

MASTER OF SCIENCE IN EDUCATION—TEACHER EDUCATION

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Department of Teacher Education Master of Science Programs

Introduction

The master's degree teacher education programs provide advanced professional preparation for teachers. The Department of Teacher Education provides master's degrees in three specialty areas for post baccalaureate study toward the M.S. in Education: Content Area Concentration, Curriculum and Instruction, and Literacy. The Teacher Education Master's programs focus on the development of professional practitioners committed to quality teaching. These professionals are committed to reflecting on, and applying knowledge, skills, and dispositions so that all students can learn. Central to the development of such professionals is the refinement of competencies in the areas of scholarship, teaching, leadership, management, communication, and interpersonal relations. Professional practitioners are committed to the belief that all children can learn.

For more information about the Department of Teacher Education, please contact the Teacher Education Office at (330)-941-3251 or visit the Teacher Education website (<http://bcoe.ysu.edu/bcoe/teachered>).

Mission

The Department of Teacher Education's mission is to empower teachers for professional practice. The mission commits the faculty to a theme of critical reflective practice where candidates are engaged in activities that build on their knowledge, skills, and dispositions related to effective teaching. Faculty members are committed to educating practicing professionals in the areas of: scholarship, teaching, leadership, management, communication, and interpersonal relations. The Department also offers a variety of professional development courses and workshops.

Admission Requirements

To be admitted to the Master of Science in Education degree program in the Department of Teacher Education, the applicant must have earned a bachelor's degree from an accredited college or university.

Regular Admission

In addition, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement. However, those individuals who have earned baccalaureate degrees but do not possess certificates/licenses will be admitted on a case-by-case basis after review of their credentials and needs relative to specific career paths. (Please check the program descriptions to see additional program requirements for separate master's strands in Teacher Education).
- A undergraduate cumulative grade point average of at least 2.7 (on a 4.0 scale) or a cumulative graduate grade point average of 3.0.
- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

Provisional Admission

For provisional admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a cumulative undergraduate grade point average of at least 2.7, or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

Once admitted provisionally, and after nine semester hours of graduate level work have been completed, the department automatically reviews the student's record. If a GPA of at least 3.0 has been maintained, the student is converted from provisional to regular status. A provisional student whose GPA falls below a 3.0 will immediately be dismissed.

Non-degree Admission

For non-degree admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a written statement verifying that he or she has a degree and an undergraduate grade point average of 2.7. An official transcript must be provided by the end of the semester in which the student is first enrolled for verification.
- an undergraduate grade point average of less than 2.7 or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- If the undergraduate grade point average is below 2.7 and the MAT score is below the cutoff score, admission is refused. If the graduate grade point average is below 3.0 and the MAT score is below the cutoff score, admission is refused.
- Workshop courses:
 - Anyone can sign up for credit-bearing workshops; however, in order to move those credits into a graduate program, the above applies
 - In order to move workshop credit into a graduate program, approval must be given in advance of the workshop
 - Only two YSU workshops totaling 6 hours may count in graduate programs

Non-degree status students may be blocked from enrollment in selected courses.

Non-degree students who later wish to earn a degree must make formal application for admission to the degree program and meet all requirements of the regular admission process. Non-degree status performance may inform, but in no way assures, admission into the degree program.

Once admitted as a non-degree student, a maximum of nine semester hours of regular course graduate-level work may be applied toward a degree. A GPA of 3.0 must be maintained in order to convert from non-degree to regular status. Any student in non-degree status whose cumulative grade point average drops below the minimum (3.0) will be prohibited from enrolling in further graduate coursework.

Accreditation

The master's programs in the Department of Teacher Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). <http://www.ncate.org/>.

M. Kathleen L. Cripe, Ph.D., Associate Professor
STEM education; co-teaching

Lauren Cummins, Ed.D., Professor
 Literacy development; mentorship; developmentally appropriate practice; learning communities; professional dispositions; digital storytelling; distance education

Mary Lou DiPillo, Ph.D., Associate Professor
 Content area literacy

Theresa Duncko, Ph.D., Assistant Professor
 Content area literacy

Mary E. LaVine, Ph.D., Assistant Professor
 Teacher mentoring; school/university partnerships

Megan List, Ph.D., Assistant Professor
 Technology in social studies; school/university partnerships; LGBTQ issues

Marcia Matanin, Ph.D., Professor
 Assessment of student learning; program assessment; clinical partnerships

Crystal L. Ratican, Ph.D., Assistant Professor
 Early childhood education; early childhood intervention specialists, literacy; teacher education

Gail Saunders-Smith, Ph.D., Associate Professor
 Development of emergent writing; role of text structures on comprehension; impact of teacher-student discourse on student learning

Content Area Concentration Program

The Content Area Concentration Program in Teacher Education provides in-depth advanced study in the content area in which a teacher is licensed. Core requirements provide breadth of knowledge related to best practices in teaching, along with a research base for these practices. The content area concentration provides in-depth content knowledge, and in some cases, leads to a content area certificate. The completion of this master’s degree, along with the certificate, enables teachers to teach in the College Credit Plus Program.

COURSE	TITLE	S.H.
Core Requirements		
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
TCED 6933 or PSYC 6903	Brain Based Teaching and Learning Psychology of Learning and Education	3
TCED 6932 or FOUN 6904	Action Research in Urban and Rural Education Introduction to Educational Research	3
TCED 6922	Principles of Instruction	3
TCED 6905	Introduction to Digital Teaching and Learning	3
Content Area Courses		18
Students choice of 18 semester hours of content area coursework in the respective area of licensure.		
Content Area, Art		
Content Area, Economics		
Content Area, English		
Content Area, Family & Consumer Science		
Content Area, Foreign Language		
Content Area, Health		
Content Area, History		
Content Area, K-12 Reading Endorsement		
Content Area, Mathematics		
Content Area, Music		
Content Area, Physical Education		
Content Area, Science		
Content Area, Teaching English to Speakers of Other Languages		

Or:	Students choose content coursework from one of the following approved CCP certificate programs:
Biological Sciences	
Economics	
English	
Environmental Sciences	
History	
Mathematics	
Total Semester Hours	33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

Content Area majors are to consult with assigned graduate faculty advisors regarding the choice of content coursework. For students choosing the CCP certificate programs, they are required to consult with the individual departmental graduate faculty or director for acceptance and advisement. Please contact the Department of Teacher Education for CCP program director contact information.

All candidates must take and successfully pass the Comprehensive Examination which covers the Core Requirements (TCED 6936, TCED 6933, TCED 6932, TCED 6922, and TCED 6905) in order to apply for graduation. Please see the Department of Teacher Education for applications, times, and dates for the examination.

Curriculum and Instruction Program

The Curriculum & Instruction program is a comprehensive program completely related to curriculum and instruction in the classroom. Additionally, this program gives students the opportunity to take other related courses of interest.

COURSE	TITLE	S.H.
Core Requirements		9
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	
PSYC 6903	Psychology of Learning and Education	
FOUN 6904	Introduction to Educational Research	
Core Options		6
Choose one:		
FOUN 6901	Philosophical Analysis of Education	
FOUN 6902	Sociological Bases of Education	
Choose one:		
EDTC 6905	Technology in Instructional Settings	
TCED 6951	Interpersonal Communications for Educators	
TCED 6959	Law and Ethics for the Classroom Teacher	
TCED 6999	Proactive Grantseeking	
Specialty Program Area		18
TCED 6922	Principles of Instruction	
Select five courses (15 s.h.) from the College of Education approved by the student’s advisor. Generally it is advised that one course in each of the foundations, counseling and special education is taken as well as three courses from the Department of Teacher Education.		
Total Semester Hours		33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

Curriculum and Instruction majors are to consult with assigned graduate faculty advisors regarding the choice of elective coursework.

All candidates must take and successfully pass the Comprehensive Examination which covers the following coursework (TCED 6936, FOUN 6904, FOUN 6901 or FOUN 6902, and TCED 6922) in order to apply for graduation. Please see the Department of Teacher Education for applications, times, and dates for the examination.

Literacy Program

The Literacy Master and/or Reading (Pre K-12) Endorsement program specialty area prepares candidates to develop advanced cognitive and leadership skills appropriate for lead teacher, curriculum coordinator, and mentor in literacy. Literacy professionals with an endorsement and/or master’s degree in literacy are responsible for meeting literacy needs of all students. The standards and criteria for judging candidates are established by the International Literacy Association (ILA) and mandated by the Ohio Department of Education.

COURSE	TITLE	S.H.
Core Requirements		9
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	
TCED 6933 or PSYC 6903	Brain Based Teaching and Learning Psychology of Learning and Education	
TCED 6932 or FOUN 6904	Action Research in Urban and Rural Education Introduction to Educational Research	
Specialty Area Courses		24
The following courses should be taken in sequence. Please see advisor for more information.		
TERG 6917	Literacy, Reading, and Language Arts Programs	
TERG 6922	Organizing and Managing Diverse Literacy Environments	
TERG 6923	Literacy and Phonics Instruction: Early Years	
TERG 6924	Content Literacy Young Adolescent to Adult	
TERG 6926	Reading and Language Arts Assessment 1	
TERG 6927	Practicum: Coaching for Effective Literacy Instruction	
TERG 6928	Practicum: Case Study in Reading and Language Arts	
TERG 6929	The Reading and Language Arts Professional	
Total Semester Hours		33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

All literacy candidates must pass a comprehensive examination covering all of the Specialty Area Courses. Please see the Department of Teacher Education for applications, times, and dates.

“An endorsement of a teacher license, valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate, or provisional or professional teaching license.” (From ODE, 2004, Teacher Education Licensure Standards) The courses required for the Endorsement are TERG 6923, TERG 6924, TERG 6926, TERG 6927, and TERG 6928.

Passage of the Ohio Assessments for Educators (OAE) is required by the Ohio Department of Education for the endorsement. There are two parts to this examination: OAE Reading-Subtest I (038) passing score of 220 or higher; and

the OAE Reading-Subtest II (039) passing score of 220 or higher. To register for the exams go to <http://www.oh.nesinc.com>.

Learning Outcomes

- Advanced candidates think analytically and critically as they use research, theory, and wisdom of practice to inform pedagogy.
- Advanced candidates employ reflective professional judgment across all facets of practice.
- Advanced candidates apply ethical and legal practices in performing professional responsibilities.
- Advanced candidates strive to meet the educational needs of all students or clients in a caring, nondiscriminatory, and equitable manner.
- Advanced candidates think in systemic, analytical, and collaborative ways about professional decision making & practice as leaders in their respective fields.
- Advanced candidates are proficient in the procedures, techniques, technologies, and methods of their respective fields.