

**Education Department**  
**Dual Degree Program – Education Honors and 5<sup>th</sup> Year Masters**  
**March 2015**

The proposal below will create a dual degree, dual licensure program that serves the interest of students, the department, and the college, and that addresses goals set forth in the College's Strategic Plan.

	<b>Rationale and Goals</b>	
<b>Purpose</b>	<p><i>The overall purpose of this program is to meet the challenge of Strategic Direction 1: offering a “distinctive, relevant and rigorous academic program of quality,” and thereby strengthening existing undergraduate and graduate offerings.</i></p> <ul style="list-style-type: none"> <li>• <i>Aligned Bachelors / Masters Program: To offer a dual licensure program that accomplishes the purposes and goals below for students, the department and the college.</i></li> <li>• <i>Honors Level Undergraduate Opportunity and Incentive: The College has encouraged departments to develop honors level programs, activities and recognition. This program meets that challenge.</i></li> <li>• <i>Recruitment Enticement: We have no hard data, but students and their parents have regularly expressed interest in such a program at open houses and accepted student days. The 3.4 GPA expectation will indicate that this program is for serious students who are interested in both a Bachelors and a Masters degree</i></li> <li>• <i>Retention: To the extent that this goal appeals to good students as a benefit for working hard and staying focused, we anticipate that retention will increase</i></li> </ul>	
<b>Goals</b>	<ul style="list-style-type: none"> <li>• <i>To recruit academically stronger students to the undergraduate licensure program – honors level – who are likely to succeed in their quest for a license to teach.</i></li> <li>• <i>To retain these students through a rigorous curriculum, appropriate support, and the substantial goal of earning two degrees and two teaching licenses in five years.</i></li> <li>• <i>To increase the visibility and desirability of a Curry degree for incoming students interested in elementary education</i></li> <li>• <i>To transition these students into Curry's M.Ed. degree program to earn a second license in special education.</i></li> <li>• <i>To make the master's degree affordable to our graduates, who often go elsewhere because of the cost.</i></li> <li>• <i>To increase the number of well-qualified Masters students and bolster the M.Ed. program</i></li> <li>• <i>To provide a seamless track from the undergraduate education program into the masters for students who want a position in teaching, and to prepare them such that they are much more likely to be hired than a graduate with only a bachelors.</i></li> <li>• <i>To graduate these students from the M.Ed. program at the end of their fifth year at Curry with two licenses to teach and two degrees (B.A. and M.Ed.).</i></li> <li>• <i>To produce teachers with deep experience and broad knowledge of their fields, well-positioned to be offered opportunities to teach in area public schools.</i></li> <li>• <i>To equal or exceed our competitors in offering courses of study with true value for students</i></li> </ul>	

	<b>Admissions</b>		
<b>Admissions:</b>  <i>Apply as 1<sup>st</sup> year student or end of junior year.</i>	<p>Students may enter the program either as incoming 1<sup>st</sup> year students or as second semester juniors. This enables us to attract strong undergraduates who maintain standards with a guaranteed spot in the M.Ed., while also allowing other students who work hard and succeed an opportunity for later acceptance.</p> <p><i>Direct Acceptance – 1<sup>st</sup> Year Undergraduate:</i></p> <ul style="list-style-type: none"> <li>• High school GPA of 3.4 or above</li> <li>• Disposition assessment (Interview)</li> <li>• Writing prompt assessment</li> <li>• Passing CLST over the summer</li> </ul>	<p><i>Junior Level Acceptance (M.Ed. Program)</i></p> <ul style="list-style-type: none"> <li>• Successful completion of undergraduate program, GPA of 3.4 or above</li> <li>• Disposition assessment (Interview)</li> <li>• Passing score of all but one required MTEL test</li> </ul>	
	<b>Programs of Study</b>		
<b>Undergraduate Honors Sequence</b>	<p><i>The high expectations for admission into the program set a high standard both for students admitted in the first year, and for those admitted at the end of their junior year. The early admission possibility allows good students to know they have a place in the graduate program if they maintain good grades and a positive disposition. The later admission possibility at the end of the Junior year gives other students a goal to work towards and a reason to stay engaged.</i></p> <p><i>Additional features of the Honors Track include an opportunity for study abroad, and early opportunities to work in the field, starting in the sophomore year.</i></p>		
<b>Summary: Licenses and Program of Study</b>	<p><i>Elementary to Special Education Design:</i></p> <p><i>This initial plan provides students who major in Elementary education, and who earn a license to teach at the undergraduate level, the opportunity to earn a second license in moderate disabilities as graduate students.</i></p>	<p><i>Other Licensure Arrangements:</i></p> <p><i>As this program takes root, and perhaps quite early on, we hope to design similar programs to accommodate students who major in special education or early childhood at the undergraduate level.</i></p>	
	<b>Undergraduate Program of Study</b>		
<b>1<sup>st</sup> Year</b>	<b>SEMESTER I (15-18 cr)</b> ED 1150 PSY 1400 ENG 1280/1290 SCI 1010 PH 1010 FA 1000 ** (either semester or abroad)	<b>SEMESTER II (15-18 cr)</b> ED 2161 ED 2410 (if Study Abroad and CLST passed) ENG 1380/1390 Com 1010 <b>or/and</b> SOC 1000 (abroad) PH1030/1040 (abroad)	

<b>2<sup>nd</sup> Year</b>	<b>SEMESTER III</b> (16 cr) ED 2410 (if not taken in Semester II) BIO 1056 (4 Cr) HE 1000 ** (abroad) ENG 2020 ** (possible reduction) AC 1000 (for Ed Majors) PH 1060 ** (possible reduction) <b>Early Field Volunteer</b> <b>CLST Passed/Gen Curr Taken</b>	<b>SEMESTER IV</b> (15-18 cr) Ed 2600 ED 2700 Phil or Rel any** (abroad) Math 1550 ENG 2110 or 3110 PSY 2100 (SPED / Middle School) <b>Early Field Volunteer</b>	
<b>Junior Year</b>	<b>SEMESTER V</b> PSY 2200 or 2500 PH 2320 ED 3700 (4 CR + field work MW a.m.) MATH 2550 BIO 2215 (4 )	<b>SEMESTER VI</b> SOC 2160 or SOC 2620** ED 3190 (0 CR) ED3195 ED3196/3197 (MW) (1 cr) MATH 3250 ILS 3590 Capstone	
<b>Graduate Program of Study</b>			
	<i>Dual License Program – 5<sup>th</sup> Year Students</i> <i>Completion of Bachelors</i> <i>Launch of Graduate Course of Study</i>	<i>Regular M.Ed. Program</i> <i>Course of Study</i>	<b>Credits</b>
<b>Senior Year - Fall</b> (7 ugrad cr)  <b>MED First Sem.</b> (6 grad cr)	<ul style="list-style-type: none"> <li>ED 3985 (Capstone EL)</li> <li>ED3320 (EL)</li> <li>ED 3331 (EC)/ED3332 (EL) (1 cr Field)</li> <li>Graduate Orientation</li> <li>MED 6015 SEI (with ugrads)</li> <li>MED 6110, Children, Society and Education</li> <li><b>All MTELS passed by Nov 1<sup>st</sup></b></li> </ul>	<ul style="list-style-type: none"> <li>Orientation activities as indicated</li> <li>MED6110: Children, Society and Education</li> <li>MED 7010: Fundamentals of Teaching</li> </ul>	Ugrad: 7  <u>MED/5<sup>th</sup> Yr:</u> 6
<b>Senior Year – Spring</b>  <b>MED Second Sem.</b>	<ul style="list-style-type: none"> <li>ED4564 (EL) (9 CR)</li> <li>ED 4564SM (0 CR)</li> <li>MED6720 Inquiry-based Instruction</li> <li>MED 6440 Teaching Exceptional Children</li> </ul>	<ul style="list-style-type: none"> <li>MED 6440: Teaching Exceptional Children</li> <li>MED 6040: Literacy &amp; Language Arts</li> <li>MED 6720: Inquiry-Based Instruction</li> </ul>	Ugrad: 9  <u>MED:</u> 9  <u>5<sup>th</sup> Yr:</u> 6
<b>Summer</b>	<ul style="list-style-type: none"> <li>MED 6420: Models of Programs for Special Needs Students (Sat.)</li> <li>MED 6360: Balanced Literacy (Term 2)</li> </ul>	<ul style="list-style-type: none"> <li>MED 6420: Models of Programs for Special Needs Students (Sat.)</li> <li>MED 6555: Math Applications (Term 1) <i>or</i></li> <li>MED 6360: Balanced Literacy (Term 2)</li> </ul>	<u>MED:</u> 6  <u>5<sup>th</sup> Yr:</u> 6

Fall	<ul style="list-style-type: none"><li>MED 6450: Strategies for Classroom Management &amp; Positive Behavior (Pre-Prac)</li><li>MED 6430: Psycho-Ed Assessment</li></ul>	<ul style="list-style-type: none"><li>MED 6450: Strategies for Classroom Management &amp; Positive Behavior (Pre-Prac) (Sat.)</li><li>MED 6730 – Classroom-Based Assessment (Term 1) <i>or</i></li><li>MED 6430: Psycho-Ed Assessment (Term 2)</li></ul>	6
Spring	<ul style="list-style-type: none"><li>MED XXXX: Specialized Instruction for Special Needs Students (New Course, term 2)</li><li>MED 6400: Practicum (4 cr.)</li></ul>	<ul style="list-style-type: none"><li>MED 6015 – Sheltered English Immersion (Term 1)</li><li>MED 6200/6400: Practicum (4 cr.)</li></ul>	7  31/34
Course Duplication	Because both the undergraduate and graduate programs are licensure programs approved by the Mass. Department of Elementary and Secondary Education, and because the two licenses have considerable overlap in the standards they address, dual license students who took specific courses at the undergraduate level that are duplicated at the graduate level will have those courses waived or will be offered alternative courses. This allows the fifth-year students to enhance their knowledge and experience further, without duplication or increasing costs.		
	Summary of Proposed Changes		
	Undergraduate Program	Graduate Program	
Summary of Proposed Changes	<p><i>Rationale: The changes proposed in the course of study above recognize that students complete a full liberal arts major (ILS), and must also meet specific state Subject Matter Knowledge Standards (SMKs). Replacing certain CLAC or Gen Ed courses that do not address the state SMKs with ILS or Ed courses that satisfy both the course learning outcomes and the state SMKs reduces the heavy mandated credit load for double major students. It also allows students to pursue electives and minors either in liberal arts areas (psych, dance, history) or leading to “add-on” licenses or “endorsements” in highly sought areas such as Math and Instructional Tech). Specifically:</i></p> <ul style="list-style-type: none"><li><i>Replace certain foundational CLAC courses (**) with Ed or ILS courses that satisfy the same learning outcomes as well as state SMK standards.</i></li></ul>	<ul style="list-style-type: none"><li><i>Modified course of study for 5<sup>th</sup> year/ dual license students</i></li><li><i>Because of their prior learning at the undergraduate level, dual license students will complete a 31 credit program and the courses listed below will be waived.</i></li><li><i>Dual license students will be waived from having to take the following courses based on undergrad experience:</i><ul style="list-style-type: none"><li><i>Literacy and Language Arts</i></li><li><i>Math Applications</i></li><li><i>Fundamentals of Teaching</i></li></ul></li><li><i>One combined ugrad/grad course – Sheltered English Immersion – will be offered, as this course is required for students to earn their first license. Traditional students will take the course for undergraduate credit, and</i></li></ul>	

	<ul style="list-style-type: none"> <li>• Combine two existing Eng. Lit courses into one World Lit offering: meets state SMK with single course</li> <li>• Allow MED 6110, Children, Society and Education, to satisfy the current ILS upper level Sociology requirements for this select cohort of students</li> <li>• Move the Math sequence earlier in the course of study, as shown above, to realign the MTEL testing timeline</li> <li>• Move ILS Capstone to junior year to satisfy the Junior Inquiry Seminar in the new Gen Ed program. Then move Ed Capstone to Fall as shown</li> <li>• By the end of their senior year, dual license students will have earned 120 undergraduate credits and a Bachelor's degree, plus 12 graduate credits.</li> </ul>	<p>dual license students will earn graduate credit for meeting a higher standard.</p> <ul style="list-style-type: none"> <li>• The order in which courses will be offered has been changed.</li> <li>• Name Change: Children with Special Needs becomes Teaching Exceptional Children</li> <li>• Name Change: Strategies for Classroom Management and Positive Behavior (Pre-practicum)</li> <li>• New Course: Specialized Instruction for Special Needs Students</li> <li>• Dual Degree students will earn a total of 31 graduate credits to complete their Master's degrees.</li> </ul>	
<b>Student Status</b>	<p><i>Basic Premise: In general, undergraduate students will be treated as undergraduate students with regard to campus activities, residence, meals, student activities, library usage, and other college services. When they become graduate students they will be treated as graduate students. However, there are basic decisions to be made for students accustomed to using college facilities. Initial determinations will be made during the remainder of the Spring, 2015 semester by the appropriate department in conjunction with the Academic Affairs Office and Education Department.</i></p>		
<b>Program Costs</b>	<p><i>Costs and Savings: Undergraduate students will take four graduate courses during their senior years. The cost of these courses will be covered by their senior year tuition. Beginning in the summer after the fifth-year students' senior year – these students will pay graduate tuition for all additional graduate courses. Thus, in a 31-credit graduate program, students will pay graduate tuition for 19 credits.</i></p>		
<b>DESE – Ongoing Changes</b>	<p><i>As the state and its public schools have moved to implement the Common Core Standards, changes in the training and licensing of teachers has been, and will continue to, change. Starting this spring, and during the coming 18-24 months, Curry's Education Department is participating with other colleges in planning and implementing the required changes in our licensure programs. While the department's programs have been updated regularly to keep up to date, we anticipate that additional program changes will be required.</i></p>		

E:/Fifth Year / Fifth Year Masters Summary for GCPC, etc - Spring 2015 – v10