domains has been reduced from four to three. This change reflects a more thoughtful consideration of the primary areas of focus. Moreover, Student Learning Objectives (SLOs) have been developed/added to more conclusively/accurately reflect the desired outcomes of the Education Minor within each domain.**

- The Minor is no longer considered a gateway to graduate licensure programs (with overlapping and repeating courses). The Minor, as it is currently proposed, will reflect rather a focus on content that (a) is not already presented in our licensure programs and (b) would be beneficial to students who are and who are not seeking licensure.**

- One foundational course is now required. Currently, the minor does not require any foundational courses to ensure that students obtain some common core content knowledge and skills. This foundational course is the only new course required for this minor. The course has been submitted for both an experimental and permanent number concurrently; and is under review.**

The revised curriculum is attached herewith.

**MOTION: That the Faculty Senate approve the Change to the Minor In
09-20 Education as presented in Sen Doc. No. 20-022.**

CURRICULUM

The Education Minor is composed of three domains. Students must take courses in all three domains: (1) Teaching and Learning; (2) Issues, Trends, and Research in Education, and (3) Social Justice and Communication. Courses in **BOLD** are required.

To complete the Minor in Education, students must take at least 18 credits of coursework from the courses listed. Students must take the required foundations course (Introduction to Education), 2 courses in the Teaching and Learning domain, 1 course in the Issues, Trends, and Research domain, and 2 courses in the Social Justice and Communication domain.

REQUIRED FOUNDATIONAL COURSE

- **EDUC 1XX: Intro to Education**

DOMAIN 1: TEACHING AND LEARNING [SELECT 2 COURSES]

- Articulate and integrate multiple perspectives and theories about what constitutes effective learning and teaching practices
- Identify and develop effective practices in educational planning & delivery and assessment of learning
- Explore the dynamics of instruction, assessment, and social justice

Course Number	Class Title
HUMDEV 270	Child Development
EDUC 490C	Curriculum Development
EDUC 305	Educational Psychology
EDUC 325	Introduction to Special Education
EDUC 390F	Teaching and Learning with Technology
EDUC 425	Classroom Assessment
EDUC 497I	Tutoring in Schools
	<u>MAY CHOOSE ONE METHODS COURSE ONLY TO APPLY TOWARDS MINOR</u>
EDUC 378	Survey of Children's Literature
EDUC 461/482E,	Reading and Language Arts Methods
EDUC 462,	Teaching Science in Elementary School
EDUC 463,	Principles and Methods of Teaching Math in the Elementary School
EDUC 497TM,	Principle and Methods of Mathematics 4 th – 12 th Grade
EDUC 497D,	Creative Arts for Young Children
EDUC 524	Work of the Middle and High School Teacher

DOMAIN 2: ISSUES, TRENDS, AND RESEARCH IN EDUCATION [SELECT 1 COURSE]

- Explore and integrate multiple sources of information/data to draw conclusions/answer questions about education
- Critically evaluate sources of information about education
- Examine issues/trends in education through a critical social justice lens

Course Number	Class Title
EDUC 225	Contemporary Issues in Education
EDUC 351	Social Foundations of Education
EDUC 390A	Research Methods
EDUC 494RI	Educational Issues in the Real World Context
EDUC 494DI	Making Sense of Educational Data

DOMAIN 3: SOCIAL JUSTICE AND COMMUNICATION [SELECT 2 COURSES]

- Articulate the ways in which power, oppression and difference create injustice across multiple contexts
- Develop awareness of self/others' personal and social identities
- Develop awareness of implicit biases, and recognize/discuss/explain how these have been shaped by power relations within social contexts
- Develop core communications skills that support difficult conversations

Course Number	Class Title
EDUC 115	Embracing Diversity
EDUC 167	Education and Film
EDUC 202	Social Issues in Intergroup Dialogue
EDUC 210	Social Diversity in Education
EDUC 229	Intro to International Education
EDUC 377	Introduction to Multicultural Education
EDUC 392A-K	Social Justice Issues in Education (must take 3 weekend seminars)

OTHER REQUIREMENTS:

Double Dipping: Courses applied to the EDUC minor may also be counted toward the major or general education requirements. Although these courses may coincide with requirements for your specific field of study, at least two of the courses used to complete the EDUC minor must be taken outside of the your major. Further, no more than two required courses within your major may be used to fulfill the requirements of the EDUC minor.

Transferred Courses: Acceptance of Transfer Credit from another institution is not assured and must be pre-approved.

Independent Studies: Independent study credits cannot count towards the 18 credits for the Education minor.

Grade Requirements: Students must have a minimum 2.00 cumulative GPA for courses applied to the minor and may only count one grade below a C (2.0) toward the minor.

Pass/Fail will not be accepted. All of a student's EDUC requirements must be taken on a graded basis, and, for those courses, the cumulative GPA must be 2.0.

Course Level: 9 of the 18 total credits must be at the 300+ level.

Course Substitutions: Non-EDUC courses will not be considered as substitutes for EDUC courses listed in the minor.