Master of Science in Education—Teacher Education

Program Director
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Program Description
The master teacher education program provides advanced professional preparation for teachers, administrators, and school guidance counselors. The Department of Teacher Education houses four specialty program areas for post baccalaureate study toward the M.S. in Education: curriculum and instruction master, early childhood education master, content area concentration master, and literacy master and/or reading specialist (pre K-12) endorsement.

The program focuses on the development of professionally committed practitioners so that they can reflect on and apply the current state of knowledge, skills, and competencies necessary for these individuals to function effectively in their chosen field. Central to the development of such professionals is the refinement and conveyance of competencies in the areas of scholarship, instruction, leadership, management, and interpersonal relations. Essential to the development of committed practitioners is the belief that all children can learn regardless of their specific diversities.

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 the pedagogies of critique in comparison and contrast to traditional practices of teaching and schooling. Faculty members are committed to educate candidates in values and ideas that motivate educators for the transformation of students and educational institutions. The Department also offers a variety of professional development courses and workshops.

Faculty Research Interests

Dora L. Bailey, Ph.D., Professor
Literacy; content area reading; mentoring; cooperative learning; classroom management; continual assessment; professional development; National Board for Professional Teaching Standards (NBPTS)

Lauren Cummins, Ed.D., Associate Professor
National Association for the Education of Young Children (NAEYC) standards; literacy development; mentorship; developmentally appropriate practice; learning communities; professional dispositions; digital storytelling

Mary Lou DiPillo, Ph.D., Associate Professor
International Reading Association Standards; emergent literacy; content area reading; visual literacy and its impact on reading comprehension; writing and literature connections in mathematics; impact of Professional Development Schools on teacher preparation

Deborah D. Graham, Ph.D., Assistant Professor
Secondary education emphasis; content area reading; literacy learning and adapting for diversity; differentiation instruction and multiculturalism; reading achievement gap

Randy L. Hoover, Ph.D., Professor
No Child Left Behind (NCLB); education accountability; proficiency testing; authentic assessment; achievement gaps; democratic schooling; spirituality; ethics

Regina Rees, Ph.D., Associate Professor
Literacy; storytelling; children’s and adolescent literature; content area reading

Gail Saunders-Smith, Ph.D., Assistant Professor
The development of emergent writing; the role of text structures on comprehension; the impact of teacher-student
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 requiring expertise in curriculum and instruction in nonschool settings. (Please check the program descriptions to see additional program requirements for separate master's strands in Teacher Education).
• A cumulative undergraduate grade point average of at least 2.7 (on a 4.0 scale) or a cumulative graduate cumulative 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:
  o Anyone can sign up for credit-bearing workshops; however, in order to move those credits into a graduate program, the above applies
  o In order to move workshop credit into a graduate program, approval must be given in advance of
the workshop
  o 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.

**DEGREE REQUIREMENTS**

All master teacher candidates in early childhood education must complete a Master teacher Reflective Portfolio (E-Portfolio) at the completion of their major. This portfolio will be submitted on-line through TaskStream at the designated times for the comprehensive exams. Please see the Early Childhood Education website for further information regarding this portfolio and contact the Department of Teacher Education for applications, times, and dates. All candidates must also acquire a TaskStream account at the beginning of their studies.

A minimum of 33 semester hours is required for the degree. In general, the master teacher education program requires a common core of courses, common core option courses, and specialty program area requirements. Additionally, students must pass a comprehensive examination.

**Required Courses for Teacher Education Programs**

<table>
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<th>Core Requirements</th>
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<tbody>
<tr>
<td>TCED 6936</td>
<td>Fundamentals of Curriculum Development</td>
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<tr>
<td>FOUN 6904</td>
<td>Introduction to Educational Research or</td>
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<tr>
<td>for ECE and Literacy strands:</td>
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<tr>
<td>TCED 6932</td>
<td>Action Research in Urban and Rural Education</td>
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<tr>
<td>PSYC 6903</td>
<td>Psychology of Learning and Education</td>
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<tr>
<th>Core Options</th>
<th>6 s.h.**</th>
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<tr>
<td>Choose One:</td>
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<tr>
<td>EDTC 6905</td>
<td>Technology in Instructional Settings or</td>
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<tr>
<td>TCED 6931</td>
<td>Interpersonal Communications for Educators or</td>
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<td>TCED 6959</td>
<td>Law and Ethics for the Classroom Teacher or</td>
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<tr>
<td>TCED 6999</td>
<td>Proactive Grant Seeking or</td>
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<tr>
<td>TERG 6917***</td>
<td>Literacy and Language Arts Programs</td>
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Choose One****

| FOUN 6901 | Philosophical Analysis of Education or |
| FOUN 6902 | Sociological Bases of Education |

**Specialty Program Area**

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<th>18 s.h.*****</th>
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* Literacy Masters candidates will only have 12 s.h. in Required Courses.
** Literacy Masters candidates will only have 3 s.h. in Core Options.
*** TERG 6917 is the designated Core Option course for Literacy Masters candidates; however, students in other specialty program areas may also enroll.
**** Literacy Masters candidates do not choose a course from this category.
***** Literacy Masters candidates will have 21 s.h. in their specialty program area.
Curriculum and Instruction Program

The Curriculum and Instruction program is designed to accommodate the generalist perspective that some school districts need.

Required Courses and Core Option Courses 15 s.h.

Specialty Program Area Courses, Curriculum and Instruction 18 s.h.

TCED 6922 Principles of Instruction 3 s.h.

Five courses from the College of Education approved by the student’s advisor, including pre-approved workshop credit. Generally, it is advised that one course in Counseling and one course in Special Education is taken, as well as three courses from the Department of Teacher Education.

Total Hours Required for Degree 33 s.h.

A comprehensive examination covering FOUN 6901 or 6902, FOUN 6904, TCED 6922, and TCED 6936 is required to graduate with the master's degree. Please see the Department of Teacher Education for application forms, times, and dates.

Early Childhood Education Program

The Early Childhood Education program specialty area provides in-depth advanced study for experienced early childhood education teachers in the areas of research-based curriculum planning and assessment linked to the development and learning of young children. Candidates in this program will have already successfully demonstrated competence in relation to NAEYC’s Initial Licensure Standards (NAEYC2003, Preparing Early Childhood Professional: NAEYC Standards for Programs, p. 79). Therefore, candidates in this program will be licensed early childhood education teachers who will use their knowledge, skills, and related dispositions in greater depth, complexity, and applicability to the professional context. This program area is available in both traditional and distance learning formats. It is highly recommended that TCED 6909, An Orientation to On-Line Learning, be taken before a candidate takes a distance learning course in the ECE graduate program.

Required Courses and Core Option Courses 15 s.h.

FOUN 6904 Introduction to Educational Research or 3 s.h.

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

Specialty Program Area Courses, Early Childhood Education 18 s.h.

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

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

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

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

TERG 6923 Literacy and Phonics Instruction: Early Years 3 s.h.

SPED 5858 Intervention Concepts and Strategies in Early Childhood Special Education 2 s.h.

Total Hours Required for Degree 33 s.h.

All master teacher candidates in early childhood education must complete a comprehensive exam in their major. Please see the Department of Teacher Education for application forms, times, and dates. Distance Learning Candidates will complete a Master Teacher Reflective Portfolio. All candidates must also acquire a TaskStream account at the beginning of their studies.
Content Area Concentration Program

Required Courses and Core Option Courses  
Specialty Program Area Courses, Subject Area Courses  
TCED 6922  Principles of Instruction  
Electives in Teaching Area or Thesis: Students must elect 15 s.h. of coursework in collaboration with their content advisors to complete the teaching area requirement. In some cases, workshop and process hours will be approved for degree credit within this section.

Optional
SED 6999  Thesis—Thesis hours may apply to the 33 s.h. required for Specialty Program Area courses

Total Hours Required for Degree

Note: HPES Principles of Instruction course may be substituted for TCED 6922.

A comprehensive examination covering FOUN 6901 or 6902, FOUN 6904, TCED 6922, and TCED 6936 is required to graduate with the master’s degree. Please see the Department of Teacher Education for times and dates. Those selecting the thesis option are not required to take the comprehensive examination.

Literacy Master and/or Reading (Pre-K-12) Endorsement Program

The Literary 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 Reading Association (IRA) and mandated by the Ohio Department of Education.

Required Courses and Core Option Courses  
Specialty Program Area Courses, Reading Specialist  
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 I  
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 Hours Required for Degree

* Courses required for Endorsement.

All master teacher reading candidates must pass a comprehensive examination in the area of specialization. The comprehensive examination follows completion of required courses for the specialization. Please see the Department of Teacher Education for applications, times, and dates. Candidates must also acquire a TaskStream account at the beginning of their studies.

“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)
Passage of Praxis II 0204 *Teaching Reading* is required by ODE for endorsement.

**Literacy Specialist Certificate**

The 18 semester-hour Literacy Specialist Certificate program is a consortium-based advanced program in literacy education. The consortium includes eight Ohio universities. The program is offered online and is available to educators nationally and internationally. It is offered along with the LS Endorsement, which is a pathway for those seeking the state credential (i.e. the Literacy Specialist Endorsement) for eligible Ohio educators. Coursework is taken throughout one calendar year and includes 10 semester hours of coursework and an 8 semester-hour internship. Successful completion of the program qualifies the individual to serve in instructional leadership positions (e.g. coaching individual teachers, preparing and delivering group professional development sessions) at the state, regional, and local educational levels.

*Admission is limited to those students who have requested YSU, or have been assigned by the consortium to YSU as their home institution, and meet the following admission requirements:*

- advanced education degree in literacy (e.g. graduate reading endorsement or master’s degree in literacy)
- a bachelor’s degree from a college or university certified by a regional accrediting agency (e.g. North Central Association of Colleges and Schools) approved by the U.S. Department of Education
- official transcripts of all higher education institutions attended
- a minimum cumulative undergraduate GPA of 2.7
- at least 3 years of successful teaching experience
- experience teaching literacy
- two letters of recommendation supporting experience and success in leading professional development in educational settings
- letter of interest
- teaching certificate or license
- letter of assurance signed by administrator acknowledging awareness of out-of-classroom time needed to complete year long internship requirements
- resume

Preferred qualifications: (a) one or more years experience as a professional development provider in year long, school-based professional development in literacy, (e.g. Reading Recovery, Reading First, Literacy Collaborative) and (b) a minimum of one year of one-on-one coaching of classroom teachers.

Contact the Department of Teacher Education (330-941-3251) for additional information about the Literacy Specialist Certificate.