

**Master of Arts in Education
Secondary Emphasis
(Grades P-12, 5-12, 7-12, 8-12, 9-12)
Program Submission
Murray State University
September 2001**

I. Conceptual Framework

I.A. College of Education

The primary **Aim** of Murray State University's preparation program is to educate individuals who will become **Reflective Decision-Makers**, that is, candidates who demonstrate the proficiencies delineated by the **New and Experienced Teacher Standards** and the indicators articulated by the learned societies of their disciplines. The following **Dispositions** arise from the theme of the reflective decision-maker and are the values, commitments, and professional ethics that Murray State University engenders in its candidates. The first four dispositions are emphasized in the initial program while the last two, in addition to the others, are more fully developed during advanced programs. The Murray State University candidate will become an educator who is:

- a facilitator who values students' abilities to think, solve problems, communicate and collaborate with others.
- a learner-centered practitioner who values creating nurturing learning climates, respecting diverse learners' perspectives and enabling students to develop as self-sufficient individuals.
- a reflective decision-maker who values instructional designs that enhance students' self-actualizing behaviors.
- a lifelong learner who values the continuous evaluation of his/her professional performance and engages in continuous professional development.
- an action researcher who values continuous student assessment, communicates results to students and others, and uses the findings to improve the teaching/learning process.
- a leader and change agent who values collaboration with all constituencies to enhance the authentic educational experience of all learners.

The **Knowledge Base** is the foundation of our program with the research, theory, philosophy, and practice that informs faculty and guides program goals. The success of the program is determined by program **Outcomes**, **Kentucky Performance Standards** and the use of instructional technology for all certified programs, including **National Program Standards**, so that the contributions of learned societies inform MSU program goals. These, along with the **University Studies Program** goals, ensure the entire university program is guided to prepare MSU graduates for a successful, productive professional life. All of this is overarched by the **Mission** of the College of Education which unites MSU faculty as educational leaders to define activities for preparing exemplary educators and human service providers who develop learners as full participants in a global community. It is the program's mission

To provide leadership, service, and research at regional, state and national levels and to produce exemplary teachers and other human service professionals who are prepared to make significant contributions in a global and technological society.

For the complete version of the COE Conceptual Framework, including the Knowledge Base, see the COE's NCATE website at: http://coekate.murraystate.edu/ncate/st/cf/conceptual_framework.htm.

I. B. Master of Arts in Education - Secondary Program (Grades P-12, 5-12, 7-12, 8-12, 9-12)

The experiences in the Master of Arts in Education - Secondary Program are aligned with the Experienced Teacher Standards to ensure that the standards are carefully addressed in a variety of courses and through a variety of assignments and course experiences. The matrix that demonstrates this alignment of program and standards is found on page 5. The program also supports the theme of educator as reflective decision-maker by revisiting, extending, and expanding the experienced teachers' notion of this concept. Graduate faculty recognize that as teachers gain experience during their careers they are able to elaborate on their understanding of how to make the most thoughtful educational decisions for their students. Experienced teachers realize that a wide variety of considerations come to play in making instructional decisions, including, foremost, the instructional needs of the learner, state and national standards, content considerations, community values, and the teacher's own professional strengths, values and beliefs. Graduate faculty in the Unit facilitate teacher understanding of this decision-making process by providing course experiences that connect theory to practice through the use of extended reflection and action research techniques. For example, in EDU 631, a core course in learning and motivation theory, teachers develop a case study of a student with a motivation problem and then use course theory to attempt to solve this common classroom problem. In EDU 649 Research in Education, graduate students select, develop, implement and refine a classroom-based research project where previous course experiences are synthesized in order to solve a classroom problem.

A wide range of theoretical systems, educational philosophies and bodies of educational research are addressed in the graduate program. Constructivist learning theories are emphasized, but a variety of counter-theories are presented so that teachers understand the history of educational theory development as well as the range of diverse educational perspectives to which educators in the United States ascribe. Correlation between the graduate teacher's classroom and course content is also emphasized. This helps teachers to continue making connections between the experiences of the classroom and the theories of learning and adolescent development that were introduced during undergraduate programs. In addition, in the secondary option, teachers are required to extend their knowledge by taking courses in their areas of certification. This helps them to remain current in their content specialization and to expand and extend their knowledge beyond the undergraduate degree. Courses like EDU 633, Curriculum Development, extend teachers' pedagogical knowledge by requiring curriculum evaluation and revision to better align instructional objectives with KERA Learning Goals and Academic Expectations, Program of Studies, and Core Content. In summary, the secondary graduate program provides opportunities for teachers who began their undergraduate work with a content specialty and learner centered, experiential, reflective education theories to continue their growth and development as reflective decision-makers. The graduate program allows teachers to evaluate their current classroom practices and provides opportunities to continuously improve their professional practices as reflective decision-makers.

II. Program Experiences

The Master of Arts in Education - Secondary Program is located in the Department of Adolescent, Career and Special Education and is designed to fulfill course requirements for a Rank II classification and renewal of the Provisional Teaching Certificate. Graduate students have the option to pursue a thesis track or non-thesis track. In the thesis track option, approval of thesis topic by an advisor and a defense of the thesis are required. For the non-thesis track option, a passing score on a written comprehensive examination is required. The 33 credit hour program is pre-planned with a graduate advisor.

Each graduate student's progress is assessed using course evaluations and established program checkpoints. Course syllabi are coded to address the KDE Experienced Teacher Standards (see table on the next page). Either a comprehensive exam or the successful defense of a thesis is required as an exit assessment.

**Master of Arts in Education - Secondary Program
(grades P-12, 5-12, 7-12, 8-12, 9-12)**

Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, and NCATE Themes

Core Courses Coded to KDE Experienced Teacher Standards, KERA Initiatives, and NCATE Themes	ETS 1 Leadership	ETS 2 Content	ETS 3 Instruction	ETS 4 Climate	ETS 5 Management	ETS 6 Assessment	ETS 7 Reflection	ETS 8 Collaborates	ETS 9 Prof. Development	ETS 10 Technology	KERA Initiatives	NCATE Themes
EDU 621	X		X	X	X	X		X			a – c	a – g
ADM 630	X					X	X	X	X	X	c	b, c, d, f
EDU 631		X	X	X			X	X				a–c, e, g
EDU 633	X	X	X	X	X	X	X		X	X	a – c	a – g
EDU 645	X			X		X	X		X		a, c	a – c, e,g
EDU 649	X					X	X		X	X		
EDU 698	X					X	X		X	X		
12 Hour Teaching Specialization		X										

- KERA Initiatives –
- a) Learner Goals and Academic Expectations
 - b) Program of Studies, P-12
 - c) Core Content for Assessment
- NCATE Themes –
- a) Conceptual Framework
 - b) Diversity
 - c) Intellectual Vitality
 - d) Technology
 - e) Professional Community
 - f) Evaluation
 - g) Performance Assessment

Master of Arts in Education - Secondary Program (Non-Thesis Track)
•Professional Education - Core Courses (18 hours)
ADM 630 Methods of Educational Research
EDU 631 Application of Motivation and Learning Principles to the Classroom
EDU 633 Curriculum Development
EDU 645 History of Education in the United States
EDU 649 Research in Education
EDU 621 Advanced Methods of Teaching
•Specialization – Teaching Field (12 hours)
•Elective (3 hours)

Master of Arts in Education - Secondary Program (Thesis Track)
•Professional Education - Core Courses (21 hours)
EDU 631 Application of Motivation and Learning Principles to the Classroom
EDU 633 Curriculum Development
EDU 645 History of Education in the United States
ADM 630 Methods of Educational Research
EDU 698 Thesis (6 hrs)
EDU 649 Research in Education
•Specialization – Teaching Field (12 hours)

Course Descriptions:

EDU 621 Advanced Methods of Teaching

An advanced course that applies theories and practices of models of teaching based upon applied research and practitioners' experiences.

ADM 630 Methods of Educational Research

A study of procedures used to locate sources of information, organize and interpret collected data, and apply results of published research. Various research methods are studied and used.

EDU 631 Application of Motivation and Learning Principles to the Classroom

An examination of theories of human motivation, learning styles, and human growth, teaching behaviors and learning environments necessary to achieve congruency with these theories.

EDU 633 Curriculum Development

A comprehensive analysis of the process of curriculum development. It includes examination of the theoretical dimensions of curriculum development. The process includes consideration of the bases of curriculum, aims and objectives of schools, planning instruction and curriculum evaluation.

EDU 645 History of Education in the United States

A study of the growth and development of education in the United States from early colonial times to present, including recent trends and movements.

EDU 649 Research in Education

This course is a follow-up of ADM 630. The course includes an exploration of elementary statistics as they apply to the completion of an action research project which was proposed and begun in ADM 630. The action research project is to be concluded during this course and presented during a class/department colloquium.

EDU 698 Thesis

Designed to enable students to choose a thesis topic with the consent of the student's thesis faculty director, implement the topic research design and produce a master's degree thesis suitable for publication.

See the following COE website for course syllabi:

<http://coekate.murraystate.edu/syllabi>

KERA initiatives, such as the Learner Goals and Academic Expectations, Program of Studies, and Core Content, are emphasized in the courses above as important tools the Commonwealth of Kentucky provides teachers to guide the design and delivery of curriculum to meet Kentucky standards. Graduate faculty use these tools in a variety of courses, for example, in EDU 633 Curriculum Development, as a means to evaluate and revise existing curricula and, based on the KERA initiatives, to develop new curricula to better address state and national standards.

III. NCATE Themes

A narrative that describes the integration of the NCATE Themes is provided below. In addition, a matrix of the same is shown on page 5 of this submission.

III. A. Conceptual Framework

Master of Arts in Education - Secondary Program supports the College of Education's theme of educator as reflective decision-maker by revisiting, extending, and expanding graduate teachers' notion of this concept. The program emphasizes the continued development of teachers' skills in recognizing the diverse needs of adolescents and developing instruction to meet those diverse needs. Reflective decision-making is the process by which teachers understand the nature and setting of the educational problem, and then seek solutions to the problem from a variety of sources and in accordance with the teacher's theoretical lens or philosophical framework. The teacher then evaluates the success of the instructional solution in order to change and adapt it based on the student data and observation. This is a recursive process that the teacher recognizes as being necessary for continuous improvement of the instructional process for a specific learner and for the general improvement of instructional skills.

III. B. Diversity

Through course activities, graduate students study a variety of instructional techniques, theoretical methods, and examine research as a means to accommodate the range of student diversity typically found within a classroom setting. This student diversity includes linguistic, cultural, economic, gender, and ability levels as well as exceptionalities related to physical, learning, and behavioral differences. For example, in EDU 631, a learning theory and motivation course, teachers "research findings concerning learning and motivation and the social, cultural, political, and economic forces which can affect the motivation and learning capabilities of student." In EDU 621, Advanced Methods of Teaching, curriculum differentiation for diverse learning styles and cultural differences is explored. In EDU 645, History of Education in the United States, the treatment of diverse populations is examined in relation to history, culture, and the law.

III. C. Intellectual Vitality

Experienced teachers sharpen their intellectual skills and increase their intellectual vitality through course experiences that require reading, writing, discussion, and research. In addition, the creation of projects and products demonstrate teachers' increased skill, confidence, and expertise as reflective decision-makers. Masters course projects require analysis, synthesis and evaluation of course content in relation to the graduate student's professional experiences, and, along with a review of current literature, reflection, and refinement of decision-making frameworks, connect new knowledge to current practices. The 12 hours of courses in the teacher's area of certification are taken in the departments that grant those degree programs (Mathematic Department, English Department, History Department, etc.) These advanced courses in the teacher's content area enhance and extend current content expertise by providing greater depth and increase the graduate student's specialized knowledge of the teaching field.

III. D. Technology

Teachers use technology throughout the program as an aid to learning, research, and personal productivity. ADM 630, Methods of Educational Research, requires students to use technology to locate information regarding innovations and problems in education. Data analysis using advanced software functions is imbedded in the course. Student presentations incorporate PowerPoint and other presentation software. EDU 626, Integration of Educational Technology, is an elective course available to all teachers in the graduate program, and Unit advisors encourage teachers to take this course in order to update their technology skills. EDU 626 is designed to use a range of traditional, interactive, and emerging technology tools to enhance learning, as well as to compose and produce artifacts using technology resources.

III. E. Professional Community

The schools and classrooms of the graduate students are the laboratories for the distillation of the content knowledge, theory, and research learned through course activities. Graduate course discussions challenge graduate students' current knowledge with the expression of diverse opinions based on the graduate instructor's varied experiences, backgrounds, settings, and social, cultural, and ethnic contexts.

The professional community in the form of national professional organizations also informs discussion of the graduate program content, with professional organizations such as the American Education Research Association and American Psychological Association in research and theory courses and Association for Supervision and Curriculum Development in curriculum courses. These professional organizations form one aspect of support for the increased professionalism and development of teachers as reflective decision-makers by providing additional standards, philosophies, and frameworks for making instructional decisions.

III. F. Evaluation

The graduate program is formally evaluated by faculty during department and program meetings and during course meetings when faculty who teach sections of the same course confer to discuss learner progress, course activities, and course assessment procedures. Student program data are compiled and included in the Program's Continuous Assessment Plan where it is examined so that strengths and weaknesses can be identified and recommendations for program improvement made. In addition, each semester faculty comprehensive examination committees convene to discuss comp questions, discuss student scores and review the program based on graduate student data. See Continuous Assessment Plan beginning on page 11.

III. G. Performance Assessment

The experiences in the courses of the Masters Degree program are aligned with the Experienced Teacher Standards to ensure that each standard is carefully addressed in a variety of courses and through a variety of assignments and course experiences. In the core course EDU 631, Application of Learning and Motivation Principles to the Classroom, students prepare a case study in culmination of learning how to use the case study method to investigate a student with a motivation problem. In EDU 649, Research in Education, an

action research project is completed that was proposed and begun in ADM 630. The project is presented during a class/departmental colloquium.

IV. Assessment

The Unit recognizes the importance of assessing student progress in the program and in addressing the Experienced Teacher Standards. On demand tasks, reflective instruments, class projects, exhibits, field experiences, videotapes, exams, and research papers are completed to provide evidence of teacher proficiency with the Standards. Teacher self-evaluation and reflective classroom decision-making are stressed throughout the graduate program.

Check Points

Admission: Admission to the Master of Arts in Education - Secondary Program requires admission to the Graduate Program with an appropriate undergraduate major, minimum undergraduate grade point average of 2.5 for conditional admission and a 3.0 for unconditional admission. It also requires a Kentucky letter of eligibility for the beginning teacher internship program or a Kentucky provisional certificate or comparable documentation from another state department of education. Upon admission to the program, a graduate advisor is assigned to guide the student's work and to complete a MSU Graduate Program form that has been planned with the student. The advisor and Graduate Coordinator monitor the student's progress through the Master of Education Program and assist the teacher if program changes are needed.

Admission to Candidacy: At completion of nine semester hours of graduate credit, the student will complete the admission to candidacy process by submitting the appropriate form indicating satisfactory progress in the program. A faculty advisor and the graduate coordinator review and evaluate each candidate's program at this time and sign their approval on the Candidacy form.

Comprehensive Examination or Thesis Defense: Each graduate student not completing a thesis is required to pass a comprehensive examination, administered by a Department of Adolescent, Career and Special Education committee. The program faculty develop the examination questions, and three faculty members blind score the student responses to insure reliability and a fair evaluation for each student. Exam questions relate to each of the required core courses—motivation and learning theory, curriculum development, history of education, and educational research. Through this exam, graduate students demonstrate their knowledge and understanding of broad educational issues that they are required to apply, defend, synthesize, and integrate with their professional experience. If the teacher selects the thesis track option, the successful completion and defense of a thesis is required. A final review is made of the student's GPA and program course of study to determine that all program requirements have been fulfilled.

Unit Wide Assessment

For the complete COE Unit Continuous Assessment Plan see the COE's NCATE website:
<http://coekate.murraystate.edu/ncate/st/2/ev/COEContinuousAssessment.DOC>

Continuous Assessment Plan for Master of Secondary School Education

Data Collection Instruments	Collector	Standards & Indicators	Evaluation Criteria
Unit Wide Assessment - Continuing Professional Preparation			
<u>Admission Data</u>			
GPA	MSU/GC/Program	Adm/Std/MSU	2.5 or 3.0
Required Degree	MSU/GC/Program	EPSB/COE	Verified
Certification	MSU/GC/Program	EPSB	Verified
<u>Admission to Candidacy</u>			
After completing 9 graduate hours	MSU/GC/Program	Adm/Std/MSU	3.0
<u>Summative Assessment</u>			
Thesis	Program	MSU/COE	Pass/Fail
Comprehensive Exam	Program	COE	Pass/Fail
Verification of GPA	MSU/Program	MSU/COE	3.0 or higher
Verification of Program of Studies	MSU/Program	MSU/COE	Coursework completed
CODE:			
EPSB= Education Professional Standards Board			
COE= College of Education			
Program= COE degree or certification program			
GC=Graduate Coordinator			

Program: Secondary Education

Level: Masters

CIP Code:

Mission and Goal Statement	Data Collection Instruments	Evaluation Criteria	Assessment Results	Program Improvement
<p>MSU Mission: Murray State University serves as a residential, regional university offering core programs in the liberal arts, humanities, sciences and selected high quality professional programs. Murray State shall offer a limited number of master's degrees as well as the specialist program in education.</p> <p>MSU Goal: To produce graduates who exhibit the following characteristics: 8. Demonstrate master of their chosen field of study in preparation for a successful, productive life.</p>	Unit Wide Assessment - Continuing Professional Preparation			
	<u>Admission Data</u>			
	GPA	2.5 or 3.0		
	Required Degree	Verified		
	Certification	Verified		
	<u>Admission to Candidacy</u>	3.0		
	<u>Summative Assessment</u>			
	Thesis	Pass/Fail		
	Comprehensive Exam	Pass/Fail		
	Verification of GPA	3.0 or higher		
	Verification of Program of Studies	Coursework completed		

V. Program Faculty

Baust, Joseph, Sr.	Ed.D.	University of Tennessee Mathematics Education Curriculum and Instruction Director of Environmental Education Center Full-time to Institution Full-time to Program
Campoy, Renee	Ed.D.	University of Missouri-St. Louis Curriculum and Instruction Assessment Teaches Education Classes Full-time to Institution Full-time to Program
Gill, Sharon	Ed.D.	University of Cincinnati Literacy Education Teaches Education Classes Full-time to Institution Full-time to Program
Hansen, Jacqueline	Ed.D.	University of Nebraska-Lincoln Administration, Curriculum and Instruction Language Arts Education Teaches Education Classes Full-time to Institution Full-time to Program
Higginson, Bonnie	Ph.D.	University of Georgia Reading Education Residential College Head Teaches Education Classes Full-time to Institution Part-time to Program
Hooks, Janice	Ed.D.	Indiana University Elementary Education Language Arts Education Chair of ECE Department Full-time to Institution Full-time to Program

Hulick, Chuck	Ph.D.	University of Texas-Austin Educational Psychology Residential College Head Graduate Coordinator for College Full-time to Institution Part-time to Program
Islam, Chhanda	Ed.D.	University of Southern Mississippi Curriculum and Instruction Teaches Education Classes Full-time to Institution Full-time to Program
Jacobs, Martin	Ed.D.	Florida International University Curriculum and Instruction Interim Chair, Department of ACS Full-time to Institution Full-time to Program
Koenecke, William Henry	Ph.D.	Southern Illinois University – Carbondale School Law Teaches Education Classes Full-time to Institution Full-time to Program
Lough, Tom	Ph.D.	University of Virginia Science Education Teaches Education Classes Full-time to Institution Full-time to Program
Murphy, Janis	Ph.D.	University of Minnesota Curriculum and Instruction Teaches Education Classes Full-time to Institution Full-time to Program
Navan, Joy	Ph.D.	University of Ottawa Gifted Education Director of Center for Gifted Education Full-time to Institution Full-time to Program

Patmor, George	Ph.D.	Southern Illinois University- Carbondale Curriculum and Instruction Science Education Teaches Education Classes Full-time to Institution Full-time to Program
Wasson, Donna	Ph.D	Indiana University-Bloomington Curriculum and Instruction Social Studies Education Teaches Education Classes Full-time to Institution Full-time to Program
Watkins, Yancey	Ed.D	University of Georgia Reading Education Teaches Education Classes Full-time to Institution Full-time to Program
Willis, James	Ed.D	University of Arkansas-Fayetteville Educational Administration Teaches Foundation Classes Full-time to Institution Full-time to Program

Name of Student _____ SSN _____

**Secondary - Masters Degree
Murray State University
Secondary Grades (P-12, 5-12, 7-12, 8-12, 9-12)
Master of Arts in Education
(Non-Thesis Track)
Program Guide Sheet**

This MA degree program is designed to fulfill course requirements for Rank II classification and renewal of the Provisional Certificate. The program must be **PREPLANNED*** with an advisor and consists of 33 semester hours of graduate level course work with a minimum of 18 hours in professional education and a minimum of 17 hours of courses at the 600 level. Applicants must hold a Secondary Grades (P-12, 5-12, 7-12, 8-12, or 9-12) Provisional Certificate or its equivalent. A written comprehensive examination is required. Graduate courses for the specialization component must be selected from the same content area as the student’s undergraduate teaching major/minor/area. A course pertaining to exceptionality of children is required if the student has not taken such as course or its equivalent in an undergraduate program. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student’s progress will be continuously assessed throughout the program using established checkpoints. A minimum grade point average of 3.0 is required for graduation. **Exit assessment: A comprehensive examination is required.**

Professional Education - Core Courses (18 hours)

EDU 631 Application of Learning and Motivation Principles to the Classroom	3 _____
EDU 633 Curriculum Development	3 _____
EDU 645 History of Education in the United States	3 _____
ADM 630 Methods of Educational Research**	3 _____
EDU 649 Research in Education**	3 _____
EDU 621 Advanced Methods of Teaching	3 _____

Specialization - Teaching Field (12 hours)

	3 _____
	3 _____
	3 _____
	3 _____

Elective (3 hours)

	3 _____
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The student and advisor have discussed this program and agree to the foregoing plan. *An official MSU Graduate Program form must also be completed and submitted prior to completion of the first course taken. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

Student’s Signature

Advisor’s Signature

Date

**ADM 630 and EDU 649 must be taken in sequence with EDU 649 taken the semester following ADM 630.

Name of Student _____ SSN _____

**Secondary - Masters Degree
Murray State University
Secondary Grades (P-12, 5-12, 7-12, 8-12, 9-12)
Master of Arts in Education
(Thesis Track)
Program Guide Sheet**

This MA degree program is designed to fulfill course requirements for Rank II classification. The program must be **PREPLANNED*** with an advisor and consists of 33 semester hours of graduate level course work with a minimum of 18 hours in professional education and a minimum of 17 hours of courses at the 600 level. Applicants must hold a Secondary Grades (P-12, 5-12, 7-12, 8-12, or 9-12) Provisional Certificate or its equivalent. Defense of Thesis is required. Graduate courses for the specialization component must be selected from the same content area as the student's undergraduate teaching major/minor/area. A course pertaining to exceptionality of children is required if the student has not taken such as course or its equivalent in an undergraduate program. At least 21 semester hours must be earned at MSU, and the requirements for the program must be completed within eight years of the time a student initially enrolls in any course applicable to the program. The student's progress will be continuously assessed throughout the program using established checkpoints. A minimum grade point average of 3.0 is required for graduation. **Exit assessment: The successful defense of a thesis is required.**

Professional Education - Core Courses (21 hours)

EDU 631 Application of Learning and Motivation Principles to the Classroom	3 _____
EDU 633 Curriculum Development	3 _____
EDU 645 History of Education in the United States	3 _____
ADM 630 Methods of Educational Research	3 _____
EDU 698 Thesis	6 _____
EDU 621 Advanced Methods of Teaching	3 _____

Specialization - Teaching Field (12 hours)

_____	3 _____
_____	3 _____
_____	3 _____
_____	3 _____

The student and advisor have discussed this program and agree to the foregoing plan. *An official MSU Graduate Program form must also be completed and submitted prior to completion of the first course taken. The Program form is approved by a graduate advisor and the Collegiate Graduate Coordinator.

Student's Signature

Advisor's Signature

Date