

Master of Science Degree in Teaching and Learning Advisement Guide

The Master of Science degree in Teaching and Learning is designed for teachers who want to further develop and advance their professional careers. This program offers candidates for the MS degree an opportunity to develop in-depth knowledge and skills in concentrations in their fields of expertise. By doing so, they will prepare themselves for positions such as lead teachers, curriculum specialists, instructional consultants, and peer coaches. As well, they may see themselves continuing in the role of teacher but with the added responsibility of being a role-model or mentor for fellow teachers. Some candidates for the Master's degree are preparing for leadership roles within their school districts, such as curriculum director or department chairperson, while some are planning on pursuing further study at the doctoral level.

The mission and curriculum for the M.S. in Teaching and Learning has five goals which are based on the five core propositions of the National Board for Professional Teaching Standards. The master graduates will:

- Be committed to students and their learning;
- Know the subjects they teach and how to teach those subjects to students;
- Be responsible for managing and monitoring student learning;
- Think systematically about their practice and learn from experience; and
- Be members of learning communities.

The Master of Science degree in Teaching and Learning offered by the School of Teaching and Learning requires teacher certification for admission. Moreover, the program does not lead to teacher certification.

Program Course Characteristics

The Master's in Teaching and Learning program is 100% online and includes area of concentration courses.

The 100% online experience offers asynchronous courses. The program is designed for teachers across the state and nation who prefer to take coursework from areas convenient to them. The program is prescriptive in that students are asked to choose between a 2-year or 3-year option. In the two-year option, two classes are taken each semester (Fall, Spring, Summer). In the 3-year option, students take one class in the Fall and Spring semesters and two courses in the Summer.

Admission Requirements

To be admitted to the Master of Science degree program in Teaching and Learning applicants must:

- Have obtained a cumulative GPA of 3.0 on a 4.0 scale for either the last 60 semester hours of undergraduate work or any previous work in a Master's program.

- Possess a current teaching certificate
- Have at least one year of teaching experience
- Prepare a satisfactory 1-2 page Professional Goals statement
- Complete an online application at <https://illinoisstate.edu/apply/>
- Document teaching experience (schools and dates of employment)
- Letters of recommendation are not required

Admission deadline dates:

- Fall Term: June 15th Deadline; Applications submitted after June 15th will be accepted as space permits.
- Spring Term: Applications are not accepted for the Spring term.
- Summer Term: March 15th Deadline; Applications submitted after March 15th will be accepted as space permits

Coursework

The Master's in Teaching and Learning is a 10-course (30 credit hour) program that includes Core Courses, an Area of Concentration, and a Research Sequence.

The core courses are designed to engage students in key areas of teaching and learning, including learning theory, student diversity, curriculum design, assessment, and educational research. The core courses (TCH 407, 409, and 411, 478 and EAF 410) should be completed prior to beginning the culminating research experience.

These courses include:

- TCH 407: Learning in Educational Setting
- TCH 409: Student Diversity and Educational Practices
- TCH 411: Curriculum
- TCH 478: Evaluating Student Performance
- EAF 410: Research Methodology and Statistics in Education

Key Advisement Information

Area of Concentration – The Master's in Teaching and Learning includes three courses (9 credit hours) that are designed to serve as an Area of Concentration. These courses allow the students to develop an area of expertise within the program. Areas of concentration may include Educational Technology, Literacy, Early Childhood Education, Science Education, a specialized ESL/Bilingual track, or School Librarianship. Courses in these areas are commonly offered by the School of Teaching and Learning. Students can also choose to create an individualized plan consisting of courses from graduate courses offered by another department in the University. To create an individualized area of concentration, the student would need to contact the Graduate Coordinator in the other department to determine course offerings and to receive any needed permissions to enroll in the courses.

Potential Plans of Study – Below are potential plans of study based on a fall semester start, typical course offerings, and the number of courses one takes per semester. These are examples based on the proposed course offerings.

Part Time (1 class in Fall/Spring and 2 summer classes):

Year 1: Fall: TCH 407; Spring: TCH 409; Summer: TCH 478 & Elective

Year 2: Fall: TCH 411; Spring: Elective; Summer: EAF 410 & Elective

Year 3: Fall: TCH 481; Spring: TCH 482

Part Time (2 classes in Fall/Spring/Summer):

Year 1: Fall: TCH 407, TCH 411; Spring: TCH 409, EAF 410; Summer: TCH 478, Elective

Year 2: Fall: Elective, TCH 481; Spring: TCH 482, Elective

Research Experience / Thesis Option – There are two options for the culminating experience in this Master’s Degree program. Most students choose the teacher research option (TCH 481 and TCH 482). This option engages students in an action research project in which teachers design and conduct classroom, school, and/or district-level research to answer a question in practice. This is a structured, sequential, two-semester professional research experience. For students that are interested in conducting a larger scale and more independent research project, they can choose the Thesis option.

If a candidate is deeply interested in conducting educational research and/or is interested in pursuing a doctoral degree at some future date, it is highly recommended that they consider, in consultation with their advisor, the Thesis option (six semester hours) instead of completing TCH 481 and 482. Once this decision to pursue a Thesis has been made, the candidate and the advisor should review the program and Graduate School policies regarding this process (on respective websites). In addition, the candidate, the advisor, and the program coordinator should meet to discuss the timeline, topic, and process.

Area of Concentration / Electives – The Master’s in Teaching and Learning includes three courses (9 credit hours) that are designed to serve as an Area of Concentration. These courses allow the students to develop an area of expertise within the program. Areas of concentration may include Educational Technology, Literacy, Early Childhood Education, Science Education, a specialized ESL/Bilingual track, or School Librarianship. Courses in these areas are commonly offered by the School of Teaching and Learning. Students can also choose to create an individualized plan consisting of courses from graduate courses offered by another department in the University. To create an individualized area of concentration, the student would need to contact the Graduate Coordinator in the other department to determine course offerings and to receive any needed permissions to enroll in the courses.

Transfer Courses – Candidates who believe they have course work that can transfer as elective/concentration credit must consult with the Graduate Coordinator, follow graduate school guidelines, and complete the appropriate graduate school form. Courses that counted as credit

toward a previous degree may not be used as transfer credit. Students may transfer up to twelve (12) semester hours (4 classes) or 40% of approved graduate coursework (described in an accredited university's graduate catalog).

Taking courses as a Visiting Student – Some students may start taking classes as a visiting student prior to being accepted into the Master's program. Students may only count up to 12 semester hours or 40% of course work completed successfully at Illinois State University as a graduate visiting student.

Completing the Program – As candidates progress toward completing the program, they should keep track of their courses on a Plan of Study (see below). A Degree Audit form (on-line through the Graduate School web site) must be submitted to the Graduate Coordinator via email prior to the candidate's last semester of coursework. The Graduate Coordinator will submit the Degree Audit to the Graduate School. Once the Degree Audit has been approved by the Graduate School, the Graduate Coordinator and the candidate will receive a copy of the approved Degree Audit.

In addition to the Degree Audit, candidates must also apply for graduation (Application for Degree Completion) through the Graduate School website. Please refer to the Deadlines and Dates calendar for the due date of both the Degree Audit and the Application for Degree Completion.

Contact Information

If you have any questions, please contact the Coordinator of TCH Graduate Programs:

Coordinator: Dr. Ellis Hurd (ehurd@ilstu.edu)

Illinois State University
School of Teaching and Learning
Plan of Study for M.S. in Teaching and Learning (effective Fall 2020)

Current Date: _____ Catalog Year: _____
 Name: _____ UID Number: _____
 Advisor: _____ E-Mail: _____
 Degree: M.S. in Curriculum and Instruction Expected Graduation Date: _____

TRANSFER COURSES

University	Course Number and Title	Substitute For	Hrs.	Grade	Sem/Yr

CORE COURSES - 15 Semester Hours Required

Course No.	Substitution	Course Title	Hrs.	Grade	Sem/Yr
TCH 407		Learning in Educational Settings	3		
TCH 409		Student Diversity and Educational Practices	3		
TCH 411		Curriculum Theory	3		
TCH 478		Evaluating Student Performance	3		
EAF 410		Research Meth. & Statistics in Education I	3		

AREA OF CONCENTRATION – 9 Semester Hours

PROFESSIONAL RESEARCH – 6 Semester Hours

Option 1: Synthesizing Experience

TCH 481		Professional Research I			
TCH 482		Professional Research II			

OR

Option 2: Thesis

TCH 499		Thesis			
TCH 499		Thesis			

SUBSTITUTES

Substitute	For:	Rationale			

Total Hours (30 minimum) _____

Student: _____ Date: _____
 Advisor: _____ Date: _____
 Dept. Chair/Designee: _____ Date: _____
 Dean, Graduate School: _____ Date: _____