

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. The program is designed to help teachers in their current roles and to prepare them for mentoring or coaching, department leadership, or consultant roles. This program can be completed either in a 100% online program or an on-campus program (that may include online area of concentration courses).

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 Modalities

The Master's in Teaching and Learning is offered either as a 100% online program or as an on-campus program that includes face-to-face and online courses.

On-campus Program - The on-campus program is geared toward local teachers and international students. The program can be completed as a part-time or full-time student. In the on-campus program the core courses and research courses (TCH 407, TCH 409, TCH 411, TCH 478, TCH 481, and TCH 482) are taken as face-to-face course on campus in the evenings. The area of concentration courses (explained below) are generally online courses. The on-campus program is not a cohort program and can be taken at any pace.

Online Program – The online program is a 100% online experience with a majority of asynchronous courses. The online program is designed for teachers across the state and nation that would prefer to take coursework from home. The program is more prescriptive than the on-campus program and students are asked to choose between a 2-year and 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 teaching experience
- Prepare a satisfactory 1-2 page Professional Goals statement
- Complete the TOEFL exam (for international applicants only) with scores of at least 79 iBT or IELTS score of 6.5 band.
- Complete an on-line application at <https://illinoisstate.edu/apply/>
- Document teaching experience (schools and dates of employment) in the on-line application
- 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

Core courses

The Core Courses cover topics such as curriculum, learning theory, assessment, learner diversity, and research methods. 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

Area of Concentration

The area of concentration is a designed a 3-course sequence in which the student can focus on an area of interest. Typical areas of concentration include Literacy, Educational Technology, Science Education, Library Information Specialist, or Individualized. An individualized plan consists of courses from another department in the University. These courses must be listed in the Graduate Catalog.

Typical courses that can be included in the above areas of concentration include:

Literacy: TCH 452 Writing in the K-12 Classroom; TCH 461 Literacy Learning in a Digital World; TCH 462 Connecting Literacy Theory, Research and Practice; and TCH 465 Content Area Literacy

Educational Technology: TCH 401 Introduction to Educational Technologies, TCH 410 Emerging Educational Technologies, TCH 430 Instructional Technology in Educational Settings, TCH 432 Technology Across Disciplines, and TCH 438 E-Learning in the PK-20 Classroom

Science Education: TCH 450 Curriculum in Science Education, TCH 451 Recent Research in Science Education, and TCH 453 Instructional Strategies for School Science

Library Informational Specialist: TCH 414 Introduction to School Librarianship, TCH 416 Technology and the School Library, TCH 449 Selection and Use of Materials in the Elementary School Library, and TCH 454 Selection and Use of Materials in the Secondary School Library

Research Sequence

Students can choose one of two research experiences. The first option is a research experience structured within TCH 481 and TCH 482. In this option, students design and complete an action research project that is focused on a question or problem in their own classrooms/teaching. The second option is a thesis. This option is often for students that are deeply interested in conducting educational research and/or is interested in pursuing a doctoral degree at some future date. In this option, the student would work with a faculty member to design, propose, conduct, and defend a piece of original research. Students in the thesis option complete six hours of TCH 499 rather than TCH 481 and TCH 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. In addition, the candidate, the advisor, and the program coordinator should meet to discuss the timeline, topic, and process.

Potential Plans of Study

Below are several potential plans of study based on a fall semester start, the type of program, typical course offerings, and the number of courses that you take per semester. These are examples based on the proposed course offerings

On-Campus Program

Part Time Student:

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

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

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

Full Time Student (just Fall/Spring):

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

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

100% Online Program

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

Other Advisement Issues

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 another degree program 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).

Visiting Students

At times, student may choose to take courses as a visiting student prior to being accepted into the Master's program. Up to 12 semester hours of course work completed successfully at Illinois State University as a visiting student can be used toward a degree.

Completing the Program

As candidates progress toward completing the program, they should keep track of their courses on a Plan of Study. A Degree Audit form (found in the forms section of the Graduate School's website) must be submitted to the program coordinator via email prior to the candidate's last semester of coursework. If all courses are completed or in process, and all requirements have or are being met, the program coordinator will support the Degree Audit and forward this 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 through the my.illinoisstate.edu 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 Graduate Programs:

Dr. Ryan Brown (rbrown@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) _____