Please attach/submit additional documents as needed to fully complete each section of the form. See information about Level II proposals.

I. DEPARTMENT / PROGRAM:

Curriculum & Instruction

II. SUMMARY:

The Department of Curriculum and Instruction requests to change its name to the Department of Teaching and Learning. In working collaboratively with departments within the Phyllis J. Washington College of Education and Human Sciences as well as the University of Montana’s Office for Integrated Communications over the 2014-2015 academic year, the Department has unanimously agreed on “Teaching and Learning” as its name for three reasons: 1) to more accurately and clearly reflect what the department does to the university community and prospective students, 2) to attract pre-service and in-service teachers to our offerings, and 3) to attract prospective students who work in education settings other than the school.

First, faculty in the Department conduct an array of research both inside and outside school contexts as well as prepare professionals for work in schools and in organizations that have education programs. “Teaching and Learning” more accurately describes this work as an ecology of study and training in formal and informal settings. “Curriculum and Instruction” is reflective of formal education settings like the school. Such a shift is reflective of the field at large. Nationally, a number of well-recognized former “Curriculum and Instruction” departments have changed their name to “Teaching and Learning.” Some of these include The Ohio State University, Peabody College at Vanderbilt University, the University of Iowa, the University of Nebraska-Lincoln, and the University of Wisconsin-Oshkosh.

Second, in identifying as “Teaching and Learning,” the Department anticipates attracting pre-service and in-service teachers to our new and revised programmatic offerings, especially in this time of teacher shortages in Montana (see http://metnet.mt.gov/TPlacement/) and around the country (Rich, 2015a, 2015b; “The Teacher Shortage,” 2015; Westervelt, 2015a, 2015b). The Department has new programs in early childhood education and elementary education, and it is submitting a revision of the Master’s of Education program this year to address high needs areas. Given the current national shortages and the ongoing trend of retiring baby boomers, attending to the need to build a robust teaching force in language that is easily identifiable is paramount. Moreover, in a recent report issued by the Institute of Education Sciences at the National Center for Education Statistics, researchers found that of those teachers who left the profession, nearly 40% retired, while over 29% continued to work in a K-12 settings but in other positions than that of “teacher” (Goldring, Taie, Riddles, & Owens, 2014). This signals that teaching and learning can extend beyond the classroom in school and school system settings.

Finally, with the “Teaching and Learning” name, the Department anticipates attracting people who are moving into education from other fields and people who are interesting in working in education in a variety of organizational settings, such as museums, non-profits, and libraries. In analyzing survey data on who considers teaching and who actually teaches, researchers argue that strong consideration should be given to individuals working in fields other that education but who are nonetheless interested in or have had some training teaching (Staklis, Henke, & Soldner, 2013). Additionally, the Department
has proposed changes to the structure of the Master's of Education Program to offer students more flexibility in designing their course of study to suit their personal and professional goals in settings that engage in some form of education like museums, libraries, and other non-profit organizations. The Department has likewise proposed a significant revision to the Library Information and Media Technology endorsement program that is available for pre- and in-service teachers.

By changing the Department of Curriculum and Instruction's name to the Department of Teaching and Learning, the work done within and by the department will be made more explicit as will its programmatic offerings to current and prospective students.

Works Cited


III. PRELIMINARY APPROVAL

Requestor: Adrea Lawrence
Phone / Email: 406.243.5054 / adrea.lawrence@mso.umt.edu
Program Chair: Georgia Cobbs
Other affected Programs:

Signature __________________________ Date 9/4/2015

Signature __________________________ Date 9/4/2015
College of Humanities & Sciences
College of Visual & Performing Arts
School of Business Administration

Dean: Roberta Evans
Dean of the Library: Shali Zhang

☐ Resources included in the proposal are sufficient to adequately support the new program’s library needs.

Initial Review in Provost’s Office: Signature ___________________ Date __________

After the Faculty Senate approves the proposal on a consent agenda; the Provost’s Office forwards the item for Board of Regents approval at the next possible meeting.

IV. TYPE OF PROGRAM CHANGE

☐ Establish a new degree; add new major to existing degree
☐ Adding a minor or certificate where there is no major or option in a major
☒ Retitling a department
☐ Forming, eliminating or consolidating a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.*

V. PROPOSAL

See Level II Instructions

Attach the following completed forms:
Board of Regents Item Template Form
Board of Regents Curriculum Proposal Form (For a new Center, Institute, Bureau, Station, Laboratory or similar unit, submit Center Proposal Form instead.) Board of Regents Academic Request Form

*Eliminating or consolidating does not require Curriculum Proposal or Center Proposal Form.

V SUBMISSION

Submit the complete Level II proposal to the Provost’s Office for preliminary approval. After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu