MEMORANDUM

TO: Jennifer King Rice  
   Dean, College of Education

FROM: Elizabeth Beise  
       Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Master of Education in Curriculum and Instruction - MCERT PreK-12 Physical Education (PCC Log No. 19025)

The proposal to modify the Master of Education in Curriculum and Instruction - MCERT PreK-12 Physical Education has been administratively approved. A copy of the approved proposal is attached.

The change is effective Spring 2020. The Graduate Catalog entry for the program will be updated by the Graduate School (contact Angela Ambrosi at aambrosi@umd.edu for more information). Please ensure that the change is fully described in all other relevant descriptive materials.

MDC/
Enclosure

cc: Janna Bianchini, Chair, Senate PCC Committee  
    Barbara Gill, Office of Enrollment Management  
    Reka Montfort, University Senate  
    Huifang Pan, Division of Information Technology  
    Pam Phillips, Institutional Research, Planning & Assessment  
    Lae’l Hughes-Watkins, University Archives  
    Linda Yokoi, Office of the Registrar  
    Ryan Long, Graduate School  
    Laura Stapleton, College of Education  
    Francine Hultgren, Department of Teaching and Learning, Policy and Leadership
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment
to pcc-submissions@umd.edu.

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
Please also add College/School Unit Code-First 8 digits: 01203100
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits: 1310901

Type of Action (choose one):

☒ Curriculum change (including informal specializations) ☐ New academic degree/award program
☐ Renaming of program or formal Area of Concentration ☐ New Professional Studies award iteration
☐ Addition/deletion of formal Area of Concentration ☐ New Minor
☐ Suspend/delete program ☐ Other

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

Summary of Proposed Action:

The MCERT Physical Education program will be modified to reduce the total number of credits required and end the program in May rather than June; and to align with other College of Education MCERT specialization programs content areas.

Justifications/Reasons/Resources:

The reasoning for the update to the MCERT Physical Education program is to align with other previously approved MCERT specialization program content areas, reducing the number of credits from 42 to 36 credits, including the recently eliminated course with the Maryland State Department of Education (MSDE) teacher certification requirement, and to better prepare pre-service teachers by enhancing coursework focused on supporting the diversity of student learners in public school classrooms and adding coursework focused on current education technologies.

The Curriculum

- For more information, contact Cara Grant at cgrant75@umd.edu.
APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair  
   [Signature]  
   [Date] 9-16-2019

2. Department Chair  
   [Signature]  
   [Date] 9-19-19

3. College/School PCC Chair  
   [Signature]  
   [Date] 9-25-2019

4. Dean  
   [Signature]  
   [Date] 10/15/19

5. Dean of the Graduate School (if required)  
   [Signature]  
   [Date] 12/11/19

6. Chair, Senate PCC  
   [Signature]  
   [Date] 12-6-19

7. University Senate Chair (if required)  
   [Signature]  
   [Date] 12/8/19

8. Senior Vice President and Provost  
   [Signature]  
   [Date] 12/13/19
Program: Master of Education with Certification (MCERT) Physical Education (P.E.)
(Proposed modified content area specializations- P-12 P.E.)

Date of Proposal: September 10, 2019

Start Term for New Version of Program: 6/1/2020

1. Current Catalog Description of Program. Include any special admissions information.

The Master of Education with Certification Program (MCERT) is a graduate-level teacher preparation program that leads to elementary, middle school, secondary or Pre K-12 teacher certification and a Master of Education (M.Ed.). Content area specializations include Art, Dance, Elementary Education, English, Mathematics, Middle School Math and Science, Physical Education, Secondary Sciences (Agriculture, Biology, Chemistry, Computer Science, Earth/Space Science, Physics), Social Studies, TESOL (Teaching English to Speakers of Other Languages), and World Languages (Chinese, French, German, Italian, Latin, Russian, Spanish).

Admission Requirements

Bachelor's Degree with 3.0 GPA

Applicants who do not meet the 3.0 GPA requirement but are in the range of 2.8-2.99 or have successfully completed a graduate degree are still encouraged to apply. Applicants are evaluated based on a combination of grades, professional experiences, and outlook on teaching.

Basic Skills Test

All applicants must take one of the following exams and meet the required Maryland Department of Education (MSDE) cut-off scores:

- Praxis Core
- Praxis I
- SAT
- GRE
- ACT

Experience with Children and/or Young Adults
It is critical that applicants have some experience working with children in the appropriate age group as evidence that they are prepared to make informed commitment to the teaching profession. Appropriate activities can include coaching, mentoring, tutoring, volunteering or substitute teaching in a local school, or other relevant experiences.

Strong Background in Certification Area Content

Applicants must have completed the required academic course content for the intended certification area. However, the completion of the requirements can still be in progress at the time of application.
2. Current Requirements for Program. Include all course requirements for program.

The proposed Master of Education with Certification (MCERT) modifications apply to the following content area specialization: Physical Education

To align with the changes made in the following specializations for June 1, 2019:
- Secondary English
- Secondary Math
- Secondary Science
- Secondary Social Studies
- PreK-12 Art
- PreK-12 World Languages
- Secondary Middle Grades Mathematics & Science

Current Requirements for Secondary and PreK-12 Specializations include:

Specialization-specific instructional methods sequence (4 courses, 12 credits)
- KNES 689V Special Problems in Kinesiology: Teaching Elementary Physical Education (3 credits)
- KNES 689I Special Problems in Kinesiology: Teaching Secondary Physical Education (3 credits)
- KNES 689A Special Problems in Kinesiology: Assessing Learning in Physical Education (3 credits)
- KNES 689N Special Problems in Kinesiology: Curriculum Development in Physical Education (3 credits)

Reading/literacy course sequence (2 courses, 6 credits)
- TLPL 641 Reading, Cognition, and Instruction: Reading in the Content Areas I (3 credits)
- TLPL 645 Content Area Reading (3 credits)

Diverse learners course sequence (1 course, 3 credits)
- TLPL 674 Studying Student Learning in Diverse Settings (3 credits)

Adolescent development course (1 course, 3 credits)
- EDHD 413 Adolescent Development (3 credits)

Teaching internship credits (2 courses, 12 credits)
- KNES 689T Special Problems in Kinesiology: Teaching Internship (5 credits in Fall and 4 credits in Spring)
- KNES 798 Internship in Physical Education/Sports Management (3 credits Summer Session 1 during the final session of the program)

Capstone course (1 course, 3 credits)
- TLPL 676 Teaching as a Profession (3 credits)

Action research course (1 course, 3 credits, preparation and completion of seminar paper - UMD Master's degree requirement)
- TLPL 698 Conducting Research on Teaching (variable credits; students take a total of 3 credits: 1 credit in the Fall and 2 credits in the Spring)

Total credits: 42
3. Description and Rationale for Modifications. Be sure to specify whether modifications apply to the entire program or to a particular specialization, concentration, or offering (e.g., online offering) of the program.

Content Area Specializations

The proposed Master of Education with Certification Program (MCERT) modifications apply to the Pre K-12 Physical Education program (to align with the 2019 changes to the other content areas).

Description of Program Modifications

The program will be modified to reduce the total number of credits required and end the program in May rather than June, to drop one course recently eliminated as a Maryland State Department of Education (MSDE) teacher certification requirements, and to better prepare pre-service teachers by enhancing coursework focused on supporting diversity of student learners in public school classrooms and adding coursework focused on current educational technologies.

Rationale for Program Modification

1. Aligning with the changes made in the following MCERT specializations implemented for June 1, 2019:
   - Secondary English
   - Secondary Math
   - Secondary Science
   - Secondary Social Studies
   - PreK-12 Art
   - PreK-12 World Languages
   - Secondary Middle Grades Mathematics & Science

2. Reducing the total number of credits and ending the program in May: Nationwide, the number of individuals who wish to enter the teaching profession is dwindling. In order to remain competitive in this shrinking enrollment market, the modified MCERT program will lower the number of required program credits from 42 to 36 credits for the specific specializations listed above, yet still meet all the Maryland State Department of Education requirements for educator certification. We will reduce the amount of time that students spend in their internship each week during the fall and spring semester (during stages 1, 2, and 4), making it more feasible for parents and working students to participate in our program. MCERT teacher candidates will complete their degree requirements at the end of the spring semester and graduate in May, which will allow graduate the honor of participating in the University's May commencement. Graduates will also be free to pursue teaching employment immediately, when the employment season is getting underway. At its inception, the MCERT program was groundbreaking. It was the first of its kind in the State of Maryland to offer a one-year program that culminated in a M.Ed. and a path to state teaching certification. In some ways, 30 years later, MCERT is a victim of its own success. Most of UM’s regional peer institutions- Towson University, Johns Hopkins University, University of Maryland, Baltimore County, The College of Notre Dame, and The George Washington University- now offer similar programs. Those programs require fewer credits for degree completion making them more attractive and less expensive than the UMD MCERT program. As a result of these local options, enrollment in MCERT program has decreased in the last few years. In 2014/15, there were 105 teacher candidates enrolled in the MCERT cohort; in 2017/18, the number decreased to 69. Admitted candidates who do not enroll in our program often cite the comparative cost as the rationale for choosing other pathways to certification. Lowering the cost and shortening the
program by a summer semester will make this program more competitive, and enable us to boost our enrollments.

3. **Dropping one course recently eliminated as a MSDE teacher certification requirement:** Prior to the Spring 2016, all secondary teacher education candidates in the state of Maryland were required to successfully complete two courses focused specifically on teaching reading across the content areas. In the Spring of 2016, the Maryland State Department of Education decided to reduce the required number of courses focused on reading across the content areas from two to one. The course title *Literacy in the Content Area Part I* is now required by authority of the Institutional Performance Criteria Based on the Redesign of Teacher Education at the point of the program completion leading to certification for secondary content areas, special education, or Pre K-12 content areas. MCERT program modification reflects this reduction.

4. **Enhancing coursework to better prepare pre-service teachers:** (folding in assessment and curriculum enhancing the methods courses) Today's Pre K-12 and secondary teachers must be prepared to meet the instructional needs of a diverse student body. The modified program will prepare secondary teacher candidates with the 21st Century pedagogical skills that will enable them to adapt their instructional practices to meet the academic needs of all students—those who are gifted, average, or struggling learners, children with learning disabilities and children for whom English is not their first language. Further, today’s teachers have ever-expanding opportunities to utilize digital learning tools, and our program must be proactive in preparing them to sue those tools effectively to support student learning and to become continuous learners as new technologies emerge in the future. The transition from a third Instructional Methods Class by Specialization Seminar Variable credits spread over two semesters will enable the program to more tightly connect to graduate coursework with our candidates' experiential learning in their internship placements. Folding in the assessment and curriculum courses into the elementary and secondary physical education methods courses is a seamless instructional process for pre-service teachers and aligns with the benchmarking of similar programs across the nation. This will also provide specializations with more flexibility to meet their respective national accreditation standards, and give faculty the opportunity to explore interdisciplinary grouping opportunities.

4. **New course requirements.** For curriculum changes, the clearest way to present curriculum change is to use a two-column table, with the old curriculum in the left column and the new curriculum in the right. For example:

<table>
<thead>
<tr>
<th>Current Curriculum (Credits)</th>
<th>Proposed Curriculum (Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUR 100 Course Title A (3)</td>
<td>COUR 100 Course Title A (3)</td>
</tr>
<tr>
<td>COUR 200 Course Title B (3)</td>
<td>COUR 200 Course Title B (3) Removed</td>
</tr>
<tr>
<td>COUR 201 Course Title C (3) New</td>
<td></td>
</tr>
<tr>
<td>COUR 400 Course Title D (3)</td>
<td>COUR 400 Course Title D (3)</td>
</tr>
<tr>
<td>Total Credits: ##</td>
<td>Total Credits: ##</td>
</tr>
</tbody>
</table>

Start by using the table provided in the space below, or add your own table as an appendix. For a
new concentration or specialization, add the requirements in lieu of the table. For a new term structure offering of the program, indicate the courses that will be offered through the new option only if they differ from the requirements or offerings in the existing program.

The following table describes the current and proposed requirements to align with the changes made in the following specializations and the proposed modifications for the Pre K-12 Physical Education MCERT program:

- Secondary English
- Secondary Math
- Secondary Science
- Secondary Social Studies
- PreK-12 Art
- PreK-12 World Languages
- Secondary Middle Grades Mathematics & Science

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHD 413 Adolescent Development</td>
<td>Remains in the program</td>
</tr>
<tr>
<td>TLPL 641 Reading, Cognition, and Instruction: Reading in the Content Areas I</td>
<td>Remains in the program. Course is being modified to ensure full alignment with changes in MSDE requirement.</td>
</tr>
<tr>
<td>TLPL 645 Content Area Reading</td>
<td>Removed from program</td>
</tr>
<tr>
<td>TLPL 674 Studying Student Learning in Diverse Settings</td>
<td>Modified version of the course being developed. TLPL 628 Embracing Diversity: Social and Cultural Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>TLPL 638 Embracing Diversity: Teaching English Learners</td>
</tr>
<tr>
<td></td>
<td>EDSP 603b Embracing Diversity: Teaching Exceptional Learners</td>
</tr>
<tr>
<td>KNES 689V Special Problems in Kinesiology: Teaching Elementary Physical Education</td>
<td>Remains in program</td>
</tr>
<tr>
<td>KNES 689I Special Problems in Kinesiology: Teaching Secondary Physical Education (3 credits)</td>
<td>Remains in program</td>
</tr>
<tr>
<td>KNES 689A Special Problems in Kinesiology: Assessing Learning in Physical Education</td>
<td>Embedded into KNES 689 Elementary and Secondary Methods</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>KNES 689N Special Problems in Kinesiology: Curriculum Development in Physical Education (3 credits)</td>
<td>3</td>
</tr>
<tr>
<td>TLPL 698 Conducting Research on Teaching. Variable credits taken over two semesters.</td>
<td>3</td>
</tr>
<tr>
<td>KNES 689T Special Problems in Kinesiology: Teaching Internship. Variable credits taken over two semester</td>
<td>9</td>
</tr>
<tr>
<td>KNES 798 Internship in Physical Education/Sports Management</td>
<td>3</td>
</tr>
<tr>
<td>TLPL 676 Teaching as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>Total program credits</td>
<td>42</td>
</tr>
</tbody>
</table>

5. Use the space below for any additional comments on the courses or other requirements selected for the revised curriculum. Typical comments may be clarifications of why certain courses are being replaced or added.

**Diversity Course Sequence**

It is of critical importance that teacher education programs respond to the rapidly changing demographic makeup of schools and communities through pre-service teacher coursework and fieldwork. As stated in the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, an effective teacher “uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards” (Standard 2). Historically, MCERT PE teacher candidates were required to complete a course focused on teaching in diverse classrooms, TLPL 674 Studying Student Learning in Diverse Settings. TLPL 674 provided students an opportunity to work in diverse classrooms and communities using equity and diversity as conceptual framework and extend their understanding through a focus on teaching English Language Learners and teaching Exceptional Learners.

Through feedback from students and instructors of TLPL 674, it has become evident that modifications are needed to optimize the limited time the MCERT program can dedicate to support students' knowledge and skill development related to teaching in diverse classrooms and communities. The rationale for revising and expanding the course sequence is driven by a need to bring coherence across the diversity courses, reduce the redundancy of information, and provide ample time for students to develop deep understanding. The three content courses proposed in the new sequence are titled:
• TLPL 628 Embracing Diversity: Social and Cultural Foundations of Education
• EDSP 603b Embracing Diversity: Teaching Exceptional Learners
• TLPL 638 Embracing Diversity: Teaching English Learners

Each course in the Embracing Diversity sequence is summarized in Section 7.

Replacement of Specialization Instructional Methods III course with variable credit Professional Seminar

Each MCERT specialization currently offers a third instructional methods course in the Spring Semester. Student and instructor feedback consistently indicate that it would be beneficial to students to reduce the number of credits for the third instructional methods course (resulting in reduced meeting time) so that students can focus more on the increased demands of the teaching internship in the third stage of the internship process where students take over the teaching load. Additionally, the MCERT program currently has no credit-bearing seminar to ensure that students are connecting their graduate coursework with their experiences in year-long internship experience, and to support their interns in their development of their culminating performance assessment (edTPA). The revised program will include one credit of Professional Seminar in the fall semester. Secondary and Pre K-12 specializations will also have two of three credits of Professional Seminar in the spring semester, depending on the needs of their students and address their respective national accreditation standards. Within a Professional Seminar context, faculty will also have the opportunity to engage in cross-specialization cohort mingling where it will serve to enhance student learning.

Increase EDCI 698 Conducting Research on Teaching Credits from 1 to 2 in Fall; Reduce Credits from 2 to 1 in Spring

As a requirement for completion of a UMD Master’s degree, MCERT students must complete a seminar paper. EDCI 698 has historically been the venue in which the seminar paper is completed. The proposed modification to increase EDCI 698 credits in the Fall and reduce credits in the Spring will allow students to complete the seminar paper earlier in the Spring semester and allow students to dedicate more time to graduation and certification requirements that are completed in late spring (i.e. teaching portfolio).

Reduction in the number of Internship Credits

For many years, MSDE has required that teacher preparation programs be designed for a minimum of 100 days spread across two semesters for the teaching internship. Historically, MCERT students reported to their internship sites (schools) every day of the public school calendar, including all teacher work days, for a total of over 180 days. This internship was spread over the Fall and Spring semesters, and continued as part of their Summer Session 1 credits. Based on student and instructor feedback and a desire to make the program more feasible for parents and students who need to work in order to pay for the program, we will reduce the number of days at the internship site for the Fall. Students will continue to report to the internship site every day in stage three during full take over for elementary and secondary experiences and go back to partial days during stage 4. However, they will complete the internship in early to mid-May to align with UMCP Spring semester calendar and prepare for May graduation. As a result of these modifications, the total internship credits have been reduced from 12 credits to 7 or 8 credits, depending on the needs of particular specializations. The total number of days in the internship will still exceed the 100-day minimum established in the MSDE requirements.

Elimination of Teaching as a Profession Course in Second Summer
In our efforts to make the MCERT program more attractive and competitive, students will graduate at the end of the Spring Semester. No summer courses, therefore, will be required beyond May of the Spring semester. The content previously addressed in the final Teaching as a Professional Course will be integrated across a number of courses and more effectively addressed within those courses, including the first course in the Diversity Sequence and the Professional Seminars.

**Addition of Digital Learning Tools Course**

Feedback from our partner school districts emphasize the importance of additional preparation for pre-service candidates in the effective use of educational technology. This course will serve as an apprenticeship for pre-service teachers to participate in practices that will prepare them to incorporate instructional technology and digital resources in a secondary classroom.

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### 6. Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. For undergraduate programs, this should be the four-year plan.

The following table describes a sample plan for MCERT Pre K-12 Physical Education to align with the following specializations updated in the 2019-2020 school year:

- Secondary English
- Secondary Math
- Secondary Science
- Secondary Social Studies
- PreK-12 Art
- PreK-12 World Languages
- Secondary Middle Grades Mathematics & Science

<table>
<thead>
<tr>
<th>Summer Session I &amp; II</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12 credits</strong></td>
<td><strong>12 credits</strong></td>
<td><strong>12 credits</strong></td>
</tr>
<tr>
<td>Adolescent Development (EDHD 413, 3 credits)</td>
<td>Special Problems in Kinesiology: Teaching Internship (KNES 689T, 3 credits)</td>
<td>Special Problems in Kinesiology: Teaching Internship (KNES 689T, 5 credits)</td>
</tr>
<tr>
<td>Reading, Cognition, and Instruction: Reading in the Content Areas I (TLPL 641, 3 credits)</td>
<td>Professional Seminar (KNES 678, 1 credit)</td>
<td>Professional Seminar (KNES 678, 2 credits)</td>
</tr>
<tr>
<td>Special Problems in Kinesiology: Teaching Elementary Physical Education (KNES 689V, 3 credits)</td>
<td>Special Problems in Kinesiology: Teaching Secondary Physical Education (KNES 689I, 3 credits)</td>
<td>Digital Tools and Communities (TLPL 618, 1 credit)</td>
</tr>
<tr>
<td>Embracing Diversity: Social and Cultural Foundations of Education (TLPL 628, 3 credits)</td>
<td>Embracing Diversity: Teaching Exceptional Learners (EDSP 603b, 3 credits)</td>
<td>Embracing Diversity: Teaching English Language Learners (TLPL 638, 3 credits)</td>
</tr>
<tr>
<td>Conducting Research on Teaching (TLPL 698, 2 credits)</td>
<td>Conducting Research on Teaching (TLPL 698, 1 credit)</td>
<td></td>
</tr>
</tbody>
</table>
7. For new or modified courses, please provide the course catalog information (credits, description, prerequisites, etc.). Suffix "Selected" or "Special" topics courses should be avoided. If suffixed-Selected or Special Topics courses are offered regularly in the new program, you should make the courses permanent.

Please note: new courses or modifications to courses need to be submitted through the Testudo Curriculum Management system and will need to follow the normal VPAC course proposal review process. You may submit individual course changes to VPAC concurrently with the PCC proposal; however, the course changes may be held depending on the outcome of the PCC proposal.

**TLPL 628: Embracing Diversity: Social and Cultural Foundations of Education**

This course is designed as a broad overview of equity, diversity, social foundations, cultural foundations, and ethics as conceptual framework for secondary school teachers. It is intended to support masters-level pre-service teachers in the development of a strong theoretical foundation from which to think more deeply about (and, eventually, act more emphatically to bring about) equity- and diversity-related schooling processes. The course is under renovation to include aspects of social cultural foundations, and introduce concepts covered in the remaining two courses in the Embracing Diversity sequence. Repeatable, variable credits 1-3.

**TLPL 638: Embracing Diversity: Teaching English Language Learners**

This course is designed to broaden and strengthen secondary preservice teachers' understanding of the education of English Language Learners (ELLs). The course emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English. Other key topics will include: collaborative teaming, co-teaching, differentiation, building relationships with parents and communities, modifying curriculum, individual education plans (IEP), state and federal legislation regarding English Language Learners. Repeatable, variable credits 1-3.

**EDSP 603b Embracing Diversity: Teaching Exceptional Learners**

This course is designed to broaden and strengthen secondary and PreK-12 pre-service teachers' understanding of the wide range of exceptionalities found in the classroom. Central to this course is the belief that students with special needs should be educated and socially interact, to the greatest extent possible, with their peers in a regular education setting. To that end, the regular educator's role in teaching exceptional learners will be emphasized. Specifically covered in this course will be the abilities and needs of students with disabilities and those identified as gifted and talented. Other key topics included are: collaborative teaming, co-teaching, differentiation, building relationships with parents, the referral process, modifying curriculum, individual education plans (IEP), behavior management techniques, and state and federal legislation regarding exceptional students.

**TLPL 618 Digital Learning Tools and Communities**
This proposed course will serve as an apprenticeship for pre-service teachers to participate in practices that will prepare them to incorporate instructional technology and digital resources in a secondary classroom. Repeatable, variable credits 1-3.

8. Supporting documentation. Correspondence from any department(s) or programs whose courses will be required or otherwise impacted. If the change in curriculum introduces a requirement (or recommendation) that majors take a course offered by another department, it is important to establish that such a requirement will not unduly burden faculty and resources elsewhere on campus. Use space below for any comments, otherwise add supporting correspondence as an appendix.

N/A

9. Impact on current students. It should be specifically acknowledged that students enrolled in the program prior to the effective date of any curriculum change may complete their program under the old requirements if they wish. The courses required must remain available, or suitable substitutions specifically designated.

Please note: If the proposed curriculum change affects articulation or transfer programs, the proposal should explain how currently-enrolled community college students will be able to complete their projected programs. Any necessary modifications to articulation agreements should be attached.

Current students in the 2019-2020 cohort will not be affected by the proposed changes. Pending approval program modifications will be reflected in recruitment and advising for students in the 2020-2021 cohort.

10. If changing the term-structure of the program, identify the term structure that will be used for the program:
   - Traditional Semester
   - Approved Campus 12-Week Term (see Academic Calendars)
   - *Non-Standard Term

*If you are using a non-standard term structure, indicate whether relevant offices, such as the Registrar’s Office and International Scholar & Student Services, have been notified and support the program. Non-standard terms need to fit within the university’s scheduling system calendar, and non-standard terms need to work with international student visa requirements.

Term structure: Traditional Semester (Summer I, II, Fall, and Spring)

11. Additional Information. Depending on the nature of the changes, other information may also be necessary for review.
   - New learning outcomes and assessment plan for new concentration or specialization, or if changes to curriculum warrant.
   - New program description for the catalog.
Impact on Integrated Master's Certification Program (IMCP)

The College of Education currently offers undergraduates the option to complete a 5-year integrated bachelor's and master's certification program (IMCP). Currently, undergraduates apply in their junior year, complete 12 credits of prerequisites as an undergraduate. After receiving the bachelor's degree, IMCP students complete 30 credits of graduate coursework for completion of the master's degree and certification. The prerequisites courses IMCP students take when undergraduates are the Adolescent Development course requirement, Specialization Instructional Methods I, Content Area Reading, and Embracing Diversity in Classroom Communities.

The proposed MCERT program modifications would reduce the number of prerequisite courses from 4 (12 credits) to 2 (6 credits). The IMCP students will take two of the four classes as undergraduates and the other two courses during the first summer of graduate program. A separate PCC proposal indicating this change is forthcoming.
Dr. John F. O'Flahavan  
Associate Chair  
Teaching and Learning, Policy and Leadership  
University of Maryland  
johno@umd.edu  
301.526.4274 (mobile)

Dear Dr. O'Flahavan:

This note is to inform you that the Department of Kinesiology is in support of aligning the academic calendar of the Physical Education concentration with the other master’s certification (MCERT) programs. As such, we are fully in support of the curriculum change for the MCERT Physical Education program.

I understand that the major change is embedding content from the curriculum course and assessment courses into the elementary and secondary methods class aligned with local MCERT specialization program content areas and with national benchmarking of other Physical Education master’s programs. I believe that the program will benefit from a reduction in the total number of credits required, which will allow for program completion in May rather than June; and will allow for alignment with other College of Education MCERT specialization programs content areas. I also understand that the proposed change means reducing the number of credits for degree completion from 42 to 36. Finally, I understand that the proposed changes are intended to better prepare students for serving diverse student learners and will result in the addition of coursework focused on current educational technologies.

We are appreciative of our partnership with the College of Education to offer a high-quality Physical Education concentration in the MCERT program and believe the changes highlighted above will better serve future students majoring in this area.

Sincerely,

Bradley D. Hatfield, Ph.D., FACSM, FNAK  
Professor and Chair  
Department of Kinesiology