

**BOARD OF HIGHER EDUCATION**

**REQUEST FOR COMMITTEE AND BOARD ACTION**

**COMMITTEE:** Academic Affairs

**NO:** AAC 13-30

**COMMITTEE DATE:** April 23, 2013

**BOARD DATE:** April 30, 2013

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**APPLICATION OF WESTERN GOVERNORS UNIVERSITY TO AWARD THE BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES (K-8); BACHELOR OF ARTS IN MATHEMATICS (5-9); BACHELOR OF ARTS IN MATHEMATICS (5-12); BACHELOR OF ARTS IN SCIENCE (5-9); BACHELOR OF ARTS IN SCIENCE (5-12); BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION; BACHELOR OF ARTS IN SPECIAL EDUCATION; MASTER OF ARTS IN TEACHING, ELEMENTARY EDUCATION (K-8); MASTER OF ARTS IN TEACHING, MATHEMATICS (5-12); MASTER OF ARTS IN TEACHING, SCIENCE (5-12); MASTER OF ARTS IN TEACHING, SOCIAL SCIENCE (5-12); POST-BACCALAUREATE IN TEACHER PREPARATION PROGRAM, ELEMENTARY EDUCATION (K-8); POST-BACCALAUREATE IN TEACHER PREPARATION PROGRAM, MATHEMATICS (5-12); POST-BACCALAUREATE IN TEACHER PREPARATION PROGRAM, SCIENCE (5-12); POST-BACCALAUREATE IN TEACHER PREPARATION PROGRAM, SOCIAL SCIENCE (5-12); AND MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP**

**MOVED:** The Board hereby approves the Certificates of Organization **Western Governors University** to offer the **Bachelor of Arts in Interdisciplinary Studies (K-8); Bachelor of Arts in Mathematics (5-9); Bachelor of Arts in Mathematics (5-12); Bachelor of Arts in Science (5-9); Bachelor of Arts in Science (5-12); Bachelor of Arts in Early Childhood Education; Bachelor of Arts in Special Education; Master of Arts in Teaching, Elementary Education (K-8); Master of Arts in Teaching, Mathematics (5-12); Master of Arts in Teaching, Science (5-12); Master of Arts in Teaching, Social Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Elementary Education (K-8); Post-Baccalaureate in Teacher Preparation Program, Mathematics (5-12); Post-Baccalaureate in Teacher Preparation Program, Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Social Science (5-12); and Master of Science in Educational Leadership.**

Authority: Massachusetts General Laws Chapter 69, Section 30 et seq.

Contact: Dr. Shelley Tinkham, Assistant Commissioner for Academic, P-16 and Veterans Policy

## BOARD OF HIGHER EDUCATION

### Western Governors University

**Bachelor of Arts in Interdisciplinary Studies (K-8); Bachelor of Arts in Mathematics (5-9); Bachelor of Arts in Mathematics (5-12); Bachelor of Arts in Science (5-9); Bachelor of Arts in Science (5-12); Bachelor of Arts in Early childhood Education; Bachelor of Arts in Special Education; Master of Arts in Teaching, Elementary Education (K-8); Master of Arts in Teaching, Mathematics (5-12); Master of Arts in Teaching, Science (5-12); Master of Arts in Teaching, Social Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Elementary Education (K-8); Post-Baccalaureate in Teacher Preparation Program, Mathematics (5-12); Post-Baccalaureate in Teacher Preparation Program, Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Social Science (5-12); and Master of Science in Educational Leadership**

### INTENT

The mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees online and other credentials that are credible to both academic institutions and employers. WGU, a non-profit independent out-of-state institution, is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and its education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

In keeping with this mission to address pressing societal needs with programs that produce competent graduates, the University has focused degree efforts in four curricular areas—information technology, business, teacher education, and health professions. WGU supports the building of academic programs based on needs identified within the market and thus, has determined there is need for the proposed programs. According to the *Bureau of Labor Statistics Occupational Outlook Handbook, 2010-2011 Edition*, employment for primary and secondary school educators is expected to grow by 13 percent between 2008 and 2018, which is about as fast as the average for all occupations.

The proposed baccalaureate degree ranges from a total of 122 to 136 competency units with general education requirements ranging from 36 to 44 units. The MAT programs range from 39 to 34 units, the post-baccalaureate programs range from 26 to 34 units and the Master of Science in Educational Leadership is 39 units. All of the proposed graduate and post-baccalaureate programs are designed for individuals with the appropriate undergraduate credentials.

With the exception of the Master of Arts in Educational Leadership, all proposed programs require for students to take pre-clinical observation and demonstration teaching (student teaching) and thus prepares students for initial teacher licensure. The Master of Arts in Educational Leadership includes a practicum that leads to licensure for school principals.

The intent of each of the 16 proposed programs is briefly explained below.

1. **Bachelor of Arts in Early Childhood Education** enables teacher candidates to earn a Bachelor of Arts degree and an early childhood teaching certificate.
2. **Bachelor of Arts in Interdisciplinary Studies (K-8)** enables teacher candidates to earn a Bachelor of Arts degree and a K-8 teaching certificate. .
3. **Bachelor of Arts in Mathematics (5-9)** prepares students to be licensed to teach mathematics in grades 5-9.
4. **Bachelor of Arts in Mathematics (5-12)** prepares students to be licensed to teach mathematics in grades 5-12. The program is for individuals with a considerable mathematics background.
5. **Bachelor of Arts in Science (5-9)** prepares students to be licensed to teach science in grades 5-9.
6. **Bachelor of Arts in Science (5-12)** prepares candidates for licensure in elementary or secondary school science. The program is for individuals with a considerable science background. There are four content area tracks: Biology, Chemistry, Geosciences (Earth Sciences), and Physics. Graduates of a WGU science grades 5-12 teacher preparation program will be eligible for grades 8-12 teacher certification in Massachusetts in the area(s) in which they have content specialization.
7. **Bachelor of Arts in Special Education (BASP)** leads to an initial dual licensure in Special Education (K–12) and Elementary Education (K–8) teaching certificate. The program is designed for the education and training of prospective teachers to work with students with mild/moderate disabilities in a variety of school settings, including inclusionary K–12 classrooms, resource rooms or self-contained classrooms; serve as teacher of record K–8, as well as teach all basic school subjects in the elementary education classroom (Grades 1-6). The BASP requires the successful completion of 136 credit hours; this includes 57 credits in General Education. Each student in the BASP completes two placements – one in an elementary classroom and one in a middle or secondary level resource room or inclusive classroom.
8. **Post-Baccalaureate Teacher Preparation, Elementary Education (K-8)** enables teacher candidates to earn a K-8 teaching certificate.
9. **Post-Baccalaureate Teacher Preparation, Mathematics (5-12):** prepares students to be licensed to teach mathematics in grades 5-12. Students enter this program with a baccalaureate degree with a significant background in mathematics.
10. **Post-Baccalaureate Certificate, Science (5-12)** is designed for individuals who already hold a bachelor's degree (preferably in science or a related field) and want to become a certified middle school or high school science.

11. **Post-Baccalaureate Certificate, Social Science (5-12)** is designed for individuals who want to become a certified middle school or high school social science teacher.
12. **Master of Arts in Teaching, Elementary Education (K-8)** prepares students to be licensed to teach in grades K–8 and to develop significant skills in curriculum development, design, and evaluation. Students enter this program with a significant background in education.
13. **Master of Arts in Teaching , Mathematics (5-12)** prepares students at the graduate level to be licensed to teach mathematics in grades 5-12. Students enter this program with a baccalaureate degree with a significant background in mathematics.
14. **Masters of Arts in Teaching, Science (5-12)** combines preparation for licensure as a middle school or high school science teacher with coursework to earn a master's degree. This program requires a significant background in science.
15. **Master of Arts in Teaching, Social Science (5-12)** is focused on students who have a substantial background in social science and who seeks to be become a licensed teacher in grades 5-12.
16. **Master of Science in Educational Leadership** prepares students to become licensed school principals. Academic work in this degree takes place in a case study format and includes a practicum at a school site. All students complete a capstone project in which they design and implement a data-driven improvement initiative.

## **INSTITUTIONAL OVERVIEW**

Western Governors University (WGU) was founded through a multi-state gubernatorial partnership and incorporated as a private, non-profit institution in 1999. It is an online, competency-based university with organizational headquarters in Salt Lake City, Utah. All WGU degrees are based entirely on the demonstration of competence. Each candidate must pass multiple assessments in areas of knowledge recognized as essential by U.S. institutions of higher learning. Upon passing each assessment, candidates are awarded the appropriate number of competency units (CUs); each CU is the equivalent of one semester hour of learning in the traditional university.

The University is comprised of four colleges – College of Information Technology, College of Health Professions, College of Business, and a Teachers College. It has now requested the authority to offer sixteen programs from the Teachers College in Massachusetts. These programs include: Bachelor of Arts in Special Education, Science 5-9, Science 5-12, Math 5-9, Interdisciplinary Studies K-12, Early Childhood Education, and Math 5-12; Post-Baccalaureate Certificate in Social Science 5-12, Science 5-12, Math 5-12, and Elementary Education K-8; Master of Arts in Teaching in Social Science 5-12, Science 5-12, Math 5-12, and Elementary Education K-8 and the Master of Science in Educational Leadership. As of June 2012, the University enrolled 32,000 students; almost 11,000 of them were enrolled in the Teachers College, with 62 of these students residing in Massachusetts.

All work in the proposed degree program is online with the exception of the demonstration teaching and in-classroom field experience components. Online programs and courses that require the following activities, conducted within Massachusetts, as part of the curriculum: internships, externships, clinicals, mentorships, shadowing experience, student teaching experiences, etc. are subject to Massachusetts Board of Higher Education approval. The proposed programs will require students to complete student teaching in Massachusetts; therefore, they are subject to approval.

The institution has been placing students in teacher practicum in Massachusetts, unaware of the need for prior approval by the Board of Higher Education. The institution was made aware of this requirement due to recent changes in federal regulations for institutions to demonstrate approval in every state in which they are operating and subsequently, submitted an application for approval. All of the proposed programs have been authorized by the institution's home state and have been approved by the institution's governance.

## **ACADEMIC AND RELATED MATTERS**

### *Admission for baccalaureate degrees*

- Have earned a high school diploma or GED
- Submit official transcripts of all prior academic work completed at community colleges, colleges, or universities previously attended.
- Must be at least 16 years of age
- Meet program-specific admissions requirements
- Interview with a WGU Enrollment Counselor to determine fit with WGU's expectations

Students who are seeking initial teacher licensure in a bachelor's, post-baccalaureate, or master's program must also pass a state-specific basic skills test for the state in which they live as a prerequisite to demonstration teaching (student teaching). This requirement can be met either prior to admission or before beginning the Foundations of Teaching subject area once the student has matriculated into their WGU program. In the Commonwealth of Massachusetts, WGU students can take either the state-specific basic skills test (the MTEL) or the Praxis I.

The following are requirements to be completed prior to entering the classroom for demonstration teaching.

- Submitting to a criminal background check
- Taking the Haberman Online Star Teacher Pre-screener. Teacher candidates scoring in the lowest quartile will be directed to non-certification programs leading to a bachelor's or master's degree without licensure.

**Additional requirements for entry into the B.A. Mathematics (5-9 or 5-12) program:** Show proof of having completed a college-level Pre-calculus or Calculus course with a C- or better.

**Additional requirements for entry into the B.A. Science (5-9), B.A. Science (5-12, Geosciences), B.A. Science (5-12, Biological Science) programs:** Show proof of having completed a College Algebra course as well as a Natural Science course (in Chemistry, Biology, Physics, or Geosciences) which **includes a lab** with a grade of C- or better.

**Additional requirements for entry into the B.A. Science (5-12, Chemistry), B.A. Science (5-12, Physics) programs:** Show proof of having completed a college-level Pre-calculus or Calculus course as well as a Natural Science course (in Chemistry, Biology, Physics, or Geosciences) which **includes a lab** with a grade of C- or better.

**Additional requirements for entry into the M.S. Educational Leadership program:** Submission of an essay and practicum site agreement.

*Projected Enrollment (Attachment A)*

Western Governors University target population are non-traditional students. The student population currently includes: 19% from ethnic groups that are typically underrepresented (another 14% are unknown); 41% first-generation college students; 37% with modest incomes (under \$35,000); and 22% whose lives or geographic locations (rural) do not allow them to attend traditional, campus-based colleges and 83% work full- or part-time, many with family responsibilities. Most students who are pursuing a bachelor’s degree already have some college experience and the average student age is 37.

According to data from the 2010 US Census Bureau, 24% of the Massachusetts population comprises ethnic groups that are typically underrepresented and between 2005-09, 37% had earned a bachelor’s degree or higher. The median age of Massachusetts residents is 39 years. Based upon these data, the University assumes that there exists in Massachusetts a target market that meets the characteristics of its student population.

The institution projected the following enrollment at the time of application in 2011 for all programs. For program specific enrollment, go to appendix X. Please note that some programs are not projected to have enrollment in the first four years based upon the institution enrollment indicators at the time of the application.

	1 <sup>st</sup> year	2nd year	3rd Year	4th year
<b>Total MA Enrollment (All proposed programs, FTE)</b>	122.5	147.5	180.5	226

### Current Tuition and Fee Charges

WGU treats all students as full-time and charges tuition at a flat rate regardless of the number of competency units (credit equivalents) attempted or completed by the student. The standard term is based upon a full-time enrollment of at least 12 competency units for undergraduate (bachelor's) students and 8 competency units for graduate (master's) students. Students who complete more or fewer units are charged the same tuition rates.

#### **Tuition covers:**

- All coursework attempted and completed, as well as learning resources, excluding textbooks, which are scheduled in the student's personalized degree plan.
- E-books
- All assessments (subject to guidelines for individual assessments and the number of "re-takes" allowed).
- An in-depth introduction to distance and competency-based learning: WGU's introductory assessment called *Education Without Boundaries (EWB)*.
- Ongoing advising from a dedicated mentor.

#### **Tuition Rates and General Fees (as off September, 2012):**

All Teachers College Programs:	\$2,890 per term
Library Fee:	\$145 per term
Application Fee:	\$65

#### **Special Fees:**

- **Demonstration (Student) Teaching (standard): \$1,000**  
Individuals in a Teachers College program that includes student teaching must pay a \$100 application fee, plus a \$900 demonstration teaching fee prior to their in-classroom teaching practicum.

The total cost of tuition and fees for a typical student enrolled in a baccalaureate program ranges from \$29,180 to \$30,415. The typical cost of a post- baccalaureate program is \$9,170., the proposed Master of Arts in Teaching is \$12,205 and the Master of Education in Educational Leadership is \$12,205.

### Curriculum (Attachment B)

Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of objective and performance assessments. Progress through a degree program is measured, not by classes, but by satisfactory completion of the required assessments that demonstrate mastery of the course and program competencies. Each course consists of a set of competencies that students must master; mastery is demonstrated by successful completion of course assessments. Students learn the course content

required to master the competencies at their own pace (within a 6-month term). The courses contain sequences of learning resources that contain the content of the course and the activities that should enable students to learn the material, under the direction of their course mentor. The learning resources used include textbooks, e-learning modules, study guides, simulations, virtual labs, and tutorials many of which are developed by external sources.

The student's program is defined by a personalized degree plan. The degree plan is a detailed blueprint of the learning resources and assessments that comprise the program. The length of the program depends on both the amount of new information the student needs to learn and the amount of time they plan to devote to their course work within the term.

### Demonstration Teaching (Student Teaching)

Coordinating pre-clinical experiences and the culminating demonstration teaching field experience spans multiple departments at WGU with the process beginning in the WGU Placement Office, which is located within the Assessment Department under Field Placement Services. The Placement Office has placement specialist staff dedicated to Massachusetts candidates. The placements specialists' responsibility is to understand Massachusetts rules and regulations and to make sure that candidates are placed appropriately according to their WGU program and Massachusetts licensure requirements. As candidates approach their pre-clinical experiences, they work with placement specialists to identify schools where the candidates can participate in pre-clinical experiences.

When placement specialists work with principals or designated school personnel for a placement, they explain WGU requirements for host teachers. Host teachers are expected to meet the following qualifications:

- Holds a teaching credential or license for the subject area and/or grade level being taught
- Has a minimum of 5 years teaching experience or if recommended by the district, 3 years' experience is acceptable
- Is in at least the second year of teaching at the school in which the demonstration teaching experience will occur
- Is approved by the district and principal to serve as a host teacher
- Has access to a computer with email and Internet connection for corresponding with WGU staff and for completing on-line evaluation forms

Shown below is a list of schools that the University has placed students in the past and may place students in the future.

District Name	School Name	School City	Program of Enrollment
Private School	Archbishop Williams High School	Braintree	MAT Science 5-12



Private School	St Joseph School	Medford	MAT Science 5-9
Private School	St. Joseph School	Haverhill	Post-Bacc Teach Prep Elem K-8
Private School	Eaglebrook School	Deerfield	BA Science 5-12, Physics
Brimfield	Brimfield Elementary	Brimfield	BA Interdisciplinary Studies K-8
Canton	John F Kennedy	Canton	BA Interdisciplinary Studies K-8
Everett	Everett High	Everett	BA Social Science 5-12
Foxborough	Foxborough High	Foxborough	Post-Bacc Teach Prep Science 5-12
Lincoln	Lincoln School	Lincoln	BA Interdisciplinary Studies K-8
Lynn	Cobbet Elementary	Lynn	MA Mathematics Education K-6
Nantucket	Nantucket High	Nantucket	MAT Mathematics 5-12
Natick	Lilja Elementary	Natick	BA Interdisciplinary Stud K-8
Natick	Bennett-Hemenway	Natick	BA Interdisciplinary Stud K-8
North Andover	Thomson	North Andover	Post-Bacc Teach Prep Elem K-8
Stoneham	Stoneham Middle School	Stoneham	MAT Mathematics 5-9
Winchendon	Murdock Middle/High	Winchendon	BA Math 5-9

### *Assessment*

Features of the WGU model that facilitate continuous program review are: (1) a data-driven culture wherein academic leaders and faculty regularly review data and make improvements to systems, programs, assessments, learning resources, and so forth; (2) centralized systems for housing all data; (3) data gathering and implementation procedures that are shaped to be as dynamic and timely as possible and to put essential data in the hands of decision makers; and (4) an established system of meetings and reports that facilitate continuous program review by curriculum administrators and their leaders.

The Provost and Associate Provosts guide the process of identifying a list of programs (or program components or tracks) to be developed and/or modified during the coming academic year based on the results of continuous review processes. Senior product managers gather and discuss program data and analyses with the program councils, which recommend and approve changes.

Reviews may include analyses of:

- The validity of degree structures, including domains, competencies, and objectives;
- The validity of assessments and student performance on them;
- The availability and effectiveness of learning resources;
- Student satisfaction, retention, academic progress, and graduation rates;

- Graduate success, as evidenced by performance on state and national examinations, job placement, promotion, and pay, and/or expressed satisfaction with the WGU degree; and
- Employer evaluations, where available.

As concerns emerge, WGU may also instigate a deeper program review. For example, statistics from previous assessments suggested that the Liberal Arts program needed specific improvements, which were then initiated. However, data continued to suggest that students were having difficulties. This triggered a deeper program-wide review which revealed that systemic changes in the domains and associated learning resources and assessments were all necessary to serve students because the program—which initially served only Teachers college students—now needed to support many new colleges and programs.

## **RESOURCES AND BUDGET**

### *Faculty and Staff (Attachment C)*

The president and CEO serves as the chief executive of the University. Working directly under the president are eight vice presidents including the provost and academic vice president. The provost and academic vice president in turn supervises five associate provosts who oversee specific units within the University: Compliance and Accreditation (including the Teachers College); Degree Development; Student Mentoring; Academic Services; and Assessment.

The associate provost of compliance and accreditation supervises personnel within the Teacher Licensure and Teacher Success departments, and co-supervises product management personnel with the associate provost of Degree Development. Senior product managers oversee Liberal Arts (general education) and Teacher Education program requirements, who in turn supervise product managers who oversee individual programs including the proposed programs.

The University's unique mission as a competency-based institution and its commitment to an executive management system leads to faculty roles, structures, and processes different from those at institutions with missions that are more traditional. At WGU, the core faculty comprises five groups—University and Program Councils, Administrative Faculty, Program and Product Managers, Mentors (Student and Course), and Evaluators. Together, these groups share oversight responsibility for the quality and content of the curriculum and instruction. The titles of professor, associate professor, assistant professor, or lecturer do not exist. Faculty descriptions are as follows:

*Student mentor* serves a critical advising and support role for student success. Mentors do not teach courses, but they are students' primary source of information about program operation, and about the policies and procedures of the university. Mentors counsel their assigned students in understanding expectations and overcoming obstacles to ensure success. A minimum of a master's degree in a related field is required, along with three years related professional experience in a related field.

*Course mentor* serves as the subject matter expert in the course(s) of study assigned and provides academic support to students enrolled in those respective courses of study. The course mentor reports to his/her assigned Program Manager of the College. A PhD in an appropriate area of expertise is preferred. A Master's degree and relevant industry experience may substitute for a terminal degree. The course mentor is the *instructional* faculty member.

*Program manager* works closely with other members of the WGU management team and reports to the Associate Provost, Student Mentoring. They lead ongoing team and program specific training in a distributed environment for all employees. They work 40 hours per week. A bachelor's degree is required.

*Product manager* is responsible for their individual programs. They must have graduate degrees in the discipline they coordinate. They are also expected to have a terminal degree in a discipline that is functionally related.

*Senior product manager* is responsible for leading teams of product managers. They possess all the qualifications of a product manager and must have a minimum of five years of higher education experience and must possess a terminal degree.

*University and program council faculty* must possess a terminal degree and oversee curriculum areas.

*Administrative faculty* are responsible for providing leadership in one or more areas within academic affairs. They must possess a terminal degree and significant higher education experience.

In addition to the above, *evaluators* (also faculty) are employed almost exclusively on a part-time basis to grade all assessments used in the courses of study.

Student mentors and course mentors are the faculty who deal most closely with students in courses of study. Their functions are advisement, teaching, and support for the program and material for each course of study that has been developed by program and product managers. Student mentors and course mentors do not grade any assessments and generally are not involved with course of study design and development.

WGU attends to matters of governance using an executive management structure. The university does not operate using a shared governance model common among postsecondary institutions. Instead, it is the responsibility of WGU's senior leadership team members to involve all faculty members in university decision-making processes and to then make decisions that will guide the organization's operations. As such, bodies such as a faculty senate do not exist at WGU and formal, standing committees are few in number. Rather faculty members participate in governance and fulfill their curriculum responsibilities through a variety of formal arrangements and methods, including: the university's disaggregated curriculum development approach; a small team organizational framework; discipline- and functional- specialization; collaboration across functional units; recurring faculty development meetings; and faculty focus groups.

## Facilities and Library and Information Technologies

### *Online learning platform*

The University has created its own Learning Management System (LMS) in order to meet the unique needs of its program delivery system, where students start and complete courses on a continual basis. Supporting the course design within the LMS is software for course authoring and for reporting analytics. An integral part of the students' course is the ePortfolio system (Task Stream); it is here where they submit their non-objective assessments for evaluation.

The University contracts with a variety of vendors to provide services to support students electronically. Services include online tutoring, counseling, and career services. The University also has contracts with several vendors to obtain digital learning resources, including e-texts, articles, and videos. There is a 24-7 Help Desk service, which is staffed by WGU employees.

WGU requires that the students' objective assessments be proctored to ensure academic integrity. The facility in Salt Lake City houses a small testing center for local students. All other students (except those on dial-up systems) are required to use an electronic biometric monitoring system while taking their assessments. Students are given a camera upon matriculation and given instructions on how to complete their work using this system. WGU contracts with Kryterion Incorporated for these services, which includes the monitoring of students while taking their assessments.

The Information Technology department has approximately 65 members on staff.

### *Library Resources*

The University contracts with Jones eLibrary Inc. to supply students with 24-7 access to digital access to full-text databases that are relevant to their profession. These databases include FirstSearch, Academic Search Complete, ABI/Inform, CINAHL Plus, and Select, Gale opposing Viewpoints, ERIC, and Wilson Select Plus. Students have access to e-texts through E-brary, a subscription E-book provider that offers over 50,000 full-text e-books, along with access to Books 24.7 with an additional 12,000 full-text e-books. Textbooks and access to articles not found within these full-text databases can be requested through interlibrary loan services through the Michigan Information Transfer Source and have these items shipped to them. The library also offers e-reserve services that provide mentors with the ability to post additional articles and texts. There is an Ask-A-Librarian chat feature found on the library home page. The service, provided through the agreement with Jones eLibrary is available to students 24-7. Students also have the ability to call or email for assistance.

Students access the WGU Library through the MyWGU student portal. WGU students receive initial training in library usage during the University's introductory Education without Boundaries Orientation (EWB) experience. The Center for Writing Excellence Students have access to tutorials covering aspects of the library services that are specific to the functionality of the WGU library site itself, including some created by the

database vendors. The WGU channel also has a number of videos, which focus on the library and its resources. These tutorials are aimed at helping students acquire broader information literacy skills—including performing scholarly research, examining sources, and developing advanced search skills.

### *Licensure*

WGU created a database of national, professional, and state teacher standards. WGU staff members maintain the database, continuously tracking and adding new and revised state/national standards. This database gives the institution the ability to incorporate state and professional standards into our various curricula, and thus ensure that all candidates have formalized learning opportunities rooted in their own state's standards, as well as in teacher education best practices. The institution's education programs are NCATE approved and thus, are recognized by the Massachusetts Department of Elementary and Secondary Education for educator licensure. Furthermore, the visiting committee which evaluated the institution included a member from the Massachusetts Department of Elementary and Secondary Education.

### *Fiscal (Attachment D)*

The University does not budget for individual programs but the expenditures of the proposed program will be met through the Teachers College budget.

## **EXTERNAL REVIEW AND INSTITUTIONAL RESPONSE**

The proposed programs were reviewed by a committee comprised of members: Michael E. Adams, SUNY Distinguished Professor Emeritus, State University of New York New Paltz; Mario Borunda, Dean, School of Educational Leadership & Change, Fielding Graduate University; Cleti Cervoni, Chair, Childhood Education Department, Salem State University; Brian Devine, Representative, Educator Licensure & Proprietary Schools, Massachusetts Department of Elementary & Secondary Education; Karen Muncaster, Vice President, Professional & Continuing Education; The Boston Architectural College and Anthony G. Picciano, Professor and Executive Officer, PhD Program in Urban Education, City University of New York.

The committee reviewed Western Governors University written proposal submitted to the Massachusetts Department of Higher Education to offer the proposed degrees and directly communicated with University administration, faculty, staff, and students during a site visit held at its institutional headquarters in Salt Lake City, Utah on June 28 – 30, 2012. Additional documents were also provided to the committee by the University at this time.

The committee reviewed the institution's ability to offer and support the proposed program in the context of its faculty, equipment, financial organization, leadership and other factors as mandated by standards currently utilized by the *Independent Institutions of Higher Education Standards, 610 CMR 2.07*. For this review, the appropriate criteria found within the 610 CMR 2.07 standards include: mission; planning and evaluation; organization and governance; academic programs and instruction; faculty; student services; financial resources; public disclosure; physical resources; library and other informational resources; and additional criteria for out-of-state institutions operating in Massachusetts.

While recognizing the non-traditional faculty model employed by the University, the visiting committee had concerns about faculty, including participation in governance, academic freedom, and quality. The visiting committee made the following recommendations:

- *Provide written documentation of the processes by which faculty participate in governance and curricular development.*
- *Review the staffing of the Master of Science in Educational Leadership program to expand the number of faculty personnel assigned. At the time of the site visit there was one full-time faculty member and a reported enrollment of 500 students.*
- *Document how the institution will meet Massachusetts required percentages of doctorally-qualified faculty teaching in its master's programs.*
- *Provide documentation that verifies how workload is determined and how faculty are informed of their workload that includes the maximum number of students they are expected to teach and a definition of how many hours in a work week they are expected to work, including the number of hours of student contact.*
- *Submit faculty contracts stipulating a period of time of employment, as required by the 610 CMR.*

### *Response*

The institution responded thoroughly and substantively to the visiting committee concerns, providing the following specific responses:

- The institution clarified its organizational and faculty structure, providing examples of instructional faculty's involvement in governance and curricular design and developed the following policy statement for placement in the employee/faculty handbook:
  - "It is the Policy of Western Governors University (WGU) that all members of the Faculty participate in Governance and, along with that, in curriculum development. In particular, Faculty members have opportunities to participate in governance and curriculum development through service on such bodies as the Institutional Review Board, the Academic Standards Committee and institutional policy-making task forces and formal, annual strategy-setting meetings. Additionally, although WGU employs an unbundled faculty model, the Faculty as a whole, including course mentors and administrative faculty, own the curriculum in the same way that traditional instructional faculty own their own curriculum in more traditionally structured institutions. More specifically, our curriculum, which is the sum of all our Courses of Study and Assessments, is owned, as a whole, by all Course Mentors and Administrative Faculty."

- The institution clarified the maximum number of student contact hours in its response to the visiting committee. On average, course mentors work a 40-45 hour work week and can expect to hold 35-45 one-half hour student appointments each week; 3 hours of live webinars; and attend 3 hours of faculty meetings, including internal professional development trainings. Thus, the total number of hours of student contact is, on average, 23 hours per week. Faculty are informed of their workload (40-45 hours per week, including 23 hours per week, on average, of student contact) when hired.
- The institution clarified that of the 34 instructional faculty hired to teach in the graduate programs, 82% had terminal degrees. Moving forward, all faculty appointments will hold doctoral degrees in fields related to their area and will have school-based experience as teacher educators.
- The institution added three additional course mentors to the educational leadership program and clarified that the enrollment is now 300 not 500 as originally reported by the institution.
- The institution developed faculty contracts and Department's general counsel and staff reviewed the updated contract and found it sufficient to meet the standards contained in the 610 CMR. The Visiting Committee was informed of this finding.

After reviewing the institution's response, the visiting committee determined that the institution meets the minimal standards contained in the 610 CMR for Board approval.

### **PUBLIC HEARING**

The required public hearing will be held on April 22, 2013 at the Department of Higher Education, located at One Ashburton Place in Boston, Massachusetts.

### **STAFF RECOMMENDATION**

After a thorough evaluation of all documentation submitted, staff is satisfied that the proposal of Western Governors University to offer the Bachelor of Arts in Interdisciplinary Studies (K-8); Bachelor of Arts in Mathematics (5-9); Bachelor of Arts in Mathematics (5-12); Bachelor of Arts in Science (5-9); Bachelor of Arts in Science (5-12); Bachelor of Arts in Early childhood Education; Bachelor of Arts in Special Education; Master of Arts in Teaching, Elementary Education (K-8); Master of Arts in Teaching, Mathematics (5-12); Master of Arts in Teaching, Science (5-12); Master of Arts in Teaching, Social Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Elementary Education (K-8); Post-Baccalaureate in Teacher Preparation Program, Mathematics (5-12); Post-Baccalaureate in Teacher Preparation Program, Science (5-12); Post-Baccalaureate in Teacher Preparation Program, Social Science (5-12); and Master of Science in Educational Leadership meets the requirements set forth in 610 CMR 2.07 in the Degree Granting Regulations for Independent Institutions of Higher Education. Recommendation is for approval.

## Attachment A: PROGRAM ENROLLMENT PROJECTIONS

Enrollment projections for the proposed program have been made based on the following assumptions:

- 2<sup>nd</sup> year assumes no drops or grads
- 3<sup>rd</sup> year assumes 1 drop or grad
- 4<sup>th</sup> year assumes no drops or grads
- Growth is based on a 25% annual growth rate

### Bachelor of Arts in Interdisciplinary Studies (K-8)

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	5	6.25	7.75	9.75
Continuing Full Time	13	16.25	20.25	25.25
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	18	22.5	28	35

### Bachelor of Arts in Early Childhood Education

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	6	7.5	9.25	11.5
Continuing Full Time	6	7.5	9.25	11.5
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	12	15	18.5	23

### Bachelor of Arts in Mathematics (5-9)

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	1	1
Continuing Full Time	0	0	0	1
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	1	2

### Bachelor of Arts in Science (5-9)

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	1	1
Continuing Full Time	0	0	0	1
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	1	2

### Bachelor of Arts in Science (5-12)

Biology Track	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	1	1
Continuing Full Time	0	0	0	1
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	1	2

Chemistry Track	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	1



Continuing Full Time	0	0	0	0
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	0	1

Geosciences Track	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	2	2.5	3	3.75
Continuing Full Time	2	2.5	3	3.75
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	4	5	6	7.5

Physics Track	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	0
Continuing Full Time	2	2.5	3	3.75
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	2	2.5	3	3.75

**Bachelor of Arts in Special Education**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	8.25	10.25	12.75	16
Continuing Full Time	8	10	12.5	15.5
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	16.25	20.25	25.25	31.5

**Bachelor of Arts in Mathematics (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	.25	1	.25
Continuing Full Time	2	2	1	2
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	2	2.25	2	2.25

**Master of Arts in Teaching, Elementary Education (K-8)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	1	1
Continuing Full Time	0	0	0	1
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	1	2

**Master of Arts in Teaching, Mathematics (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	1	1.25	1.5	2
Continuing Full Time	1	1.25	1.5	2
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	2	2.5	3	4

**Master of Arts in Teaching, Science (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	1
Continuing Full Time	0	0	0	0
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	0	1

**Master of Arts in Teaching, Social Science (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	1
Continuing Full Time	0	0	0	0
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	0	1

**Master of Science in Educational Leadership**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	0
Continuing Full Time	1	1.25	1.5	2
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	1	1.25	1.5	2

**Post-Baccalaureate in Teacher Preparation Program, Elementary Education (K-8)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	1	1.25	1.5	2
Continuing Full Time	1	1.25	1.5	2
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	2	2.5	3	4

**Post-Baccalaureate in Teacher Preparation Program, Mathematics (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	1
Continuing Full Time	0	0	0	0
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	0	1

**Post-Baccalaureate in Teacher Preparation Program, Science (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	0	1
Continuing Full Time	0	0	0	0
New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	0	1

**Post-Baccalaureate in Teacher Preparation Program, Social Science (5-12)**

	1 <sup>st</sup> year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> year
New Full Time	0	0	1	1
Continuing Full Time	0	0	0	1

New Part Time	0	0	0	0
Continuing Part Time	0	0	0	0
Totals	0	0	1	2

## ATTACHMENT B: Curriculum Outlines

### *Bachelor of Arts in Early Childhood Education*

<b><i>Distribution of General Education Requirements</i></b>		
<b><i>General Education Courses (Total # courses required = 21 )</i></b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages (10)</b>		<b>26</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
BBC1	Communications Foundations	2
BCC1	Health, Fitness, and Wellness	4
LAE1	Language and Communication: Essay	2
QBT1	Language and Communication: Research	3
LUT1	Language and Communication: Presentation	2
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LCC1	Survey of Literature	3
LCT1	Survey of Literature: Analysis and Interpretation	3
CLC1	Reasoning and Problem Solving	3
<b>Mathematics and the Natural and Physical Sciences (6)</b>		<b>20</b>
AGC1	Foundations of College Mathematics	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Applications	4
<b>Social Sciences (6)</b>		<b>8</b>

SSC1	General Education Social Science	1
SST1	General Education Social Science: Analysis and Applications	2
BZC1	United States Constitution	3
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
<b>Sub-Total General Education Credits</b>		<b>54</b>
<b>Required (Core) Courses in the Major (Total # courses required = 23)</b>		
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
EMC1	Professional Practice in Early Childhood Education Integration	3
EMT1	Professional Practice in Early Childhood Education Application	2
EEC1	Promoting Development and Learning in Early Childhood Education	2
EET1	Promoting Development and Learning in Early Childhood Application	3
EKC1	Observation and Assessment Integration	3
HUT1	Observation and Assessment Application	2
AHC1	Contexts of Learning Integration	4
AHT1	Contexts of Learning Application	4
AUC1	Teaching and Learning: Literacy Integration	4
AUT1	Teaching and Learning: Literacy Application	3
AVC1	Teaching and Learning: Early Childhood Math and Science Integration	2
AVT1	Teaching and Learning: Early Childhood Math and Science Application	2
AXC1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration	2
AXT1	Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application	2
AIA1	Pre-clinical Experiences	3
FVA1	Supervised Teaching Practicum, Observations 1 and 2	3
FVA3	Supervised Teaching Practicum, Observation 3 and Midterm	3
FVA5	Supervised Teaching Practicum, Observations 4 and 5	3
FVA7	Supervised Teaching Practicum, Observation 6 and Final	3
FVT1	Cohort Seminar in Early Childhood Education	3

<b>Curriculum Summary</b>	
<b>Total Number of Courses Required for the Degree</b>	<b>44</b>
<b>Total Credit Hours Required for Degree</b>	<b>122</b>

**Bachelor of Arts in Mathematics (5-9)**

<b>Orientation Course (required before program)</b>		
EWB2	Education Without Boundaries	
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 17)</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>22</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
BBC1	Communications Foundations	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Research	3
QBT1	Language and Communication: Presentation	2
CLC1	Reasoning and Problem Solving	3
LCC1	Survey of Literature	3
LTT1	Survey of Literature: Analysis and Interpretation	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
<b>Mathematics and the Natural and Physical Sciences</b>		<b>14</b>

AGC1	Foundations of College Mathematics	3
ROT1	Pre-Calculus	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Applications	4
<b>Social Sciences</b>		<b>9</b>
SSC1	General Education Social Science	2
SST1	General Education Social Science: Analysis and Applications	1
BZC1	United States Constitution	3
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>45</b>
<b>Required (Core) Courses in the Major (Total # courses required = 24)</b>		
QTT1	Finite Mathematics	2
RQT1	Probability and Statistics I	3
QJT1	Calculus I	3
QPT1	College Geometry	3
QOT1	College Algebra	3
CYV1	Middle School Mathematics: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DOT1	Specific Teaching Practices: Mathematics Teaching Topics	1
DMT1	Specific Teaching Practices: Mathematics History and Contributions	2
DGT1	Specific Teaching Practices: Mathematics Technology	2
AYC1	Specific Teaching Practices: Mathematics Pedagogy	1
EXT1	Cohort Seminar in Mathematics	3

EXA1	Supervised Teaching Practicum—Mathematics: Observations 1 & 2	3
EXA3	Supervised Teaching Practicum—Mathematics: Observation 3 & Midterm	3
EXA5	Supervised Teaching Practicum—Mathematics: Observations 4 & 5	3
EXA7	Supervised Teaching Practicum—Mathematics: Observation 6 & Final	3
EWT1	Professional Portfolio in Mathematics	6
<b>Sub-Total Core Course Credits</b>		<b>77</b>
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>41</b>
<b>Total Credit Hours Required for Degree</b>		<b>122</b>

***Bachelor of Arts in Interdisciplinary Studies (K-8)***

<b><i>Distribution of General Education Requirements</i></b>		
<b><i>General Education Courses (Total # courses required = 22 )</i></b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages (10)</b>		<b>26</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
BBC1	Communications Foundations	2
BCC1	Health, Fitness, and Wellness	4
LAE1	Language and Communication: Essay	2
QBT1	Language and Communication: Research	3
LUT1	Language and Communication: Presentation	2
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LCC1	Survey of Literature	3
LCT1	Survey of Literature: Analysis and Interpretation	3
CLC1	Reasoning and Problem Solving	3
<b>Mathematics and the Natural and Physical Sciences (6)</b>		<b>20</b>



AGC1	Foundations of College Mathematics	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Applications	4
<b>Social Sciences (6)</b>		<b>11</b>
SSC1	General Education Social Science	1
SST1	General Education Social Science: Analysis and Applications	2
BZC1	United States Constitution	3
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>57</b>
<b>Required (Core) Courses in the Major (Total # courses required = 19)</b>		
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
EAT1	Literacy and Elementary Reading	3
ELT1	Literacy and Elementary Language Arts and Handwriting	2
EFT4	Specific Teaching Practices: Math and Science	3
EHT4	Specific Teaching Practices: Health, VPA and Social Studies	3
ELO4	Specific Teaching Practices: Elementary Education Integration	3
DCS4	Cohort Seminar	3

STT1	Supervised Teaching Practicum, Observations 1 and 2	3
SUT1	Supervised Teaching Practicum, Observation 3 and Midterm	3
SVT1	Supervised Teaching Practicum, Observations 4 and 5	3
SWT1	Supervised Teaching Practicum, Observation 6 and Final	3
POP4	Professional Portfolio	6
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>41</b>
<b>Total Credit Hours Required for Degree</b>		<b>122</b>

***Bachelor of Arts in Science (5-9)***

	<b>Orientation Course (required before program)</b>	
EWB2	Education Without Boundaries	
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 15 )</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>19</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
AGC1	Foundations of College Mathematics	3
BBC1	Communications Foundations	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Presentation	2
QBT1	Language and Communication: Research	3
CLC1	Reasoning and Problem Solving	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
<b>Mathematics and the Natural and Physical Sciences</b>		<b>11</b>

QOT1	College Algebra	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Application	4
<b>Social Sciences</b>		<b>9</b>
SSC1	General Education Social Sciences	1
SST1	General Education Social Science: Analysis and Applications	2
BZC1	United States Constitution	3
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>39</b>
<b>Required (Core) Courses in the Major (Total # courses required = 21)</b>		
QNT1	General Chemistry	5
RJT1	Principles of Biology	5
QQT1	Earth and Space Science	5
RNT1	General Physics	5
DBV1	Middle School Science: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DEC1	Specific Teaching Practices: Science Pedagogy	2
DET1	Specific Teaching Practices: Science	4
DQT1	Cohort Seminar in Science	3
DQA1	Supervised Teaching Practicum—Science: Observations 1 & 2	3
DQA3	Supervised Teaching Practicum— Science: Observation 3 & Midterm	3
DQA5	Supervised Teaching Practicum— Science: Observations 4 & 5	3
DQA7	Supervised Teaching Practicum— Science: Observation 6 & Final	3

DRT1	Professional Portfolio in Science	6
<b>Sub-Total Core Course Credits</b>		<b>83</b>
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>36</b>
<b>Total Credit Hours Required for Degree</b>		<b>122</b>

**Bachelor of Arts in Science, 5-12**

**BA in Science (5-12, Bio)**

	<b>Orientation Course (required before program)</b>	
EWB2	Education Without Boundaries	
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 17 )</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>19</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
AGC1	Foundations of College Mathematics	3
BBC1	Communications Foundations	2
CLC1	Reasoning and Problem Solving	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Presentation	2
QBT1	Language and Communication: Research	3
<b>Mathematics and the Natural and Physical Sciences</b>		<b>11</b>
QOT1	College Algebra	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Application	4
<b>Social Sciences</b>		<b>11</b>

SSC1	General Education Social Sciences: Analysis and Applications	2
SST1	General Education Social Sciences	1
BZC1	United States Constitution	3
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>41</b>
<b>Required (Core) Courses in the Major (Total # courses required = 20)</b>		
QNT1	General Chemistry	5
RJT1	Principles of Biology	5
QXT1	Interdisciplinary Biological Sciences	6
DBV1	Biology: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DEC1	Specific Teaching Practices: Science Pedagogy	2
DET1	Specific Teaching Practices: Science	4
DST1	Cohort Seminar in Science	3
DSA1	Supervised Teaching Practicum—Science: Observations 1 & 2	3
DSA3	Supervised Teaching Practicum— Science: Observation 3 & Midterm	3
DSA5	Supervised Teaching Practicum— Science: Observations 4 & 5	3
DSA7	Supervised Teaching Practicum— Science: Observation 6 & Final	3
DTT1	Professional Portfolio in Science	6
<b>Sub-Total Core Course Credits</b>		<b>79</b>
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>37</b>

<b>Total Credit Hours Required for Degree</b>	<b>120</b>
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**BA in Science (5-12, Chem)**

	<b><i>Orientation Course (required before program)</i></b>	
EWB2	Education Without Boundaries	
<b><i>Distribution of General Education Requirements</i></b>		
<b><i>General Education Courses (Total # courses required = 15 )</i></b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>19</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
AGC1	Foundations of College Mathematics	3
BBC1	Communications Foundations	2
CLC1	Reasoning and Problem Solving	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Presentation	2
QBT1	Language and Communication: Research	3
<b>Mathematics and the Natural and Physical Sciences</b>		<b>11</b>
ROT1	Pre-Calculus	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Application	4
<b>Social Sciences</b>		<b>9</b>
SSC1	General Education Social Sciences: Analysis and Applications	2
SST1	General Education Social Sciences	1
BZC1	United States Constitution	3
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>39</b>
<b>Required (Core) Courses in the Major (Total # courses required = 24)</b>		
QJT1	Calculus I	3
QNT1	General Chemistry	5
BVT1	Physical Chemistry	3

BWT1	Inorganic Chemistry	3
AIT1	Organic Chemistry	3
GRT1	Biochemistry	3
GST1	Geochemistry	2
DCV1	Chemistry: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DEC1	Specific Teaching Practices: Science Pedagogy	2
DET1	Specific Teaching Practices: Science	4
DUT1	Cohort Seminar in Science	3
DUA1	Supervised Teaching Practicum—Science: Observations 1 & 2	3
DUA3	Supervised Teaching Practicum— Science: Observation 3 & Midterm	3
DUA5	Supervised Teaching Practicum— Science: Observations 4 & 5	3
DUA7	Supervised Teaching Practicum— Science: Observation 6 & Final	3
DVT1	Professional Portfolio in Science	6
<b>Sub-Total Core Course Credits</b>		<b>85</b>
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>39</b>
<b>Total Credit Hours Required for Degree</b>		<b>124</b>

**BA in Science (5-12, Geo)**

	<b>Orientation Course (required before program)</b>	
EWB2	Education Without Boundaries	
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 17 )</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>19</b>

<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
AGC1	Foundations of College Mathematics	3
BBC1	Communications Foundations	2
CLC1	Reasoning and Problem Solving	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Presentation	2
QBT1	Language and Communication: Research	3
<b>Mathematics and the Natural and Physical Sciences</b>		<b>11</b>
QOT1	College Algebra	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Application	4
<b>Social Sciences</b>		<b>11</b>
SSC1	General Education Social Sciences: Analysis and Applications	2
SST1	General Education Social Sciences	1
BZC1	United States Constitution	3
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>39</b>
<b>Required (Core) Courses in the Major (Total # courses required = 20)</b>		
QNT1	General Chemistry	5
QQT1	Earth and Space Science	5
QYT1	Interdisciplinary Geosciences	6
DDV1	Earth Science: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6



EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DEC1	Specific Teaching Practices: Science Pedagogy	2
DET1	Specific Teaching Practices: Science	4
DWT1	Cohort Seminar in Science	3
DWA1	Supervised Teaching Practicum—Science: Observations 1 & 2	3
DWA3	Supervised Teaching Practicum— Science: Observation 3 & Midterm	3
DWA5	Supervised Teaching Practicum— Science: Observations 4 & 5	3
DWA7	Supervised Teaching Practicum— Science: Observation 6 & Final	3
DYT1	Professional Portfolio in Science	6
<b>Sub-Total Core Course Credits</b>		
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>37</b>
<b>Total Credit Hours Required for Degree</b>		<b>120</b>

#### BA in Science (5-12, Physics)

<b>Orientation Course (required before program)</b>		
EWB2	Education Without Boundaries	
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 15 )</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>19</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
AGC1	Foundations of College Mathematics	3
BBC1	Communications Foundations	2
CLC1	Reasoning and Problem Solving	3
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LAE1	Language and Communication: Essay	2
LUT1	Language and Communication: Presentation	2
QBT1	Language and Communication: Research	3
<b>Mathematics and the Natural and Physical Sciences</b>		<b>11</b>
ROT1	Pre-Calculus	3
INC1	Integrated Natural Sciences	4

INT1	Integrated Natural Sciences: Application	4
<b>Social Sciences</b>		<b>9</b>
SSC1	General Education Social Sciences: Analysis and Applications	2
SST1	General Education Social Sciences	1
BZC1	United States Constitution	3
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>39</b>
<b>Required (Core) Courses in the Major (Total # courses required = 23)</b>		
QNT1	General Chemistry	5
QJT1	Calculus 1	3
BYT1	Physics: Mechanics	3
BZT1	Physics: Waves and Optics	3
DPT1	Physics: Electricity and Magnetism	3
FWT1	Modern Physics	3
DAV1	Physics: Content Knowledge	6
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DEC1	Specific Teaching Practices: Science Pedagogy	2
DET1	Specific Teaching Practices: Science	4
DUT1	Cohort Seminar in Science	3
DUA1	Supervised Teaching Practicum—Science: Observations 1 & 2	3
DUA3	Supervised Teaching Practicum— Science: Observation 3 & Midterm	3
DUA5	Supervised Teaching Practicum— Science: Observations 4 & 5	3
DUA7	Supervised Teaching Practicum— Science: Observation 6 & Final	3
DVT1	Professional Portfolio in Science	6
<b>Sub-Total Core Course Credits</b>		<b>83</b>
<b>Curriculum Summary</b>		

<b>Total Number of Courses Required for the Degree</b>	<b>38</b>
<b>Total Credit Hours Required for Degree</b>	<b>122</b>

***Bachelor of Arts in Special Education***

<b><i>Distribution of General Education Requirements</i></b>		
<b><i>General Education Courses (Total # courses required = 22 )</i></b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages (10)</b>		<b>26</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
BBC1	Communications Foundations	2
BCC1	Health, Fitness, and Wellness	4
LAE1	Language and Communication: Essay	2
QBT1	Language and Communication: Research	3
LUT1	Language and Communication: Presentation	2
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
LCC1	Survey of Literature	3
LCT1	Survey of Literature: Analysis and Interpretation	3
CLC1	Reasoning and Problem Solving	3
<b>Mathematics and the Natural and Physical Sciences (6)</b>		<b>20</b>

AGC1	Foundations of College Mathematics	3
QLC1	Quantitative Literacy: College Algebra, Measurement and Geometry	3
QMC1	Quantitative Literacy: Statistics, Probability and Problem Solving	3
QLT1	Quantitative Literacy: Quantitative Problem Solving and Applications	3
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Applications	4
<b>Social Sciences (6)</b>		<b>11</b>
SSC1	General Education Social Science	1
SST1	General Education Social Science: Analysis and Applications	2
BZC1	United States Constitution	3
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>57</b>
<b>Required (Core) Courses in the Major (Total # courses required = 20)</b>		
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
PX53	Introduction to Special Education, Law and Legal Issues	7
PX52	Psychoeducational Assessment Practices and IEP Development/Implementation	7
PX7X	Behavioral Management and Collaboration	4
PX42	Instructional Models and Design, Supervision and Culturally Response Teaching	7
EAT1	Literacy and Elementary Reading	3
ELT1	Literacy and Elementary Language Arts and Handwriting	2
EFT4	Specific Teaching Practices: Math and Science	3

EHT4	Specific Teaching Practices: Health, VPA and Social Studies	3
ELO4	Specific Teaching Practices: Elementary Education Integration	3
FKT1	Cohort Seminar in Special Education	3
FKA1	Supervised Teaching Practicum, Elementary, Observations 1 and 2	3
FKA3	Supervised Teaching Practicum, Elementary, Observations 3 and Midterm	3
FKA5	Supervised Teaching Practicum, Special Education Observations 4 and 5	3
FKA7	Supervised Teaching Practicum, Special Education Observations 6 and Final	3
FLT1	Professional Portfolio in Elementary and Special Education	7
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>42</b>
<b>Total Credit Hours Required for Degree</b>		<b>136</b>

***Bachelor of Arts in Mathematics (5-12)***

<b>Orientation Course (Required in all programs)</b>		
EWB2	Education Without Boundaries	2
<b>Distribution of General Education Requirements</b>		
<b>General Education Courses (Total # courses required = 19)</b>		<b>Competency Units (Credits)</b>
<b>Arts and Humanities, including Literature and Foreign Languages</b>		<b>12</b>
<b>Course Number</b>	<b>Course Title</b>	<b>CU</b>
BBC1	Communications Foundations	2
LAE1	Language and Communication: Essay	2
LAT1	Language and Communication: Research	2
LUT1	Language and Communication: Presentation	2
IWC1	Literature, Arts, and the Humanities	2
IWT1	Literature, Arts, and the Humanities: Analysis and Interpretation	2
<b>Mathematics and the Natural and Physical Sciences</b>		<b>17</b>

BAC1	Foundations of College Mathematics	2
GCC1	Pre-Calculus	2
GCT1	Pre-Calculus Applications	1
GFC1	Calculus I	2
GFT1	Calculus I Applications	2
INC1	Integrated Natural Sciences	4
INT1	Integrated Natural Sciences: Applications	4
<b>Social Sciences</b>		<b>9</b>
SSC1	General Education Social Science	2
SST1	General Education Social Science: Analysis and Applications	1
AZC1	United States Constitution	1
GKE1	Themes in U.S. and World History	1
GKT1	Applications in U.S. and World History	1
FHT4	Human Development and Learning	3
<b>Sub-Total General Education Credits</b>		<b>38</b>
<b>Required (Core) Courses in the Major (Total # courses required = 33)</b>		
GEC1	Probability and Statistics I	1
GET1	Probability and Statistics I Applications	2
GGC1	Calculus II	2
GGT1	Calculus II Applications	2
HWC1	Calculus III and Analysis	2
HWT1	Calculus III and Analysis Applications	2
GHC1	Linear Algebra	2
GHT1	Linear Algebra Applications	2
GDC1	College Geometry	1
GDT1	College Geometry Applications	2
HXC1	Probability and Statistics II	2
HXT1	Probability and Statistics II Applications	2

HYC1	Abstract Algebra	2
HYT1	Abstract Algebra Applications	2
HZT1	Mathematical Modeling and Connections	4
FST4	Schools and Society	3
FDT4	Diversity and Inclusion	3
FCT4	Classroom Management	3
FTT4	Testing	3
FTC4	Foundations of Teaching Practice Integration	6
EIT4	Instructional Planning & Strategies	3
ETT4	Instructional Presentation & Follow Up	6
EIO4	Instructional Planning, Strategies, and Presentation Integration	3
DOT1	Specific Teaching Practices: Mathematics Teaching Topics	1
DMT1	Specific Teaching Practices: Mathematics History and Contributions	2
DGT1	Specific Teaching Practices: Mathematics Technology	2
AYC1	Specific Teaching Practices: Mathematics Pedagogy	1
EYT1	Cohort Seminar in Mathematics	3
EYA1	Supervised Teaching Practicum—Mathematics: Observations 1 & 2	3
EYA3	Supervised Teaching Practicum—Mathematics: Observation 3 & Midterm	3
EYA5	Supervised Teaching Practicum—Mathematics: Observations 4 & 5	3
EYA7	Supervised Teaching Practicum—Mathematics: Observation 6 & Final	3
EZT1	Professional Portfolio in Mathematics	6
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>53</b>
<b>Total Credit Hours Required for Degree</b>		<b>127</b>

**Post-Bac Teacher Prep Social Science 5-12**

<b>Required (Core) Courses in the Major (Total # courses required = 9)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2

SPA2	Social Science Pedagogy	2
FJA2	Supervised Teaching Practicum Social Science, Observations 1, 2 and 3	3
FJA4	Supervised Teaching Practicum Social Science, Midterm, Observations 4 and 5	3
FJA6	Supervised Teaching Practicum Social Science, Observation 6 and Cohort Seminar	3
FJT2	Supervised Teaching Practicum Social Science, Final and Professional Portfolio	3
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>9</b>
<b>Total Credit Hours Required for Degree</b>		<b>26</b>

**Post-Bac Teacher Prep, Science 5-12**

<b>Required (Core) Courses in the Major (Total # courses required = 10)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
DEC2	Specific Teaching Practices: Science Pedagogy	1
DET2	Specific Teaching Practices: Science	3
DQA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3
DQA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3
DQA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3
DRT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>10</b>
<b>Total Credit Hours Required for Degree</b>		<b>28</b>

**Post-Bac Teacher Prep, Elem Ed K-8**

<b>Required (Core) Courses in the Major (Total # courses required = 13)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4



EIO5	Instructional Planning, Strategies, and Presentation Integration	2
EAT2	Literacy and Elementary Reading	2
ELT2	Literacy and Elementary Language Arts and Handwriting	2
EFT5	Specific Teaching Practices: Math and Science	2
EHT5	Specific Teaching Practices: Health, VPA and Social Studies	2
ELO5	Specific Teaching Practices: Elementary Education Integration	2
FFA2	Supervised Teaching Practicum Elementary Education, Observations 1, 2 and 3	3
FFA4	Supervised Teaching Practicum Elementary Education, Midterm, Observations 4 and 5	3
FFA6	Supervised Teaching Practicum Elementary Education, Observation 6 and Cohort Seminar	3
FFT2	Supervised Teaching Practicum Elementary Education, Final and Professional Portfolio	3
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>13</b>
<b>Total Credit Hours Required for Degree</b>		<b>34</b>

**Post-Bach Teacher Prep, Math 5-12**

<b>Required (Core) Courses in the Major (Total # courses required = 12)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1
DGT2	Specific Teaching Practices: Mathematics Technology	1
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1
EXA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3
EXA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3
EXA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3
EWT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>12</b>

<b>Total Credit Hours Required for Degree</b>	<b>28</b>
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***Master of Arts in Teaching, Math 5-12***

<b><i>Required (Core) Courses in the Major (Total # courses required = 12)</i></b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
DOT2	Specific Teaching Practices: Mathematics Teaching Topics	1
DMT2	Specific Teaching Practices: Mathematics History and Contributions	1
DGT2	Specific Teaching Practices: Mathematics Technology	1
AYC2	Specific Teaching Practices: Mathematics Pedagogy	1
EXA2	Supervised Teaching Practicum Mathematics, Observations 1, 2 and 3	3
EXA4	Supervised Teaching Practicum Mathematics, Midterm, Observations 4 and 5	3
EXA6	Supervised Teaching Practicum Mathematics, Observation 6 and Cohort Seminar	3
EWT2	Supervised Teaching Practicum Mathematics, Final and Professional Portfolio	3
<b><i>Required Graduate Core Courses (Total # courses required = 5)</i></b>		
RFC1	Foundations of Research	2
JUT2	Literature Reviews for Educational Research	2
JVT2	Research Proposal	2
JTT2	Issues in Educational Research	2
FBT2	MAT Mathematics (5-12) Portfolio Defense	3
<b><i>Curriculum Summary</i></b>		
<b>Total Number of Courses Required for the Degree</b>		<b>17</b>
<b>Total Credit Hours Required for Degree</b>		<b>39</b>

***Master of Arts in Teaching, Science 5-12***

<b><i>Required (Core) Courses in the Major (Total # courses required = 15)</i></b>		
FTC5	Foundations of Teaching Practice Integration	4

EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
DEC2	Specific Teaching Practices: Science Pedagogy	1
DET2	Specific Teaching Practices: Science	3
DGA2	Supervised Teaching Practicum Science, Observations 1, 2 and 3	3
DGA4	Supervised Teaching Practicum Science, Midterm, Observations 4 and 5	3
DGA6	Supervised Teaching Practicum Science, Observation 6 and Cohort Seminar	3
EJT2	Supervised Teaching Practicum Science, Final and Professional Portfolio	3
<b>Required Graduate Core Courses (Total # courses required = 5)</b>		
EQT2	MAT Science 5-12 Portfolio Defense	3
RFC1	Foundations of Research	2
JUT2	Literature Reviews for Educational Research	2
JVT2	Research Proposal	2
JTT2	Issues in Educational Research	2
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>15</b>
<b>Total Credit Hours Required for Degree</b>		<b>39</b>

**Master of Arts in Teaching, Elementary Education (K-8)**

<b>Required (Core) Courses in the Major (Total # courses required = 13)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
EAT2	Literacy and Elementary Reading	2
ELT2	Literacy and Elementary Language Arts and Handwriting	2
EFT5	Specific Teaching Practices: Math and Science	2
EHT5	Specific Teaching Practices: Health, VPA and Social Studies	2
ELO5	Specific Teaching Practices: Elementary Education Integration	2
FFA2	Supervised Teaching Practicum Elementary Education, Observations 1, 2 and 3	3

FFA4	Supervised Teaching Practicum Elementary Education, Midterm, Observations 4 and 5	3
FFA6	Supervised Teaching Practicum Elementary Education, Observation 6 and Cohort Seminar	3
FFT2	Supervised Teaching Practicum Elementary Education, Final and Professional Portfolio	3
<b>Required Graduate Core Courses (Total # courses required = 5)</b>		
RFC1	Foundations of Research	2
JUT2	Literature Reviews for Educational Research	2
JVT2	Research Proposal	2
JTT2	Issues in Educational Research	2
FET2	MAT Elementary Education (K-8) Portfolio Defense	3
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>18</b>
<b>Total Credit Hours Required for Degree</b>		<b>45</b>

**Master of Arts in Teaching, Social Science 5-12**

<b>Required (Core) Courses in the Major (Total # courses required = 14)</b>		
FTC5	Foundations of Teaching Practice Integration	4
EIT5	Instructional Planning & Strategies	2
ETT5	Instructional Presentation & Follow Up	4
EIO5	Instructional Planning, Strategies, and Presentation Integration	2
SPA2	Social Science Pedagogy	2
FJA2	Supervised Teaching Practicum Social Science, Observations 1, 2 and 3	3
FJA4	Supervised Teaching Practicum Social Science, Midterm, Observations 4 and 5	3
FJA6	Supervised Teaching Practicum Social Science, Observation 6 and Cohort Seminar	3
FJT2	Supervised Teaching Practicum Social Science, Final and Professional Portfolio	3
FIT2	MAT Social Science Portfolio Defense	3
RFC1	Foundations of Research	2
JUT2	Literature Reviews for Educational Research	2
JVT2	Research Proposal	2
JTT2	Issues in Educational Research	2
<b>Curriculum Summary</b>		
<b>Total Number of Courses Required for the Degree</b>		<b>14</b>

<b>Total Credit Hours Required for Degree</b>	<b>37</b>
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***Master of Science in Educational Leadership***

<b><i>Required (Core) Courses in the Major (Total # courses required = 10)</i></b>		
Course Number	Course Title	CU
LPT1	Performance Excellence Criteria for Educational Leadership	4
LGT1	Governance, Finance, Law, and Leadership for Principals	5
LST1	Strategic Planning for Educational Leaders	2
LFT1	Student, Stakeholder, and Market Focus for Educational Leaders	5
LMT1	Measurement, Analysis, and Knowledge Management for Educational Leaders	4
LWT1	Workforce Focus for Educational Leaders	4
LNT1	Process Management for Educational Leaders	3
LEC1	Comprehensive Educational Leadership Integration	2
LRT1	Practicum in Educational Leadership	7
CWEL	Capstone Written Project in Educational Leadership	3
<i>Curriculum Summary</i>		
<b>Total Number of Courses Required for the Degree</b>		<b>10</b>
<b>Total Credit Hours Required for Degree</b>		<b>39</b>

**Graduate Program Key**

MATELK8: Master of Arts in Teaching, Elementary (K-8)  
 MATMA12: Master of Arts in Teaching, Mathematics (5-12)  
 MATSC12: Master of Arts in Teaching, Science (5-12)  
 MATSS12: Master of Arts in Teaching, Social Science (5-12)  
 MSEDL: Master of Science, Educational Leadership

PBELK8: Post-baccalaureate Teacher Preparation, Elementary Education (K-8)  
 PBMA12: Post-baccalaureate Teacher Preparation, Mathematics (5-12)  
 PBSC12: Post-baccalaureate Teacher Preparation, Science (5-12)  
 PBSS12: Post-baccalaureate Teacher Preparation, Social Science (5-12)

Summary of Faculty Who Will Teach in Proposed Program								
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.								
Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses	Program
Cartwright, Nancy C. PhD in Leadership Studies and Principal Certification Curriculum developer	<input type="checkbox"/>	• All MSEDL courses	N/A	Teachers College	Full	N/A	• Online	• MSEDL
Conyers, John G. EdD in Educational Administration and Supervision Curriculum developer	<input type="checkbox"/>	• All MSEDL courses	N/A	Teachers College	Full	N/A	• Online	• MSEDL
Dukes, Debra L. EdD in Adult Education	<input type="checkbox"/>	• Literature Reviews for Educational Research (C, OL)	N/A	Teachers College	Full	Part-time in each program	• Online	• MATEL K8 • MATMA

Course Mentor						listed		12 • MATSC 12 • MATSS 12
Duncan, Robert MS in Computer Science Program Development Manager	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All Mathematics and Science courses</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> </ul>
Eastmond, Daniel PhD in Adult Education EdS in Instructional Technology Manager of Capstones	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Research Proposal (C, OL)</li> <li>• Issues in Educational Research (C, OL)</li> <li>• Capstone Project (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• MATMA 12</li> <li>• MATSC 12</li> <li>• MATSS 12</li> <li>• MSEDL</li> </ul>
Elgas, NormaJean MA in Learning and Technology Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Demonstration Teaching Assessments (C, OL)</li> <li>• Cohort Seminar (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> <li>• MATSS 12</li> <li>• PBSS12</li> </ul>

Francis, David S. MA in Math Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math Teaching Topics(C, OL)</li> <li>• Specific Teaching Practices: Math History &amp; Contributions (C, OL)</li> <li>• Specific Teaching Practices: Mathematics Technology (C, OL)</li> <li>• Specific Teaching Practices: Math Pedagogy (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>
Gessert, Debra K. EdD in Child and Youth Services Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of Teaching Practice Integration (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> <li>• MATSS 12</li> <li>• PBSS12</li> </ul>
Gibson, Diane MA in Elementary Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literacy and Elementary Reading (C, OL)</li> <li>• Literacy and Elementary</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> </ul>



		Language Arts and Handwriting (C, OL) • Specific Teaching Practices: Elementary Education Integration (C, OL)						
Giddens, Evelyn L. PhD in Psychology Course Mentor	<input type="checkbox"/>	• Social Science Pedagogy (C, OL)	N/A	Teachers College	Full	Part-time in each program listed	• Online	• MATSS 12 • PBSS12
Hardin, Bridgette E. EdD in Educational Leadership Curriculum developer	<input type="checkbox"/>	• All MSEDL courses	N/A	Teachers College	Full	N/A	• Online	• MSEDL
Harris-Adams, Chalu ABD in Instructional Design Course Mentor	<input type="checkbox"/>	• Instructional Planning & Strategies (C, OL) • Instructional Planning, Strategies, & Presentation Integration (C, OL)	N/A	Teachers College	Full	Part-time in each program listed	• Online	• MATEL K8 • PBELK8 • MATMA 12 • PBMA1 2 • MATSC 12 • PBSC12 • MATSS 12 • PBSS12
Hernandez, Julie D. EdD in Educational Leadership Course Mentor	<input type="checkbox"/>	• Instructional Presentation and Follow Up (C, OL) • Instructional Planning, Strategies, &	N/A	Teachers College	Full	Part-time in each program listed	• Online	• MATEL K8 • PBELK8 • MATMA 12 • PBMA1

		Presentation Integration (C, OL)						2 • MATSC 12 • PBSC12 • MATSS 12 • PBSS12
Izumi, Alisa S. EdD in Curriculum & Instruction, Measurement & Evaluation Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math Teaching Topics (C, OL)</li> <li>• Specific Teaching Practices: Math History &amp; Contributions (C, OL)</li> <li>• Specific Teaching Practices: Mathematics Technology (C, OL)</li> <li>• Specific Teaching Practices: Math Pedagogy (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>
Kuzmak, Nancy PhD in Education Curriculum developer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All Mathematics courses</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>
Lesh, Richard PhD in Mathematics and Psychology Curriculum developer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All Mathematics and Science courses</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> </ul>

Leshin, Cynthia PhD in Educational Technology Curriculum developer	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All courses</li> </ul>	N/A	Teachers College	Full	Part-time in each graduate program	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• All Graduate Programs</li> </ul>
Marin, Jason EdD in Educational Administration & Leadership Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Performance Excellence Criteria for Educational Leaders (C, OL)</li> <li>• Governance, Finance, Law, and Leadership for Principals (C, OL)</li> <li>• Strategic Planning for Educational Leaders (C, OL)</li> <li>• Student, Stakeholder, and Market Focus for Educational Leaders (C, OL)</li> <li>• Measurement, Analysis, and Knowledge Management for Educational Leaders (C, OL)</li> <li>• Workforce Focus for Educational Leaders (C, OL)</li> <li>• Process Management for Educational Leaders (C, OL)</li> </ul>	N/A	Teachers College	Full	N/A	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MSEDL</li> </ul>

		<ul style="list-style-type: none"> <li>• Comprehensive Educational Leadership Integration (C, OL)</li> <li>• Practicum in Educational Leadership (C, OL)</li> </ul>						
McCarver, Patricia PhD in Integral Studies/Transformative Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Research Proposal (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• MATMA 12</li> <li>• MATSC 12</li> <li>• MATSS 12</li> </ul>
McDaniel, Maryann EdD in Curriculum and Instruction and Mathematics Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of Research (C, OL)</li> <li>• Literature Reviews for Educational Research (C, OL)</li> <li>• Research Proposal (C, OL)</li> <li>• Issues in Educational Research (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• MATMA 12</li> <li>• MATSC 12</li> <li>• MATSS 12</li> </ul>
Pash, Lori L. PhD in Instructional Management and Leadership Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literacy and Elementary Language Arts and Handwriting (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> </ul>
Perkins, Kaarin D PhD in Multicultural Teacher and Childhood Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Instructional Presentation and Follow-Up (C, OL)</li> <li>• Instructional Planning and</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> <li>• MATMA 12</li> </ul>

		Strategies (C, OL) • Instructional Planning, Strategies and Presentation Integration (C, OL)						<ul style="list-style-type: none"> <li>• PBMA12</li> <li>• MATSC12</li> <li>• PBSC12</li> <li>• MATSS12</li> <li>• PBSS12</li> </ul>
Rice, George Ann EdD in Educational Administration Curriculum developer	<input type="checkbox"/>	• All MSEDL courses	N/A	Teachers College	Full	N/A	• Online	• MSEDL
Richards, Susan M. MEd in Community-Based Learning Course Mentor	<input type="checkbox"/>	• Professional Portfolio (C, OL)	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> <li>• MATMA12</li> <li>• PBMA12</li> <li>• MATSC12</li> <li>• PBSC12</li> <li>• MATSS12</li> <li>• PBSS12</li> </ul>
Robinson, Sharon EdD in Administration and Supervision Curriculum developer	<input type="checkbox"/>	• All courses	N/A	Teachers College	Full	Part-time in each graduate program	• Online	• All Graduate Programs
Robles, Darline P. PhD in Education Policy and	<input type="checkbox"/>	• All courses	N/A	Teachers College	Full	Part-time in each program	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> </ul>

Administration Curriculum developer						listed		<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> <li>• MATSS 12</li> <li>• PBSS12</li> </ul>
Rodriguez, Jose A. EdD in Educational Leadership and Policy Studies Program Development Manager	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All Educational Leadership and Social Science courses</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MSEDL</li> <li>• MATSS 12</li> <li>• PBSS12</li> </ul>
Schmidt, Stan PhD in Educational Leadership and Foundations Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Science Pedagogy (C, OL)</li> <li>• Specific Teaching Practices: Science (C, OL)</li> <li>• Capstone Written Project in Educational Leadership</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MATSC 12</li> <li>• PBSC12</li> <li>• MSEDL</li> </ul>
Shrader, Vincent E. PhD in Instructional Psychology and Technology Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of Research (C, OL)</li> <li>• Issues in Educational Research (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• MATMA 12</li> <li>• MATSC 12</li> <li>• MATSS 12</li> </ul>

Silver, Jennifer W. PhD in Mathematics Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math Teaching Topics (C, OL)</li> <li>• Specific Teaching Practices: Math History &amp; Contributions (C, OL)</li> <li>• Specific Teaching Practices: Mathematics Technology (C, OL)</li> <li>• Specific Teaching Practices: Math Pedagogy (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>
Spencer, Kristin T. PhD in Curriculum & Instruction Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math Teaching Topics (C, OL)</li> <li>• Specific Teaching Practices: Math History &amp; Contributions (C, OL)</li> <li>• Specific Teaching Practices: Mathematics Technology (C, OL)</li> <li>• Specific Teaching Practices: Math Pedagogy</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>
Story, Colleen D. PhD in Educational	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of Teaching Practice</li> </ul>	N/A	Teachers College	Full	Part-time in each program	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• MATEL K8</li> </ul>

Psychology Course Mentor		Integration (C, OL)				listed		<ul style="list-style-type: none"> <li>• PBELK8</li> <li>• MATMA 12</li> <li>• PBMA1 2</li> <li>• MATSC 12</li> <li>• PBSC12</li> <li>• MATSS 12</li> <li>• PBSS12</li> </ul>
Thompson, Harriet PhD in Educational Leadership Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math and Science (C, OL)</li> <li>• Specific Teaching Practices: Health, VPA and Social Studies (C, OL)</li> <li>• Specific Teaching Practices: Elementary Education Integration (C, OL)</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATEL K8</li> <li>• PBELK8</li> </ul>
Weinstein, Gideon L. PhD in Curriculum & Instruction (Mathematics Specialization) Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math Teaching Topics (C, OL)</li> <li>• Specific Teaching Practices: Math History &amp; Contributions (C, OL)</li> <li>• Specific Teaching Practices:</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	• Online	<ul style="list-style-type: none"> <li>• MATMA 12</li> <li>• PBMA1 2</li> </ul>



		Mathematics Technology (C, OL) • Specific Teaching Practices: Math Pedagogy (C, OL)						
Willey-Rendon, Ruby PhD in Curriculum and Instruction Curriculum developer	<input type="checkbox"/>	• Literacy and Elementary Reading (C, OL)	N/A	Teachers College	Full	Part-time in each program listed	• Online	• MATEL K8 • PBELK8
Wonder-McDowell, Carla PhD in Curriculum and Instruction Program Development Manager	<input type="checkbox"/>	• All Elementary Education courses	N/A	Teachers College	Full	Part-time in each program listed	• Online	• MATEL K8 • PBELK8

**Undergraduate Program Key**

- BAECE: Bachelor of Arts in Early Childhood Education**  
**BAISK8: Bachelor of Arts in Interdisciplinary Studies (K-8)**  
**BAMA9: Bachelor of Arts in Mathematics (5-9)**  
**BAMA12: Bachelor of Arts in Mathematics (5-12)**  
**BASC9: Bachelor of Arts in Science (5-9)**  
**BASC12: Bachelor of Arts in Science (5-12)**  
**BASP: Bachelor of Arts in Special Education**

**Summary of Faculty Who Will Teach in Proposed Undergraduate Program**

**Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary.**

Name of faculty member (Name, Degree and Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual will teach program courses	Program
Andrus-Henry, Samantha  Highest Degree: A.B.D. Field: Rhetoric and Technical Communication Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Aranda, Christine  Highest Degree: Master of Arts in Teaching Field: Spanish Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of Teaching Practice Integration</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Benson, Bryan Highest Degree: PhD Field: Political Science Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• United States Constitution</li> <li>• General Education Social Science</li> <li>• General Education Social Science: Analysis and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Brown, Gary Highest Degree: Master of Arts in Teaching Field: Mathematics Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Caldwell, Delilah Highest Degree: PhD Field: Philosophy Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Reasoning and Problem Solving</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BASC9 BASC12 BASP
Card, Laura Highest Degree: PhD Field: Rhetoric and Composition Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Carney, Charity Highest Degree: PhD Field: History Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Themes in U.S. and World History</li> <li>• Applications in U.S. and World History</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA12 BASP
Condino-Grupp, Loretta Highest Degree: PhD Field: English Education (Literature Studies) Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Crane, Janeal Highest Degree: Master of Arts in Education Field: Reading/Literacy Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

DeLair, Barbara  Highest Degree: Master of Education Field: Educational Media Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Dorre, Gina  Highest Degree: PhD Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literature, Arts, and the Humanities</li> <li>• Literature, Arts, and the Humanities: Analysis and Interpretation</li> <li>• Survey of Literature</li> <li>• Survey of Literature: Analysis and Interpretation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Dungar, Michael  Highest Degree: Master of Arts Field: History Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Themes in U.S. and World History</li> <li>• Applications in U.S. and World History</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA12 BASP
Elgas, NormaJean  Highest Degree: Master of Arts Field: Learning and Technology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• All Demonstration Teaching Assessments</li> <li>• Cohort Seminar</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

<p>Francis, David</p> <p>Highest Degree: Master of Arts Field: Math Education Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Calculus III</li> <li>• Calculus III Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12</p>
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<p>Franco, Heidi</p> <p>Highest Degree: PhD Field: Political Science Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• U.S. Constitution</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
<p>Galindez, Dahlia</p> <p>Highest Degree: Master of Arts in Mathematics Education Field: Mathematics Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
<p>Gee, Christine</p> <p>Highest Degree: Master of Arts in Teaching Field: Mathematics Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

<p>Geringer, Jennifer</p> <p>Highest Degree: PhD Field: Curriculum &amp; Instruction Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Professional Practice in Early Childhood Education Integration</li> <li>• Professional Practice in Early Childhood Education Application</li> <li>• Observation and Assessment Integration</li> <li>• Observation and Assessment Application</li> <li>• Contexts of Learning Integration</li> <li>• Contexts of Learning Application</li> <li>• Teaching and Learning: Literacy Integration</li> <li>• Teaching and Learning: Literacy Application</li> <li>• Teaching and Learning: Early Childhood Math and Science Integration</li> <li>• Teaching and Learning: Early Childhood Math and Science Application</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>N/A</p>	<p>Online</p>	<p>BAECE</p>
<p>Gibson, Diane</p> <p>Highest Degree: MA Field: Elementary Education Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literacy and Elementary Reading</li> <li>• Literacy and Elementary Language Arts and Handwriting</li> <li>Specific Teaching Practices: BAISK8</li> <li>• BASP Elementary Education Integration</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAISK8 BASP</p>



<p>Giddens, Evelyn</p> <p>Highest Degree: PhD</p> <p>Field: Psychology</p> <p>Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Integration</li> <li>• Teaching and Learning: ECE: The Arts, Movement, Health and Social Science Application</li> <li>• Promoting Development and Learning in Early Childhood Education</li> <li>• Promoting Development and Learning in Early Childhood Application</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>N/A</p>	<p>Online</p>	<p>BAECE</p>
<p>Gillman, Brenna</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Earth and Space Science</li> <li>• General Physics</li> <li>• Middle School Science: Content Knowledge</li> <li>• Interdisciplinary Geosciences</li> <li>• Earth Science: Content Knowledge</li> <li>• Physics: Mechanics</li> <li>• Physics: Waves and Optics</li> <li>• Physics: Electricity and Magnetism</li> <li>• Modern Physics</li> <li>• Physics: Content Knowledge</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BASC9 BASC12</p>

Grzadzielewski, Andrew  Highest Degree: PhD Field: Mathematics Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Haggerty, Jessica  Highest Degree: ABD Field: English Composition Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Harbin, Lesley  Highest Degree: EdD Field: Educational Leadership Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Classroom Management</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Harmston, Richard  Highest Degree: PhD Field: English and Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Reasoning and Problem Solving</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BASC9 BASC12 BASP

Harris, Chalu Highest Degree: ABD Field: Instructional Design Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Instructional Planning &amp; Strategies</li> <li>• Instructional Planning, Strategies, &amp; Presentation Integration</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Hernandez, Julie Highest Degree: EdD Field: Educational Leadership Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Instructional Presentation and Follow Up</li> <li>• Instructional Planning, Strategies, &amp; Presentation Integration</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

<p>Holman, Philip I.</p> <p>Highest Degree: Master of Arts Field: Science Education Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Calculus III</li> <li>• Calculus III Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12 BASP</p>
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Horgan, Dana Highest Degree: Master of Education Field: Elementary Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Human Development and Learning</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Horne, Lisa M.A. Art History and Curatorial Studies Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literature, Art, and the Humanities</li> <li>• Literature, Art, and the Humanities</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAMA9 BASC9 BASC12 BASP
Hudon-Miller, Sarah Ph.D., Biological Chemistry Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• General Chemistry</li> <li>• Physical Chemistry</li> <li>• Inorganic Chemistry</li> <li>• Organic Chemistry</li> <li>• Biochemistry</li> <li>• Geochemistry</li> <li>• Chemistry: Content Knowledge</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BASC9 BASC12 BASP

<p>Izumi, Alisa</p> <p>Ed.D., Curriculum &amp; Instruction, Measurement &amp; Evaluation Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Calculus III</li> <li>• Calculus III Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12 BASP</p>
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Johnson, Jocelyn Highest Degree: MA Field: Philosophy Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Reasoning and Problem Solving</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BASC9 BASC12 BASP
Johnston, Mark Highest Degree: EdD Field: Urban School Leadership and Mathematics Education Reform Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Foundations of College Mathematics</li> <li>Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Lettau, Lisa Highest Degree: PhD Field: Literature Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Literature, Arts, and the Humanities</li> <li>Literature, Arts, and the Humanities: Analysis and Interpretation</li> <li>Survey of Literature</li> <li>Survey of Literature: Analysis and Interpretation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Lockman, Alison Highest Degree: PhD Field: Science Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Integrated Natural Sciences</li> <li>Integrated Natural Science Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Lupo, Melissa Highest Degree: Master of Arts Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Lyman, Emily Curriculum and Instruction Science Education (ABD) Second Field, Mathematics Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• General Chemistry</li> <li>• Middle School Science: Content Knowledge</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BASC9 BASC12 BASP
Martin, Jonathan Highest Degree: Master of Arts in Education Field: Secondary Mathematics Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
McAllister, Janice Highest Degree: Master of Arts Field: Learning and Technology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Testing</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP



McNeal, Kimberly Highest Degree: Master of Arts Field: Learning and Technology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Morishima, Emily Highest Degree: PhD Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Nmezi, Murphy Highest Degree: M.D. Field: Medicine Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Integrated Natural Sciences</li> <li>• Integrated Natural Science Applications</li> <li>• Health, Fitness, and Wellness</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Otero, Jose Highest Degree: Master of Arts Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Ouellette, David Highest Degree: PhD Field: Psychology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• General Education Social Science</li> <li>• General Education Social Science Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Parrish, Anca Highest Degree: PhD Field: Mathematics Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Randonis, Jennifer Highest Degree: PhD Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Reiser, JaNae Highest Degree: Master of Arts Field: Curriculum and Instruction Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Diversity and Inclusion</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Richards, Susie  Highest Degree: Master of Education Field: Community- Based Learning Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Professional Portfolio</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Schmidt, Stan  Ph.D., Educational Leadership and Foundations Second Field, Science Education Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Middle School Science: Content Knowledge</li> <li>• Specific Teaching Practices: Science Pedagogy</li> <li>• Interdisciplinary Biological Science</li> <li>• Biology: Content Knowledge</li> <li>• Specific Teaching Practices: Science</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BASC9 BASC12

<p>Silver, Jennifer</p> <p>Highest Degree: PhD</p> <p>Field: Mathematics Education</p> <p>Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Calculus III</li> <li>• Calculus III Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12</p>
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<p>Spencer, Kristin</p> <p>Highest Degree: PhD</p> <p>Field: Curriculum &amp; Instruction</p> <p>Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Calculus III</li> <li>• Calculus III Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12</p>
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<p>Starr, Neil</p> <p>Highest Degree: EdD Field: Adult Education Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Foundations of College Mathematics</li> <li>• Quantitative Literacy: College Algebra, Measurement and Geometry</li> <li>• Quantitative Literacy: Statistics, Probability and Problem Solving</li> <li>• Quantitative Literacy: Quantitative Problem Solving and Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
<p>Story, Colleen</p> <p>Highest Degree: PhD Field: Educational Psychology Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Schools and Society</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
<p>Sutton, David</p> <p>Highest Degree: PhD Field: Rhetoric Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
<p>Swenson, Karl</p> <p>Highest Degree: PhD Field: Special Education, Multicultural Education Title: Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Diversity and Inclusion</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

Thompson, Harriet  Highest Degree: PhD Field: Educational Leadership Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Specific Teaching Practices: Math and Science</li> <li>• Specific Teaching Practices: Health, VPA and Social Studies</li> <li>• Specific Teaching Practices: Elementary Education Integration</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAISK8 BASP
Thrippleton-Hunter, Kelly  Highest Degree: PhD Field: Environmental Toxicology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Integrated Natural Sciences</li> <li>• Integrated Natural Sciences Applications</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Von Holden, Sophia  Highest Degree: PhD Field: English Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
Watkins, Nicole  Highest Degree: ABD Field: Educational Leadership/Higher Education Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Integrated Natural Sciences</li> <li>• Integrated Natural Sciences Applications</li> <li>• Health, Fitness, and Wellness</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP

<p>Weinstein, Gideon</p> <p>Highest Degree: PhD Field: Curriculum &amp; Instruction (Mathematics Specialization) Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Applications</li> <li>• Probability &amp; Statistics I</li> <li>• Probability &amp; Statistics Applications</li> <li>• Calculus I</li> <li>• Calculus I Applications</li> <li>• Linear Algebra</li> <li>• Linear Algebra Applications</li> <li>• College Geometry</li> <li>• College Geometry Applications</li> <li>• Probability &amp; Statistics II</li> <li>• Probability &amp; Statistics Applications</li> <li>• Specific Teaching Practices: Math Teaching Topics</li> <li>• Specific Teaching Practices: Math History &amp; Contributions</li> <li>• Specific Teaching Practices: Mathematics Technology</li> <li>• Specific Teaching Practices: Math Pedagogy</li> <li>• Abstract Algebra</li> <li>• Abstract Algebra Applications</li> <li>• Mathematical Modeling &amp; Connections</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAMA9 BAMA12 BASC9 BASC12</p>
<p>Whitson-Whennen, Tonya</p> <p>Master of Music Field: Arts and Humanities Course Mentor</p>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Literature, Art, and the Humanities</li> <li>• Literature, Art, and the Humanities</li> </ul>	<p>N/A</p>	<p>Teachers College</p>	<p>Full</p>	<p>Part-time in each program listed</p>	<p>Online</p>	<p>BAECE BAMA9 BASC9 BASC12 BASP</p>



Zartman, Krista  Highest Degree: PhD Candidate Field: Education, Curriculum, and Technology Title: Course Mentor	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Communications Foundations</li> <li>• Language and Communication: Essay</li> <li>• Language and Communication: Research</li> <li>• Language and Communication: Presentation</li> </ul>	N/A	Teachers College	Full	Part-time in each program listed	Online	BAECE BAISK8 BAMA9 BAMA12 BASC9 BASC12 BASP
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### Attachment 3: Budget

Western Governors University  
Teachers College  
Academic Program Budget - Four Year Plan

	FY2011	FY2012	FY2013	FY2014
<b>REVENUE</b>				
Tuition & Fees	51,200,000	65,800,000	75,500,000	83,000,000
(less scholarships, discounts and Waivers)	(1,480,000)	(2,440,000)	(2,800,000)	(3,100,000)
<b>Total Revenues</b>	<b>49,720,000</b>	<b>63,360,000</b>	<b>72,700,000</b>	<b>79,900,000</b>
<b>EXPENSES</b>				
Academic Support				
Provost/Admin	954,672	1,269,713	1,460,170	1,605,454
Internal Research	216,660	288,158	331,382	364,354
Learning Resources and eBooks	3,532,590	4,698,340	5,403,091	5,940,689
Teachers College Administration	1,194,046	1,588,080	1,826,292	2,008,005
Student Services	775,109	1,030,894	1,185,528	1,303,486
Financial Services	2,393,118	3,182,843	3,660,270	4,024,461
Faculty/Mentoring	12,330,893	16,400,070	18,860,081	20,736,627
Program Management	1,515,412	2,015,495	2,317,820	2,548,439
Assessment Development	814,387	1,083,133	1,245,603	1,369,539
Scheduling, Evaluation and Demonstration Teaching	3,872,883	5,150,929	5,923,568	6,512,953
Grading - Part Time/Adjunct Faculty	2,500,596	3,325,790	3,824,658	4,205,205
<b>Total Academic Support</b>	<b>30,100,367</b>	<b>40,033,445</b>	<b>46,038,461</b>	<b>50,619,211</b>
Institutional Support	4,013,980	4,560,000	5,200,000	5,720,000
Information Systems	4,186,385	5,200,000	6,000,000	6,600,000
Marketing	9,873,313	13,200,000	15,200,000	16,720,000
<b>Total Expenses</b>	<b>48,174,046</b>	<b>62,993,445</b>	<b>72,438,461</b>	<b>79,659,211</b>
<b>Total Revenues over Expenses</b>	<b>1,545,954</b>	<b>366,555</b>	<b>261,539</b>	<b>240,789</b>