Master of Arts and Master of Business Administration (M.B.A.)

Minimum: 21 hours in Rackham Educational Studies
45 hours in Business Administration

Name: _____________________________________________________________________________________

First term enrolled: _________________ Advisor: ____________________________________________

The Program Course Planning Sheet serves as (1) your ongoing record of the course work that you elect as your progress through your degree program and (2) will become part of your permanent academic file in the Office of Student Affairs (OSA).

Contact your advisor regarding questions about the coursework requirements.

Program Core Requirements: 6 credits

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<tr>
<th>Term</th>
<th>Catalog Number/Course Title</th>
<th>Credits</th>
<th>Substitution</th>
<th>Instructor</th>
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<td>EDUC 649 Foundational Perspectives on Educational Reform</td>
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<td>EDUC 695 Research and Educational Practice</td>
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Describe your primary thread. The primary thread that you designate helps you and your advisor select your main courses by focusing on course options corresponding to the educational perspective described by your thread. Thread options include: Teaching & Learning, Digital Media & Education, Educational Policy & Leadership.

Primary thread of interest: ________________________________________________________________

Select your main thread courses. Working with your advisor, select your main courses from your primary thread (Minimum 9 credits):

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Describe your role of interest. Describe your role of interest. The role that you choose is not a formal programmatic designation, but rather a piece of information about your career goals that helps you and your advisor determine relevant electives, cognate courses, and practical experiences to round out your program. Options include: Designer, Educator, Entrepreneur, Policy Maker, Practitioner/Instructional Leader, and Researcher.

Role of interest: ________________________________________________________________________

Revised 6/6/13
I will be obtaining State of Michigan's K-12 Administrator Certificate. ___Yes ___No

Interested students may apply for the K-12 Building Administrator certificate in conjunction with the master’s program. Such students must select the Policy & Leadership thread and meet the additional criteria outlined below. To insure appropriate planning, students must declare their interest in the certificate at the time of matriculation.

- Must have two years of work experience in K-12 teaching/learning environments, or its equivalent in terms of familiarity with school environments and experience in leadership roles. (Students without such experience may complete their master’s study and all other requirements for the certification and apply for the certificate after gaining appropriate experience.)
- Take EDUC552 and either EDUC551 or EDUC553 as two of their three thread courses.
- Must take EDUC555 as one of their two electives.
- Must undertake an internship in a K-12 building level. The work constituting the internship and its associated on-campus seminar must be structured around the State Standards for School Leaders.

Select your elective courses. Select a course or courses within the School of Education that are related to your career goals (Minimum 3 credits with Administrator Certificate otherwise 6 credits):

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Select your cognate courses. Requirement fulfilled with course work in the School of Business

Internship Note: The education internship (EDUC 638) is not required for the dual degree students since there is already an internship requirement in the MBA program, however, students pursuing the Administrator Certificate must take the internship. It is highly recommended that dual degree students select an MBA internship that relates to education.

MBA Internship Description__________________________________________________________

Administrator Certificate Internship: If pursuing an administrator certificate you will be required to take the education internship. This internship is in a K-12 building level. The work constituting the internship and its associated on-campus seminar must be structured around the State Standards for School Leaders.

Internship Description_______________________________________________________________

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<tr>
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<td>EDUC 638 -</td>
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Please obtain all signatures before submitting to Office of Student Affairs.

___________________________________________
Signature of Student                                Date

___________________________________________
Signature of Advisor                                Date

___________________________________________
Signature of Educational Studies Chair             Date

Reviewed in the SOE Office of Student Affairs      Date: ____________________________
Thread Options

**TL: Teaching & Learning**
The Teaching & Learning thread focuses on instructional “doing,” including learning about classroom practices, the development of classroom materials, and ways in which teaching occurs in classrooms. Students interested in this thread will learn about theory, research, and practice as they relate to the enactment of sound curricular and instructional practices. Students will gain the knowledge necessary to examine theory and research with a critical eye towards improving teaching and learning for all students. Students will apply theory and research into practice through an internship in a range of teaching and learning settings, including classrooms or other educational settings. This program does not result in teaching certification.

**TL Thread Courses** (students select three)
- ED 511: Records of Practice I
- ED 525: Language and Learning in Home and School Settings
- ED 601: Transformative Learning & Teaching with Technology (SI 549)
- ED 604: Curriculum Development and Evaluation
- ED 606: Developmental and Psychological Perspectives on Education
- ED 611: Classroom Assessment
- ED 628: Democracy and Education (PUBPOL 628)

**Shared With**
- DM
- PL

**Core Courses** (students take two)
**Electives** (students select two)
**Cognates** (students select two)
**Internship** (based on future role)

**DM: Digital Media & Education**
The Digital Media & Education thread focuses on the ways that various digital media (e.g., educational software, curriculum materials, gaming, mobile computing, social networks, etc.) impact learning and classroom practices. Students interested in this thread will learn about the design of digital media for education and ways in which learning theory and media research inform those designs. Students will explore a range of digital media and how they are applied to educational issues in different disciplines, such as math, science, literacy, etc. Students will gain the knowledge necessary to evaluate digital media with respect to curricular fit and their impact on learning. Finally, students will have the opportunity for practical experience with different digital media to explore the use and implementation of those media in contemporary classrooms and other educational contexts and settings.

**DM Thread Courses** (students select three)
- ED 511: Records of Practice I
- ED 601: Transformative Learning & Teaching with Technology (SI 549)
- ED 602: Videogames, Learning, & School Design
- ED 603: Design-Based Research for Assessing Learning Environments
- ED 607: Contemporary Approaches to Educational Assessment
- ED 626: Principles of Software Design for Learning (SI 548)

**Shared With**
- TL

**Core Courses** (students take two)
**Electives** (students select two)
**Cognates** (students select two)
**Internship** (based on future role)
PL: Educational Policy & Leadership
The courses constituting this thread bring the lenses of various disciplinary perspectives to bear on the analysis of educational institutions and practices. Students pursuing this thread can opt for a strong policy focus, permitting them to analyze and appraise current policies, as well as support the formation of future policy. Alternatively, students can opt to focus on analysis of school institutions and instructional organizations with an eye to understanding the dynamics of school leadership and change. All of the courses in this thread provide a strong sense of the social, cultural, and historical dynamics of educational systems, with an eye to understanding the forces related to the running and changing of schools.

PL Thread Courses (students select three)  
ED 551: School Organization and the Policy Environment  
ED 552: Instructional Leadership in Schools  
ED 604: Curriculum Development and Evaluation  
ED 612: Large-scale Assessment & Evaluation  
ED 628: Democracy and Education (PUBPOL 628)  
ED 641: History of American Education  
ED 705: Program Evaluation  

Core Courses (students take two)

Electives (students select two)

Cognates (students select two)

Internship (based on future role)
Professional Roles

The University of Michigan takes strong pride in producing “the leaders and best” in all professions who are adaptive, transformational, and informed about contemporary issues in practice, policy, and research. This is no different for education. In these professional roles, the experiences you select should help you understand how to strongly influence both the processes and outcomes of education in a variety of arenas: organizational structures, decision-making, human relations, and curricular and policy matters.

Therefore, each student will declare an intended professional role that provides guidance or a bridge to their future direction. The role that students choose is not a formal programmatic designation, but rather a piece of information about a student’s career goals. The role designation is intended to help the student and advisor determine relevant electives, cognate courses, and practical experiences to round out the full degree plan.

a. Designer
Students who select a designer role are interested in creating learning environments and their components. As a designer, the courses and practical experiences you select should help you learn about the range of conceptual, analytical, and methodological “design thinking” practices and how they can be applied to different educational contexts (e.g., classrooms, museums, etc). You should learn how to apply these practices to observe, describe, and understand learners, educators, content areas, and educational contexts in order to create different aspects of a learning environment, including new curricula and instructional approaches, students materials, learner-centered digital technologies and media, etc.

b. Educator
Students who select an educator role are interested in educating others and are committed to active student learning that values diverse talents and ways of understanding. As an educator, the experiences you select should help you improve your understanding of the challenges of classrooms in academic and other professional settings (e.g., museums, school, corporations, etc.). You should select experiences that help you enhance your skills to prepare and teach coherent, cohesive lessons; integrate current ideas from research, technology, or practice into your work; communicate effectively with parents, students, and other educators; and continue to reflect on and refine your educational practice. You should also learn how to create and maintain an exciting, engaging learning environment. Note: this role does not lead to teaching certification.

c. Entrepreneur
Students who select an entrepreneur role are interested in being the creator and leader of new enterprises that bring educational products and services to the public at large. As an entrepreneur, the experiences that you select should help you understand the work involved in developing educational products and services and the issues involved in educationally oriented enterprises. You should understand issues of fund raising and fiscal models and the development of school-community partnerships.

d. Policy Maker
Students who select a policy maker role are interested in influencing or writing district, state, and/or federal educational policy or policy initiatives. Policy makers can include those who work with school boards, state or federal departments of education, professional organizations, non-profit foundations, etc. As a policy maker, the experiences that you select should help you understand how educational policies are created, implemented, and evaluated. You should also understand the evolution and history of educational policy, and the impacts that different policies can have on national and international educational systems.
e. Practitioner/Instructional Leader
Students who select a practitioner role are interested in either becoming or enhancing their skills as experts who assume a facilitative or advisory role (e.g., superintendents, curriculum directors, museum educators, school principals, literacy coaches, consultants, staff developers, technology coordinators, etc.). Practitioners see themselves as supporting or leading other educators or professionals in a variety of educative contexts. As a practitioner, you should select experiences that will help you support educators in becoming more thoughtful and knowledgeable about their practice. You should also select experiences that help you translate theory into practice, enhance your knowledge in a given area, and develop mentoring and communication skills.

f. Researcher
Students who select a researcher role are interested in being a discoverer of new knowledge and a constructor of innovative solutions to educational problems. As a researcher, the experiences that you select that should help you explore the type of work involved in academic research and give you a more detailed understanding of the issues involved in educational research. Additionally, taking a researcher role can give you a taste of research work to help you decide whether you would like to pursue doctoral work or other research activity in the future.