

**Plan of Studies: Learning, Teaching & Educational Transformation (non-licensure M.Ed.)**

*(use the form at <http://bit.ly/LTETInfo> to submit proposed plan or subsequent changes)*

<b>CORE:</b> One required 3-credit course in each of the four areas. (Select <b>one</b> from each list or a substitute after consultation with your advisor)			<b>Semester taken or planned</b>
<b>1. Curriculum Organization and Innovation</b>	EDC G 630	Inclusion: K-12	
	EDC G 642	Organization of School Curriculum	
	EDC G 660	Using Data to Plan Curriculum & Instruction	
	CRCRTH 601	Critical Thinking	
	CRCRTH 602	Creative Thinking	
	CRCRTH 630	Criticism & Creativity in Literature & the Arts	
	CRCRTH 640	Environment, Science and Society	
	CRCRTH 645	Biology and Society	
	CRCRTH 652	Children and Science	
	BWPEDU 510	Writing in the Content Areas	
	Other (by approval of Program Director)		
<b>2. Research and Writing for Reflective Practice</b>	EDC G 621	Teaching Writing K-12	
	EDC G 689	Teacher Research	
	EDC G 690	Teacher Research: Professional Licensure	
	CRCRTH 611	Seminar in Critical Thinking	
	CRCRTH 692	Processes of Research and Engagement	
	CRCRTH 693	Action Research	
	BWPEDU 501	The Teacher as Writer	
	BWPEDU 530	Teaching & Writing Poetry: K-12	
	Other (by approval of Program Director)		
<b>3. Mediation, dialogue and collaboration</b>	CONRES 621	Negotiations	
	CONRES 623	Introductory Theory	
	CRCRTH 616	Dialogue Processes	
	CRCRTH 618	Creative Thinking, Collab. & Org. Change	
		Other (by approval of Program Director)	
<b>4. Urban and Social Justice Education</b>	EDC G 606	Sociocultural Perspectives on Education	
	EDC G 672	Race, Class and Gender	
	CRCRTH 627	Issues in Antiracist & Multicultural Education	
	APLING 665	Interdisc. Curric. Devt.: Contemp. Persp. on Immigration	
		Other (by approval of Program Director)	
<b>FOCUS AREA COURSES:</b> Seven 3-credit courses in an area of focus (defined after consultation with student's advisor). The focus can be the same as a Graduate Certificate you are taking, a formal LTET Concentration (see guidelines), or of your own formulation.			
<i>Focus or Concentration:</i>			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
<b>CAPSTONE OPTION</b> (chosen after review of guidelines and consultation with advisor)			
1. Comprehensive 30-day take-home examination OR			
2. Written paper with oral presentation			

**Student Name:**

### **Current advisors and areas**

(from <http://candi.wikispaces.umb.edu/LTETAdvising>)

Peter Kiang (Asian-American Education); Peter Taylor (Critical & Creative Thinking; Science in a Changing World); Denise Patmon (Boston Writers' Project; Global and Social Justice Education); Donna DeGennaro (Technology, Learning and Leadership); Eunsook Hyun (Curriculum Studies). Students with an interest in Special Education should apply to join the non-licensure track of the Special Education program.

### **LTET Concentrations**

(from <http://candi.wikispaces.umb.edu/LTETRequirements>)

Formal LTET concentrations for students who include in their 11 LTET courses 7 that are required for the corresponding licensure or CAGS tracks: *Elementary Education, Middle School Education, Secondary Education, Teacher Leadership*

The concentrations in Elem, Middle, or Secondary Education ensure that students address the educational issues deemed important by the licensure programs. The concentration in Teacher Leadership ensures that, in addition to the four core areas of LTET, students address some or all of the following: Organizational Change; SPED/ELL expertise; Content Knowledge (depending on student's content specialty); and Technologically-mediated learning design (which emphasizes learning theory).

These four concentrations are not the only foci for LTET students. Under a regular *Learning, Teaching & Educational Transformation* concentration, students can choose the area of focus for their electives to be the same as a Graduate Certificate they are taking or... students can formulate a focus that prepares them for work in a broad range of education-related professions, such as adult- and community-based education, educational research, policy analysis, philanthropy, and advocacy.

### **Capstone Options**

(from <http://candi.wikispaces.umb.edu/LTETCapstone>)

#### **1. Comprehensive examination**

Take-home essay examination. Students are given 30 days to complete the assigned questions and return them for evaluation by faculty committee. Students complete this during their final semester in the program.

#### **2. 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 your LTET advisor (or another LTET faculty member) then serve as advisors and readers for the project. 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. Approval will be contingent on a) the proposal showing that the student recognizes the requirements above (as formalized in the rubric for evaluation of these capstones) and b) the student having made good progress on the capstone beyond what the course requires by the time the comp. exam is to be sent out. (Students not making enough progress at that point will be asked to shift to the comp. exam.) Oral presentations before the advisors and peers are arranged toward the end of that semester. (Students who do not complete the requirements or who do not pass by the times grades are due must take the comp. exam the following semester.)