

## Curriculum and Instruction Masters Degree *Emphasis in Literacy Instruction*

This proposal would institute a second specialized track in addition to the current generalist program for the Curriculum and Instruction Masters Degree. These tracks would serve teachers who wish to include reading licensure courses in a program that addresses pedagogical issues beyond literacy. Existing programs do not meet the needs of this population.

MnSCU rules require that when tracks are added to existing programs, 30 – 50% of common course work remains. The addition of tracks must be reviewed through the host institution’s curriculum review process as well as by MnSCU. It does not, however, have to be approved by the Board of Teaching, nor are external reviewers required. This proposal would retain the required common core of course work.

The outline of required courses in the existing generalist track and the proposed specialized track is summarized in Table 1.

Table 1: Outline of Courses for a 2-Track C & I Masters Program	
generalist track	literacy track
ED 604, Education and Society (3 credits)	EECE 613, Literacy: Historical Perspectives (3 credits)
ED 670, Educational Alternatives for Learning (2)	EECE 614, Literacy in the Content Areas (3)
EECE 612, Literacy and Society (2)	EECE 615, Literacy for Children and Adolescents (3)
ED 690, Topics in Socio-Cultural Foundations of Education (3)	EECE 645, Developmental Diagnosis (3)
ED 671, Issues in Education (2)	EECE 646, Reading Clinic (2)
electives (5)	EECE 691, Administration and Supervision (2)
	elective (1)
ED 601, Psychological Foundations of Education (2)	
ED 632, Curriculum, Instruction, and Learning Theory (4)	
ED 608, Research Methods (3)	
ED 695, Special Problems (2)	
ED 699, Field Research (4)	

The 2-track approach would have a number of advantages. First, it would address the needs of elementary-grade teachers who seek reading licensure and would like to apply literacy course work to a masters degree that also includes course work in other teaching-related areas. Second, it would be of interest to school districts that seek to promote staff expertise in reading as well as in other aspects of teaching.

An additional track that includes ESL licensure is currently under consideration. A decision whether to add that track to the proposal will be made when further details of the revised ESL program become available.

I have identified 5 common core courses based on their applicability to a wide range of interests of potential masters candidates. Psychological Foundations of Education covers an enormous range of topics that are relevant to different areas of teaching, including language acquisition, learning theory, motivation, and moral development. Curriculum, Instruction, and Learning Theory covers two educational functions which provide the foundations for the expertise of the master teacher. Research Methods, Special Problems, and Field Research comprise the sequence of research courses which lead students from the study of methodology to formulation of a research topic to completion of the action research project. Action research, in which teachers select an intervention and study its effects on the learning, motivation, and behavior of students in their classroom or building, is widely regarded as an essential contribution to teachers' professional development as well as to the development of school-wide professional community in the context of school reform. Taken together, this common core of 15 credits provide a cohesive framework which can accommodate a variety of specialized teaching interests, and is thus conducive to the development of other areas of emphasis in the future.