



New Degree Cover Sheet

Title of Degree: Online Master's of Education in Teaching, Learning, and Curriculum

Campus(es) Offering Degree: IU Bloomington, IU East, IUPUI, IUPUC, IU Kokomo, IU Northwest, IU South Bend, IU Southeast

Academic Units

Proposing Degree: School of Education, Program in Education

Departments

Hosting Degree: Curriculum and Instruction

** Please note – this document cannot exceed two pages. All responses must fit in the allotted space using 10-point font.*

I. Academic Features**Goals/Objectives** (*Rationale for the Program*):

The collaborative IU Online Master of Science in Education in Teaching, Learning, and Curriculum will appeal to current licensed teachers, educators outside the PreK-12 classroom, as well as graduate level students from a wide variety of educational backgrounds/contexts. The degree will provide students with the requisite knowledge and skills for career advancement by fostering professional development so that graduates can become educational leaders in their chosen fields. The curriculum and coursework may also encourage and prepare some students to pursue terminal degrees following completion of the program.

Principal Components (5a):

This 30 credit hour Master's degree will include three sub-components:

- Teaching, Learning, and Curriculum Core – (TLC Core) (15 cr)
- Teaching, Learning, and Curriculum Tracks – (TLC Tracks) (12 cr)
- Teaching, Learning, and Curriculum Capstone – (TLC Capstone) (3 cr)

Relation to Existing Programs (4a&b):

The M.S.Ed. in Teaching, Curriculum and Instruction will serve as the primary collaborative online Master's of Education programs at Indiana University. Specifically, it will:

- Provide an online alternative to the following face-to-face Master's degree programs offered by the Department of Curriculum and Instruction at IU Bloomington.
- Complement existing face-to-face M.S.Ed. Elementary Education and M.S.Ed. Secondary Education degree programs at the following five IU campuses: East, Indianapolis, Northwest, South Bend and Southeast;
- Complement the face-to-face M.S.Ed. in Education (combined Elementary and Secondary) program at Kokomo.

Coherence with Campus Mission (2a):

Following the charge of [Indiana University's Mission Statement](#), the collaborative Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum creates a dynamic partnership between IU campuses using online instruction to extend the university's reach and to serve national, state, and local communities in educational, economic, social, and cultural development.



New Degree Cover Sheet

Benefits of the Program for Constituents (2c, iv):**Students**

This flexible and affordable online program will appeal to educators with an interest in moving into positions such as supervising teacher/department chair, instructional coordinator, educational program director for cultural institutions such as museums and zoos, curriculum context creators, and textbook editors.

IU

As a 100% online degree this program will reach students who cannot attend face-to-face courses, providing innovative online courses taught by regular IU faculty in a degree program that meets IU's expectations for academic excellence.

State

This graduate program will contribute to the Indiana Commission for Higher Education's goal to provide more Hoosiers with access to affordable, flexible opportunities for education.

Opportunities for Degree Recipients (5f) Inclusive of Any Credentials:

This online degree program is student-centered. The curriculum was developed to meet the specific needs and interests of practicing teachers or educators in varied contexts who want to advance their career by pursuing a degree program that will provide professional growth opportunities that target the intersection of teaching, learning and curriculum, and reach educators both locally and globally in order to impact teaching and learning across varied contexts and promote dialogue about high-leverage practices in a range of subject areas.

II. Implementation:**Steady State Enrollment/Degree Completion Projections (year five) (enrollment spreadsheet):**

Headcount:	280
FTE:	261
Degree Recipients:	160

Steady Resources (year five):***Faculty Resources (3i)***

The faculty and staff required to deliver the online Graduate Certificate in Academic Advising are in place. No new hires required.

Capital Equipment (3iii)

No additional capital costs will arise from delivering this Graduate Certificate.

Facilities (3ii)

No additional facilities will be required to deliver any of the online collaborative Graduate Certificate.

**Master of Science in Education in Teaching, Learning, and Curriculum
To Be Offered by
Indiana University at Multiple Campuses**

1. Characteristics of the Program

- a. Campus(es) Offering Program:

**IU Bloomington – School of Education
IU East – School of Education
IUPUI – School of Education
IUPUC—Division of Education
IU Kokomo – School of Education
IU Northwest – School of Education
IU South Bend – School of Education
IU Southeast – School of Education**

- b. Scope of Delivery: **State- and Nationwide as Multi-Campus Consortium**
c. Mode of Delivery: **Online**
d. Other Delivery Aspects: **Not Applicable**
e. Academic Unit(s) Offering Program: **IU Schools of Education**

2. Rationale for the Program

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

The collaborative IU Online Master of Science in Education in Teaching, Learning, and Curriculum will appeal to current licensed teachers, educators outside the PreK-12 classroom, as well as graduate level students from a wide variety of educational backgrounds/contexts. The degree will provide students with the requisite knowledge and skills for career advancement by fostering professional development so that graduates can become educational leaders in their chosen fields. The curriculum and coursework may also encourage and prepare some students to pursue terminal degrees following completion of the program.

- How is it consistent with the mission of the institution?

Following the charge of [Indiana University's Mission Statement](#), the collaborative Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum creates a dynamic partnership between IU campuses using online instruction to extend the university's reach and to serve national, state, and local communities in educational, economic, social, and cultural development.

Indiana University strives to achieve full diversity, and to maintain friendly, collegial, and humane environments, with a strong commitment to academic freedom.

- How does this program fit into the institution's strategic and/or academic plan?

The collaborative online Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum answers the charge of the [Indiana University Bicentennial Strategic Plan](#) to provide an excellent education that features innovative instruction while simultaneously accommodating the work schedules and family demands of Indiana's educators.

- How does this program build upon the strengths of the institution?

The collaborative Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum is proposed as a joint degree program to be delivered by eight IU campuses—Bloomington, East, IUPUI, IUPUC, Kokomo, Northwest, South Bend and Southeast. By design, this joint program provides efficiencies of scale while maintaining the unique characteristics of the core and regional campuses.

The [Indiana University Bicentennial Strategic Plan](#) identified the integration of new educational technologies and collaborative platforms and the development of a robust program of online education as essential tools to ensure that the university and its faculty continue to serve the citizens of the state of Indiana.

As a part of this initiative, the university developed IU Online to serve as administrative home “coordinating and catalyzing IU’s efforts in this area.” The plan summarizes the specific benefits as follows:

Online and hybrid delivery allow IU through IU Online to expand its offerings across campuses in a cost-effective way, through developing systems of shared online resources. IU will complete through IU Online a university-wide framework for online education, to enhance instructional quality and support, and create scalable economies in course and program delivery for all campuses.

See Appendix 1 for web addresses to the following documents:

- [Indiana University’s Mission Statement](#)
- [Indiana University Bicentennial Strategic Plan](#)
- [January 2016 IU Online: A Collaborative Model for Online Education at Indiana University](#)

b. State Rationale

- How does this program address state priorities as reflected in the ICHE’s 2016 strategic plan [Reaching Higher, Delivering Value](#)?

This online degree program is student-centered. The curriculum was developed to meet the specific needs and interests of practicing teachers or educators in varied contexts who want to advance their career by pursuing a degree program that will provide professional growth opportunities that target the intersection of teaching, learning and curriculum, and reach educators both locally and globally in order to impact teaching and learning across varied contexts and promote dialogue about high-leverage practices in a range of subject areas.

- The program will appeal to graduate students who want the flexibility of an online program. It will appeal to educators with an interest in moving into positions such as supervising teacher/department chair, instructional coordinator, educational program director for cultural institutions such as museums and zoos, curriculum context creators, and textbook editors.
- By virtue of being online, the program can have a national, and even international, reach.

The proposed collaborative online M.S.Ed. in Teaching, Learning, and Curriculum will address each one of the four goals cited in *Reaching Higher, Delivering Value*.

- I. Completion—the collaborative program’s faculty committee selected courses and designed requirements in the M.S.Ed. in Teaching, Learning, and Curriculum that will engage students in robust discussions about theory and its practical implications for learning in a variety of educational contexts. The program’s design will allow graduates to contribute to the continual improvement of education in Indiana’s elementary and secondary schools thereby increasing graduation rates and helping students fulfill their post-graduation goals. At the same time, the curriculum incorporates the latest research and evidence-based insights on teaching and learning in a wide variety of educational contexts, which will extend the appeal of the program beyond the traditional audience of K-12 teachers.
- II. Competency—the collaborative M.S.Ed. in Teaching, Learning, and Curriculum will be introduced to the most current, evidenced-based strategies, and innovative practices being explored in the fields of teaching, learning and curriculum to improve student outcomes. We expect students pursuing this online Master’s degree to not only experience personal growth and satisfaction, but also to take on mentoring and/or leadership roles in the field of education.
- III. Career—the collaborative M.S.Ed. in Teaching, Learning, and Curriculum will provide students with professional growth opportunities that draw on their own professional experiences by targeting the intersection of teaching, learning and curriculum in order to impact teaching and learning across varied contexts and promote dialogue about high-leverage practices in a range of subject areas.
- IV. Delivering Value—Full-time educators will be able to pursue this 100% online degree without having to take time away from their teaching careers. This feature promotes both value and completion. Furthermore, the curricular design of this degree is competitive with other programs in terms of the types of required coursework, the overall total of required credits (30), while at the same time providing students with courses taught by nationally renowned members of the IU faculty.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

As the BLS and Indiana DWD employment projections cited below indicate, this program will serve national and state labor market needs. Projected 10-year job growth is at or above national averages in four occupations that M.S.Ed. in Teaching, Learning and Curriculum graduates will pursue: School Administrators, Instructional Coordinators, Elementary Teachers, and Secondary Teachers. Teachers pursuing these degrees will be engaged in professional development and improving their qualifications to serve as Lead Teachers and Department Chairs, which will in turn boost their earning potential.

The IU Office of Online Education will use targeted social media marketing and related recruiting tools to reach decision makers in school districts, public institutions, and industry, who are trying to improve the skills and expertise of their teachers and instructional coordinators.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

Not Applicable

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

Data available from the Indiana Department of Workforce Development demonstrate that the employment and salary prospects for a graduate of the Master of Science in Education in Teaching, Learning, and Curriculum program are good.

The projected 10-year growth rates (2016-2016) for these types of positions is at or above the national average with the number of instruction coordinator positions expected to growth at 10.5% nationally and 12.1% in the state of Indiana.

As of 2018, the average Indiana salaries for a subset of jobs related to the M.S.Ed. in Teaching, Learning and Curriculum is as follows:

- Principals averaged \$87,427,
- Instructional coordinator averaged \$63,007,
- Elementary school teacher averaged \$52,356,
- Secondary school teachers averaged \$53,025.

See Appendix 2 for a more detailed comparison of state and national salary trends and the source data form the Indiana DWD and/or U.S. Department of Labor Data.

iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

IU's Office of Collaborative Academic Programs conducted a program development analysis using data collected by EMSI, a labor analytics firm, to gauge the regional and national demand for online M.S.Ed. programs. The data showed that

- Overall number of M.S.Ed. degrees awarded in the region has shown small declines in the past five years, which mirrors a contraction in the number of students completing IU's face-to-face and hybrid program.
- Only 22% of M.S.Ed. completions in the five state region that includes Indiana, Illinois, Michigan, Ohio, and Kentucky were awarded by online programs,
- A significant number of Indiana educators have been completing these degrees in neighboring states and through for-profit institutions.

In light of these findings and following a series of Spring 2019, the Deans at IU's Schools of Education and IU Online have determined that the market for professional Master's programs has shifted away from residential to 100% online modes of instruction, and they agreed that developing a broad-based collaborative M.S.Ed. in Teaching, Learning, and Curriculum would not only attract the types of educators that formerly enrolled in IU's face-to-face and hybrid programs but also extend IU's reach beyond Indiana's borders.

v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

In January 2019, the Associate Dean of the School of Education, Sarah Lubienski, distributed a nine question non-scientific survey via an IU superintendent listserv querying Indiana educators on their interest in pursuing graduate education and the types of topics and courses that would interest them. 927 educators from four states, and more than 60 Indiana, and 75 school districts responded. A key finding of the survey was that there is a significant reservoir of interest for an online M.S.Ed.

- More than 250 respondents indicated they were very or probably interested in taking an online Master's degree
- Another 250 indicated they might be interested.

This was more than half of the 927 respondents.

See Appendix 3 for an Executive Summary of IU SOE January 2019 -Educator Survey of Interest and Priorities for Online Graduate Opportunities.

See Appendix 3.1 for Sample Job Postings from January 2020.

vi. Letters of Support

- Summarize, by source, the letters received in support of the program.
 - Lisa Calfant, Director of Curriculum, Randolph Central School Corporation
 - Donnie Bowsman, Superintendent, Randolph Southern School Corporation
 - Laura Blessing, Superintendent, Northeastern Wayne School Corporation
 - Philip S. Stevenson, Superintendent, Centerville-Abington Community Schools
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3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

IU has been highly proactive in its stance toward online education and provided many support systems to faculty who want to learn to teach in the online context. Many School of Education faculty members have actively pursued the skill set needed to teach online, and there are more than a dozen tenured and tenure-track faculty members on six campuses, who have expressed interest in teaching for the collaborative program.

- Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

The faculty and staff required to deliver this degree are in place.

See Appendix 5 for Faculty and Staff, Detail

ii. Facilities

- Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

This program will not require any renovations or new space.

iii. Other Capital Costs (e.g. Equipment)

- Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

No additional capital costs are required.

b. Support

i. Nature of Support (New, Existing, or Reallocated)

- Summarize what reallocation of resources has taken place to support this program.

Existing resources will be reassigned to support this collaborative program.

- What programs, if any, have been eliminated or downsized in order to provide resources for this program?

Not Applicable

ii. Special Fees above Baseline Tuition

IU Online charges a \$30 dollar per credit distance education fee to support online infrastructure and student services.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

7 IU campuses offer M.S.Ed. face-to-face programs related to the M.S.Ed. in Teaching, Learning, and Curriculum.

The collaborative IU Online M.S.Ed. in Teaching, Learning, and Curriculum will:

- Complement existing face-to-face M.S.Ed. Elementary Education and M.S.Ed. Secondary Education degree programs at the following five IU campuses: East, Indianapolis, Northwest, South Bend and Southeast;
- Complement the face-to-face M.S.Ed. in Education (combined Elementary and Secondary) program at Kokomo;
- Provide an online alternative to the following face-to-face Master's degree programs offered by the Department of Curriculum and Instruction at IU Bloomington. These have been placed on a

temporary hiatus and will suspend admissions upon approval of the IU Online collaborative M.S.Ed. in Teaching, Learning, and Curriculum):

- Art Education,
- Elementary Education (and related tracks),
- Social Studies;
- Science and Mathematics;
- Become the first M.S.Ed. program offered by the Division of Education at IUPUC since it received campus-specific accreditation.
 - CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail* (This appendix will contain back-up tables for the summary.)

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail* (This appendix will contain back-up tables for the summary.)

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

The following face-to-face programs would be competitors to this degree program¹:

University of Illinois at Chicago
Central Michigan University
Wright State University-Main Campus
Wayne State University
University of Illinois at Springfield
Eastern Michigan University
Northern Michigan University
Western Michigan University

The following list includes highly ranked 100% online programs that could compete with this program²:

Clemson University
University of Florida
Michigan State
University of Georgia
Penn State World Campus
University of Illinois-Urbana-Champaign

¹ Cited from Emsi Q3 2019 Data Set | www.economicmodeling.com September 2019. "A Data-Informed Analysis To Evaluate If Indiana University-Purdue University-Indianapolis Should Provide an Online

Alternative for the Educational, Instructional, and Curriculum Supervision (13.0404) Program at the Master's Degree Level.”

² Cited from U.S. News & World Reports website <https://www.usnews.com/education/online-education/education/rankings> visited February 4, 2020.

c. Articulation of Associate/Baccalaureate Programs

Not Applicable

d. Collaboration with Similar or Related Programs on Other Campuses

This program is shared by eight campuses.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

This 30 credit hour Master's degree will include three sub-components:

- Teaching, Learning, and Curriculum Core – (TLC Core) (15 cr)
- Teaching, Learning, and Curriculum Tracks – (TLC Tracks) (12 cr)
- Teaching, Learning, and Curriculum Capstone – (TLC Capstone) (3 cr)

Teaching, Learning, and Curriculum Core and Capstone (6 courses/18 cr)

- 1) Curriculum – EDUC J500 – Instruction in the Context of Curriculum
- 2) Choose one of the following two Equity for Learning courses:
 - A. EDUC E555 – Human Diversity in Education, **or**
 - B. EDUC J655 – Seminar in Multicultural and Global Education
- 3) Teaching for All Learners – EDUC J501 Strategies for Teaching, Learning, and Curriculum (*in development*)
- 4) Assessment and Evaluation – EDUC J502 (*in development*)
- 5) Inquiry – EDUC Y520 – Strategies for Education Inquiry
- 6) Capstone – EDUC J597 Teaching, Learning & Curriculum Capstone (*in development*)

Teaching, Learning, and Curriculum Tracks (4 courses / 12cr)

Each track is composed of a set of four interdisciplinary courses offered across teaching, learning, and curriculum that reflect the anticipated needs and interests of M.S.Ed. in Teaching, Learning, and Curriculum students. Courses will be taught by curriculum and instruction faculty with faculty in different specializations offering courses on occasion.

I. Early Childhood Care and Education

1. Take the following 3 classes:
 - EDUC E506 Curriculum in Early Childhood Education
 - EDUC E525 Advanced Curriculum Study in Early Childhood Education
 - EDUC P515 Child Development
2. One course selected from one of the other TLC tracks

II. STEM and Arts Innovations

1. Take the following 3 classes:
 - EDUC S504 Introduction to STEM Teaching
 - EDUC Q528 Demonstration and Field Strategies in Science
 - EDUC Z501 Art Methods for Non-Art Specialist Educators
2. One course selected from one of the other TLC tracks

III. Teacher Leadership and Instructional Coaching

1. Take the following 3 classes:
 - EDUC J503 Teacher Leadership and Instructional Coaching (*in development*)
 - EDUC A510 School Community Relations
 - EDUC A629 Data-Informed Decision Making for School Leaders
2. One course selected from one of the other TLC tracks

IV. Educating Diverse Learners

1. Complete the following 3 classes:
 - EDUC W551 Education and Psychology of the Gifted and Talented
 - EDUC K553 Classroom Management and Behavioral Support
 - EDUC L524 Language Education Issues in Bilingual and Multicultural Education
- 2. One course selected from one of the other TLC tracks

See Appendix 6.1 for Credit Hours Required/Time To Completion, Detail

- b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

- c. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Overall/Core Learning Outcomes:

Learners will develop and demonstrate over the course of the program the knowledge, skills, and dispositions to:

1. Design curriculum that demonstrates equitable learning opportunities for diverse learners.
2. Critically analyze information associated with research-based pedagogies and their use across multiple contexts.
3. Design and implement an empirically-based study associated with teaching, learning, and curriculum for the purpose of learning to use evidence to make informed decisions regarding effective pedagogy.

Examples of tracks being considered and specific learning outcomes:

I. Early Childhood Care and Education

Learners will develop and demonstrate over the course of the program an advanced understanding of:

- a) How young children grow, develop, and learn in the context of family, culture, and community.
- b) Designing, implementing, and assessing curricular approaches for young children in varied settings.

II. STEM and Arts Innovations

Learners will develop and demonstrate over the course of the program an advanced understanding of:

- a) Integrating core disciplinary ideas through unifying concepts and practices.
- b) Designing, implementing, and assessing curricular approaches that apply to a variety of learning contexts.

III. Teacher Leadership and Instructional Coaching

Learners will develop and demonstrate over the course of the program the knowledge, skills, and dispositions to be:

- a) Effective facilitators of instruction.
- b) Agents for change with respect to supporting/coaching others in teaching and curriculum development.

IV. Educating Diverse Learners

Learners will develop and demonstrate over the course of the program the knowledge, skills, and dispositions to:

1. Design curriculum that demonstrates equitable learning opportunities for students who have a wide range of developmental levels and abilities.
2. Work as consultant teachers, as co-teachers in inclusive settings.

d. Assessment

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The faculty will be integrally involved in the course review, revision, and assessment of the online program.

a. Processes for student assessment.

The Curriculum Committee has developed an assessment map that aligns individual required courses to overall M.S.Ed. in Teaching, Learning, and Curriculum program goals and professional standards. This map will play a central role in aggregating assessment data from across the curriculum to evaluate the effectiveness of the overall curriculum. The map is included in Appendix 1.

b. Processes for end-of-course evaluations.

Prior to implementation, the M.S. Ed. in Teaching, Learning, and Curriculum will identify signature assessments and develop shared CANVAS grading rubrics to facilitate assessment. The Office of Collaborative Academic Programs, with the support of e-Learning Design Services, will develop and maintain a CANVAS site where assessment data for the collaborative M.S.Ed. will be archived and made available to campus administration.

c. Schedules for course review and revision.

This program will be a collaborative academic program delivered by eight IU campuses and academic advisors will be faculty affiliated with the program. Therefore, this program will be included in the regular review process (which is done approximately every 4-5 years). The process will most likely be similar to the academic program review requirements as outlined by the University Graduate School. (see <https://graduate.indiana.edu/faculty-staff/curriculum-programs/academic-reviews.html>).

The faculty committee will serve as the group to complete the review process as required. An outside selection of faculty members involved in other online Masters/Graduate level degrees will provide feedback to the committee on their report and the running of the program.

Assessment data will be collected at the end of each semester, and the Curriculum Committee will review data on individual requirements and courses on an annual basis.

A full program-review based on assessment data will be conducted in the spring semester of the fourth year (following implementation) of the program and prior to the expiration of this MoA.

****See Appendix 6.1 or an Assessment Map**

e. Licensure and Certification

The Master of Science in Education (M.S.Ed.) in Teaching, Learning, and Curriculum does not lead to licensure or certification because the primary audience is education professionals who already have their professional educators' licenses.

f. Placement of Graduates

- Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Educators, including classroom teachers, teacher leaders, school administrators, as well as educators in non-school contexts (e.g., museums, hospitals). Graduates will be qualified to apply for positions with the following titles:

- District-level or school-level curriculum director (specifically STEM or ECE)
 - District-level or school-level equity and inclusion coordinator
 - Instructional coach/specialist (all levels)
 - Master Teacher (this is an official title for a position similar to instructional coach)
 - Director of Curriculum, Instruction, and Assessment
 - Coordinator or Research and Data
 - Government Education Department (e.g., IDOE) Assistant Directorships (E.g. Assistant Director of English Learners and Special Populations, English Learner Specialist, Homeless Education Specialist)
 - Informal Education/non-profit, Director of Curriculum Development/Education/Outreach
- If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Not Applicable

g. Accreditation

- Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Each campus participating in this collaboration has the appropriate accreditation required to award the degree, and the IU Offices of Online Education and Collaborative Academic Programs will work with the appropriate officers at each campus to collect and maintain the required data and information. All degrees and licensure programs offered by the Indiana University Schools of Education will be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) as a part of their conventional accreditation cycle.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System
- Report a table for each campus or off-campus location at which the program will be offered
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number
- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University (Bloomington, IUPUI, East, Kokomo, Northwest, South Bend, Southeast) **Aggregate**

Program: Master of Science in Education in Teaching, Learning and Curriculum

Proposed CIP Code: 00.0000

Base Budget Year: 2021-22

	Year 1	Year 2	Year 3	Year 4	Year 5
	<u>2021</u> <u>-22</u>	<u>2022</u> <u>-23</u>	<u>2023</u> <u>-24</u>	<u>2024-</u> <u>25</u>	<u>2025</u> <u>-26</u>
Enrollment Projections (Headcount)					
Full-time Students	48	48	72	96	84
Part-time Students	<u>112</u>	<u>112</u>	<u>168</u>	<u>224</u>	<u>196</u>
	160	160	240	320	280
Enrollment Projections (FTE)*					
Full-time Students	61	61	90	120	120
Part-time Students	<u>70</u>	<u>70</u>	<u>105</u>	<u>141</u>	<u>141</u>
	131	131	196	261	261

*Sum of rounded detail may not equal rounded totals.

Degree Completion Projection	48	108	160	160
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Bloomington
 Program: Master of Science in Education in
 Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
 equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University East
 Program: Master of Science in Education in Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University-Purdue University
Indianapolis
Program: Master of Science in Education in
Teaching, Learning and Curriculum
Proposed CIP Code: 00.0000
Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:

Campus Code:

County Code:

Degree Level:

CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University / Purdue University-Columbus
 Program: Proposed Master of Science in Education in Teaching, Learning and Curriculum
 CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Kokomo
 Program: Master of Science in Education in
 Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Northwest
 Program: Master of Science in Education in
 Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021-</u> <u>22</u>	<u>2022-</u> <u>23</u>	<u>2023-</u> <u>24</u>	<u>2024-</u> <u>25</u>	<u>2025-</u> <u>26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
equal rounded totals.

Degree Completion Projection

-	6	12	20	20
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CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University South Bend
 Program: Master of Science in Education in
 Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021- 22</u>	<u>2022- 23</u>	<u>2023- 24</u>	<u>2024- 25</u>	<u>2025- 26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
 equal rounded totals.

Degree Completion Projection

-	6	12	20	20
---	---	----	----	----

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

Institution/Location: Indiana University Southeast
 Program: Master of Science in Education in
 Teaching, Learning and Curriculum
 Proposed CIP Code: 00.0000
 Base Budget Year: 2021-22

Year 1	Year 2	Year 3	Year 4	Year 5
<u>2021-</u> <u>22</u>	<u>2022-</u> <u>23</u>	<u>2023-</u> <u>24</u>	<u>2024-</u> <u>25</u>	<u>2025-</u> <u>26</u>

Enrollment Projections (Headcount)

Full-time Students	6	6	9	12	12
Part-time Students	<u>14</u>	<u>14</u>	<u>21</u>	<u>28</u>	<u>28</u>
	20	20	30	40	40

Enrollment Projections (FTE)*

Full-time Students	8	8	11	15	15
Part-time Students	<u>9</u>	<u>9</u>	<u>13</u>	<u>18</u>	<u>18</u>
	16	16	24	33	33

*Sum of rounded detail may not
equal rounded totals.

Degree Completion Projection

-	6	12	20	20
---	---	----	----	----

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code:

Appendix 1: Institutional Rationale, Detail

- Indiana University's 2014 Mission Statement is posted to the IU website at: <https://strategicplan.iu.edu/mission-values-vision/mission.html>.
- Indiana University Bicentennial Strategic Plan posted to the IU website at: <https://strategicplan.iu.edu/plan/education.html>.
- January 2016 IU Online: A Collaborative Model for Online Education at Indiana University posted to the IU website at: https://teachingonline.iu.edu/about/staff/collaborative_model.html.

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data—Cite visited August 21, 2018.

National Data for Instructional Coordinators and Principals

Quick Facts: Instructional Coordinators	
2018 Median Pay	\$64,450 per year \$30.98 per hour
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2018	181,600
Job Outlook, 2018-28	6% (As fast as average)
Employment Change, 2018-28	11,500

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Instructional Coordinators, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm> (visited February 3, 2020).

Quick Facts: Elementary, Middle, and High School Principals	
2018 Median Pay	\$95,310 per year
Typical Entry-Level Education	Master's degree
Work Experience in a Related Occupation	5 years or more
On-the-job Training	None
Number of Jobs, 2016	251,300
Job Outlook, 2016-26	8% (As fast as average)
Employment Change, 2016-26	19,800

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Elementary, Middle, and High School Principals, on the Internet at <https://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm> (visited August 09, 2019).

Indiana Data for Comparison with National Data—Principals and Instructional Coordinators, Secondary and Elementary Teachers

Salary, Job Openings, and Projected Growth from the Indiana Department of Workforce Development	Average Salary as of May 2018		Jobs 2018	Projected Positions 2026	2016-2026 Growth
Education Admin., Elementary & Secondary	Indiana	\$87,427	4,391	4,691	6.0%
	U.S.	\$98,750	251,300	271,100	7.9%
Instructional Coordinators	Indiana	\$63,007	1,570	1,971	12.1%
	U.S.	\$67,490	163,900	180,400	10.5%
Elementary School Teachers, Except Special Ed.	Indiana	\$52,356	26,520	27,680	6.3%
	U.S.	\$62,200	1,410,970	1,514,900	7.4%
Secondary School Teachers, Except Special and Care	Indiana	\$53,025	19,690	19,501	6.5%
	U.S.	\$64,230	1,051,570	1,095,500	7.5%
Source: Indiana Department of Workforce Development, www.in.gov/dwd/ra					
Note: These are estimates of occupations based on a survey conducted twice each year; beginning in 2006 the survey will be done annually.					
This table was produced by Indiana Department of Workforce Development - Research and Analysis : 2/3/2020 5:03:28 PM					

Appendix 3: Executive Summary of IU SOE January 2019 -Educator Survey of Interest and Priorities for Online Graduate Opportunities.

At a January 15, 2019 meeting, at a meeting convened by the IU Office of Collaborative Programs, the School of Education Deans from seven IU campuses decided to develop a collaborative online M.S.Ed. degree that will appeal to a wide spectrum of educators. This approach would allow the campuses to draw on their combined faculty and instructional resources to build an innovative program informed by the latest research. The economy of scale afforded by the collaboration will allow the collaborative online degree program to respond emerging trends in education while simultaneously providing an affordable and convenient option for teachers.

To achieve this goal, the Deans recommended combining elements from two more narrowly focused proposals for M.S.Ed. degrees in Elementary Education and Secondary Education into a revised M.S.Ed. in Teaching, Learning, and Curriculum. To better identify which components to include in the proposal, the Deans asked Sarah Lubienski, Associate Dean for Graduate Education at IUB, to conduct a survey Indiana teachers and educators to assess their graduate education needs and interests. In February 2019, Dean Lubienski distributed a nine question survey via an IU superintendent listserv and within six weeks, she received 927 responses from teachers and educators drawn from 60 Indiana counties who worked form more than 75 school districts in Indiana, Illinois, and Ohio.

At a March 22, 2019 meeting the Deans reviewed preliminary survey results and instructed the IU Office of Collaborative Academic Programs to move ahead with the development of an M.S.Ed. in Teaching, Learning, and Curriculum with the charge to develop flexible online degree informed by the data collected in the survey.

Highlights— IU School of Education Winter 2019 Educator Survey of Interest and Priorities for Online Graduate Opportunities

- More than 250 respondents indicated they were very or probably interested in taking an online Master’s degree, and another 250 indicated they might be interested. This was more than half of the 927 respondents.
- Teachers identified more than 20 topics they would like to study in online graduate courses.
- Approximately two-thirds of respondents expressed a preference for summer courses with remaining third preferring enrollments during the conventional fall and spring academic year.
- Approximately 450 respondents expressed some interest in a degree program that could incorporate some face-to-face coursework completed at a nearby IU campus.
- The following eight topics were named by at least 200 respondents.

Topics Teachers Would Like to Study in IU Online Graduate Courses	%	Count
Teacher Leadership & Instructional Coaching	31%	291
Classroom Management and Behavioral Supports	31%	288
New Instructional Technologies	29%	268
Teaching and Learning of Literacy (i.e., reading, writing, speaking, listening)	24%	221
Enhancing Classroom and School Climate, Approaches to Discipline and Safety	23%	215
Learning and Cognition (e.g., learning theories, research on student cognition, motivation)	22%	206
Teaching and Learning of STEAM (science, technology, engineering, arts and mathematics integration)	22%	206
General Instructional Strategies (e.g., classroom discourse, grouping, scaffolding)	22%	204
Using Classroom Assessment to Improve Instruction	22%	203

The IU Online Collaborative M.S.Ed. in Teaching, Learning, and Curriculum, referred to these findings during the curriculum development discussions held during the fall of 2019, and the findings are reflected in the structure and course selection included in this degree proposal.

Appendix 3.1: Five January 2020 Job Postings from Indeed.com

Program Coordinator, M. Ed. in Teaching and Learning

Saint Mary's University of Minnesota - Minneapolis, MN 55404 (Phillips West area)

The M.Ed. program coordinator supports the Master of Education in Teaching and Learning program's vision to transform educational practices while fostering educators' personal and professional growth anchored in a supportive learning community. The program coordinator is part of a dynamic team grounded in the Lasallian beliefs of respect for all persons and providing quality education as part of an inclusive community. As an active collaborator on the M. Ed. team, the coordinator contributes by asking questions, offering perspectives, ideas, support, and enthusiasm for the Master of Education in Teaching and Learning program. The program coordinator provides academic program assistance, administrative support, front-line customer service, and collaborates on event coordination. This position requires a willingness to travel several times a year (depending on base campus location) to support events held on both the Twin Cities and Winona campuses.

Provide administrative support that includes course scheduling, recording meeting minutes, document management, filing, and other administrative duties

- Assist in planning and participate in meetings and events
- Assist with communications to prospective and current learners and faculty
- Coordinate ongoing communication with learners from acceptance to program start
- Provide technical assistance to learners and faculty
- Provide administrative support relating to textbooks and course materials
- Assist faculty with course set up on the University's learning management system
- Work closely with M.Ed. Jamaica staff and U.S. admissions office during the admission process for Jamaica applicants
- Coordinate with the campus Registrar initial course registration and roll-over registration
- Serve as a resource for learners' questions

Essential Skills and Abilities:

- Interpersonal skills to communicate effectively with various individuals and demonstrate cultural competence
- Team orientation/collaboration, both as leader and follower
- Effective writing skills
- Be able to meet confidentiality guidelines
- Self-direction and ability to work with minimal supervision
- Creative thinker who takes initiative on projects
- Organized, detailed, process orientation
- Comfortable with multitasking
- Effective time management
- Technology literacy in the use of databases, online learning platforms, email, and shared files
- Learning agility/resourcefulness to find information/solve problems
- Growth mindset, willing to learn and open to asking questions

Education and Experience:

- Bachelor's degree preferred; commensurate professional experience may be substituted.
- Experience in office, administrative, or customer service positions preferred, but not required.

All offers of employment are contingent upon the successful completion of a criminal background check.

Job Type: Full-time

Work Location: One location

Benefits:

- Health insurance
- Dental insurance
- Vision insurance
- Retirement plan
- Paid time off
- Parental leave
- Tuition reimbursement

Assistant Director of Operations - Early Childhood Education

I&D Incorporated - Fishers, IN 46040

General Summary

Rock Star Assistant Director of Operations that is capable of assisting in the running a profitable multi-million dollar business that provides the highest standard of excellence in early child care and promotes supportive parent relationships while maintaining minimal turnover in staff.

Principal Duties and Responsibilities Demonstrates

Strong Organizational Leadership

- Maintains compliance with accreditation and regulatory agencies and conforms to health, safety and licensing regulations.
- Monitors site compliance with goals and programming objectives
- Acts as a liaison between the Preschool and the Staff
- Serves as a professional role model.
- Plans and implements a program for professional growth.

Recruits, Hires and Develops Preschool Personnel

- Assists in Recruiting, interviews, and hires Preschool and shared personnel
- Counsels and evaluates Preschool and shared staff--documenting actions.
- Promotes retention of quality Preschool and shared teachers and staff
- Develops training/coaching based on the learning needs of Preschool personnel.

Operates Program within Budgetary Constraints

- Assists in the preparation of the annual budget and a year-end budget analysis
- Assists in Operating the Preschool within budgetary guidelines
- Assists in plans for and supervises purchase of equipment and supplies for the indoor classrooms, and the outdoor play spaces
- Supervises building maintenance and operations
- Maximizes sales and marketing opportunities
- Promotes facility internally & externally
- Assists in Planning and implements cost effective staffing.

Supervises and Develops Educational Program in the Preschool and Private Kindergarten

- Plans, organizes, delegates, coordinates and evaluates activities directed toward safe, quality educational services delivery
- Coordinates and facilitates integration of special needs children into the Preschool setting.
- Assesses, plans, and implements a safety program for the school
- Supports the implementation of a safe and accountable transportation program
- Supervises implementation of a food program that is based on sound nutritional principles and meets the state and local regulations regarding meal planning and preparation and serving

Promotes and Supports Positive Parent Relationships

- Promotes active Parent Board participation
- Evidence of amazement in all parent communications
- Promotes parent support and satisfaction
- Maintains adjusted enrollment turnover of < 10%.
- Positive results on annual Parent Survey and for accreditation
- Positive results on Parent Exit interviews required at time of disenrollment
- Encourages and manages parent complaints at the site level
- Promotes active parent participation in school wide events
- Receives positive ratings from all site visitors (Good or Excellent) as indicated by surveys and/or anecdotal visitor feedback.

Maintains Positive Relationships with:

- Children enrolled in the Preschool
- Families of enrolled children
- All employees
- Early Childhood Educational professional community
- Greater community
- Promotes active parent participation in school wide events

Minimum Qualifications

- Must possess a love for children and an ability to relate well with them, their families, and teachers.
- Must have a passion for excellence and excellent team building leadership skills
- Must be a graduate of an accredited college or university ideally with an emphasis in education and business.
- Masters in education a plus
- Must be successful in managing a business and keeping customers/staff happy
- Must have at least two to three years of full time teaching and/or administrative experience in programs for young children
- Must have at least one year administrative experience
- Experience working with a national accrediting organizations
- Must be willing to put in the time to be superstar and run the business at maximum performance levels
- Looking for a person that wants a career, not a job. Someone that will be with us for years to come.

Reports to Director of Operations

Salaried Position: 40-50 hour week job

Applicant Qualifications– Edit

You have requested that Indeed ask candidates the following questions:

- How many years of Early Childhood experience do you have?
- How many years of Preschool Director experience do you have?

Job Type: Full-time

Additional Compensation:

- Bonuses

Work Location:

- One location

Benefits:

- Health insurance
- Retirement plan
- Paid time off
- Tuition reimbursement

Director of Adult Services

Noble - Indianapolis, IN

Noble is seeking an experienced candidate to join our team as the Director of Adult Services! This position is responsible for guiding, leading and directing all aspects of Noble's Adult Services Day Program.

We are looking for the perfect candidate who has the ability to review and evaluate the effectiveness of our existing program. The selected candidate will then be held accountable for strategically enhancing the success of Noble's center-based adults services program, as well as training and enabling center staff. The director will also be responsible for expanding opportunities for individuals served in Noble's day services to connect within the community for social, educational, recreational and vocational activities.

Specific Responsibilities Include:

- Oversee the operations of all center based programing;
- Explore and develop community partnerships to increase opportunities for individuals to connect within the community;
- In conjunction with Human Resources, oversee the selection and placement of staff;
- Prepare and manage departmental budget;
- Ensure communication flow exists among program staff, as well as with other departments.

Qualified candidates will have a Masters Degree in special education, social work, educational administration, or a closely related field. In addition, the is position requires a minimum of three years of supervisory experience, preferably in a setting working with individuals with developmental disabilities.

Noble offers a comprehensive benefits package, including generous PTO, eight paid holidays, 401K (with company match) and health, vision and dental insurance offerings!

Just posted

If you require alternative methods of application or screening, you must approach the employer directly to request this as Indeed is not responsible for the employer's application process.

report job

Head Start Regional Early Childhood Specialists/Managers

Manhattan Strategy Group - Indianapolis, IN

Position Description:

- Provide TTA related to the selection and implementation of ongoing child assessment, curriculum, and teaching that is age, developmentally, culturally, and linguistically appropriate as required by the Head Start Program Performance Standards, other regulations across the birth to five spectrum, and OHS directives.
- Provide TTA to improve teacher/child interactions as described by the Classroom Assessment Scoring System (CLASS) for center based preschool programs and other measures suitable for programs serving children from birth to three or children in home-based and family childcare settings.
- Assist grantees to develop the procedures and skills to aggregate, analyze, and use data obtained through multiple sources.
- Assist grantees to implement a research-based coaching model.
- Assist grantees to develop and implement family engagement practices that support family progress as described in the PFCE Framework, including coaching of family engagement staff.
- Provide TTA related to the selection and implementation of a parenting curriculum.
- Assist grantees to strengthen transition practices, including building relationships with local preschools and elementary schools.
- Assist local grantees to improve their collaboration with Local Education Agencies (LEAs), state agencies, and other partners.
- Support established and emerging OHS initiatives and priorities.

Qualifications for Specialists:

- Bachelor's Degree in Early Childhood Education or Child Development (a minimum of 18-21 ECE credits are required, and transcripts will be requested). Masters Degree preferred.
- Knowledge of Head Start performance standards and all applicable federal, state and local laws, rules and regulations.
- Minimum of ten years of professional experience.
- A minimum of 5 years of demonstrated experience in the field of early childhood education.
- A minimum of 5 years of experience offering TTA in HS/early childhood education.
- Demonstrated experiences staying current with the knowledge base in early childhood education.
- Commitment and ability to maintain up to date knowledge of current child development practices and research based early childhood quality methods and approaches.
- Understanding of developmentally appropriate practice in early childhood education and the ability to support its use in school readiness goals.

Additional Qualifications for Manager:

- 7+ years of experience working within a Head Start Program.
- 7+ years of direct experience delivering TTA to Head Start Programs
- CLASS Certification
- 3-5 years of progressive supervisory/management experience

Instructional Design Specialist

Indiana University - Indianapolis, IN 46278

Special Instructions Summary

Due to the nature of this position, we ask all applicants to showcase their writing skills by uploading a resume and cover letter in the attachments area of the application when applying.

Department

SCHOOL OF SOCIAL WORK (IN-SOCW-IUINA)

Department Information

The primary purpose of the Instructional Design Specialist is to develop new and modify existing curricula for the Indiana Department of Child Services. This includes being familiar with the child welfare competencies, utilizing needs assessment data as well as conducting needs assessments when appropriate. Conducting research, developing learning outcomes, writing curricula on specialized topics, training staff to use the curricula, evaluating, and finalizing all curriculum projects. Must be familiar with adult learning theories and willing to adhere to federal, state, and university policies and protocols for developing curricula.

The Indiana University School of Social Work has a partnership with the Indiana Department of Child Services (DCS). The Child Welfare Education & Training Partnership collaborates to develop and implement training to DCS staff across all levels and programs.

Job Summary

Instructional design: work with Training Partnership management to develop new and modify existing curricula for the IN Department of Child Services. This includes all aspects of instructional design as noted below:

- Initial and on-going assessment – able to assess initial and on-going instructional needs of the training system, curricula content, and learner competencies. Utilize existing data to assess needs and conduct learner needs assessments when necessary.
- Initial and on-going instructional design – able to design, develop, and/or modify curricula content across areas and audiences to reduce duplication of effort and to provide training content that is well integrated over the range of delivery methods (i.e. video-conference, classroom, and web-based training). Ensure that content is vertically aligned and adheres to the basic principles of Bloom's taxonomy and appropriate adult learning theories.
- Conducts research identifying evidenced-based practice principles and best practice guidelines that support identified training needs for the IN Department of Child Services/Child Welfare Education and Training Partnership. The curricula will be consistent with State, Federal, and Indiana University policies and protocols.
- Stays abreast of federal and state child welfare policy changes, assesses curricula impact, modifies content to reflect current policy, and communicates policy changes in curricula to the training staff.
- Able to design and write traditional classroom and web-based curricula, including learning outcomes and supporting activities, utilizing Microsoft Office and FS Pro software technologies.
- Evaluate curriculum implementation, modify as needed, and submit for finalization when curriculum projects are complete.

Administrative management:

- Plans, schedules, and facilitates various meetings related to the curriculum development process from the beginning of development through product finalization. Including but not limited to planning, facilitating, and managing curricula work group meetings with diverse stakeholders.
- Plans, schedules, and facilitates training of content sessions with training staff to ensure there is effective curriculum delivery. Monitors delivery of content during pilot phase and provides feedback to training staff to ensure effective implementation.
- Provide administrative support to the curriculum team by filing content in the curriculum catalog, processing curriculum package requests, creating and disseminating curriculum update memorandum, and monitoring the electronic versions of curricula used by the production team to print trainer and participant manuals.
- Works independently and as a part of a team with the production, training, evaluation, data management, and executive teams within the Training Partnership.

Evaluation:

- Collaborate with the evaluation team to align curricula and assessment tools.

- Analyzes trends in training needs and delivery by reviewing the organizational evaluation reports (level I - IV evaluation), feedback from training staff, individual training needs assessments, and any other data that helps inform the curriculum team.
- All other duties as assigned.

Required Qualifications

Bachelor's degree in Instructional Design, Education, or related field and two years of instructional design or teaching experience.

Possess a valid driver's license with the ability to be insured by Indiana University.

Knowledge of instructional design concepts and principles. Experience with training techniques and strategies. Experience with on-line teaching and learning methods. Ability to build, maintain, and encourage positive professional relationships. Knowledge of instructional systems and blended learning programs. Ability to work independently and with a team. Effectively manages time of self. Ability to assess, plan, and manage multiple projects at the same time for self. Strong communication skills. Ability to understand and communicate concepts quickly and accurately. Strong writing, editing, and proofreading skills. High attention to detail. Ability to exercise sound judgment and makes effective, timely, and informed decisions. Seeks to identify, analyze, and resolve problems. Promotes and values diversity and inclusiveness – works well with a diverse team and builds diversity into curricula content. Thinks systemically – understands organizational goals and vision, assesses strengths and challenges, identifies strategies for improvement and communicates them. Proactively anticipates, manages, and constructively resolves conflicts and disagreements. Knowledge of general computer and training equipment and software required including but not limited to Microsoft Office Suites, Adobe Captivate, On-Course/Blackboard, FS Pro, etc.

Preferred Qualifications

Master's degree in Instructional Design, Education, or related field. Familiarity with child welfare.

Working Conditions / Demands

There is a structured curricula development and review process that all curricula staff are expected to follow. In addition, there is an approved curricula format used when developing training and participant materials. Both of these procedures provide structure that includes a number of review and approval actions. The responsibility of this position would be to manage curriculum projects in accordance with the process. This includes assessing learning needs and competencies, facilitating curriculum workgroups, conducting research, writing content, implementing, evaluating, and finalizing curricula projects.

An example would be as follows. Whenever a new curriculum is developed, the instructional design specialist is expected to conduct a needs assessment including looking at existing curricula, interviewing stakeholders, convening and facilitating meetings with subject matter experts, and potentially developing a curriculum outline. Once the outline is approved s/he is expected to conduct research, develop learning outcomes, and write content including a variety of learning activities to achieve the learning outcomes as well as meet adult learning needs. Then the draft curriculum is implemented, evaluated, and revised as needed. Once it has completed this process it is submitted for review and finalization. There are often many iterations, drafts, and reviews before a curriculum is finalized and approved.

Included in this process includes the ability to manage multiple curricula projects at the same time, coordinate multiple meetings, work with a production, training, data management, and evaluation team to ensure that all of the elements related to the curricula are aligned and in place for full implementation.

Scope and Impact:

The level of complexity and scope of influence related to this position includes completing work on all assigned curricula projects related to the Training Partnership. There is a high level of knowledge and expertise related to this position that will be influential because of the amount of content/curricula contained in the Training Partnership library.

An example of this position responsibility is as follows. There is currently a curricula library that contains dozens of different trainings with a variety of content topics as well as diverse participant audiences. Each year we plan and develop new curricula to meet the learning needs of the Indiana Department of Child Services staff. When new training needs are identified it is important that we know what curricula we already have in the library, the level of learning it addresses, and if we need to either revise or develop new curricula to meet the identified needs. This position would be expected to have knowledge about all of the curricula assigned to him/her, perform the needs analysis, and make sound recommendations for revision and/or development to the management team.

Staff on the curriculum team spend a significant amount of time using a computer.

Work Location

This position works from a satellite location, not on campus.
Park 100
5980 W. 71st St., Suite 210
Indianapolis, Indiana 46278

Job Classification

Salary Plan: PAE
Salary Grade: 3AD
FLSA: Exempt
Job Function: Human Resources

Posting Disclaimer

This posting is scheduled to close at 11:59pm EST on the advertised Close Date. This posting may be closed at any time at the discretion of the University, but it will remain open for a minimum of 5 business days. To guarantee full consideration, please submit your application within 5 business days of the Posted Date.

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Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation, gender identity or expression, genetic information, marital status, national origin, disability status or protected veteran status. Indiana University does not discriminate on the basis of sex in its educational programs and activities, including employment and admission, as required by Title IX. Questions or complaints regarding Title IX may be referred to the U.S. Department of Education Office for Civil Rights or the university Title IX Coordinator. See Indiana University's Notice of Non-Discrimination here which includes contact information.

Campus Safety and Security

The Annual Security and Fire Safety Report, containing policy statements, crime and fire statistics for all Indiana University campuses, is available online. You may also request a physical copy by emailing IU Public Safety at iups@iu.edu or by visiting IUPD.

Contact Us

Request Support
Telephone: 812-856-1234



Randolph Central School Corporation

103 N. East Street • Winchester, IN 47394 • Telephone (765) 584-1401 • Fax (765) 584-1403

Rolland T. Abraham, Ed.S.
Superintendent

Lisa Chalfant
Curriculum Director/Grant Writer

Linda Dodd
Treasurer

Debrah L. Anderson
Deputy Treasurer

May 4, 2020

To Whom It May Concern:

I am writing in support of a proposed, new Master's program at the School of Education at Indiana University East. Indiana University (I. U.) East in Richmond, Indiana is working diligently to implement a new Master's program focused on Teaching, Learning and Curriculum. I am highly supportive of this endeavor from our higher education partner.

As the Director of Curriculum at Randolph Central School Corporation, teaching, learning, and curricular strategies are the focus of my educational passion and professional efforts. For nearly 20 years in this position, I have experienced many educators and administrators make uninformed decisions about teaching and learning because they did not have a strong curricular foundation to make prudent decisions about student achievement and growth. The School of Education's proposed Master's program will provide that graduate-level foundation that teachers and administrators need for teaching and learning in the 21st Century by producing leaders of learning in our area.

As a K-12 administrator who oversees teaching and learning in our district for high ability students, PreK-12 special education students, English Learners, and other cohorts of students, I appreciate that our current and future educators will have the opportunity to gain expertise in order to make informed decisions about curricular programming, pedagogy, and performance tasks that lead to College and Career Readiness for all types of learners.

Randolph Central is in the beginning stages of implementing Project Lead the Way at the elementary level with plans to expand to secondary levels in the near future. In addition, we have a growing Early College program at our high school. With this new Master's program at I. U. East, educators will be more expertly equipped to facilitate the problem-based and project-based learning that supports STEM education in the future. Our district can benefit from trained educators to lead the way in these pathways.

Finally, I acknowledge that instructional coaching is a gap in K-12 schools. As Director of Curriculum, I conducted as much instructional coaching as possible; however, one person in the district is unable to address all of the needs. With this proposed Master's program at I. U. East, future educators will have the knowledge to serve as instructional coaches in K-12 schools, thus filling a gap that will impact student achievement in a much broader manner.

Appendix 4.1: Letters of Support

Thank you for allowing me the opportunity to offer my support of the proposed Master's program at the School of Education at Indiana University East. I fully endorse our higher education partner's pursuit of a Master's in Teaching, Learning, and Curriculum. By granting their request, it will provide much needed programming in a service area that benefits students in our school district and beyond.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Chalfant".

Lisa Chalfant, Director of Curriculum
Randolph Central School Corporation

Randolph Southern

Melissa Kosisko
Treasurer

Donnie
Bowsman
Superintendent

Shawntel Baker
Deputy Treasurer

Cindee Cowen
*Administrative
Assistant*

SCHOOL CORPORATION STRIVES FOR EDUCATIONAL EXCELLENCE

4-29-2020

Dear Dr. Wilde,

I am writing in support of the new Master's program with focus on Teaching, Learning, and Curriculum. Randolph Southern School Corporation had several teachers complete the Transition To Teaching program. The new program will allow those teachers to expand their learning opportunities and advance his or her career paths. Further, the new program will provide concentrations in instructional coaching, teacher leadership, diverse populations (special education, GT, ELL), early childhood education and STEM education. Most importantly, this new program will help educators develop instructional strategies to help children learn and improve.

Please do not hesitate to contact me.

Yours in Education,



Mr. Donnie Bowsman, Ed.S, Superintendent
Randolph Southern School Corporation

One Rebel Drive • Lynn, Indiana 47355-0385
Phone (765) 874-1181 • Fax (765) 874-1298
www.rssc.k12.in.us



NORTHEASTERN WAYNE SCHOOL CORPORATION

Dr. Laura Blessing, Superintendent
Mr. Eric S. Green, Assistant Superintendent
Mrs. Rachel Bales, Corporation HR Coordinator
Mrs. Trisha Thomas, Corporation Treasurer
Mrs. Vanessa Curtis, Corporation Registrar

May 5, 2020

To Whom it May Concern:

This is a letter support for the proposed IU master's degree program that focuses on teaching, learning, and curriculum. Thanks to the hard work with faculty throughout the Indiana University campuses throughout the state, the first stages of the program design are completed. The new master's program is unique in that it will be taught collaboratively by faculty across the Indiana University System from each corner of the state. In addition, it offers the Northeastern Wayne School's faculty the flexibility of online learning and the ability to focus on a specific area for strengthening their practice. Current concentrations are to include instructional coaching and teacher leadership, working with diverse student populations (including special education students, gifted and talented students, and English Language learners,) early childhood education, and STEM education.

This proposal offers our teaching staff the flexibility of online learning and the ability to focus on a specific area for strengthening their practice. This will be great opportunity not only for Northeastern Wayne School educators but also for all East Central Indiana educators. Our district strongly supports this effort.

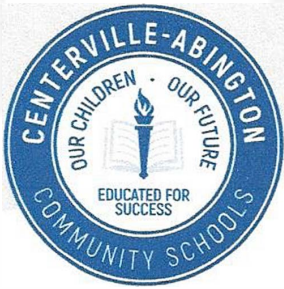
Sincerely,


Dr. Laura Blessing
Superintendent

314 W. Main Street, P.O. Box 406
Fountain City, IN 47341

www.nws.k12.in.us

P: 765.847.2821
F: 765.847.5355



115 WEST SOUTH STREET • CENTERVILLE, IN 47330

765.855.3475 (PHONE) • 765.855.2524 (FAX)

CENTERVILLE.K12.IN.US

May 1, 2020

To Whom It May Concern:

This is a letter of support for a proposal from Indiana University for a new master's degree program focused on the Teaching, Learning and Curriculum. Thanks to the hard work with faculty throughout the Indiana University campuses throughout the state, the first stages of program design are completed. This new master's program is unique in that it will be taught collaboratively by faculty across the Indiana University system from each corner of the state. In addition, it offers the Centerville-Abington Community School faculty the flexibility of online learning and the ability to focus on a specific area for strengthening their practice. Current concentrations are to include instructional coaching and teacher leadership, working with diverse student populations (including special education students, gifted and talented students, and ELLs), early childhood education, and STEM education.

I see this proposal offers our teaching staff the flexibility of online learning and the ability to focus on a specific area for strengthening their practice. This will be a great opportunity not only for Centerville-Abington Community School educators but also East Central Indiana educators. Our district strongly supports this effort.

Sincerely,

A handwritten signature in black ink that reads "Philip S. Stevenson".

Philip S. Stevenson
Superintendent



A District Accredited School Corporation Since 2007

Appendix 5: Faculty and Staff, Detail

Indiana University – Bloomington (IUB)

Dr. Gabrièle Abowd Damico, Clinical Assistant Professor
Dr. Valarie Akerson, Professor
Dr. Jeffrey Anderson, Professor
Dr. Keith Barton, Professor
Dr. Ana Maria Brannan, Associate Professor
Dr. Gretchen Butera, Professor, Edward A. and Mary Lou Otting Chair in Special Education
Dr. Daniel Castner, Assistant Professor
Dr. Dionne Cross Francis, Associate Professor
Dr. Alexander Cuenca, Assistant Professor
Dr. Alycia Elfreich, Clinical Professor
Dr. Kathryn Engebretson, Associate Professor
Dr. David Flinders, Professor
Dr. Enrique Galindo, Associate Professor
Dr. Amy Hackenberg, Associate Professor
Dr. Sarah Hurwitz, Assistant Professor
Dr. Erik Jacobson, Associate Professor
Dr. Patricia Kubow, Professor
Dr. Robert Kunzman, Professor, Armstrong Chair for Teacher Education
Dr. Lara Lackey, Associate Professor
Dr. Sarah Lubienksi, Professor, Associate Dean of Graduate Studies
Dr. Adam Maltese, Associate Professor
Dr. Marjorie Manifold, Professor
Dr. Terrence Mason, Professor and Dean Emeritus
Dr. Mary McMullen, Professor
Dr. Derek Nord, Associate Professor
Dr. Tina O'Neal, Clinical Assistant Professor
Dr. Theresa Ochoa, Associate Professor
Dr. Meredith Park Rogers, Associate Professor
Dr. Hannah Schertz, Associate Professor
Dr. Laura Stachowski, Clinical Professor
Dr. Erik Tillema, Associate Professor
Dr. Gustave Weltsek, Assistant Professor
Dr. Kelly Williams, Assistant Professor

Indiana University – East (IUE)

Dr. Jerry Wilde, Dean, School of Education
Dr. Jamie Buffington-Adams, Associate Dean, School of Education
Dr. James Barbre, Associate Professor
Dr. Josh Tolbert, Assistant Professor

Indiana University – Kokomo (IUK)

Dr. Leah M. Nellis, Ph.D., Dean of School
Dr. Sarrah Grubb, Ph.D., Assistant Professor
Dr. Tara Kingsley, Ph.D., Assistant Professor
Dr. Lance Mason, Ph.D., Assistant Professor

Dr. Alina Mihai, Ph.D., Assistant Professor of Special Education
Dr. Cheryl Moore-Beyioku, Ed.D., Visiting Lecturer in Special Education
Dr. Natalie Schelling, Ph.D., Assistant Professor of Psychology
Dr. Julie Saam, Ph.D., Associate Vice Chancellor for Academic Affairs for Faculty Development and Campus Assessment, Director of CTLA, Professor
Dr. Christina Romero-Ivanova, Ph.D., Assistant Professor

Indiana University – Purdue University Indianapolis (IUPUI)

Dr. Cristina Santamaria Graff, Ph.D., Assistant Professor
Dr. Crystal Morton, Ph.D., Associate Professor
Dr. Deb Keller, Ph.D., Clinical Associate Professor
Dr. Gina Borgioli Yoder, Ph.D., Clinical Associate Professor
Dr. Jeremy Price, Ph.D., Assistant Professor
Dr. Jomo Mutegi, Ph.D., Associate Professor
Dr. Kara Taylor, Ph.D., Clinical Assistant Professor
Dr. Karla Zaccor, Ph.D., Clinical Assistant Professor
Dr. Lasana Kazembe, Ph.D., Assistant Professor
Dr. Leslie Etienne, Ph.D., Visiting Professor
Dr. Lonni Gill, Ph.D., Clinical Assistant Professor
Dr. Michelle Greene, Ph.D., Visiting Clinical Assistant Professor
Dr. Monica Medina, Ph.D., Clinical Associate Professor
Dr. Natalie Pough, Ed.D., Visiting Assistant Professor
Dr. Natasha Flowers, Ph.D., Clinical Associate Professor
Dr. Paula Magee, Ph.D., Clinical Associate Professor Coordinator
Dr. Tambra Jackson, Ph.D., Interim Dean, Associate Professor
Dr. Teresa Sosa, Ph.D., Assistant Professor

Indiana University – Purdue University Columbus (IUPUC)

Dr. Jennifer Conner, Ph.D., Division Head; Associate Professor
Dr. A'ame Joslin, Ph.D., Clinical Assistant Professor
Dr. Laura B. Liu, Ed.D., Assistant Professor
Dr. Lawrence Ruich, Ph.D., Clinical Assistant Professor
Dr. Stephanie Serriere, Ph.D., Professor
Dr. Crystal Walcott, Ph.D., Associate Professor

Indiana University – Northwest

Dr. Anita Benna, Associate Professor of Science Education Director of Urban Teacher Education
Dr. Terry Crowe, Associate Faculty
Dr. Lea Daniels Moore, Associate Faculty
Dr. James Daubenheyer, Associate Faculty/Student Teaching Supervisor
Dr. Dorothy Duffala, Associate Faculty/Student Teaching Supervisor
Dr. Donn Gobbie, HPER Instructor/Sports Management
Dr. Janice Grskovic, Associate Professor Emeritus
Dr. Paul Blohm, Professor Emeritus
Dr. Cheryl Hoard, Associate Faculty/Special Education
Dr. Javier Heridia, HPER Instructor/Health Education & Sports

Dr. Linda Huggy, Associate Faculty/Art Education
Dr. Eun-Joo Kim, Clinical Assistant Professor/Special Education
Dr. Glenn Lauzon, Associate Professor/Social Studies Education
Dr. Patricia Nourie, Associate Faculty/Student Teaching Supervisor
Dr. Don Pratl, HPER Instructor/Sports Management
Dr. Sharon Pratt, Assistant Professor/Literacy & Elementary Education
Dr. Sgt David Rocheleau, SFC, USA, HPER Instructor/ROTC Physical Readiness
Dr. Ken Schoon, Professor Emeritus
Dr. Andrew Shih, Student Teacher Supervisor
Dr. Vernon G. Smith, Professor/Educational Leadership
Dr. Cynthia Smith-Faught, HPER Instructor/Yoga & Meditation
Dr. Mark B. Sperling, Interim Dean
Dr. Danielle Troxell-Adams, Associate Faculty/English Education
Dr. Sheila Marie Trzcinka, Associate Faculty/Special Education & Administration
Dr. Timothy Vassar, Clinical Assistant Professor/ Director of Student Teaching & Field Placement
Dr. Sophie Walton, HPER Instructor/Fitness

Indiana University – South Bend

Dr. Hope Smith Davis, Dean School of Education
Dr. Terry Shepherd, Associate Dean, Director of Accreditation and Professor
Dr. David Freitas, Professor
Dr. Kathleen Sullivan, Learning Strategies Lecturer and Program Coordinator for U100
Dr. Tony Randles, Department of Professional Education Services, Chair
Dr. Terri Hebert, Executive Director of Teacher Preparation Programs & Associate Professor
Dr. Michelle Bakerson, Associate Professor
Dr. Sydney Beauchamp, Senior Lecturer
Dr. Ni Chang, Professor
Dr. Jean Creasbaum, Visiting Lecturer in Elementary Education
Dr. Julia Gressick, Associate Professor
Dr. Marsha Heck, Associate Professor
Dr. Dan Holm, Associate Professor
Dr. Kwadwo Okrah, Professor, Director/Center for Global Education
Dr. Una Mae Reck, Professor of Education
Dr. Jannike Seward, Assistant Professor

Indiana University Southeast

Dr. Donna Albrecht, Associate Professor
Dr. Sumreen Asim Ph.D., Assistant Professor
Dr. Faye Marsha G. Camahalan Ph.D., Professor and Dean
Dr. Dr. Sau Hou Chang Ph.D., Professor
Dr. Doyin Coker-Kolo Ph.D., Professor
Dr. Lisa Hoffman Ph.D., Associate Professor
Dr. David Sullivan Losey, Lecturer
Dr. Rachel Star Ed.D, Assistant Professor

Appendix 6: Credit Hours Required/Time To Completion, Detail

a. Required courses & degree map

M.S. in Education in Teaching, Learning, and Curriculum				
M.S.Ed. Component		Instructions	Course	Credits
TLC Core #1 Curriculum		Complete one:	EDUC J500 Instruction in the Context of the Curriculum	3
TLC Core #2 Equity for Learning		Complete one of two:	EDUC E555 Human Diversity in Education	3
			EDUC J655 Seminar in Multicultural and Global Education	
TLC Core #3 Teaching for All Learners		Complete one:	EDUC J501 Strategies for Teaching, Learning & Curriculum	3
TLC Core #4 Assessment & Evaluation		Complete one:	EDUC J502 Assessment and Evaluation	3
TLC Core #5 Inquiry		Complete one:	EDUC Y520 Strategies for Education Inquiry	3
TLC Core #6 TLC Capstone		Complete one:	EDUC J597 Teaching, Learning & Curriculum Capstone	3
TLC Tracks	I. Early Childhood Care and Education	1. Take the following 3 classes:	EDUC E506 Curriculum in Early Childhood Education	3
			EDUC E525 Advanced Curriculum in Early Childhood Education	3
			EDUC P515 Child Development	3
		2. One course selected from one of the other TLC tracks		3
	II. STEM and Arts Innovations	1. Take the following 3 classes	EDUC S504 Introduction to STEM Teaching	3
			EDUC Q528 Demonstration and Field Strategies in Science/ Making for Learning	3
			EDUC Z501 Art Methods for Non-Art Specialist Educators	3
		2. One course selected from one of the other TLC tracks		3
	III. Teacher Leadership and Instructional Coaching	1. Take the following 3 classes	EDUC J503 Teacher Leadership and Instructional Coaching	3
			EDUC A510 School Community Relations	3
			EDUC A629 Data-Informed Decision Making for School Leaders	3
		2. One course selected from one of the other TLC tracks		3
	IV. Educating Diverse Learners	1. Take the following 3 classes	EDUC W551 Education and Psychology of the Gifted & Talented	3
			EDUC K553 Classroom Management and Behavioral Support	3
			EDUC L524 Language Education Issues in Bilingual and Multicultural Education	3
		2. One course selected from one of the other TLC tracks		3