**EASTERN CONNECTICUT STATE UNIVERSITY**

**MASTER OF SCIENCE DEGREE in EDUCATIONAL STUDIES**

Eastern Connecticut State University (ECSU) currently offers five advanced master’s degree programs: Master of Science Degree in Early Childhood Education, Master of Science Degree in Elementary Education, Master of Science Degree in Secondary Education, Master of Science Degree in Reading and Language Arts, and Master of Science Degree in Educational Technology. These degrees are targeted for teachers who are already certified or other working professionals who have substantial experiences in their field. Out of these five degrees currently offered, Master of Science in Educational Technology is offered fully online. The intent of this proposal is to replace the four advanced master’s degrees in Early Childhood Education, Elementary Education, Secondary Education, and Reading and Language Arts, with a new single degree: Master of Science Degree in Educational Studies. The new master’s degree has been developed by Eastern faculty with two major criteria, 1) A master’s degree must help the advanced candidates further to develop themselves into caring and competent professionals in their field of study who can positively impact the learning and development of P-12 students, and 2) A master’s degree must address the needs of educators in the State of Connecticut and also fulfill all of the requirements from accrediting agencies, in particular Master’s Degree Policy Overview from the Connecticut State Board of Education (CSBE, July 2016, Connecticut General Statutes Section 10-145b(g)), Standards for Advanced Programs from the Council for the Accreditation of Educator Preparation (CAEP, June 2016), and the guidelines for graduate degree programs from the New England Association of Schools and Colleges (NEASC, July 2016). The proposed master’s degree will have the following features:

1. As emphasized by the CSBE, CAEP, and NEASC, the proposed graduate program is designed to provide opportunities for advanced candidates a mastery of knowledge, skills, and dispositions by substantially enhancing their content/content pedagogy and research skills. The proposed program includes the principles of educational research and a culminating research project (6 credits), both of which are crucial to address the CAEP standards for advanced master’s degree. The nine credits of content/content pedagogy strands along with 6 credits of elective courses in their discipline will solidify candidates’ understanding of complexities involved in their field of study. The content pedagogy courses will be directly relevant to candidates’ teaching areas and fully meet the CSBE’s requirement of “a minimum of 15 graduate credits of content or content pedagogy.”
2. The 12 credits of core courses focus on the needs of practicing teachers and professionals. The core courses are focused toward contemporary literacies in the content areas, and teaching English Language Learners (ELL) and special learners. These courses will provide the field experience opportunities for advanced candidates, a requirement by CAEP.
3. The proposed program is more flexible than any of the programs we have envisioned. It has six credits of elective, which may include several 1 credit modules based on needs of our advanced candidates. The modules will be developed based on faculty expertise and will be scheduled flexibly on or off campus. The modules provides us opportunity to offer courses based on the needs and demand of working professionals.

**EASTERN CONNECTICUT STATE UNIVERSITY**

**MASTER OF SCIENCE DEGREE in EDUCATIONAL STUDIES**

Requirement: 31 semester hours and culminating experiences

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Mailing Address

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City State Zip

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1. **CORE COURSES 12 credits**
2. EDU 608 Principles of Educational Research 3 credits
3. EDU 617 Contemporary Literacies in the Content Areas 3 credits
4. EDU 618 Methods of Teaching English Learners 3 credits
5. EDU 680 Issues and Trends in Special Education 3 credits
6. **CONTENT/DISCIPLINE AREA STRAND 9 credits**

(e.g., Early Childhood Education (ECE), English/Language Arts (ELA), Reading and Language Arts (RLA), and Science, Technology Engineering, and Mathematics (STEM))

1. **CONTENT/DISCIPLINE ELECTIVE (Approved by Advisor) 6 credits**
2. **CULMINATING PROJECTS 4 credits**
3. EDU 693 Collaborative Data Literacy Project 1 credit
4. EDU 697 Culminating Research Project 3 credits

**Total 31 credits**

**ECE STRAND 9 credits**

* ECE 600 Play-Based Foundations for Learning in Math, Science, and Literacy 3 credits
* ECE 603 Early Literacy Development, Pedagogy and Assessment 3 credits
* ECE 610 Data-based Approaches to Math/Science Content Pedagogy 3 credits

**ELA STRAND 9 credits**

* EDU 665 Inquiry-Based Learning in the ELA Classroom 3 credits
* EDU 667 Writing Instruction: Theory and Practice 3 credits
* EDU 668 Teaching Reading and Writing with Expository Texts 3 credits

**RLA STRAND 9 credits**

* RLA 610 Current Developments in Literacy Education 3 credits
* RLA 626 Children's Literature: A Reader Response Perspective 3 credits
* RLA 627 Multicultural Literature for Children and Young Adults 3 credits

**STEM STRAND 9 credits**

* EDU 656 Teaching Math and Science with Technology 3 credits
* EDU 660 Math and Science Content: An Integrative Approach 3 credits
* EDU 662 Inquiry, Problem Solving and Modeling in STEM Content 3 credits

**Approved by the Education Department on…**

**Summary of Actions on Each Proposed Course in the**

**Revised M.S. in Educational Studies Program**

|  |  |  |
| --- | --- | --- |
| **Proposed Courses** | **Type of Action** | **Specific Action** |
| **Core** | **Interdisciplinary Core** | |
| EDU 608 | Modification of EDU 508 | Focus on action research in EDU 608, delete EDU 508 |
| EDU 617 | New course | Focus on contemporary literacies in content areas |
| EDU 618 | Modification of EDU 518 | Number change and focus on clinical experiences, delete EDU 518 |
| EDU 680 | New course | Focus on current issues and special education law |
| **Culminating** | **Culminating Projects** | |
| EDU 693 | New course | Focus on candidates’ clinical experiences and data literacy to address the CAEP standards |
| EDU 697 | Change in course description | Change course description and focus on action research |
| **ECE Strand** | **Content/Content Pedagogy** | |
| ECE 600 | New course | Focus on Play to learn math, science, and literacy |
| ECE 603 | New course | Focus on early literacy |
| ECE 610 | New course | Focus on early STEM |
| **ELA Strand** | **Content/Content Pedagogy** | |
| EDU 665 | New course | Focus on inquiry-based learning to ELA classrooms |
| EDU 667 | New course | Focus on writing instruction |
| EDU 668 | New course | Focus on reading/writing with expository texts |
| **RLA Strand** | **Content/Content Pedagogy** | |
| RLA 610 | Modification of RLA 510 | Focus on new developments in literacy education, delete RLA 510 |
| RLA 626 | Change in course number (From RLA 526 to RLA 626) | Number change only, delete RLA 526 |
| RLA 627 | Change in course number (From RLA 527 to RLA 627) | Number change only, delete RLA 527 |
| **STEM Strand** | **Content/Content Pedagogy** | |
| EDU 656 | Modification of EDU 556 | Change number, course description to include both math and science, delete EDU 556 |
| EDU 660 | Modification of EDU 560 | Change number, course description to focus on integration of math and science content, delete EDU 560 |
| EDU 662 | New course | Focus on inquiry, problem solving, modeling to address the common core state standards and the next generation science standards (NGSS) |

**Proposed Assessments for M.S. in Educational Studies (Advanced Masters Program)**

|  |  |
| --- | --- |
| **Assessments by Transitional Points** | **Descriptions** |
| **Entry**  CLOs I.1, III.1, IV.3, IV.4 | * Undergraduate GPA of 3.0 or higher   **Or**   * Undergraduate GPA of 2.7-2.99 with established graduate GPA of 3.0 or higher * Recommendations, by supervisors/professionals (includes professional dispositions assessment) * Professional Resume (outlining work experiences) * Official Transcripts from accredited institutions and license (if available) |
| **Content/Content Pedagogy**  CLO’s I.2, I.4, II.1-II.7 | * **Content/Content Pedagogy Portfolio**   Content/content pedagogy assessment in each strand (in one of the strand courses). This assessment demonstrates candidate ability to analyze, synthesize, and evaluate content/content pedagogy in their field/discipline and create content/content pedagogy activities and assessments to advance their professional goals. |
| **Clinical Practice**  CLO’s I.1-I.4, II.1-II.7, III.1-III.8, IV.1-IV.4 | * 15 hours of clinical experiences (EDU 618, **Case Study Report of ELL Students**) * Professional Development Workshop in Practice: Candidates provide a professional development (PD) workshop for teachers/education professionals in regional schools that focuses on content area/discipline knowledge and pedagogy (EDU 693, **Impact Portfolio**) |
| **Culminating Projects**  CLO’s I.1-I.4, II.1-II.8, III.1-III.8, IV.1-IV.4 | 1. EDU 693: Demonstration of candidate ability to analyze data and make positive impact on student learning (**Impact Portfolio**) 2. EDU 697: Demonstration of candidate ability to understand, conduct, and apply educational research to improve their practice (**Research Project**) |
| **Post-Graduation**  CLO’s IV.1-IV.4  CAEP A.4.1, CAEP A.4.2 | * Graduate Satisfaction Survey * Employer Satisfaction Survey * Graduate leadership and impact report (to be developed with P-12 partners) |

**Catalog Course Descriptions**

**Core Courses**

*EDU 608 Principles of Educational Research*

This course is designed to provide students with the theory and practice of research as utilized in educational setting. The course presents multiple research designs, procedures and techniques that will assist students in understanding and evaluating both quantitative and qualitative research methodologies in education.

*EDU 617 Contemporary Literacies in the Content Areas*

This course explores new media literacy in the context of the classroom, introducing participants to pedagogical approaches to address the Common Core State Standards in literacy that will help maximize student engagement and learning.  Through course readings and face-to-face and online discussions, participants will explore ways to address both traditional literacy standards and new media literacy in the classroom.  Students will investigate the use of multimodal texts and multimedia literacy as well as digital writing, blogging, and vlogging as teaching tools.

*EDU 618 Methods of Teaching English Learners*

This course is designed to support advanced candidates with skill development through an applied field experience with English Learners (ELs) framed by in-class and online theoretical components. The course will examine the complex role that classroom teachers play in the development of English Learners across affective and cognitive domains. Theories of second language acquisition and research-based practices will be investigated with special emphasis on the candidate's program (e.g. elementary, secondary content areas).

*EDU 680 Issues and Trends in Special Education*

current issues and trends within the field of special education; identification/labeling; over and under representation; inclusion; high stakes testing; teacher shortages; adult outcomes; funding; policy and law; and addressing fads/fallacies; strategies to address the needs of students with high and low incidence disabilities; Universal Design of Learning; and Response to Intervention. Each issue will be addressed from a historical, legal, and theoretical perspective. Students will complete service hours in a leadership internship as a culminating activity as they develop leadership skills, and identify areas to explore as future educational change agents in the field of special education.

**Culminating Research Project**

*EDU 693 Collaborative Data Literacy Project*

Candidates in this course are expected to demonstrate how they improve their practices and make positive impact on student learning by collaborating with colleagues, administrators, and parent/family. This course is tied with candidates’ clinical experiences in which they identify and design strategies and interventions that support learning of all students.

*EDU 697 Culminating Research Project*

This course focuses on designing and conducting educational research to seek answers to critical research questions in a discipline or field of inquiry. The participants are expected to conduct an action research project and share their project in class. The final product is an in-depth research paper that demonstrates candidate ability to successfully design and conduct educational research in their content area/discipline.

**ECE Strand**

*ECE 600 Play-Based Foundations for Learning in Math, Science, and Literacy*

Play has long been recognized as an important mediator in the emergence of cognitive, language, and social and emotional competence in early childhood. Research indicates that play experiences in preschool and primary grade classrooms, if intentionally implemented, can support academic learning outcomes. In this course, students will be guided in applying recent empirical research studies on play and learning to support mathematical and scientific thinking, language, and literacy in preschool to third grade classrooms.

*ECE 603 Early Literacy Development, Pedagogy and Assessment*

The purpose of this course is to provide an in-depth understanding of early literacy development and its role in future reading and writing success. Current research-based instructional and assessment practices will be studied with a specific focus on critical areas such as oral language, phonological and print awareness.

*ECE 610 Data-based Approaches to Math/Science Content Pedagogy*

Using models of data analytics, this course supports early childhood and elementary teachers to examine their classroom landscape and re-conceptualize Math and Science instructional planning and differentiation.  Advanced candidates will learn to consider a broad spectrum of data, to examine cultural and linguistic variations, to apply findings from brain (and other) research, and to leverage educational technology creatively—all in their quest to shift to a more intentional and yet fluid content teaching style.

**ELA Strand**

*EDU 665: Inquiry-Based Learning in the ELA Classroom*

This course is focused on an integrative approach to teaching critical thinking skills in the elementary and secondary ELA classroom through a pedagogy based upon inquiry and problem-posing. Participants will explore the theory behind inquiry-based instruction using a multidisciplinary approach, learning how to construct effective, challenging learning experiences for secondary students while addressing relevant Common Core State Standards in ELA. Participants will also explore and evaluate a variety of assessment strategies.

*EDU 667 Writing Instruction: Theory and Practice*

This course, designed primarily for elementary and secondary ELA teachers, explores current theory, research, and best practices related to the teaching of writing in elementary and secondary schools. Students will examine models of effective writing instruction in ELA and the content areas, identify and articulate writing conventions across the curriculum, and explore a variety of methods to incorporate writing to support course content. Several current theories and models of writing assessment will be addressed. Students will also explore web-based writing and other technology-based writing resources.

*EDU 668 Teaching Reading and Writing with Expository Texts*

This seminar is specifically designed to address the Reading for Information and Writing Common Core State Standards for English Language Arts in elementary and secondary classrooms. The course will provide an overview of the characters of diverse expository text in print and electronic formats. It will include strategies to teach students to comprehend expository text in different formats using reader response theory, Socratic seminars, literary discussion techniques, and evidence-based instructional routines. Students will also explore effective evidence-based strategies to develop and cultivate student expository writing.

**RLA Strand**

*RLA 610 Current Developments in Literacy Education*

This course focuses on: theoretical models of language development and reading acquisition; the psycho-socio- linguistic/cultural influences on oral language and reading acquisition; an understanding of the major components of reading; and creating a literate environment for learning.

*RLA 626 Children's Literature: A Reader Response Perspective*

Critically examines children's literature from a reader response perspective (Rosenblatt, Appleby, and others). Provides a look at children's books published during the past five years.

*RLA 627 Multicultural Literature for Children and Young Adults*

This course examines issues and trends found in multicultural literature for children and adolescents. The full range of books depicting the experience of people of color will be read and analyzed for authenticity, literary quality and appeal to readers.

**STEM Strand**

*EDU 656 Teaching Mathematics and Science with Technology*

The purpose of this course is to enhance practicing teachers and professionals’ mathematics and/or science content knowledge through the use of technology such as calculators, virtual manipulatives or labs, online software packages, and spreadsheet programs. Candidates will have opportunities to explore elementary and/or secondary mathematics and/or science content based on their area of certification and expertise.

*EDU 660 Math and Science Content: An Integrative Approach*

The purpose of this course is to increase candidates’ content knowledge in mathematics and science using an integrative approach. The course will provide teachers and working professionals opportunities to select topics that have potential to integrate mathematics/science contents to enhance their professional knowledge, skills, and dispositions.

*EDU 662 Inquiry, Problem Solving and Modeling in STEM Content*

Focus of this course is on understanding STEM content through the inquiry, problem solving, and modeling approaches. Participants will develop inquiry models based on their content discipline and experiences.