

Master of Science Degree in Teaching and Learning

School of 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. Teacher certification can only be obtained through a first or second bachelor's degree.

Admission Requirements

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

- Have obtained a 3.0+ GPA in the last 60 semester hours of undergraduate work
- Possess a current teaching certificate
- Have at least one year teaching experience
- Prepare a satisfactory 1-2 page Professional Goals statement
- Complete the TOEFL exam (for international applicants only) with scores of at least: 550 paper/pencil test; 213 computer based test (CBT); or 79 Internet-based testing (iBT)
- Complete an on-line Graduate School application at <http://admissions.illinoisstate.edu/graduate>
- Document teaching experience (schools and dates of employment) on the on-line application

Admission deadline dates: Applicants may apply at anytime.

Contact Information

Coordinator: Dr. Ryan Brown (rbrown@ilstu.edu)

Realizing the Democratic Ideal

As with the other departments within the College of Education, the School of Teaching and Learning promotes and follows "Realizing the Democratic Ideal" (<http://www.teachereducation.ilstu.edu/councilforteacher/democratic-ideal.shtml>), the conceptual framework for all teacher education programs at Illinois State University.

Key Advisement Information

Core courses – All candidates must satisfactorily complete all core courses (TCH 407, 409, and 411, 478 and EAF 410) before beginning TCH 481 and 482 or starting on the thesis option.

Electives and/or Concentration – Under the direct and collaborative consultation of the advisor, the candidate will select and complete 9 hours of course work that are in line with his/her area of concentration. These courses can be selected from an existing Strand, or an individualized plan consisting of courses from another department in the University. These courses must be listed in the Graduate Catalog.

Course Offerings and Concentration Areas – The Core Courses for the MS degree in Teaching and Learning are typically offered twice per year. Please refer to the course projection chart or consult with your advisor for course schedules.

In addition to Core Courses, candidates should choose one of the following Strands for their Concentration Area:

- Literacy
- Science Education
- Teaching and Learning
- Social Studies Education
- Educational Technology
- Other

Choosing 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 he/she consider, in consultation with his/her 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 web sites). In addition, the candidate, the advisor, and the program coordinator should meet to discuss the timeline, topic, and process.

Transfer Courses – Candidates who believe they have course work that can transfer as elective/concentration credit must consult with their advisor, follow graduate school guidelines, and complete the appropriate graduate school form. Courses that counted as credit toward another program (degree or certification) may not be used as transfer credit. Students may transfer up to nine (9) semester hours of approved graduate coursework (described in an accredited university's graduate catalog).

Taking courses as a student-at-large – Candidates may only count up to 12 semester hours of course work completed successfully at Illinois State University as a graduate student-at-large.

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 program coordinator via email prior to the candidate's last semester of coursework. The candidate needs to meet with the advisor to review accomplishments and timeline. If all courses are completed or in process, and all requirements have or are being met, the advisor will support the Degree Audit and then forward this to the program coordinator for review, and submission to the Graduate School.

Once the Degree Audit has been approved by the Graduate School, the program 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.

Illinois State University
School of Teaching and Learning
Plan of Study for M.S. in Teaching and Learning (effective Fall 2013)

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		

SPECIALIZATION AND ELECTIVES – 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: _____