

MASTER OF SCIENCE IN EDUCATION—TEACHER EDUCATION

Dr. Marcia Matanin, Department Chairperson and Graduate Program Coordinator
2405 Beeghly College of Education
(330) 941-3251
mjmatanin@ysu.edu

Introduction

The master's degree programs in the Department of Teacher Education provide advanced professional preparation for teachers. The Department of Teacher Education provides master's degrees in three specialty areas leading toward the Master of Science in Education

- Curriculum and Instruction with emphasis in:
 - Literacy
 - Digital Teaching and Learning
 - STEM
 - other content area offered at YSU (contact the Department of Teacher Education for additional information). This option may lead to College Credit Plus eligibility
- Special Education, Intervention Specialist Mild Moderate
- Special Education, Autism and Related Disabilities Track

The master's programs in the Department of Teacher Education 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, communication, and interpersonal relations. Professional practitioners are committed to the belief that all children can learn.

For more information about any of the degrees offered through the Department of Teacher Education, please contact the Teacher Education Office at (330)-941-3251.

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.

Accreditation

The Beeghly College of Education Graduate Degree Programs were accredited by the National Council for Accreditation of Teacher Education (NCATE). <http://www.ncate.org/>.

Graduate Faculty

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 E. LaVine, Ph.D., Associate 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, Chair
Assessment of student learning; program assessment; clinical partnerships

Crystal L. Ratican, Ph.D., Associate 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

Graduate Courses

ECE 6910 Curriculum, Theories, and Methods in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Investigation of curriculum, theories, and assessment and how they relate to children's learning. Attention given to the role of parents as teachers.

ECE 6911 Early Childhood Pedagogy in Math and Science 4 s.h.

By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers.

ECE 6920 Current Social Issues in Early Childhood Education 3 s.h.

Analysis of contemporary issues, trends, and current educational policies that impact classroom practices. Includes service-learning component.

Prereq.: ECE 6910 or ECE 6911.

ECE 6921 Action Research in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Designed as a culminating experience. Direct participation is required for the successful completion of a field study, onsite project, or other classroom-based experience deemed suitable by the student's major faculty advisor.

Prereq.: ECE 6911 and FOUN 6904.

EMCE 5801 Early Childhood Generalist Science 2 s.h.

By exploring science teaching practices and technologies for grades 4-5, the candidates will review teaching methods of science, master the content stated in the Ohio Academic Learning Standards, find and design science programs and lessons, incorporate the national and state standards in teaching science, and strengthen the assessment methods for the science classroom instruction.

EMCE 5802 Early Childhood Generalist Math 2 s.h.

By exploring math teaching practices and technologies for grades 4-5, the candidates will review instruction and assessment methods of mathematics, and master the content stated in the Ohio 2017 Learning Standards for Mathematics, and the Common Core Standards for Mathematics.

EMCE 5803 Early Childhood Generalist Language Arts 2 s.h.

Candidates will learn language arts content and teaching methods, design integrated lessons, incorporate state and national standards, and utilize assessment methods for grades 4-5.

EMCE 5804 Early Childhood Generalist the Arts, Health and Fitness 1 s.h.
Knowledge and application of the Arts, Health, and Fitness related to teaching practice for grades 4-5. Candidates will review content and methods of teaching the Arts, Health, and Fitness content as stated in the Ohio Academic Content Standards. Instruction on pedagogical strategies to include these content areas in the 4-5 curriculum.

EMCE 5805 Early Childhood Generalist Social Studies 2 s.h.
Candidates will learn social studies content, teaching methods, design integrated lessons, incorporate state and national standards, and utilize assessment methods for grades 4-5.

EMCE 5900 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5901 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5902 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5903 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 6990 Independent Study 1-4 s.h.

TCED 5888 Topical Seminar 1-3 s.h.
Examination of issues related to the teaching of early childhood education, middle childhood education, special education, multi-age education, family and consumer vocational education, or adolescent/young adult education not covered in depth of other courses.

Prereq.: Admission to upper-division status in COE or admission to the School of Graduate Studies.

TCED 5991 Seminar in Teacher Education 1-5 s.h.
Various topics of current value in teacher education as selected by faculty. Grading is S/U.

Prereq.: Admission to College of Graduate Studies.

TCED 5992 Seminar in Teacher Education 1-5 s.h.
Various topics of current value in teacher education as selected by faculty. Grading is S/U.

Prereq.: Admission to College of Graduate Studies.

TCED 5993 Seminar in Teacher Education 1-5 s.h.
Various topics of current value in teacher education as selected by faculty. Grading is S/U.

Prereq.: Admission to College of Graduate Studies.

TCED 6901 National Board for Professional Teaching Standards (NBPTS) Assessment Center 3 s.h.

The participants of this course will practice for the National Board for Professional Teaching Standards Assessment Center entries, which emphasize content knowledge. Participants will learn how to assess their own content knowledge. They will continue to write their NBPTS portfolio entries with direction from the professor, an NBCT mentor, and feedback from peers. Helpful aids, techniques, technology, and resources will be accessed.

Prereq.: Baccalaureate degree, three years of teaching, currently teaching, NBPTS candidate.

TCED 6902 National Board for Professional Teaching Standards (NBPTS) Portfolio Development 4 s.h.

The participants of this course will write their National Board for Professional Teaching Standards portfolio with direction from the professor, an NBCT mentor, and feedback from peers. Helpful aids, techniques, and resources will be accessed. Participants will learn how to assess their own teaching and how to best represent themselves through writing, evidence, artifacts, and videotapes.

Prereq.: Baccalaureate degree, three years of teaching, currently teaching, NBPTS candidate.

TCED 6903 National Board for Professional Teaching Standards (NBPTS) Advanced Candidacy 1 s.h.

The participants of this course need an additional year in obtaining National Board for Professional Teaching Standards certification and want to take advantage of guidance in demonstrating they are accomplished teachers. This course allows candidates to choose either a portfolio or an assessment center entry to intensely address, as it helps candidates analyze the development needed to clearly, consistently, and convincingly address the NBPTS entry in writing.

Prereq.: Baccalaureate degree, three years of teaching, currently teaching, NBPTS advanced candidate.

TCED 6904 Teacher Leadership Internship 1-3 s.h.
A practicum with emphasis on teacher supervision, coaching, mentoring, teacher leadership, and planned professional development. May be repeated. 1-3 s.h.

Prereq.: baccalaureate degree, three years of teaching.

TCED 6905 Introduction to Digital Teaching and Learning 3 s.h.
Digital teaching and learning is much more than knowing some great apps for the smart board or iPad. It is understanding a new paradigm that promotes a new pedagogy. It takes educators beyond the formal traditional classroom of lecture and paper/pencil into an interactive, student-centered environment. This course will introduce students to the paradigm of digital teaching and learning and provide the framework and foundation for change within districts and classrooms to meet 21st century learning.

TCED 6906 Designing Curriculum for the 21st Century Learner 3 s.h.
What does curriculum in the 21st century look like? How does the thinking paradigm differ from the traditional curriculum model? This course will build on the Introduction to Digital Teaching and Learning by introducing students to models of digital teaching that transform curriculum into the 21st century digital learning. Students will explore the process of unlearning traditional teaching methods and explore the shift to personalized, entrepreneur learning.

Prereq.: TCED 6905.

TCED 6907 Literacy for Digital Teaching and Learning 3 s.h.
Technology takes us out of a traditional form of literacy. Today, students are bombarded with tons of information and resources that effectively builds knowledge and skill for endless topics through the Internet. This course will explore the topic of digital literacy and support a knowledge-base that helps students in k-12 classrooms develop an ability to use digital technology to find information and critically evaluate that information's authority and relevance.

TCED 6908 Digital Learning Environments 3 s.h.
This course will provide students with learning experiences that explore what a classroom for digital learning looks and feels like. Students will be able to understand and be able to develop a variety of digital learning environments including: flipped class-times, blended learning environments, and online, distance education.

TCED 6909 Orientation to On-Line Learning 1 s.h.
This course provides an introduction and orientation to on-line learning, while acquainting students with the platform of BB9, distance education technologies, YSU and BCOE. (The ECE program highly recommends this course before taking any of the distance learning courses in the program). Grading is S/U.

TCED 6910 Leadership for the 21st-Century 3 s.h.
This course will provide students with the knowledge and skills to provide leadership, developing the skills needed to become agents of change. The student will learn to lead and create classrooms, schools, and community organization where innovation, creativity, and technology is used to support learning environments that are engaging, supportive, and transformational.

TCED 6911 Coding for Educators 3 s.h.
Participants in this course will learn computational thinking, introductory computer programming, and technology integration for content courses. Participants will design three apps from start to finish, and leave the course with an instructional segment they can then implement into their curriculum.

TCED 6912 Gaming for Educators 3 s.h.

Participants in this course will develop instructional practices that rely on video games, and gaming techniques. Video games will be evaluated for inquiry skills, narrative potential, and content delivery. Video games are uniquely positioned to support student learning, as they serve multiple purposes and can be very engaging.

TCED 6922 Principles of Instruction 3 s.h.

Differentiated instruction is a teaching philosophy that provides consideration for all students. Rather than promoting the traditional one size fits all teaching model. Students will explore the research, determine effective instructional practices and develop teaching materials and activities with regard to content, process and assessment. This instructional framework is designed to meet the needs of diverse student abilities, ensuring that all students can learn.

TCED 6932 Action Research in Urban and Rural Education 3 s.h.

This course focuses on action research as it applies to urban and rural education. Topics include reflecting to identify a problem, reviewing literature, planning and implementing interventions, data collection and analysis strategies, and sharing outcomes with others. Course may be offered onsite, online, or as a combination of both. Field experience in an appropriate educational setting is required.

Prereq.: Admission to School of Graduate Studies and Research.

TCED 6933 Brain Based Teaching and Learning 3 s.h.

This course is a critical appraisal of learning and teaching. Each learner constructs his/her brain as learning occurs. Teachers reconsider their practices in light of the science of learning research provided by education, neuroscience and socio-psychology. Course may be offered onsite, online, or as a combination of both.

Prereq.: Admission to School of Graduate Studies and Research.

TCED 6934 Assessment and Accountability 3 s.h.

In-depth study of mandates, policies, procedures, metrics, and consequences of pupil, teacher, and institutional assessment/evaluation models including formative and summative aspects.

TCED 6936 Curriculum, Assessment, and Instruction to Improve Learning 3 s.h.

Focus on the instructional design process from a practical perspective. Emphasis on planning the curriculum to include content analysis, learning objectives, instructional strategies, and measurement of student achievement.

TCED 6946 Supervision of Instruction 3 s.h.

A course dealing with the supervision of classroom teachers and other personnel for those aspiring to be principals or supervisors. Classroom observation systems, professional development programs, accountability models, and common staff relationship problems are examined.

TCED 8101 Adult Learning: Theories and Techniques for College Teaching 3 s.h.

This course focuses on theory and practice related to working with adult learners in higher education and in professional development contexts. Issues related to the design, development, evaluation, and assessment of college instruction, student affairs, services, and professional development programs will be the primary content of the course.

TEMC 6940 Inquiry into Current Issues in Middle-Level Education 1-3 s.h.

Application of previously acquired knowledge, critical thinking, inquiry techniques, including Internet searches, and collaborative synthesis strategies to significant middle-level education problems. Cohort inquiry team participants will present a multimedia reform proposal. May be repeated.

Prereq.: TEMC 6938 and TEMC 6939.

TEMC 6954 Middle School: Theory, Research, and Practices 3 s.h.

Major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9. Research historical, philosophical, and organizational components of middle grades schools, including program assessment and evaluation of learning environments. Emphasis will be placed on research and position statements from National Middle School Association. Students will design an action research project to apply their understanding.

Prereq.: Admission to School of Graduate Studies and Research.

TEMC 6955 Field Experience: Middle Years School/Community Collaboration 3 s.h.

Field experience study of middle grades level school/community collaboration and opportunities for service learning to promote healthy development of early adolescents. Additional research into current issues and challenges facing middle schools today. Participants design, administer, and analyze an interview and survey instrument and propose a collaborative service learning model.

Prereq.: Admission to School of Graduate Studies and Research.

TERG 6917 Literacy, Reading, and Language Arts Programs 3 s.h.

A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.

An examination of the physical and social contexts of diverse literacy environments that integrate foundational knowledge, cultural and linguistic backgrounds, use of research-based instructional practices, curriculum materials, and assessment-based decision-making.

TERG 6923 Literacy and Phonics Instruction 3 s.h.

An investigation of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts instruction. An examination and application of formal and informal assessment procedures as well as an investigation of the language learning needs of diverse populations.

TERG 6924 Content Literacy 3 s.h.

An investigational of research-based philosophies, principles, and best practice for applying content-specific concepts, vocabulary, and engagements while using the language arts and study skills in ensure comprehending.

TERG 6926 Reading and Language Arts Assessment 1 3 s.h.

An examination and application of formal and informal assessment procedures in reading and language arts including the use of background information and discrete data. Data analysis, interpretation, and translations to instruction are applied.

TERG 6927 Practicum: Coaching for Effective Literacy Instruction 3 s.h.

An application of literacy coach practices in assessment-based decision-making, research-based instruction, and preparation and delivery of high-quality professional development using techniques for working with individual teachers in a coaching context and groups of teachers in whole-group PD settings.

TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.

Application of previous course content involving supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate instructional practices and materials, maintaining tutoring logs, developing a student portfolio, evaluating results of instruction, and writing a case study report.

Prereq.: TERG 6926.

TERG 6929 The Reading and Language Arts Professional 3 s.h.

Investigation of theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system-wide reading and language arts programs.

Prereq.: TERG 6926.

TERG 6970 Coaching in Diverse Classrooms 2 s.h.

The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice.

TERG 6971 Pedagogy of Effective Literacy Instruction 2 s.h.

Candidates demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment, and evaluation to create literate environments that foster both reading and writing in all students.

Prereq.: TERG 6970.

TERG 6972 Coaching for Effective Assessment Practice 2 s.h.

Designed for reading specialists, this course teaches knowledge, skills, and dispositions in school-based professional development and coaching on K-12 reading assessment concepts and skills.

Prereq.: TERG 6971.

TERG 6973 Professional Development in Literacy 2 s.h.

An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development.

Prereq.: TERG 6972.

TERG 6974 Advanced Action Research in Literacy 2 s.h.

Intro to literacy research as an integral part of professional development. Builds candidate understanding of a variety of literacy research paradigms, supports engagement in inquiry to significantly advance candidates' understanding of literacy, and provides opportunities for candidates to collaborate with other literacy professionals to advance understanding of evidence-based practice.

Prereq.: TERG 6973.

TERG 6975 Internship 1 4 s.h.

Culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

Prereq.: TERG 6971.

TERG 6976 Internship 2 4 s.h.

Continuation of the culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

Prereq.: TERG 6975.

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 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. Effective Summer 2017, all candidates will be completing a comprehensive eportfolio instead of the Comprehensive Examination.