

GRADUATE PROGRAM IN TEACHER EDUCATION
Learning, Teaching, and Educational Transformation track
(previously called: "Non-licensure Track in M.Ed." or "Track A")
SELF-STUDY FOR 2010-11 AQUAD REVIEW

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Abbreviations

AQUAD	Academic QUality Assessment and Development
ABA	Applied Behavior Analysis Graduate Certificate Program
AY	Academic year (e.g., AY09 = 2009-10)
BWP	Boston Writing Project
BWPEDU	BWP course prefix
CCDE	Division of Corporate, Continuing, and Distance Education (now University College)
CCT, CrCrTh	Critical and Creative Thinking graduate program
CEHD	College of Education and Human Development (formerly GCE)
CLA	College of Liberal Arts
CLR	Course Load Reduction
CSM	College of Sciences and Mathematics
C&I	Department of Curriculum and Instruction
DisRes	Dispute Resolution course prefix
EDC G	Teacher Education course prefic
GA	Graduate Assistant (includes Research Assistants)
GCE	Graduate College of Education, now CEHD
GPD	Graduate Program Director, a.k.a., Program Coordinator
LTET	Learning, Teaching, and Educational Transformation (non-licensure) M.Ed. track
OSS	Office of Student Services in GCE, now Student Services Center
SPE G	Special Education course prefix
UC	University College (formerly CCDE)
UMB	University of Massachusetts Boston, a.k.a. UMass Boston

I. DESCRIPTION

A. DESCRIPTION

1. Program Overview

Teacher Education: Learning, Teaching and Educational Transformation (non licensure) track – formerly Track A, now LTET

Degree: M.Ed.

Home Department: Curriculum and Instruction in the College of Education and Human Development (until July '10, Graduate College of Education).

Courses from programs within College of Education and Human Development:

- Critical and Creative Thinking
- Teacher Education (Elementary Licensure, Middle/Secondary Licensure track)
- Instructional Technology for Educators
- Teaching Writing in the Schools

Courses from other programs

- Dispute Resolution Program within McCormack School
- Applied Behavior Analysis Graduate Certificate Program within University College,
- Applied Linguistics within College of Liberal Arts

Continuing faculty contributions from programs and tracks within College of Education and Human Development, Curriculum & Instruction Department.

2. Mission

Following the recently adopted Mission Statement the College of Education and Human Development “generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs—and is informed by—CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.” To accomplish that mission, the College will, among other things, offer “learning environments that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with our values.” In this spirit, the mission of the Learning, Teaching, and Educational Transformation (non-licensure) Master in Education track (LTET) is to provide its students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education within traditional and non-traditional roles and settings, from a social justice perspective and by embedding reflection within their practice.

LTET allows students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education. When preparing educators to advance beyond their licensure training requirements, or to teach others adults or children in settings beyond the classroom, or to serve in non-teaching roles within the K12 schools, the Program seeks to foster each LTET student’s ability to critically analyze their own behaviors and interactions, the curriculum they teach, and how they involve the learner and the learner’s community in the process. Of critical importance

is their own understanding of the ways in which they are able to engage in the teaching and learning process, to understand the perspectives of others, and incorporate these learnings into their own future practice—particularly when working with those from backgrounds and abilities different from their own. To speak of reflective practice is to ask those students to take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise their approaches accordingly.

Students and intended impact of studies

Because the LTET track is designed for individuals who do not wish to be certified in Massachusetts (or who are already certified), it helps students work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. With assistance from a faculty advisor, students design a sequence of education-related courses to support their specific interests. (The current faculty advisors have special interests and experience in Asian American Studies, ethnic studies, urban studies, curriculum studies, teachers as writers, applied behavior analysis, critical and creative thinking, science in its social context, and education in technology-mediated environments.) By the time LTET students finish their studies they are prepared to teach or guide others in ways that often depart from their previous schooling and experience, to address the needs of their schools, workplaces, and communities, to adapt and contribute to social changes, and to collaborate with others to these ends. Through their Capstone writing and reflections they convey to the faculty the process they were engaged in throughout the program that led them to these insights, knowledge and skills.

In summary, the rationale for a distinct Masters track with an emphasis on social justice, critical analysis of curriculum, community involvement and reflective practice is that an explicit and sustained focus on learning and applying ideas and tools in these four areas allows students involved in a wide array of educational professions and endeavors to develop clarity and confidence to make deep changes in their learning, teaching, and service.

3. Historical Background

To provide the flavor of LTET as an evolving entity, we start with historical background for the track as a whole and set the scene for this, LTET's first AQUAD review. Because official records of the establishment of this track were not available, the Program's journey will be described primarily through recollections of the faculty and staff that were instrumental in forming this non-licensure track within the Teacher Education program.

The Master of Teacher Education without licensure, "Track A," was established to address two separate groups of graduate students with interests in education:

- Licensed teachers pursuing a Masters degree
- Educators pursuing non-teaching careers (community education, adult education, student support services, museum and library educators and behavior specialists).

Initially the track required students to complete four specific core courses, two in teacher education (EdcG 606 or 672, and EdcG 642), any one in Dispute Resolution (a program outside C&I) and any one in Critical and Creative Thinking (a program within C&I). A stronger course sharing relationship was then established with the Creative and Critical Thinking. Through this relationship, innovative courses beyond the more traditional teacher foundation, methods and pedagogy courses could be offered and sustained.

The use of the non-licensure program as a home for courses of study leading to national professional licensure began in about 1992 when Robert McCulley developed a focus area for students interested in pursuing Orientation and Mobility professional licensure in the focus area of serving children and adults with visual impairments. This focus area continued within the non-licensure program until 1997 when the University approved a separate program track for Orientation and Mobility with the Special Education program. Another focus area leading towards professional licensure was established in about 2004 when students interested in acquiring a national professional licensure in behavioral analysis began enrolling in track A, and now comprises a significant proportion of the current students.

In 2009, Track A obtained two changes through the governance process. First, the name was changed to Leadership, Teaching and Educational Transformation (non-licensure). Second, we established four required core areas instead of specific required courses.

A number of strands have contributed to the evolution of the Program towards serving educators in non-teaching positions, including Peter Kiang's focus upon social concerns within the Asian-American communities through service learning, Peter Taylor's emphasis on the life and environmental sciences in their social context and his overarching emphasis upon reflexive practice, Donna DeGennaro's emphasis upon teaching and curriculum that is "mediated" by technology rather than the more traditional view of using "technology" to teach, and Mary Brady's work on bringing specialized behavior analytic skills to classroom teachers and other support personnel, as well as to behavior specialists. Student interests in facilitating organizational change have grown substantially over the last decade, but a wide range of students' interest persists. Significant numbers of LTET students still work in areas such as K-12 teaching and student support—sometimes in combination with leadership activities (adjunct teaching at colleges, working with parents). Currently the Instructional Technology students pursue a graduate certificate in their own program and have not yet utilized the master's degree option that LTET provides.

4. Curriculum

4a. Programs:

Students in LTET program seek a Master of Education LTET non licensure degree (M.Ed.) degree (11 courses/33 credits), sometimes in combination with other Graduate Certificates, and sometimes after transferring from other M.Ed. programs. In addition to the customary face-to-face programs of study, many of the core course requirements may now be completed through online courses. To accommodate the schedules of teachers and other professionals, courses are offered after 4pm, in intensive three- or six-week sessions during the winter and summer, online, on weekends, and at-a-distance (i.e., being brought into regular classes by Skype). The Program can be completed on a part-time or full-time basis.

A unique feature of the LTET M.Ed. program is that it provides a way for students to pursue other graduate certificate programs as the focus area for the LTET Masters degree. In other words, when a student is officially accepted into both LTET and a graduate certificate program, all courses within a graduate certificate program may become part of the student's LTET learning plan. Current or graduated LTET students have included graduate certificate programs in:

- Adapting the Curriculum Framework (not currently offered)

- Asian American Studies (undergraduate concentration)
- American Studies
- Applied Behavior Analysis
- Teaching Writing in the Schools
- Critical and Creative Thinking
- Dispute Resolution
- Instructional Technology for Educators
- Spanish

4b. MEd Curriculum:

M.Ed. students complete four foundation or core courses, and 7 focus courses.

Course Requirements

Four Core Courses (12cr.)

* New (for students matriculating in or after Spring '09 and others if they elect this option)

One in curriculum organization and innovation	e.g., EDC G 642, 630, 660; CrCrTh 601, 602, 630, 640, 645, 652; BWPEDU 510
One in research and writing for reflective practice	e.g., EDCG 621, 654, 689, 690; CrCrTh 611, 692, 693; BWPEDU 501, 530
One in mediation, dialogue, and collaboration	e.g., DisRes 624; CrCrTh 616, 618, 670
One in urban and social justice education	e.g., EDC G 606, 672; CrCrTh 627

The choice of core courses must be recommended by the student's advisor and approved by the Program Director.

* Old Core (for students who matriculated before Spring '09)

- One in curriculum organization and innovation, EDC G 642
- One in critical and creative thinking, any CrCrTh course
- One in dispute resolution, any DisRes course
- One focused on urban education, e.g., EDC G 606, 672

Alternatives to these core courses can be recommended by the student's advisor and must be approved by the Program Director.

Seven additional courses, focused on a specific area of interest (21cr.)

Two upper-level (300- or 400-level) undergraduate courses may be approved by the Program Director to be counted toward this requirement.

Students with specific areas of interest that match another Masters Program or Graduate Certificate listed in the Graduate Bulletin are encouraged to contact that Program for advice and to be assigned an advisor.

Students may transfer credits from a UMass Boston Certificate program into the non-licensure M.Ed. track (subject to the usual condition for transfer credits that the grade must be B or higher). This option is especially relevant for students from the following Certificate programs:

- Applied Behavior Analysis
- Critical & Creative Thinking
- Science in a Changing World [a new track in CCT]

- Teaching Writing in the Schools [BWP]
- Instructional Technology for Educators.

The seven focus area courses allow students to define specific areas in which they explore their interests—for example, education in a role other than as a teacher, social justice in the community or schools, Asian-American Studies, completing a Masters degree to pursue teacher licensure directly through Massachusetts Department of Education instead of through UMassBoston. Areas of focus may be constructed through cooperation with other UMass-Boston graduate programs, such as Instructional Design, Special Education, Public Policy, and Dispute Resolution and Critical and Creative Thinking, Spanish, and Applied Behavior Analysis, and established areas of concentration such as Asian American Studies.

4c. Capstone experience: The LTET Program capstone may be met in one of two ways, and is undertaken by LTET students during their last semester.

i. Comprehensive examination

* This option is a take-home essay examination, sent to you by email attachment. Students are given 30 days (from start of April or November) to complete the assigned questions and return them for evaluation by faculty committee. Students complete this during their final semester in the program. The exam currently consists of three questions, which require short essay answers "addressing significant issues in contemporary education and reflecting the study and research each student has carried out in pursuit of the degree." The rubric accompanying the exam shows how your answers will be evaluated. Evaluations will be emailed to you by the date that grades have to be submitted.

ii. Written paper with oral presentation.

* This option for the capstone project is an opportunity for students to integrate into their professional lives the ideas and theory, skills and strategies, experiences and collaborations from across their studies and associated activities. Students are invited to combine an essay with "exhibits" from their work during the program. The exhibits can take a variety of forms, such as original curriculum materials, a professional development workshop series, a video case study, a practitioner's portfolio, an implemented teacher inquiry project, other excerpts from coursework, or a proposal for action research. The essays are expected to locate the exhibits in relation to what others have written and done in the relevant area as well as to integrate students' reflections on their own professional practice, changes while studying in the program, and future directions. The forms and length of the essays will depend on the particular nature of the projects. For example, if the exhibit were a 2-4 page action research proposal, an extended essay (20-40 pages) that reviews and critiques literatures appropriate to the research questions would be expected to accompany it; a shorter essay (10-20 pages) would be appropriate to accompany a video case study.

* Students wishing to pursue the option of a written paper with oral presentation for their capstone project are advised to enroll in a course designed for intensive research and writing appropriate to the forms of the project (e.g., EDCG 689, 690, CrCrTh692, 694). The course instructor and one other LTET faculty member then serve as advisors for the project, but (given that the capstone paper requires something more than the course requirements) this arrangement and the form of the capstone project must be established and approved by the LTET coordinator before the start of the semester in which it is undertaken. Oral presentations before the advisors and peers are arranged toward the end of that semester.

4d. Courses:

All courses taken by LTET students are drawn from other programs and tracks. The full syllabi are located on the LTET AQUAD wiki. Course evaluations are not included because the LTET track has no authority over the syllabi or the instructors' performance.)

In the LTET Program students must select a specific course within each of the four core course requirement areas: Curriculum Organization and Innovation; Research and Writing for Reflective Practice; Mediation, Dialogue and Collaboration; Urban and Social Justice Education. Listed below are course descriptions of commonly taken core courses; Appendix C includes the complete syllabi corresponding to these course descriptions. These options for the required core courses introduce a range of tools for students' own personal and professional development. This knowledge base is expanded through elective courses that take students into areas of specialization related to their career paths and interests.

LTET Core Course Options: Descriptions

EDC G – Education

CRCRTH – Critical and Creative Thinking

BWPEDU – Teaching Writing in Schools (Boston Writing Project)

DISRES – Dispute Resolution

CURRICULUM ORGANIZATION AND INNOVATION

BWPEDU 510 – Content Area Writing

This course addresses teachers' growing need to teach writing in every subject area. Teachers will acquire writing-to-learn and reader response strategies. They will compare assessment and evaluation methods. Working on interdisciplinary teams, they will design units of study that reflect the needs of their school contexts and state standards.

EDC G 630 - Inclusion, K-12

This course examines the theoretical and practical issues that teachers must address as they implement the effective inclusion of children with disabilities in general education classrooms. Topics include the legal foundations of inclusion; appropriate strategies for supporting the academic, behavioral, and social aspects of inclusive teaching; and strategies for productive interactions with other educators and parents. The course's central premise is that inclusion requires collective attention to individual needs within the general education program. Participants become familiar with the roles of the general education teacher in special education, develop learning and behavior plans to address student needs, and acquire practice in analyzing school activities to maximize effective participation by a range of students. The course includes a field experience component.

EDC G 642 - Organization of School Curriculum

This course analyzes the development of a variety of models of elementary, middle, and secondary school curricula. Emphasis is given to discipline-based and thematic, integrative, and multicultural curricula. Participants become familiar with curriculum sources and materials and current approaches to assessment; they also explore the dynamic interactions among teachers, administrators, families, and communities in conceptualizing, implementing, and evaluating

curriculum. Field observations are required.

EDC G 660 - Designing Middle & Secondary Curriculum and Learning Strategies

This course examines current principles of curriculum and instruction, as well as state and national standards for the teaching of the disciplines at the middle and secondary school levels. Students review teaching materials and methods, design curriculum units, develop strategies for communicating with students from diverse backgrounds, do micro-teaching, design assessment and evaluation instruments, and critique their own and one another's efforts. This is a field-based course in which students are asked to reflect on the learning and teaching they see in a variety of school sites and apply what they observe as they design curriculum units.

CRCRTH 601 - Critical Thinking

This course explores issues about the nature and techniques of critical thought, viewed as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. We explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how things could be otherwise. Views about observation and interpretation, reasoning and inference, valuing and judging, and the production of knowledge in its social context are considered. Special attention is given to translating what is learned into strategies, materials, and interventions for use in students' own educational and professional settings.

CRCRTH 602 - Creative Thinking

This course seeks to increase the participants' understanding of creativity, to improve their creative problem-solving skills, and to enhance their ability to promote these skills in others, in a variety of educational settings. Students participate in activities designed to help develop their own creativity and discuss the creative process from various theoretical perspectives. Readings are on such topics as creative individuals, environments that tend to enhance creative functioning, and related educational issues. Discussions with artists, scientists, and others particularly involved in the creative process focus on their techniques and on ways in which creativity can be nurtured.

CRCRTH 630 - Criticism and Creativity in Literature and the Arts

Expression and evaluation, freedom and discipline, creative production and its critique-how do these dualities relate to visual and verbal imagination as they are demonstrated in literature and the arts? Specific strategies for eliciting imaginative work in these areas are demonstrated, as are specific strategies for evaluating imaginative works. Finally, this course focuses on ways of helping others (including children) to develop these skills and utilize these strategies effectively.

CRCRTH 640 - Environment, Science, and Society: Critical Thinking

Through current and historical cases, this course explores the diverse influences that shape environmental science and politics and their pedagogical, professional, social, and moral implications for educators, environmental professionals, and concerned citizens.

CRCRTH 645L - Biology in Society: Critical Thinking

Current and historical cases are used to examine the political, ethical, and other social dimensions of the life sciences. Close examination of developments in the life sciences can lead to questions about the social influences shaping scientists' work or its application. This, in turn, can lead to new questions and alternative approaches for educators, biologists, health professionals, and concerned citizens.

CRCRTH 652 - Children and Science

This course explores the ways children think about their natural and social world and how they affect their learning of science. It is particularly concerned with identifying and describing the organized conceptual frameworks children have prior to instruction (which typically are different from the scientists' conceptualizations) and with understanding the general processes by which conceptual frameworks can be changed. One important question concerns the ways in which children are fundamentally different learners and thinkers from adults and the ways in which they are fundamentally similar.

RESEARCH AND WRITING FOR REFLECTIVE PRACTICE

BWPEDU 501 – Teacher as Writer

Teachers of writing need to first be writers themselves. In this course teachers write and meet in response groups to give and receive feedback for revision. Reflecting on their own experiences as writers, teachers then develop new approaches for teaching and conferring with student writers.

EDC G 621 - Teaching Writing in the K-12 Classroom

This course deals with the teaching of writing, the teacher as writer, and the interactions between reading and writing. Readings and presentations offer up-to-date information, theory, and practical techniques for teaching reading and writing in all subject areas. Students meet regularly in reader-writer response groups to work on their own writing and to respond to one another's writing about reading. There are a number of guest lecture-demonstrations by elementary and secondary teachers who are teacher/consultants with the Boston Writing Project. The course combines writing process theory with practical methods.

EDC G 654 - ABA: Extended Applications II

This is the fourth course in a series of five graduate courses concentrating on Applied Behavioral Analysis. It follows the established national curriculum to meet (1) the actual professional competencies identified through a national process that individuals will need as Applied Behavioral Analyst Practitioners and (2) eligibility requirements to sit for the examination at the BCBA or BCABA level. Course four will address the content areas of experimental evaluation of interventions (20 of 20 hours), measurement of behavior and displaying and interpreting behavioral data (20 of 20 hours).

EDC G 689 - Teacher Research

The purpose of this course is to introduce students to the methodology and methods of teacher research. Teacher research is characterized by a careful documentation and analysis of teaching practice over time. Participants ask critical questions, analyze methods, and develop a teacher-research project. This course lays the groundwork for the professional licensure clinical experience.

EDC G 690 - Teacher Research for Professional Licensure

The purpose of this course is to introduce practicing teachers seeking professional licensure to the field of teacher research. Teacher research is characterized by the systematic and intentional documentation and analysis of teaching practice over time. Participants discuss the theory and implementation of teacher research, conduct a literature review in the area of interest, ask critical

questions about their practice, design a research project, and develop a publishable teacher research paper.

CRCRTH 692 - Processes of Research and Engagement

In this course student identify issues in educational or other professional settings on which to focus their critical and creative thinking skills. Each student works through the different stages of research and action, from defining a manageable project to communicating findings and plans for further work. The classes run as workshops, in which student are introduced to and then practice using tools for research, writing, communicating, and supporting the work of others.

CRCRTH 693 - Action Research for Educational, Professional & Personal change

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

MEDIATION, DIALOGUE, AND COLLABORATION

CRCRTH 616 - Dialogue Processes

Genuine dialogue provides a creative space in which may emerge entirely new ways of thinking, acting, and relating to others. At the heart of such dialogue is holding respect for oneself, for one another, and for a commonly created pool of meaning. Course participants learn and experience approaches to listening and dialogue derived from Buber, Bohm, Isaacs, Jackins, Weissglass, and others, that allow us to become more aware of the underlying beliefs, assumptions, and emotions that limit our thinking and our responses to the world. Discussions explore applications of dialogue processes in educational, organizational, social, and personal change.

CRCRTH 618 - Creative Thinking, Collaboration, and Organizational Change

Through interactive, experiential sessions and structured assignments, students learn critical and creative approaches to working in organizations. Skills addressed include: communication and team-building; facilitation of participation and collaboration in groups; promotion of learning from a diversity of perspectives; problem-finding and solving; and reflective practice. Students apply these skills to situations that arise in business, schools, social change groups, and other organizations with a view to taking initiative and generating constructive change.

CRCRTH 670 - Thinking, Learning, and Computers

This course considers the consequences of using computers to aid our thinking, learning, communication, and action in classrooms, organizations, and social interactions. Class activities acquaint students with specific computer-based tools, the ideas and research behind them, and themes for critical thinking about these ideas and tools.

Theme: Critical Thinking and Information Literacy

We will focus on the idea of information literacy in particular, as we seek to understand the growing complexity that is taking place in the way that computers and digital technology influence, and are influenced by, thinking and learning. This includes the need to use critical thinking skills to make sense of the enormous amount of information that becomes accessible through computers, as well as the way that various formats of information and computer-based

resources might support thinking and learning. We consider computers in contexts such as collaborative thinking, applications of to education and other fields, and understanding ourselves in a digital culture.

DISRES 624 - Cross-Cultural Conflict

This course emphasizes the special characteristics of conflict based in religious, ethnic, national, or racial identity-conflicts that the field calls "intractable." The primary focus of the course is on intervention techniques that have been used and that have been proposed for use in these settings.

URBAN AND SOCIAL JUSTICE EDUCATION

EDC G 606 - Sociocultural Perspectives on Education

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences.

EDC G 672 - Race, Class, Gender: Education Reform

This course explores issues of race, class, gender, and linguistic and cultural diversity within their broad sociopolitical and philosophical contexts and examines their implications for anti-racist, multicultural educational practice. Focus is on the goals and premises central to public education from a historic perspective; new perspectives in multicultural teaching and learning, as informed by important recent developments in cognitive psychology, anthropology, sociolinguistics, and cultural studies; and the integration of curriculum design, instructional practice, and assessment approaches. Through critical examination of their own classroom situations, students sharpen their own educational philosophy and pedagogical techniques.

CRCRTH 627 - Issues and Controversies in Antiracist and Multicultural Education

This course explores two related forms of education-antiracist education and multicultural education-approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. The course deals with both practical and theoretical issues but concentrates more on theory. Specific topics include racism, race, and school achievement; ethnic identity and self-esteem; Afrocentrism; religious pluralism; multiculturalism as a unifying or divisive force.

5. Goals and Objectives (AQUAD plan)

5.1 Goals and Objectives

A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.

A.1 Get a positive name for the track through governance.

A.2 Plan larger more ambitious changes (developed carefully with attention to institutional politics and resources/sustainability).

B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.

B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.

B.2 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP...).

In particular, assign LTET advisors to match student's interests.

B.3 Implement new capstone option of a "Written paper with oral presentation"

C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.

C.1 Enhance discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-under-enrolled electives run.

C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about:

a. each other's limits of involvement in LTET;

b. the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer);

c. the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and

d. the backup/successional plans for anyone who takes on the coordinator role.

C.3 Involve the Department Chair in creating an apprenticeship/ successional plan for LTET coordination, e.g., to ensure that the coordinator can take a real leave when s/he gets it.

C.4 Establish who in the OSS is the point person for LTET and the parameters in which they can be asked to support LTET faculty on advising and other issues.

5.2 Overall Rationale for the Goals and Objectives

Within the constraints of faculty time and resources allocated to the LTET track, maintain ways for students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education.

5.3 Strategy for Assessing Progress towards Goals and Objectives

The strategy for assessing progress towards these goals and objectives is addressed by the Program faculty who annually analyze the program's student data and resource needs, and develop concrete responses. In practice, the annual reviews to the College and Graduate Dean have served as a program review function.

6. Advising System

New student advising: LTET is a unique graduate program, so there are no standard conduits for students into the Program. A variety of means are used to make the Program known to prospective students: Office of Student Services particularly for students wishing to remain in education but leave a licensure program, courses offered within the graduate certificate programs associated with LTET, advising by faculty who are associated with LTET, and the College of Education web pages. Once prospective students find out about LTET, advising is mostly done through phone calls and emails and inquirers are directed first to the detailed online LTET wiki, which takes the student through the steps from applying to graduating. Late Spring and Summer are particularly important periods for recruiting and the Program Coordinator has to maintain a phone/email/face to face advising presence throughout the academic year. Students are sent a welcome email when the admissions committee has recommended acceptance into the LTET Program. The Welcome email includes mention of the remaining steps to become a matriculating student and a link to the LTET wiki which contains details about the course of study, completing the program, and a list of scheduled core course available for the upcoming semester. The following references to 2 links are included within the Welcome email:

1. To help you in course selection for the fall (and other matters), please take note of the information at <http://candi.wikispaces.com/LTETtrack> -- bookmark this webpage so you can refer back to it.
2. Please let us know if you have a preference for an advisor (see <http://candi.wikispaces.umb.edu/LTETAdvising>, or if you want us to assign you an advisor. (If you come from the ABA certificate, let us know that as well.)

b. General advising: A general advisor from the core LTET faculty is assigned to each student upon acceptance to the program, or the student may select an advisor listed on the LTET wiki whose area of interest might more closely match their own.. Course plans are completed by the students in consultation with their advisors.

7. Co-curricular activities -- None.

8. Scheduling

As mentioned earlier, to accommodate the schedules of working students, courses are offered after 4pm, in intensive three- or six-week sessions during the winter and summer, and online. The Program can be completed on a part-time or full-time basis. Face to face courses scheduled for fall and spring semesters are taught in State-funded sections by regular faculty members. Online courses and courses scheduled for winter and summer semesters are taught through CCDE (U.C.) by part-time faculty.

9. Governance

The faculty member with administrative and programmatic oversight responsibilities for LTET is referred to as a Coordinator rather than a Graduate Program Director. This title reflects a constitution was approved for the C&I Department in 2006 in which each program would have a

Coordinator elected by the program faculty for a three-year term. Officially, LTET is a track within a C&I Program, namely, Teacher Education, but Teacher Education has had track coordinators, not an overall Program Coordinator since January 2007. (Unlike the other track coordinators in Teacher Education, LTET coordinators have not been granted the one course/year course load reduction established in AY07 or the stipend reinstated by Graduate Studies in AY08 or AY09.) Under the C&I constitution, the Program Coordinators report to the C&I chair, who has ultimate authority over course scheduling, staffing, and budgets. The track coordinators operate in the same way. Annual program reports are sent to the Dean of Graduate Studies and incorporated in the Department's report to the College Dean. All of the LTET core faculty members have appointments and responsibilities in other programs and tracks within C&I. Their course assignments, leave approvals, and coverage when on leave (when possible) are arranged within C&I as a whole.

B. HUMAN AND MATERIAL RESOURCES

1. Regular faculty

Curriculum vitae are included in Appendix B.

a. Faculty assigned primarily to the Program -- None.

b. LTET Faculty from other units contributing to teaching, governance, advising, and administration

Asst. Prof. Donna DeGennaro

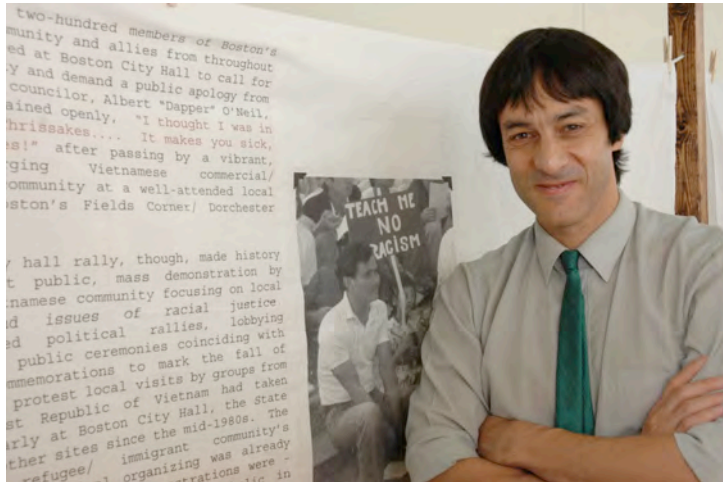
Specialization: Technologically-mediated learning environments



Dr. DeGennaro's dissertation work focused on how technology-mediated activities in a cross-community partnership empowered youth to have a voice in the organization of their learning. Donna's current research interests center on youth technology practices and interactions in informal learning environments. The research draws on theories from cultural sociology to examine the interrelationship between culture, history, and social interactions and how they inform emergent learning designs.

Prof. Peter Kiang

Specialization: Asian-American Studies; Teacher Research



Dr. Peter Nien-chu Kiang (江念祖) is Professor of Education and Director of the Asian American Studies Program at the University of Massachusetts Boston where he has taught since 1987. Peter's research, teaching, and advocacy in both K-12 and higher education with Asian American immigrant/refugee students and communities have been supported by the National Academy of Education, the National Endowment for the Humanities, the Massachusetts Teachers Association, the Massachusetts Association for Bilingual Education, and others. At UMass Boston, he has received both the Chancellor's Distinguished Teaching Award and Distinguished Service Award -- one of only two people in the school's history to do so. Peter served for six years as chair of the Massachusetts Advisory Committee for the US Commission on Civil Rights, and recently completed an eight-year term as co-president of the Chinese Historical Society of New England. He holds a B.A., Ed.M., and Ed.D. from Harvard University and is a former Community Fellow in the Department of Urban Studies and Planning at MIT.

Assoc. Prof. Denise Patmon

Specialization: Teaching of Writing



Denise Patmon is an Associate Professor of Education in the Curriculum & Instruction Department at the University of Massachusetts/Boston since 1995. Previous to her tenure at UMASS/Boston, she was a full-time faculty member at Wheelock College and in the CUNY

system at Lehman College, Hiroshima Japan campus. Teaching in the Boston and Brookline Public School systems accented her early teaching career experiences.

At UMASS/Boston, in addition to her pre-service teacher education courses, she teaches in the Leadership in Education/Leadership in Urban Schools (LIUS) Doctoral Program in the College of Education and Human Development. She has been the Interim Director for the Center for the Improvement of Teaching (CIT) at UMASS/Boston and led faculty development seminars for pre-tenured faculty from across the campus. She has also been the Faculty Advisor and former co-Director of the Boston Writing Project.

Her doctoral research is in Japanese Literature and the Teaching of Writing: Multiple Frames for Knowing. Author of two books for children, several articles and monographs, an associate past editor of two journals, her most recent research involves the investigation of curriculum and instructional leadership at the early 19th century Abiel Smith School for free African Americans in Boston, Massachusetts.

Prof. Peter Taylor

Specializations: Critical Thinking and Reflective Practice, especially about Environmental and Health Sciences in their Social Context.



I joined the Critical and Creative Thinking (CCT) Program in the Graduate College of Education (now College of Ed & Human Development) at UMass Boston in the fall of 1998 and continue to enjoy new challenges teaching experienced educators, other mid-career professionals, and prospective K-12 teachers (see blog—<http://pcrcr.wordpress.com>. In 2009, I received the Chancellor's Award for Distinguished teaching.) Working in the CCT Program also provides opportunities to promote critical, reflective practice in ways that extend my contributions to ecology and environmental studies (ES) and social studies of science and technology (STS). In those fields I focus on the complexity of, respectively, ecological or environmental situations and the social situations in which the environmental research is undertaken. Both kinds of situation, I argue, can be characterized in terms of "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, ES, STS, and critical pedagogy/reflective practice have come together for me in a project of stimulating researchers to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity

of ecological and socio-environmental situations (see my book [Unruly Complexity: Ecology, Interpretation, Engagement](#), U. Chicago Press, 2005, and [Intersecting Processes](#) blog—<http://pjt111.wordpress.com>.) Recently, I have begun to take these interests in a new direction through historical and sociological analysis of social epidemiological approaches that address the intersections of environment, health, and development. Through collaborations in and beyond the College of Ed. I also seek to promote a vision of critical science and environmental education that extends from improving the teaching of scientific concepts and methods to involving citizens in community-based research. Bringing critical analysis of science to bear on the practice and applications of science has not been well developed or supported institutionally, and so I continue to contribute actively, to new collaborations, programs, and other activities, new directions for existing programs, and collegial interactions across disciplines (see review at <http://ptaylor.wikispaces.umb.edu/ISHPSSB>).
Website: www.faculty.umb.edu/peter_taylor/

2. Part-time faculty with instructional and administrative roles

Mary Brady

Specialization: Applied Behavioral Analysis; Early Childhood Education; and supervising candidates for teacher licensure.



(Part time lecturer, Curriculum & Instruction C&I Department within CEHD; Director of Professional Development within Center for Social Development and Education CSDE)— I joined the College of Education and Human Development’s Curriculum and Instruction Department 10 years ago as a part time lecturer and continue to expand my own understandings about teaching and learning from teaching courses about educational technology, assessment and inclusive practices, and I concurrently work in the Center for Social Development and Education, an applied research center, I am able to bring validated practices to my teaching, and contribute research questions and professional development needs from the K12 environments to the Center’s work. For example, the Applied Behavior Analysis Graduate Certificate Program, which contributes about a third of all students to the LTET, came to be by hearing the needs of practitioners in our K12 schools, developing a “user friendly” delivery model utilizing technology, and obtaining program approval through the university’s governance procedures. Currently I am combining my interests in educational technology with validated assessment

practices to rethink the ways in which we prepare prospective teachers to be reflective practitioners.

I earned my M.Ed. at the University of Southern California, and both an M.B.A. and Ph.D. in education at Boston College. Before joining the University of Massachusetts Boston, I was a researcher and curriculum developer at the Center for Applied Special Technology. Earlier in my career, I was a teacher of students with severe special needs, principal of Boston College Campus School, and director of training at the Shriver Center University Affiliated Program.

3. Professional and classified staff

No data are available to quantify the occasional assistance provided by the staff of the Department of Curriculum and Instruction and the College.

Starting fall 2010, LTET has been served by a $\frac{1}{4}$ time GA ($\frac{1}{4}$ time = 4.5 hours/week) who will also be paid from E.S.S. funds to assist during the winter and summer periods.

4. Material resources

Photocopying through allowance to individual faculty members in C & I
Laser printing and paper using C & I Departmental printer
Offices: None.

5. Library use

Stimulated by library orientation sessions in courses, students' use of on-line reference material increases each year. Most professors use the library e-reserve system or other password-protected system for readings.

6. Student support

Historically, a small number of LTET students have secured support through graduate assistantships that originate in the Office of Graduate Studies, but are allocated within the GCE, either as research assistants to individual GCE faculty members or as administrative assistants to the Programs.

Data on the numbers of these assistantships secured by LTET students are not available.

C. STUDENT PROFILE

1. Matriculation, Transfer-in, Graduation, and Total enrollment data

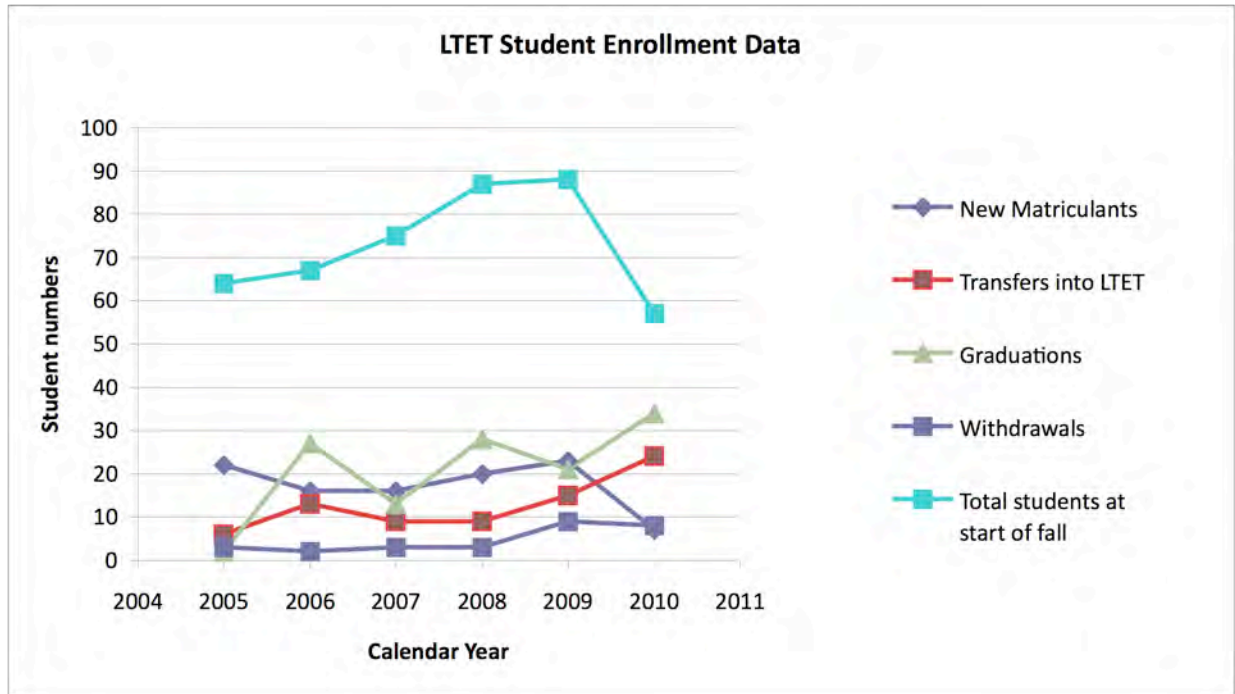


Figure 1: LTET Student Enrollment Data

Table 1: LTET Student Enrollment 2005-2010

Calendar Year ->	2005	2006	2007	2008	2009	2010
New Matriculants	22	16	16	20	23	7
Transfers into LTET	6	13	9	9	15	24
Graduations	2	27	13	28	21	34
Withdrawals	3	2	3	3	9	8
Total students at start of fall	64	67	75	87	88	57

Data source: Program data, verified by review of individual student WISER records from Registrar. Spreadsheet available on request.

Comments: *The drop in new matriculants and total numbers in 2010 is an artifact of the following:* When students transfer into LTET from the ABA certificate their matriculation date is recorded as when they matriculated into the ABA certificate. This procedure ensures an accurate picture of how long it takes to graduate. However, because recent ABA matriculants have not yet applied to join LTET, they are not (as of early 2011) recorded as being in LTET.

The ratio of new matriculants to transfers in over the period 2005-2010 is 4:3. There are no discernible trend sin which track the students transfer in from. (One of the original purposes for establishing the non-licensure track within Teacher Education was for students who approached the end of teacher licensure Masters programs and found that teacher licensure was not a match

for their interests or skills. The two most frequent reasons given by students transferring from a teacher licensure Masters program are: not passing the state licensure examinations (Massachusetts Tests Educator Licensure-MTEL); or not wishing to teach in a classroom after completing most of the coursework leading to licensure.)

Acceptance and matriculation rates: Data from Institutional Research for the fall of each year shows almost all applicants were admitted, and almost all admitted students matriculated. There are no trends that depart from this overall picture.

Time to graduation: Average number of years from Matriculation to Graduation has been 2.8-2.9 for graduates in the years 2006-2010. There are no trends that depart from this overall picture.

Dual LTET-Certificate student numbers: Close to half of the LTET students (new matriculants and transfers in) have also been (or are) taking a Graduate certificate, and $\frac{3}{4}$ of these are taking the ABA Certificate.

2. Descriptive data

a. Ethnic/racial diversity. 20% of new matriculants (excluding non-residents and unknown ethnicity) were minorities (range from year to year: 15-33%; no discernible trend) (Data source: Institutional Research). Data on ethnicity of students who transferred from other Masters tracks not available. Minority students were African-American and Pacific Islander, not Hispanic or Asian-American.

b. Gender composition. 78% of new matriculants were women (range from year to year: 60-86%). 67% of students transferring in from other Masters tracks were women (range from year to year: 54-78%; no discernible trend).

3. Selected student profiles

Five student profiles follow. The highlighted students represent areas of interest in community development particularly for immigrants to our city, urban youth, educational support, use of technology-mediated learning, international education. These students illustrate the strength of LTET in its ability to incorporate graduate certificate and focus areas within the overall Masters course of study, and the intertwining relationship between LTET and teacher licensure programs.

Jessica Ngoc Tran, M.Ed.

graduated in 2009-2010 with focus in Asian American Studies

email: silvaroze@hotmail.com



Student's Focus: Jessica Ngoc Tran focused on the sociocultural community contexts for refugee/immigrant communities of color in metro Boston. Her course work included relevant education courses as well as course work in Human Services and Asian American Studies.

Importance/Relevance of Student's Work: Jessica developed collaborative relationships with several community-based Asian immigrant-serving agencies in not only Boston, but also Quincy and Malden — settings where rapid demographic growth among the Asian American population has led to large gaps in educational services for all ages from pre-school to youth to families to elders. Jessica was able to analyze the critical issues and needs of these underserved communities in holistic, interconnected ways.

Student quote: I have been working for many nonprofit organizations. I enjoy working with diverse populations. Not only do I get to learn about their heritages, but at the same time, I share my own knowledge about my history and traditions. Having relevant knowledge from my classes has helped me with my work in the community. Because of what I have learned from Asian American Studies, I was able to appreciate my background more and will continue working with diverse populations in the community.

Kunthary M. Thai-Johnson, M.Ed.

Graduated in 2009 with focus in Asian American Studies

email: Kunthary.Thai@umb.edu



Student's Focus: Kunthary Thai-Johnson addressed the educational needs of urban youth with a dual focus on the roles of schools/teachers and families/communities. She was particularly interested in the counseling, mentoring, and mental health needs of urban youth.

Importance/Relevance of Student's Work: Kunthary directs a mentoring and educational opportunity pipeline program for Boston Public School middle and high school students. Her M.Ed. enabled her to look beyond the intense day-to-day programmatic needs of her work, and consider domains of research, policy analysis, funding, and other critical contexts for her work.

Student quote: From the classes and projects I have done as a graduate student in education, I am able to understand many education issues affecting urban immigrant/refugee populations. I am better equipped to deal with the students enrolled in my own educational support program. In addition, the AsAmSt courses enabled me to reflect on my experiences and become more accepting of myself, my family, my community, and my roots in Cambodia. I am no longer trying to hide my heritage. I hope to pave a way for those who do not have equal or fair access to higher education and spread the knowledge of what I have learned from Asian American Studies in my graduate education program to enable other educators and policy makers to understand the intricate issues affecting the profiles of Cambodian students and other refugee students in order to develop more effective educational policies and practices, locally and globally.

Peter Palingo, M.Ed., with Graduate Certificate in CCT

Email: peterpalingo@gmail.com

Focus area: Teaching English Language Learners, especially in a foreign context, namely, South Korea.



Importance/relevance of what student did within LTET

Especially through CCT courses, Peter became a reflective practitioner.

Statement about value of LTET as contributor to student's goals and pursuits.

Extract from Peter's capstone exam wrapping up a question that invited students to "review the process of development of your work and thinking about education":

Reflecting on my M.Ed studies through the lens of Taylor's "4 Rs" helps me see that the journey has been transformative. It also brings to mind the third "R" which I have not mentioned yet, Revelation. There were many times in my courses when I would be struggling with different ideas through reflective writing or classroom dialogue and suddenly I would articulate my ideas in a way that brought focus to my thinking and revealed my true self. My identity revealed itself and grew during moments of learning. I like the quote by Peter Taylor (2008) that, "we know more than we are, at first, prepared to acknowledge." So often our understanding of various topics is internalized in ways that escape our ability to retrieve them. We may take certain ideas for granted or intuitively accept something, but we struggle to explain and elaborate our understanding. Therefore, those moments of clarity when our internalized assumptions and conscious thoughts merge with the topic of study and allow us to articulate ourselves with passion and precision are so powerful. I will miss those moments in the context of the M.Ed. program, but will seek out new forums for that type of engagement and revelation.

From Exhibit 1, I can now understand that I never developed the Respect in the relationship with the teacher whom I observed. On the surface, of course we were respectful to one another. But, we did not really listen to one another and only told each other what we felt the other wanted to hear. Without a base of Respect, I could not engage in Risk to step into the uncertainty or discomfort of honestly discussing his teaching methods and how they may not be best serving his students. By not taking that Risk, I could not achieve Revelation. Therefore, there was a disingenuous aspect to our exchanges. I was not being myself. In that situation, transformative insight or growth was impossible. But, it was still a valuable learning experience on several levels.

... I can now understand that the powerful presence of Respect in the “Creative Thinking” class allowed me and my classmates to engage in Risk. Then, I was free to share my identity and allow it to grow. The Revelation occurred for me during the process of developing and performing my presentation. I realized that I had internalized an understanding of those two artists that are so personally important to me. By creatively presenting those two people, I also revealed myself. This has been a valuable exercise to reflect on my experiences in the M.Ed program. The “4 Rs” have provided me with a new framework to evaluate learning situations. My new awareness of these elements will help me to take advantage of potentially transformative opportunities in the future.

* * *

Richard Azulay, with Applied Behavior Analysis for Special Populations Graduate Certificate



Email Azulay.Richard001@umb.edu
Graduated Fall 2009

Statement about the student’s focus within LTET

Richard Azulay combined his commitment to educating students with autism along with the systematic and data-driven capacity of computer-assisted learning as the focus of his research, product development, and reflections within the LTET Masters of Education Program.

Importance/relevance of what student did within LTET

In a field where little has yet been done to harness technology that promotes learning, Rich taught himself basic code and developed a prototype computer program to teach basic matching and word identification skills to students with Autism and Intellectual Disabilities. He pilot tested his program and revised it, adding data collection and graphing capabilities that are consistent with an Applied Behavioral Analysis methodology. He reflected upon this process in his Capstone Exam, which he passed with distinction. Rich was selected as the LTET Book Award Recipient for 2009.

Statement about value of LTET as contributor to student’s goals and pursuits.

As Rich tells us, "My goal is to create instructional tools and data collection systems to be used by teachers and behavior analysts. Once finding support at the University of Massachusetts for development of these skills, I have had to present the need for these skills within my worksite, and continue to do so. It is my hope that this knowledge will lead to development of innovative teaching tools for children with Autism."

Songkhla Thi Nguyen, M.Ed.

Began in LTET but switched to with initial licensure in Elementary Teaching and graduated in 2010 with a focus in Asian American Studies

email: songkha_nguyen@yahoo.com



Student's Focus: Songkhla Nguyen began the LTET program with multiple interests in science education, Asian-American youth and community development, Buddhist education, and Vietnamese refugee/immigrant family dynamics. Through her first year, she clarified her focus and transferred from LTET to the initial licensure program for elementary education. She decided that the best way for her to combine her interests was to become a public school teacher in a school that served Vietnamese American students and families. In this way, her formal degree program shifted, while she maintained her LTET/Asian American Studies curricular focus.

Importance/Relevance of Student's Work: Following her graduation, Songkhla was hired to teach in a first-grade Sheltered English Immersion classroom at the Mather School (Boston Public Schools) with 100% Vietnamese American children. Her skills, networks, and resources as a classroom teacher — enhanced by the Asian-American Studies curricular thread of LTET — are much needed in a system where Vietnamese bilingual/bicultural responsiveness is essential but severely limited.

Student quote: Five years ago, I wasn't certain what my goals and aspirations were, but today I can confidently claim: I am an educator. I am serious and passionate about my work; I seek ways to improve my teaching and pedagogy for the betterment of students. Asian American Studies along with my Teacher Education training program has prepared me to do so. I will always be working on bettering my skills and abilities to become a more qualified teacher. I teach to circulate knowledge, influence positive actions, and increase social justice. I thank Asian-American Studies for providing me the opportunity to do so!

II. SELF-ASSESSMENTS

A. FACULTY REVIEW OF GOALS AND OBJECTIVES

This review consists mostly of extracts from the annual reports that note developments and identify possible steps ahead. Some additional possibilities for the future have arisen through faculty discussion around the preparation of this self-study and are included in section III.A.

Goals & Specific Objectives	Developments	Possible Steps Ahead
<i>A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.</i>		
A.1 Get a positive name for the track through governance.	"Learning, Teaching, and Educational Transformation (non-licensure)" became official in AY09.	Use this name to promote the track. Secure a separate page in the Graduate Bulletin for LTET.
A.2 Plan larger more ambitious changes (developed carefully with attention to institutional politics and resources/sustainability).	See "Possible Phased Steps Toward Doctoral Program," http://candi.wikispaces.umb.edu/TowardsDoctoralProgram . Stalled. LTET track coordinator(s) stretched by their other program leadership commitments. (No response to request in AY08 to GCE dean from LTET coordinators for half-time LTET faculty member to be assigned a key role. See also C2 and C3.)	Revisit if more support becomes available and/or a faculty newcomer steps up to give some push to the track.
<i>B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.</i>		
B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.	Done AY08, including new core course categories: curriculum organization and innovation; research and writing for reflective practice; mediation, dialogue, and collaboration; urban and social justice education	

Goals & Specific Objectives	Developments	Possible Steps Ahead
<p>B.2 Make what we already do more accessible to students and to prospective students in the "feeder" tracks (ABA, CCT, BWP...).</p> <p>In particular, assign LTET advisors to match student's interests.</p>	<p>Wikipages: http://candi.wikispaces.com/LTETtrack, and linked pages & forms, including course tracking forms. New text in Graduate Bulletin (in press AY09).</p> <p>Advisor/advisee pairings clear to LTET faculty.</p> <p>Student emails available to and used by LTET coordinators and faculty to facilitate advising.</p>	<p>Communicate to incoming students (new & transfers) that the wikipages provide important and up-to-date information.</p>
<p>B.3 Implement new capstone option of a "Written paper with oral presentation"</p>	<p>Two students undertook this. These and other students needed help understanding that this paper went beyond the requirements of the research and writing course they registered in.</p>	<p>Advise students to consider new capstone option. Revise description of this option to clarify the distinction and make rubric available.</p>
<p><i>C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.</i></p>		
<p>C.1 Enhance discussion among the LTET faculty and coordinate with the feeder tracks they are responsible for. In particular, coordinate course offerings so that interesting, but often-underenrolled electives run.</p>	<p>Consultation by email and occasional meetings, but feeder tracks mostly operate on their own terms. Offered multicultural literature and creativity course in partnership with CCT.</p>	<p>Keep going in same vein.</p>

Goals & Specific Objectives	Developments	Possible Steps Ahead
<p>C.2 Given that all LTET faculty have primary advising and administrative commitments in other programs, LTET faculty check in from time to time to make sure that we are clear about:</p> <p>a. each other's limits of involvement in LTET;</p> <p>b. the support we need from each other and the staff to counteract the common pattern that, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer);</p> <p>c. the agreed-upon scope (perhaps limited) of efforts to build the track beyond its present state; and</p> <p>d. the backup/successional plans for anyone who takes on the coordinator role.</p>	<p>Had an initial meeting on these concerns, but the unfolding of AY09's work did not match our hopes, especially on b & d.</p> <p>Mary Brady joined Peter Taylor as co-coordinator in mid-spring 2010.</p> <p>Had another meeting on these concerns at end of AY09, taking into account outcomes of C3 & C4 below. Only one person was willing to continue in leadership role in '10-11 and then only if another person is able to commit serious time as co-coordinator.</p> <p>For AY10, the C&I Chair assigned a ¼ time GA to LTET with additional ESS funds for hours during winter and summer. With no alternative in sight, Mary Brady took primary leadership role, with Peter Taylor as backup support. Request for GPD stipend turned down. Request to C&I Chair for salary savings from two LTET core faculty members' sabbaticals to be allocated to fund an LTET lecturer for AY11 not approved.</p>	<p>Explore options for operations and planning (and AQUAD review) to prevent continued exploitation of some faculty: Wind down the track; Secure a CLR and stipend for coordinating LTET (and then explore if that makes a difference); Search for a faculty member to serve non-licensure tracks*; or Hire a CCDE-funded assistant coordinator (based on income from that person offering additional sections of required core courses online & in the summer through CCDE).</p> <p>(* Note: A proposal was made At the C&I Chair's request, a proposal was made in Spring '08, but not given any priority by the College, namely, to search for a tenure-track faculty member to serve CCT and LTET who would ensure</p> <ul style="list-style-type: none"> • Continuing Innovation in Research and Engagement for Educational Change; and • Administrative Viability for CCT & LTET. <p>If a new proposal were requested from CCT and/or LTET, the focus and rationale would be revisited to address the current situation and possible new directions.)</p>
<p>C.3 Involve the Department Chair in creating an apprenticeship/ successional plan for LTET coordination, e.g., to ensure that the co-ordinator can take a real leave when s/he gets it.</p>	<p>Discussions and subsequent check-ins held starting August '09. Nothing eventuated from the Department. (Licensure programs command higher priority for attention and resources.)</p>	<p>Expect not to have a faculty member for whom LTET is their primary responsibility.</p>

Goals & Specific Objectives	Developments	Possible Steps Ahead
C.4 Establish who in the OSS is the point person for LTET and the parameters in which they can be asked to support LTET faculty on advising and other issues.	Eventually informed by OSS: "There is no point person." Clarified LTET operations, http://candi.wikispaces.umb.edu/LTEToperations , and queried OSS about what support OSS can give. Upshot in AY09: Most of LTET operations are in faculty hands.	Continue to remind OSS of the (minimal) filing and advising help they agreed to. Faculty continue to streamline operations (e.g., email distribution and submission of comp. exams)

B. SURVEY OF CURRENT AND FORMER STUDENTS

1. The Survey Process

We created a 13-item online survey for current LTET students, an 11-item survey for LTET alums, and a 14-item survey for LTET students who did not complete the program. The online survey was distributed by emailing the corresponding link for each survey on www.surveygizmo.com to the appropriate group with an explanation of the purpose of the request, using last known working email addresses from the LTET database. We received 12 completed surveys from current LTET students (out of 53 possible); 9 from LTET alums (out of 127 possible); and 1 from non-LTET completer students (out of 23 possible). Non-responses include those who never received the email request, as indicated by messages bounced back as undeliverable (around 32 total across all groups). In reporting results, we consider the answers to questions from LTET graduates, then current LTET students, and then from LTET non-completer students. All 3 surveys can be found in Appendix A.

In January 2011 we distributed the following message and link to one of 3 surveys to each student within the MEd LTET program since 2005 for whom we had active email addresses. A total of slightly more than 200 surveys were emailed to students, some to multiple email addresses.

Email message to current and former students

The LTET program is undergoing its periodic "AQUAD" (7-year) review, which the University might use to make decisions about resources for and the future direction of the Program. The review begins with a self-study this spring so we are surveying all current, graduated, and former students about their experiences in the program and afterward. We would appreciate it very much if you could complete the survey at <http://www.surveygizmo.com/s/444952/0eazm> within a week. Your survey responses are confidential and anonymous.

Should you also wish to write a testimonial about the program that can add depth to the survey, feel free to email this to us.

Please submit up-to-date contact info via the program email: med.ltet@umb.edu.

If you have received this survey in error please let us know so we can correct our records.

Thank you very much for taking the time to assist us in this important effort,

Mary Brady and Peter Taylor

Co-coordinators, MEd Learning, Teaching & Ed. Transformation (non-licensure) track

<http://candi.wikispaces.umb.edu/LTETtrack>

med.ltet@umb.edu

2. Survey Summary: Current Students

Area of intended or actual focus

Of the 11 respondents, 7 were pursuing or interested in pursuing roles other than that of a teacher. One expressed an interest in school administration or advising, particularly in international education. Two did not specify their non-teaching directions. Four were pursuing national professional licensure as behavior analysts. Of the 4 who were pursuing teaching, one was completing Spanish courses leading towards Professional Licensure, one listed special education, and one pursuing initial licensure directly through the Massachusetts Department of Elementary and Secondary Education.

Four of the 7 students were incorporating the ABA Graduate Certificate within their LTET learning plan.

Most respondents had almost completed their LTET program, so had significant experience with the program's advising, course selection and the relevance and quality of the courses and overall program. Five are completing their last courses this spring, and one student has only one remaining course. The remaining 3 respondents reported 4-6 remaining courses to complete the LTET program.

Include Graduate Certificate?

No graduate certificate programs were included within LTET learning plan for the majority, 7, of the current students who responded.

All 4 students who were including graduate certificate programs were concurrently enrolled in the ABA Graduate Certificate Program.

Remaining Number of Courses

Two thirds of the respondents were in their final one or two semesters of the program (0-2 courses after the current semester). The remaining third of respondents were at least half finished with their coursework, with 4-6 courses remaining.

How did you hear about LTET?

Most participant respondents learned about the MEd LTET from those within the program—2 from former students, six from advisors, and 3 learned about it from participating in other UMassBoston graduate programs (1 in the Teach Next Year program, and 2 within the ABA program). The catalog and website were used by 6 students, but only one of these students gained knowledge about the program only from the website. The remaining 5 also mentioned the role of their advisor or former LTET student in their process of learning about the program.

What information or other features led you to apply?

Three students mentioned that LTET allowed them to pursue a degree in education without the teacher practicum (aka student teaching). Two would or had earned their teacher licensure and wished to complete a Masters degree. For one participant pursuing teacher licensure, the pace of a licensure program wasn't possible for her so she completed enough teacher licensure courses to be able to apply directly to DESE, and then completed additional courses towards her professional licensure. One participant would be moving out of state and preferred to earn her Masters degree in education and obtain teacher licensure in her new home state. Four students first completed the ABA Graduate Certificate Program and found that they were "...almost half way towards finishing a Masters degree." For them, completing a Masters degree would enable them to pursue the higher level of national professional licensure than those with only a bachelors degree. One began within the ABA Graduate Certificate program but "...decided against it" so continued with the Masters program in education instead to become "...more attractive as a researcher/writer/prospective employee." One participant found that his Graduate Assistant work in public schools with high school students helped him "...decide that this MEd track was right for me." For one, the location was a deciding factor, and one student mentioned the convenience of the evening courses which allows her to "...work full time."

What aspirations for professional or personal development did you have when you joined the program?

For the 3 students pursuing a Masters degree incorporating the ABA Graduate Certificate Program, they were pursuing career advancement and marketability. One student who earned with teacher licensure a number of years ago is preparing to return to the workforce after raising her children. She was concerned when observing that other skilled teachers with "old" licensure were being underutilized as para-professionals or passed over by younger teachers with Masters degrees. In her field, special education, she felt that newly hired teachers with behavioral analysis professional licensure had an advantage over those who did not.

One student wished to complete teacher licensure coursework leading towards licensure, and another who earned teacher licensure at the bachelors level wished to explore educating early childhood students.

Other participants are pursuing the program to advance their careers in international educational administration or advising, Spanish education. Another student sees a way in which the program allows an integration of his diverse interests. The "research and engagement class will enable me to research using digital media and mathematics in class, as well as to reach others through the Internet."

One participant shared with us the motivation behind a career choice within education that led to LTET. "I was looking to develop myself and pursue a master's degree in a field that I greatly enjoyed. I have always enjoyed my time as a student, and I wanted to give back to the community in some way. Growing up I had a number of teachers and mentors who inspired me in so many ways to continue my education and I wanted to preserve and pass that on to others."

In what ways (if any) have these aspirations changed at this point in your studies?

Nine students indicate that their aspirations have not changed, though three expanded upon the aspirations by setting farther-reaching goals to continue learning, acquire leadership positions, and pursue doctoral degrees

What professional or personal changes are happening that you attribute, at least in part, to your studies and experience in the LTET MEd program?:

As respondents closing in on completing their program, all have indicated that they met their aspirations or have concrete indications that they will when they have actually earned this Masters degree, especially with job promotions and with the ability to sit for a higher level of the national professional examination for behavior analysts. For some, there were unanticipated personal changes, such as “I am finding the coursework personally rewarding.” Three have expanded their courses of study and interest in unanticipated directions because of a course they completed as part of the LTET program, such as in educational administration, counseling, and a new direction as a special educator. Another sees the LTET program as supportive of her writing in that, “I am doing a lot more writing and exploring the possibility of publishing my work. I am also considering employment opportunities in academic settings.”

From a more practical perspective, one student attributed a new job to the LTET program, one a job promotion, and another anticipates a pay increase soon as she completes the MEd LTET program.

For at least one participant, the experience and knowledge extended beyond academic and work careers into the home. They “...helped to broaden my view in the workplace and at home.” For another student, the online course option brought positive changes. “Cutting back on the commuting time has freed me up to get more work done, which makes me a better teacher.”

What evidence would you provide to show that your studies and experience in the LTET program are contributing to those professional or personal changes?

Four students took the time to write about experiences in their lives beyond examples of achieving their stated aspirations and, instead, commented upon evidence of the program’s impact more broadly. For example, “My last on-line course, with Wally Clausen, really opened my eyes to the power of social media. Just look at Egypt this week. I look at social action a little differently.” Several students commented on how they have learned to feel more confident, collaborate and attend to nuances of discourse learned in coursework. “...through my work and applying what I learn and reflecting on my experiences I feel I have gained a better understanding of who I am and how interact with the world around me.”

On a less positive note, an employer (understandably) assumed that a student had acquired high quality experience practicing ABA skills learned through the graduate certificate program incorporated within the LTET program. The student was hired but her position was soon restructured to accommodate the student’s need to gain additional experience. The LTET (or ABA program) do not currently provide the opportunity for this supervised experience, though some universities do.

Three responses were more vague: two students didn’t know yet, and another more generally felt that the coursework learning would be applied to the job.

Concrete work-related outcomes were mentioned by 3 students. For 2 of them, earning a Masters degree was important for continuing their jobs. And, for another, the program has led to "...increased writing, submittals to educational magazines and application for positions within university education departments."

What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations?

More courses in their area of interest, such as international education, teaching college as an adjunct, Spanish methods, non-teaching courses such as testing and legislation and ABA.

Only one student out of 11 expressed a wish for more time with advisors and quicker response time when dealing with technology-related concerns such as Blackboard, Wiser and email.

The only additional service suggested was a student career advising office. Since one is available at UMassBoston, the program might create more obvious links to this and perhaps other UMassBoston student support services.

Overall, how would you rate the quality of the LTET Program?

All respondents rated the program as either excellent or good, and in addition, indicated that the range of courses from which to choose research or social justice options was only fair.

Excellent 6

Good 5

Fair 2

Poor 0

Capstone options

When asked which capstone option the current students anticipated selecting, more than 80% selected the take home exam. One student indicated that her choice was influenced by her sense that she does better in writing than oral presentations.

Three students reported that their own busy schedules led them to completing responses to examination questions instead of the more open-ended research required for the second option.

One student opted for the second choice because of concern that the courses didn't prepare for the exam, and that the exam "...seems biased to those students who pursued a more traditional education courseload/focus within the program." The other student who preferred the written paper and presentation did so because "I try and apply what I discuss and learn in the classroom to more than just my professional life, and I think that I can better convey that through this option."

Two students appreciated being able to make a choice themselves. As one stated, "I am very happy that students are given a choice and are allowed to make a decision based upon the area in which they are most comfortable."

3. Survey Summary: Graduates

Area of intended or actual focus

All nine respondents pursued the MEd: LTET non licensure program for reasons related to teaching. Six added skills to their existing teacher certification, one pursued math and physics,

and one completed some of the general education coursework related to her professional licensure in Visual Arts.

Seven of them incorporated a UMassBoston graduate certificate as part of their LTET learning plan: 1 included CCT, and 6 included ABA.

Include Grad Certificate?

No—2

Yes—6 ABA; 1 CCT

How did you hear about LTET?

Specific courses drew one graduate to the program, two were informed by current or former LTET students, and six obtained the information about the program from the University of Massachusetts Boston website.

What information or other features led you to apply?

Two graduates pursued LTET because they were able to enroll in education courses that were not tied to teacher licensure.

Two other students had already completed some coursework at UMassBoston and were able to use those courses towards a Masters degree. One commented on the relevance of the core courses to his or her work while expanding topics beyond work that match interests through the electives in art, young adult literature, and critical and creative thinking.

What aspirations for professional or personal development did you have when you joined the program? Have these aspirations changed at this point in your studies?

Eight of the nine respondents aspired for job related improvements—one to teach, one to obtain a full time job that required a Masters degree, one to more generally improve to become “...an excellent practitioner,” and 6 to add a skill set in applied behavior analysis. Only one wished to graduate earlier, perhaps referring to the 11 courses instead of the typical 12 courses within many education Masters degrees at UMassBoston, or to earn a master’s degree in education without completing a practicum experience.

For eight of the nine graduates, they achieved their initial aspirations, and for 2 of these eight, they achieved beyond their aspirations. One feels the impact of now “...positively impacting the lives of children and their families,” and another “...“...even though I never thought I'd want to, I would like to go back to school.” One student has a negative relationship with an advisor, and feels the loss of faith in the profession. The one dissatisfied student states that, “... I write about social injustice now.”

Two of the respondents took the time to share enthusiasm about their LTET experience.

“Since completing my M.Ed, I have become dually certified in Early Childhood Education and Moderate Disabilities PreK- grade 2 in addition to becoming a BCBA. I changed careers after having raised three children, and found for the first time in my life that I look forward to going to my job everyday.”

“I am now a Board Certified Behavior Analyst and I work for the State of Virginia as well as I adjunct for James Madison University. I am very proud to have my M.Ed. (LTET) from UMass Boston on my wall.

What professional or personal changes are happening that you attribute, at least in part, to your studies and experience in the LTET MEd program?:

Changes that graduates attribute to their studies and experience in the LTET program were both job-related and both personal. Three were promoted or moved into new positions with increased responsibilities, and another feels an ability to teach students more effectively. Two comment on outcomes that cross over personal and work-related parts of their lives, such as being happy to go to work each day, and applying "...critical thinking and reflection on myself as an educator." As stated in the previous comments, one graduate writes about social justice now."

What evidence would you provide to show that your studies and experience in the LTET program are contributing to those professional or personal changes?

Five graduates tell that their current and previous jobs are positive and directly related to their completion of the MEd. LTET program.

One student continued to pursue further studies at another school and found that "...my foundational learning at UMB helped me to excel there." The disgruntled student did find an advisor who "...helped me to realize I had something to offer." Another felt that the "...(A)ability to ask for help and turn to others to help me become better in my job." The student who achieved a career change through the program has "...received positive feedback from my colleagues and supervisors through formal observations and evaluations of my work in the classroom, and have received many thanks (verbal and written) from parents of my students."

What suggestions do you have for improving the ways the LTET program could serve a student with your aspirations?

Suggestions were made about administrative and logistics aspects of applying to the university and participating in the MEd: LTET program. One student asked for "...(I)increase(d) access to those who can answer questions about courses and admissions processes prior to the completion of the application packet." Another student appeared to ask for supports for technology related to online courses or class sessions. "Many of the online components were not user friendly."

Two students had very specific course-related requests. "Courses in writing were cancelled or not offered, perhaps due to under enrollment. Perhaps inform other potential students about them because, "...I feel that if other people knew about those courses they, too, would be interested." And another requested additional courses related to behavior analysis. One specific suggestion was to "...access to computerized data collection systems during the (online) course." Two students appeared to feel quite satisfied with their experience when they commented, "I enjoyed the program. It was exactly what I needed and allowed me to focus on what I wanted to focus on. I didn't feel I wasted any of my time" and "I was very pleased with the program. All of my professors were excellent, caring teachers. I grew immensely (in many ways) through my experience at UMass Boston."

Overall, how would you rate the quality of the LTET Program?

Eight out of nine respondents rated their experience as either excellent (3) or good (5) and only one student rated the experience as poor.

4. Conclusions from Surveying Current and Former Students

The LTET program faculty has been reminded of the importance of seemingly simple comments and feedback, and will consider follow up activities that:

- Increase awareness of our program with our colleagues in related programs
- Connect our students to university-wide support systems such as career counseling
- Clarify the capstone options, particularly the preparation required for Option 2 and the ways students may prepare for the capstone given that they do not enroll in the same specific courses.
- Review the research and social justice course options based upon the careers and interests of our students
- Solicit student feedback earlier and periodically throughout the program.

Responses from LTET Graduates suggest that the program faculty ponder ways to improve the program primarily in the ways that prospective and active students navigate through the administrative and technology systems that, although outside the program, are essential to our students' academic well-being. In addition, and not surprising given the unique interests of our students, one expressed frustration that courses she was quite interested in were cancelled because of low enrollment.

LTET faculty will also consider ways to improve the program based upon student comments in areas related to:

- Ways in which students can provide feedback about their experience within the program, beyond the course evaluations, on a regularly scheduled basis. We would, perhaps, have been able to address the one student's concerns about his relationship with his advisor had we known, and looked more broadly at the course options when students had specific interests.
- Advising processes so that students are communicated with frequently.
- Collaboration with Office of Student Support and Graduate Admissions to smooth out the process of obtaining answers to questions prior to being accepted into the program.

C. PERSONAL STOCK-TAKING BY PROGRAM COORDINATORS

Peter Taylor

Faced with uncertainty about resources for the CCT Program, I began to contribute to faculty discussions in Track A in AY07 to help align CCT and Track A so that, if CCT were wound down, CCT students could transfer to Track A and still graduate. My assumption was that, as a track in the Teacher Education program, Track A's future was not subject to the same uncertainty. To align CCT and Track A, the CCT faculty increased the number of credits required for graduation to 33. The minor changes Track A put through governance to create more coherency and flexibility of courses taken to fulfill core requirements also meant that more CCT courses could count for the Track A core.

The C&I Chair in AY07 saw Track A, or LTET as it was being renamed, as a basis for a new focus on Curriculum Studies that might become a doctoral program. I agreed to co-coordinate the track for AY08, but the Chair resigned at the start of AY08. LTET has continued to be administered, students advised, capstones evaluated, and an AQUAD self-study prepared only through "above-and-beyond-the-call-of-duty" work by the LTET faculty. My assumption that, as a track in the Teacher Education program, Track A's future was secure has turned out to be

incorrect. Instead, as is a common pattern for small programs at UMB, unless one provokes a crisis by "quitting," one is left to exploit oneself (i.e., to allow other life and work commitments to suffer). From a programmatic point of view, this pattern means that nothing has provided by C&I or the College that guarantees that students joining LTET will be served through to their graduation. Nevertheless, recent years' cooperation on course offerings for the LTET and CCT programs has been fruitful and may provide a basis for future cooperation and apprenticeship/mentoring on running and promoting of LTET, CCT, and the Professional Licensure track.

Mary Brady

Curious about a path to a Masters degree for students completing the ABA Graduate Certificate Program, I found the Track A (now LTET) option a fit for students who met the Masters degree prerequisites. In 2004/2005 the first ABA students were accepted, and the trend has continued at a steady rate of about 6-10 students per year matriculating into LTET.

My assumption was that the LTET students would become Teacher Education Masters students, receiving advising along with other Masters students. Quickly I learned about the "shortage" of faculty time because each had primary responsibility for other programs. I volunteered to join the Track A program group to assist with advising the ABA students, and met with colleagues to consider the potential of this unique Masters degree track. By AY07 I was serving as the program's coordinator and led the effort to revisit the core requirements and update them, removing required courses that were no longer offered (e.g., EDC G 672) and add course offerings that met the original core themes of leadership/mediation/collaboration, curriculum innovation, research and social justice/urban education. The C&I Chairperson in AY07 was enthusiastic about the growth potential for the track, but she resigned as Chair before any investment was put in place to move forward with new ideas and possibilities.

At this point, I am concerned about our ability to provide adequate and consistent advising, build relationships with students, and support each other with program operations. This year, the current C&I chairperson has allocated a Graduate Assistant to LTET for 4.5 hours/week year round. This has been quite helpful with carrying out several administrative tasks, such as arranging the distribution and assessment schedule for the capstone exam each semester. However, faculty numbers affiliated with the program have decreased since AY07 and staff support has become minimal, even though enrollment has been maintained.

* * *

The current LTET co-coordinators both began to help with the track in order to enhance coordination with our primary programs, then moved into a coordinating role on a stop gap basis when requested by C&I Chairs, and ended up continuing because, given that no preparation had been made by the Department or College for replacing us, our departure would create a crisis for LTET and its students. This we-have-no-alternative-but-to-soldier-on situation should not be read as criticism of our LTET colleagues, given that all LTET faculty members have primary advising and leadership commitments in other programs. Readers of the self-study are free to make their own interpretations of past decisions by Chairs and Deans (many of whom have moved on). In the spirit of looking ahead, the next section simply lays out specific options for the future that seem most relevant for the AQUAD reviewers and the College and University decision-makers to consider.

III. PLANS FOR THE FUTURE

A. REVISIONS AND ADDITIONS TO AQUAD GOALS AND OBJECTIVES

LTET faculty Plans for the Future are mostly addressed in the Possible Steps Ahead column of the Table that makes up section II.A, Faculty Review of Goals and Objectives. However, building on the survey of students, the following revisions and additions to the Goals and Objectives are envisaged.

Goals & Specific Objectives	Possible Steps Ahead
<i>A. Attract and serve individuals who do not wish to be certified in Massachusetts (or who are already certified), but want to work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.</i>	
A3. Advising processes so that students are communicated with frequently and accurately.	Get all LTET faculty up to steam with developments of recent years (e.g., googledocs, wiki). Collaboration with OSS and Graduate Admissions to smooth out the process of obtaining answers to questions prior to being accepted into the program.
A4. Connect LTET students to university-wide support systems such as career counseling.	
<i>B. Through teaching, advising, and a reliable, coherent program of offerings, allow students to design a sequence of education-related courses to support their specific interests.</i>	
B.1 Get minor changes through governance to create more coherency and flexibility of courses taken to fulfill core requirements.	Review the research and social justice course options based upon the careers and interests of our students
B.2 Make what we already do more accessible to students and to prospective students.	Increase awareness of our program with our colleagues in related programs.
B.3 Implement new capstone option of a "Written paper with oral presentation"	Clarify the preparation required for the written paper capstone option given that students do not enroll in the same specific courses
<i>C. Establish sustainable, non-exploitative operations and planning, recognizing that all LTET faculty have primary advising and administrative commitments in other programs.</i>	
C5. Solicit student feedback through their program of studies and periodically throughout the period between AQUAD reviews.	

B. SPECIFIC OPTIONS FOR LTET'S FUTURE: IMPLICATIONS FOR SERVING STUDENTS, RESOURCES, AND ADMINISTRATION

Implications of seven options for the post-AQUAD future of LTET that might be considered by the Administration are as follows:

Option	Serving students	Opportunities (-lost/+gained)	Additional Resource implications
1. Wind down LTET	Most currently matriculated LTET students can be graduated by spring '12. (Any delayed completers can be served through courses offered in other programs and could be advised through ad hoc arrangements.)	- CCT courses offered through U.C. and taken by LTET students would not achieve the current enrollment level. + After current LTET students graduate, core LTET faculty members now taking administrative responsibility would have time freed up.	Core LTET faculty would be relieved of an “above-and-beyond-the-call-of-duty” advising and administrative responsibility.
2. Scale back LTET so it serves primarily students who shift out of the licensure tracks.	As for #1 above.	As for #1 above.	Faculty members from licensure tracks assume responsibility for LTET.
3. Continue on current basis (with continuation of ¼ time GAship, i.e., 4.5 hrs./week).	Students continue to be served by courses offered by other programs and tracks.	- Core LTET faculty member taking administrative responsibility— <i>IF SOMEONE TAKES THAT ROLE</i> —would be doing so at the expense of other teaching, advising, and research work.	Because all current LTET faculty member have primary admin. role in other programs, alternative coverage of that role may be needed for any LTET faculty member to agree to serve as LTET coordinator. Other core LTET faculty have to continue “above-and-beyond-the-call-of-duty” advising responsibility.

4. Continue on current basis, but with CLR and stipend secured for LTET coordinator (and continuation of ¼ time GAship, i.e., 4.5 hrs./week).	As for #3 above.	+ Core LTET faculty member taking administrative responsibility would no longer be doing so at the expense of other teaching, advising, and research work.	As for #3 above.
5. A regular faculty member (lecturer or professor) appointed or assigned, who is dedicated to LTET, perhaps in combination with CCT and Professional Licensure track.	Person appointed needs to be able to teach Sociocultural Perspectives (EDCG 606) online, Teacher Research courses, and, if CCT is to be served, Creative Thinking and Synthesis (capstone) seminar for CCT.	+ Provides an opportunity for day-to-day cooperation and apprenticeship/mentoring on running and promoting of LTET, CCT and Professional Licensure track.	As for #3 above + When core LTET faculty members are on leave, their required LTET and CCT courses covered by this new faculty member.
6a. Program moves administratively under University College, with U.C. professional staff member administering the program subject to governance by LTET core faculty.	Regular LTET faculty members continue to teach and advise. UC sections taught by UC-funded instructors added as student numbers warrant.	+ Provides an opportunity for day-to-day cooperation on promoting of LTET, CCT and Professional Licensure track. - Diminishes basis for collaboration among M.Ed. tracks and possible doctoral program in C&I.	As for #2 above + When core LTET faculty members are on leave, their required LTET courses might be covered by this new professional staff member.
6b. As for #6a, but with U.C.-funded faculty member administering the program subject to governance by LTET core faculty.	As for #6a above.	As for #6a above.	As for #6a above.
7. LTET finds a supportive location after reconfiguration of existing colleges and the establishment of a new School for Global Inclusion & Social Developmnt.	Until such a shift takes place, students still need to be served—see #2-6 above.	+/- Not yet knowable.	Until such a shift takes place, administrative and advising roles still need to be covered—see #2-6 above.

C. CONCLUSION

Ongoing adjustment to changing circumstances is reflected in the LTET faculty review of goals and objectives that were first spelled out in the Program's June 2009 Annual Report to Graduate Studies. By reconfiguring LTET's operations and achieving greater efficiencies the Program has been seeking to:

- maintain its strength as a program for educators in the broad sense who are not seeking licensure
- continue with a strong focus on individualized learning for students with an increasing range of interests
- reduce the amount of staff and faculty time available to complete administrative and advising responsibilities.

This 2011 self-study documents ongoing adjustments to changing circumstances and resource limitations. At the same time, readers should also have found in these pages and appendices evidence of a graduate program that serves its students very economically, leads students into courses from an array of options not typically accessed through one program, is able to adapt and develop in response to new challenges and opportunities, and produces graduates who are constructive, reflective agents of change in education and other community-based educational services.

We believe that there is an important positive place in the University's educational mission to serve individuals who do not wish to be certified in Massachusetts (or who are already certified) and who work in a broad range of education-related professions including those outside of classroom teaching, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy. LTET is designed well to allow such graduate students to pursue diverse inquiries and practical projects building on a foundation in curriculum development, research and writing, and collaborative action for change and social justice through education. The ongoing adjustments to changing circumstances and resource limitations, however, have come at some personal cost to members of the core LTET faculty. Reservations we have about these costs and shortcomings may be clarified by discussions during this AQUAD review process. The scope and reach of the LTET program is limited only by the creativity and drive of the faculty and students, and the availability of resources to maintain their momentum.