



MASTER'S OF SCIENCE IN EDUCATION
WITH AN EMPHASIS IN TEACHING, LEARNING, & LEADERSHIP
34-36 Credit Program

SEMESTER ONE

ED 621: Critical Theory of Educational Systems-3 Credits
Students will identify and critically analyze a variety of cultural and historical influences, theories, knowledge and belief systems which shape educational organizations.
Objectives/Outcomes:
Develop an understanding of critical study as it relates to study of educational issues.
Develop a knowledge base of the historical, philosophical, cultural and geographic influences on education and schooling in the United States.
Analyze personal school/work environment, philosophy, goals, and objectives to determine their alignment with current research, theories, and practices in education.
Analyze personal educational beliefs and values and their alignment with current research, theories, and practices in education.
Analyze practice in relation to student learning.
Gain an understanding of various education reform movements and the impact in teacher content area.

ED 625: 21st Century Based Teaching and Learning-3 Credits
Students will focus on an in-depth examination of their professional beliefs, values and knowledge regarding teaching and learning and compare these to the current research base on teaching and learning. With this knowledge, they will conduct field studies to determine the influence of their practice on student learning and work to improve that practice.
Objectives/Outcomes:
Examine and compare the contributions of the progressive and conservative perspectives in education.
Explore current developments in brain research related to teaching and learning.
Identify and evaluate current best practices in education.
Develop and implement effective teaching strategies.
Examine the role of critical analysis and reflection in the teaching process.
Examine the NBPTS in relation to professional and portfolio development plan.

ED 632: Linking Pedagogy and Content-3 Credits

Students examine and connect current research in learning to the content areas in order to develop effective instructional decisions. Students design teaching approaches and learning environments to meet the needs of learners and organizations. Additionally, students engage in the development of professional practice knowledge in the content area as they build a knowledge base of educational research, theory and practice.

Objectives/Outcomes:

Understand the research-based factors influencing learning processes in order to design quality instruction for learner

Link curriculum to the needs and interests of learners through instructional practice

Read current literature to generate quality practice issues, strategies, and techniques in content area

Reflect upon excellence in instructional methodology and critique their instructional efforts using current research.

Develop professional practice knowledge relating to the subjects taught

Dialogue with community members about the effectiveness of instruction

Make research-based decisions about their implementation of instruction

SEMESTER TWO

ED 622: Research in Education-3 Credits

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and the learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

Objectives/Outcomes:

Review methods of conducting educational research.

Apply action research to learn how it informs quality educational practice and the change process.

Conduct field studies to learn the techniques of gathering and analyzing data.

Analyze and write a literature review in APA style.

Create an awareness of multiple forms of assessments, their strengths and weaknesses, such as performance assessments, using rubrics, grading, reporting and RTI.

Review methods of conducting educational research.

ED 623: Professional Planning and Assessment-2 Credits

Students create a portfolio to reflect their professional growth and development. The portfolio will be an accurate portrayal of who they are as educators.

Objectives/Outcomes:

Develop professional goals consistent with local, state and national standards.

Develop assessment techniques that ensure the quality of the portfolio artifacts (rubrics, peer assessment, self assessment, and supervisor assessment).

Document the relationship between professional development and student learning.

Develop the skills of a reflective practitioner.

Present the portfolio to other educational professionals.

ED 633: Trends and Issues in Education-3 Credits

Students will research and review literature on a variety of current issues, trends, and reform efforts in education.

Objectives/Outcomes:

Form a historical and current perspective on issues in education.

Explore effective research-based alternatives in dealing with these issues.

Evaluate, analyze, and take an informed position on a controversial issue in education.

SEMESTER THREE

ED 624: Research Project Design-3 Credits

Course Description:

Students identify an issue of interest to their professional development. The issue may include, but is not limited to, instructional, organizational, or community processes related to their practice or content area. Students develop an action research project designed to improve, implement or understand the issue identified. Students conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project.

Objectives/Outcomes:

Identify a research topic.

Update literature review focused on the research topic.

Develop appropriate research design.

Determine and develop appropriate data collection tools.

Develop and apply appropriate analytical and interpretive processes to the data collected.

Take steps to assure validity and reliability of the project.

ED 626: Democracy, Diversity, and Leadership-3 Credits

Students will critically examine culturally embedded beliefs, knowledge, practices, and organizational structures and processes to determine their appropriateness in a democratic society.

Objectives/Outcomes:

Critically examine culturally embedded beliefs, knowledge, practices, and organizational structures and relationship to democratic classroom practices.

Analyze current educational practices related to diversity, multicultural, and global issues in the learning environment

Critique literature and research relating to diversity, multicultural, and global issues in education.

Conduct and present field studies or research relating to diverse and multicultural school and work environment

Become a change agent/leader who employs democratic principles to address inequities and transform the school/work environment

ED 631: Professional Learning Communities-3 Credits

Students study social learning and the school as a social learning organization. Students experience firsthand the processes involved in social learning within the learning community context and transfer those processes into classroom practices.

Objectives/Outcomes:

Understand the value of dialogue in learning.

Understand and integrate prior knowledge into the learning process.

Understand and develop interpersonal and intrapersonal skills.

Participate in a variety of collegial learning teams.

Utilize the diversity to maximize learning.

Understand the value of dialogue in learning.

SEMESTER FOUR

ED 627: Action Research: Project Implementation-2 Credits

Students will focus on an in-depth examination of their professional beliefs, values and knowledge regarding teaching and learning and compare these to the current research base on teaching and learning. With this knowledge, they will conduct field studies to determine the influence of their practice on student learning and work to improve that practice.

Objectives/Outcomes:

Examine and compare the contributions of the progressive and conservative perspectives in education.

Explore current developments in brain research related to teaching and learning.

Identify and evaluate current best practices in education.

Develop and implement effective teaching strategies.

Examine the role of critical analysis and reflection in the teaching process.

Examine the NBPTS in relation to professional and portfolio development plan.

ED 634: Educators as Change Agents-3 Credits

Students explore multiple organizational theories and practices, compare and contrast those theories and practices, and assess their value in educational contexts. Students develop or engage in active leadership roles in their educational contexts.

Objectives/Outcomes:

Understanding and evaluating the change process for improving school and instructional practices.

Understand the various change agent roles and actively engaging in those roles.

Understand the relationship between leadership and scholarship (reading, writing, investigating, presenting and modeling).

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ED 635: Content and Curriculum Development-3 Credits

Students develop and refine curriculum using research-based design models. They research the connection between recent findings in human learning and how these findings translate into more effective curriculum design within their specific content area.

Objectives/Outcomes:

Explore quality practice issues, strategies, and techniques of curriculum design in the content area.

Discuss effective practices in the content area with other educators to obtain diverse perspectives.

Examine the relationships between curriculum, teaching, and learning.

ED 637: Educators as Professional Presenters-2 Credits (optional)

This course offers educators the opportunity to take a research presentation and develop a professional presentation to be utilized beyond the requirements of a graduate program and/or presentation. Through reflective practice, students will learn how to revise their research presentations to be utilized within the broader P-12 system. They will learn how to adapt and strengthen their presentations, so they are marketable and meaningful. They will take knowledge attained by attending the graduate research conference to reevaluate and reinvent their presentation content, design, and implementation. Further, they will learn how to

adapt their presentation based on audience needs (data gathering and analysis), and how to market the presentation.

Objectives/Outcomes:

Identify Professional Goals

Attend & Evaluate Presentations

Develop Strategies to Impress

Develop Strategies to Engage the Audience

Develop Strategies to Create a Presence

Revised Professional Presentation

Call for Presentation

Presentation Promotion

Presentation Marketing

Reflective Analysis

For more information, contact LC@SMSU.edu

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