

MASTER OF ARTS IN EDUCATION WITH INITIAL CERTIFICATION (MIC)
Subject Areas in Business Education 5-12, English Education 8-12, Foreign Language Education P-12, Mathematics Education 8-12, Science Education 8-12, and Social Studies Education 8-12
INITIAL PREPARATION PROGRAM FOLIO
UNIVERSITY OF KENTUCKY
SEPTEMBER, 1999

I. CONCEPTUAL FRAMEWORK

The Master's in Secondary Education with Initial Certification (MIC) at the University of Kentucky is an intensive one-year program of 33 credit hours which leads to both a master's degree and a secondary Kentucky teaching certificate. The MIC may be pursued in one of six subject matter areas: 1) Business Education, 2) English Education, 3) Foreign Language Education, 4) Mathematics Education, 5) Science Education, 6) Social Studies and 7) Science Education.

A. College of Education's Conceptual Framework

The College of Education at the University of Kentucky has adopted the model of "Professional Educator as Reflective Decision Maker" as the conceptual framework for its professional education programs. The characteristics of reflective decision making included in professional education programs in the College are derived from concepts of reflective practice as espoused by historical and contemporary leaders in education. Reflective thinking is based on the individual's open-mindedness, the ability to actively challenge personal beliefs by continually seeking new information, which goes hand-in-hand with wholeheartedness and intellectual responsibility. Wholeheartedness is an absorbing enthusiasm for and dedication to one's work. Intellectual responsibility includes caring enough about the consequences of one's professional duties and actions to seek necessary information on which to base intelligent decisions.

Reflective decision-making guides proactive practice as differentiated from reactive practice. Reflective decision making in professional education programs at the University of Kentucky reflects the latest research supporting the teaching model, standards based teaching; teacher as a reflective practitioner; and knowledge of and attention to Kentucky's New Teacher Standards, Experienced Teacher Standards, and Administrator Standards; contemplation of possible long-term consequences of professional actions; evaluation of the appropriateness of these actions and the effects of these actions on student performance; and maintenance of an informed perspective concerning all aspects of teaching and instruction.

B. Program Conceptual Framework

The MIC program supports the College of Education's focus on the teacher as reflective decision maker. The MIC Program accepts students who have completed an undergraduate degree, including a

subject matter major and other coursework or minors which are required in individual subject areas, with minimum GPA(s) of 2.50 and the necessary GRE scores for admission to the UK graduate school.

Students are recruited to the program from diverse backgrounds and experiences: from the College of Education undergraduate program which prepares them specifically for the Masters in their fifth year; from the UK College of Arts and Sciences; from independent Kentucky colleges and regional universities; from institutions outside the state; and from a few to many years of work in other fields. Previous experiences are considered an asset, whether as a parole officer for three years, or a teacher of English in Hungary for two years, or a department store fashion merchandiser for ten years.

The MIC program includes a specially designed, full-time professional year in which students spend four mornings a week in the fall, and fulltime in the spring, in schools working collaboratively with UK and public school faculty to integrate theory and practice and prepare for work as professional teachers in KERA schools. The plan for the MIC program makes use of a cross-college team of faculty to plan integrated experiences for students and to encourage students to work cooperatively across disciplines. Students are members of two cohorts, a Common Core Cohort and a Subject Area Cohort. The Common Core Cohort particularly emphasizes mastery of the Kentucky New Teacher Standards 1-7. The Subject Area Cohorts also emphasize the Kentucky New Teacher Standards 1-7, but they focus on attainment of Kentucky New Teacher Standard 8 and the standards of their particular academic organization.

As mentioned above, the MIC encompasses six subject areas, each overseen by a UK Program Faculty group, and each responding both to the common Kentucky New Teacher Standards and also the standards of their particular academic organization. The six subject areas, their academic organizations, and the titles of the standards sets are listed below:

Business Education, The University Council for Vocational Education, *Beyond Tradition: Preparing the Teacher of Tomorrow's Workforce*, May, 1996. National Business Education Association, *National Standards for Business Education: What America's Students Should Know and Be Able to Do in Business*, 1996. (see Appendix 1)

English Education, National Council of Teachers of English (NCTE), *NCTE Guidelines and Matrix for English Language Arts: Basic Programs for Middle/Junior and Senior High School English Language Arts Teaching*, 1996 (see Appendix 2)

Foreign Language Education, American Council on the Teaching of Foreign Languages, *ACTFL Provisional Program Guidelines for Foreign Language Teacher Education*. (see Appendix 3)

Mathematics Education, National Council of Teachers of Mathematics, *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989) and *Professional Standards for Teaching Mathematics* (NCTM, 1991) and the guidelines established by the Mathematical Association of America, *Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics* (MAA, 1991).(see Appendix 4)

Science Education, National Science Teachers Association, *NSTA Guidelines*, American Association for the Advancement of Science, *Project 2061*, National Research Council, *National Science Education Standards*. (see Appendix 5)

Social Studies Education, National Council for Social Studies, *Curriculum Standards for Social Studies: Expectations of Excellence*, 1992. (see Appendix 6)

C. Organization of the Folio

In this folio, there are two major goals.

The first goal is to provide documentation of the conceptual framework, program activities, assessment plans, and program faculty for the common core of coursework and activities provided for all MIC students. This common set of courses and activities ensures that students 1) achieve a KERA-oriented view of teaching which emphasizes the reflective integration of knowledge across disciplines, and 2) master the Kentucky New Teacher Standards. The main text of the folio deals with the Common Core, program activities, and assessment which are common to all aspects of the MIC program. Curriculum guide sheets and application materials are found in Appendix 7.

The second goal is to provide documentation of the conceptual framework, program activities, continuous assessment activities, and program faculty for each subject area. The individual subject area folios will document how the program faculties ensure that students meet subject matter guidelines, and master the teaching of their subjects in a cross-disciplinary environment. Individual subject area folios are to be found in Appendices 1-6.

II. Themes.

A. Conceptual Framework

The Masters with Initial Certification Program (MIC) supports the College of Education's focus on the teacher as reflective decision maker. (See the introduction to our folio.) Within the program, the emphasis on journal writing and the choice of pieces illustrating best practice for the portfolio are two examples of the students' opportunity to reflect. Further, professors who are coordinators push student teachers to analyze their teaching.

B. Diversity

Multicultural education is one of the ten themes in the Common Core. For several years, Christine Bennet's book was used through both semesters as a basis for discussion of cultural and other differences. A second semester project was to develop a multicultural unit. In 1999-2000, Donna Gollnick's book is being used, and the second semester project will be a resource file. Especially in the social studies methods class, multicultural perspectives are stressed. In fall 1999, for example, a special

film workshop enabled students to see and discuss *Amistad*, *Beloved*, and *Africans in America* as a context for considering how to teach African-American experiences in social studies classes.

Special Needs Students is another theme of the Common Core. Besides guest lectures by faculty in the Special Education Department, the author of a novel about a child in eastern Kentucky with Tourett Syndrome has spoken to the students. Collaborative teaching is a reality students experience and discuss all year long, and some students choose to work with individual Special Education students on a limited basis.

The biggest challenge for the MIC program is to recruit persons with diverse backgrounds into the program.

C. Intellectual vitality

MIC students are challenged by Monday night seminar speakers and their cohort leaders to talk about contentious secondary school issues, from the very context of schooling to tracking, assessment, block scheduling, collaborative classes, what ought to be taught. They read books such as French's *South of Heaven*, Sizer's *Horace's School*, and Gaines' *A Lesson before Dying*.

D. Technology

Technology is one of the themes of the MIC Common Core. Students are prepared to meet the new Technology Standard. Students typically integrate their technology projects with teaching in the schools, such as using laser discs in lectures, designing web quests, preparing power point presentations. Technology is modeled in methods classes, as well. In fall 1999, students have also used interactive video, the state's KTLN network, math students organizing a workshop on using Sketchpad in geometry classes and social studies students producing three Global Talk programs for classes around the state.

E. Professional community

Students are required to attend professional organization meetings in their subject area. The professional community, usually teachers in the four schools with whom we work closely, is invited to participate in grading the final portfolio exhibitions in the spring.

F. Performance assessment

(Please note that in Kentucky, the concept of Performance assessment subsumes both individual student continuous assessment and continuous program evaluation.) Students are evaluated through their portfolio and through their student teaching performance, as well as by completing tasks for each of the Common Core themes, such items as a classroom management plan, a teaching unit in the subject area, case analyses of educational reform situations.

G. KERA Initiatives

KERA provides a unifying framework for coursework and assessment in the MIC Program. KERA initiatives are addressed through coursework and experiences throughout the program in EDU645, EDU745, EDC 63X (subject area methods), and And EDC 746 (student teaching). For example, in EDU 645, students are introduced to the history and development of KERA, they receive and discuss copies of the Kentucky Learner Goals and Academic Expectations along with the Kentucky New Teacher Standards, and representatives of KDE present the Program of Studies and Core Content for Assessment. Students are required to include Kentucky Learner Goals and Academic Expectations on all final lesson plans and to reference Core Content and Program of Studies as appropriate. Students in field experience schools discuss CATS with site assessment coordinators or portfolio cluster leaders. All students experience a Writing Across the Curriculum workshop which equips them with strategies that will enable them to contribute to Kentucky's writing initiatives. In EDU745, class sessions are devoted to CATS in general and to the Kentucky Writing Portfolio specifically. In subject area methods classes and throughout student teaching, MIC students are expected to reference Program of Studies, Core Content, and Kentucky Learner Goals and Academic Expectations. During student teaching, most MIC students observe and assist as appropriate with CATS in the spring administration. Throughout the program, MIC faculty stress the underlying principle of KERA: **all** students can learn to high levels.

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H. Kentucky Legislative Initiatives

Exceptional children is addressed by being one of the ten themes of the Common Core. Literacy programs and state agency children are addressed in seminars. Environmental education is part of the science program, and we have been discussing organizing a weekend at Robinson Forest for all students in the program to model interdisciplinary approaches to environmental education.

II. PROGRAM ACTIVITIES

The total Masters in Education including certification program consists of 33 graduate hours.

The Common Core, which is taken by all students in cross-disciplinary cohorts, consists of 12 integrated hours,

EDU 645, Foundations of Pedagogical Theory and Practice in the Secondary School, 9 hours, Fall Semester, and

EDU 745, Interdisciplinary Instruction in the Secondary School, 3 hours, Spring Semester

In addition to the common core, each student takes courses to develop the pedagogical theory and practice of teaching his/her subject area. These courses are:

EDC 63x, Special Methods in..., 3 hours, Fall Semester, and

EDC 746, Subject Area Instruction in the Secondary School (Student Teaching), 9 hours, Spring Semester.

Each student also takes nine hours of elective courses. These electives are included to provide students an opportunity to strengthen their subject matter content preparation in light of their decision to teach secondary students, and also to explore topics in education based on their personal interests. The students are required to take a course in each of the following three areas:

EDC xxx, (Elective course in graduate education), 3 hours

Graduate Subject Matter Course, 3 hours

Graduate Subject Matter Course, 3 hours

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A. The Common Core

The Common Core courses are organized around ten themes which include, alphabetically: 1) adolescent psychology, 2) classroom management, 3) educational reform, 4) foundations, 5) general pedagogy, 6) legal/administrative perspectives, 7) multicultural education, 8) practicum, 9) students with special needs, and 10) technology. Each theme is given one credit hour except for general pedagogy and practicum which are each two credit hours. Although the 12 hours are bureaucratically organized as separate entities, they are tied together by the Common Core faculty who meet on a regular basis to plan and wherever possible to build upon the themes and offer the participants a coherent look at America's secondary schools. The Common Core seminars are offered on Monday. In addition, cohort leaders, faculty members, lead discussions at the schools where the participants are assigned class to reinforce the themes in a realistic fashion. In the areas of practicum and pedagogy cohort leaders confer with individuals, encourage participants to work individually and in groups on projects aimed at enhancing their understandings of their school. In addition, cohort leaders observe for the integration of theory into practice as they discuss their field experiences (i.e., connecting an adolescent psychology lecture to motivation; a discussion of multiple intelligences to learning styles; a reading about race in a multicultural education book to a school's commitment to cultural diversity) in seminar settings.

Discussion and journals provide opportunities for reflection on experiences, ranging from extensive observation and teaching in classrooms to a one-day visit to a restructured high school, to reading about theories such as Gardner's multiple intelligences to issues ranging from testing to tracking. A number of assessments (e.g., individual and group projects, meetings with cohort leaders, journals, teaching, developing lesson plans) are linked to the New Teacher Standards and students will choose to include them in their portfolios.

Being out in the schools for a full year, four mornings a week in the fall and full-time in the spring, is a particular strength of this program. The participants are provided opportunities to gain a sense of school culture as they gradually begin to learn the basic pedagogical skills. Each cohort of 20 to 24 students includes a mix of students from different disciplines who are assigned to one high school for the first nine weeks where they observe broadly, teach some, and work together on projects ranging from research about the school and community, to an interdisciplinary unit. The cohort leaders work with a

teacher at the school as a liaison, and organize ways for teachers and administrators to share their perspectives on such topics as planning and classroom management. In mid-November students move to their student teaching placements where they will remain through the spring. The intensive nature of the program demands the enthusiasm, dedication, and intellectual responsibility of the “teacher as reflective decision-maker” model.

B. Relationship Between the Common Core Cohorts and Subject Matter Cohorts

All MIC students complete both the Common Core classes and subject matter pedagogy classes, including student teaching and subject matter electives. Each student is intensely involved with the Common Core Cohort in gaining a cross-disciplinary approach to teaching in the secondary school, and also with his/her Subject Matter Cohort leader and fellow students in pursuing the knowledge and skills which will permit the attainment of subject area standards. The following table, *Table 1: New Teacher Standards in the Secondary Masters with Initial Certification Program* shows the relationship between the common core classes and the subject matter classes and the Kentucky New Teacher Standards. Note that all eight New Teacher Standards are presented. The subject area folios presented in Appendices 1-6 demonstrate in greater detail how the MIC ensures that students have mastered the subject matter standards and New Teacher Standard VIII.

Table 1: Kentucky New Teacher Standards Performance Criteria (by number)								
MIC Program Components	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8
Entrance								See Subject Area Matrices
Subject Area Courses (6 hours)								1, 2, 3, 4, 5
EDC 63X Subject Area Methods Courses (3 hours)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5	1, 2		3	1, 2, 3, 4, 5
EDC 645 Common Core Block (9 hours)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15		1, 2	1, 2, 3, 4, 5, 6		
Fall Practicum Experience	1, 2, 3, 4, 5, 6, 8, 11	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4	1, 2			1, 2, 3, 4, 5
EDC 745 Spring Seminar (3 hours)	6, 7, 11	1, 2, 3, 6, 7, 8		2, 4	1, 2	6		3
EDC 746 Student Teaching (9 hours)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 4, 5	1, 2	1, 2, 3, 4, 5, 6	1, 2, 3, 4	1, 2, 3, 4, 5
STANDARD 10: Included in All Courses, As Appropriate								

The time for each MIC student is carefully scheduled. In the Fall, students work in cross disciplinary teams in the schools during the morning. In the afternoons they divide their time between the Common Core courses and the Special Methods course. This melding of the Common Core with a parallel emphasis on subject area pedagogy, along with a regular opportunity to observe and apply what is being studied, insures that all MIC students have an opportunity to learn to apply theory in practical situations. In the Spring the emphasis shifts to a greater amount of effort applied to subject matter-specific skills, while maintaining a cross-disciplinary approach as students work together in the schools as student teachers and come together for a Monday night seminar.

3. ASSESSMENT

There are three primary assessment points for all MIC students: 1) assessment at the time of admission to the program, 2) mid-point assessment at the end of the first semester and prior to student teaching, and 3) exit assessment, where an exit portfolio is prepared for presentation to the subject area program faculty. In addition, MIC students must successfully complete any on-demand performance tasks required by the Kentucky Education Professional Standards Board prior to being recommended for a provisional certificate.

Assessment activities and responsibilities are shared by the common core MIC program faculty and the subject area program faculties. Table 2, *Assessment in the Secondary Masters with Initial Certification Program*, provides an overview to assessment in the MIC (see p. 9). In addition, each of the subject area folios in Appendices 1-6 deals with those aspects of assessment at all three assessment points which are particular to the subject area standards. The exit portfolios are the responsibility of the subject area program faculties, but many assessment products to be included in the portfolios are the result of assessment activities which occur in the common core.

The MIC program is unique in that each student must meet several sets of standards: 1) standards for admission to and matriculation from a University of Kentucky Graduate Program, 2) standards for entrance to UK teacher certification program, 3) unique subject area standards, and 4) standards for retention in and exit from the MIC KERA-oriented teacher preparation program. The fact that students are required to deal with several sets of standards at one time gives the MIC program a uniquely collaborative characteristic and sets the tone for cross-disciplinary, cross-institutional cooperation.

TABLE 2: ASSESSMENT IN THE MASTERS WITH INITIAL CERTIFICATION PROGRAM

MIC Program Components	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9
Entrance					Interview Writing Project		Interview	Interview	
Subject Area Courses (6 hours)								Examinations Assignments	Interview
EDC 63X Subject Area Methods Courses (3 hours)	Lesson Plans Examinations Unit Plans KDE On-demand Tasks	KDE On-demand Tasks	Research Inventory KDE On- demand Tasks	Assessment Assignments Examinations Lesson Plans Unit Plans KDE On- demand Tasks	Lesson Plans Examinations Journals KDE On-demand Task	KDE On-demand Tasks	Conference Reports KDE On-demand Tasks	Lesson Plans Examinations Annotated Bibliography KDE On-demand Tasks	Assignment s Examinations
EDU 645 Common Core Block (9 hours)	Lesson Plans	Lesson Plans Technology Samples	Lesson Plans Technolog y Samples	Auth. Assess. Assignments Technology Samples	Reflective Journal Cases	Research Community/ School			
Fall Practicum Experience	Inter. Unit Lesson Plans	Inter. Unit Lesson Plans Observations	Inter. Unit Teacher Eval. Observati on Teaching Proj.	Observation Teaching Project	Inter. Plan Post Lesson Conferences Tech. Proj.	Inter. Plan Teacher Eval. School wide Project		Inter. Unit Lesson Plans Technology Samples	
EDU 745 Spring Seminar (3 hours)		Plans: Curriculum and Management		Classroom Management Plan					
EDC 746 Student Teaching (9 hours)	Lesson Plans Portfolios	Observation Portfolio	Observati on Portfolio	Observation Portfolio	Post Lesson Conference Portfolio	Portfolio	Portfolio	Lesson Plans Observation Portfolio	

A. Assessment at the point of admission to the program

In common, all candidates for the MIC program must demonstrate the following:

1. Completion of a bachelor's degree from a regionally accredited institution of higher education with a minimum GPA of 2.50. (A GPA of 3.0 is required by the UK Graduate School for any graduate courses.)
2. Completion of an approved major in a subject area covered by the MIC, and the completion of any additional courses or minor(s) required by a particular subject area program faculty with minimum GPA(s) of 2.50. (These are specified in the subject area folios, Appendices 1-6.)
3. Demonstration of basic skills by attaining a minimum composite score on the GRE (Verbal, Quantitative, and Analytic) of 1200 (with a minimum grade of B on a college-level composition course) OR passing required portions of the PRAXIS examinations (Communication Skills, 646, General Knowledge, 643) OR passing the ACT with a composite score of 21, OR the SAT with a composite score of 990 (with a minimum grade of B on a college-level composition course).
4. Demonstration of at least 100 hours of experience with youth and/or community.
5. Knowledge of the Kentucky Professional Code of Ethics and submission of a signed Declaration of Eligibility for a Certificate.
6. Submission of three letters of reference attesting to the candidate's potential for success as a teacher.
7. Admission to the UK Graduate School.

All candidates for the MIC must also satisfy the standards of their intended subject area program faculties. This includes:

1. Completion of undergraduate coursework which is the equivalent of the appropriate teaching subject area, OR demonstration that undergraduate coursework and experiences meet the subject matter standards of the academic organization. All undergraduate coursework used to fulfill this requirement must have the minimum GPA(s) of 2.50.
2. Demonstration of adequate skills in written and oral communication.
3. Demonstration of complex skills and aptitudes through the medium of faculty interviews, admission portfolio materials, and written or oral tasks at the time of the admission interview.

In completing all of the admission assessment activities, each MIC candidate must do the following:

1. File a complete application with the UK Graduate School.
2. Meet with the appropriate subject area program faculty chair to review undergraduate subject matter preparation.
3. File a complete application packet with the College of Education Student Services and Certification office.
4. Complete a formal interview with the appropriate program faculty committee, including the completion of required written and oral communication tasks.
5. Complete an assessment of skills and abilities in technology.

A description of specific entrance standards and requirements unique to the individual subject area program faculties are to be found in Appendices 1-6.

B. Assessment at the completion of the first semester of the MIC program

During the first semester of the MIC program students are intensely involved with the ten themes of the Common Core program. Throughout the semester (and also in the second semester) students engage in activities and assignments which allow for continuous assessment of their progress. (The asterisked activities represent the form assignment submitted to the Cohort Leader for formal assessment.) In the Common Core the assessments include 50 points assigned for each one credit hour. The assessments are as follows:

<u>Common Core Theme</u>	<u>Assessment Activity</u>
Adolescent psychology	lesson plan targeting motivation
Classroom management	*classroom management plan
Educational reform	on-line discussion of two cases
Foundations	school activity ethnography
General pedagogy	log relating pedagogy and field experience semester exam -- on-demand task
Legal/administrative perspectives	site-based decision making presentation
Multicultural education	*classroom and curriculum plan
Practicum	project with individual, or small group of students project for department or school *interdisciplinary plan and implementation
Students with special needs	case study
Technology	*two samples of technology use * Designates assessment products that are appropriate for exit folio.

As part of continuous assessment of the student and the program, in the Common Core students have individual conferences with the common core instructor at midpoint and at the end of the fall semester, as well as other times as necessary. Student progress is also assessed by the subject area cohort faculty. Specifics are described in Appendices 1-6.

At the end of the first semester, the Common Core Faculty and the subject matter faculty members review each students overall performance. Students for whom there are specific concerns are

identified and improvement plans developed which must be completed prior to the completion of the program.

C. Assessment at exit from the program

There are three primary assessments at the time of exit from the program: 1) the Exit Portfolio, 2) evaluation of the student by the student teaching supervisor, and 3) the Master's Degree Comprehensive Examination. Successful completion of all three assessments, and passing of all required PRAXIS examinations are required for a student to be awarded the Master's Degree and be recommended for a Kentucky teaching certificate. Details of exit assessment in the subject area cohorts are described in Appendices 1-6.

4. FACULTY: COMMON CORE

Jesus Garcia, Ed. D., Teacher Education Full time IHE, part time program

William Bush, Ed.D., Mathematics Education Full time IHE, part time program.

Angene H. Wilson, Ph.D., Secondary Social Studies Education Full time IHE, part time program

Eric Anderman, Ph.D., Adolescent Psychology Full time IHE, part time program

William Berdine, Ed.D. Special Education Full time IHE, part time program

Clint Collins, Ph.D., Foundations of Education Full time IHE, part time program

Susan Scollay, Ph.D., Educational Administration Full time IHE, part time program

Cristel Ortmann, Ph.D., Foreign Language Education Full time IHE, part time program

Doug Jones, Ed.D., Mathematics Education Full time IHE, part time program

Joan Mazur, Ph.D., Technology Full time IHE, part time program

Rosetta Sandidge, Ed.D., Teacher Education Full time IHE, part time program

Elizabeth Spalding, Ph.D., Secondary English Full time IHE, full time program

Doug Smith, Ph.D., Business Education Full time IHE, full time program

Truman Stevens, Ed.D., Secondary Science Education, Full time IHE, part time program

Elinor Brown, Ph.D. Multicultural Education, Full time IHE, part time program.

5. CURRICULUM CONTRACT

See Appendix 7.

Appendix 7 includes the following materials. A) A general curriculum guidesheet specifying the coursework in the Common Core, B) Application packet for the MIC program which details admission requirements for all components of the MIC, C) Sample course listing forms which are used by faculty and students in determining the coursework to be counted in meeting subject matter requirements.