

# COMMISSION FOR HIGHER EDUCATION

Friday, March 12, 2010

## DECISION ITEM A-5:

### Master of Arts in Secondary Education To Be Offered by Ball State University-Statewide via Distance Education Technology

#### Staff Recommendation

Pending.

#### Background

**General** At its February 2010 meeting, the Commission for Higher Education discussed both the Indiana University East and Ball State University master's degrees in Education. The discussion centered around several topics, including:

- Whether a master's degree in education has a positive impact, no impact, or a negative impact on teacher performance and student learning;
- The extent to which the impact of a master's degree on teacher performance and student learning depends on the amount of subject matter content in the curriculum of the master's degree;
- Whether teachers with master's degrees had better morale and stayed in the classroom longer than those who don't;
- How to translate U.S. Secretary of Education Arne Duncan's call for a complete overhaul of teacher education into concrete steps here in Indiana;

The Commission is still gathering information related to these issues.

**Specific** Fees to be charged to students enrolling in the distance education program are totally consistent with recent discussions of this topic by the Commission (see attachment). More specifically, for Indiana residents enrolled in the distance education program, the fees charged (\$768) are:

- Lower than fees charged to Indiana residents enrolled in the on campus program (\$1,078); and
- Substantially lower than fees charged to non-Indiana residents enrolled in the distance education program (\$1,362) and enrolled on campus (\$2,646).

At the Commission's February meeting, Ball State University passed out document entitled "Course Selection for the M.A. in Secondary Education" (see attachment), which described three curricular options for the proposed program. Option 1 was a more traditional curriculum, which the University indicated was still responsive to student demand. Ball State indicated that Option 2 (Woodrow Wilson Fellows) and Option 3, which had not yet completed the University's approval process, would also be available to students. Option 3 will give students "the opportunity of completing 12 hours of graduate content coursework selected from a variety of content areas such as math, science, English, social studies, etc."

### **Supporting Documents**

(1) *Student Fees Summary*

(2) *Course Selection for M.A. in Secondary Education*

Student Fees:

Participating students will be assessed fees as follows:

<u>Access Location</u>	<u>Fees<sup>1</sup> Charged per Semester Hour for Part-Time Students</u>	
	<u>IN Residents</u>	<u>Non-IN Residents</u>
On-Campus Instruction	\$1,078 (3 cr. hrs.)	\$2,646 (3 cr. hrs.)
Distance Education Instruction	\$768 (3cr. hrs.)	\$1,362 (3 cr. Hrs.)

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<sup>1</sup>All tuition and mandatory fees

**Course Selection for the M.A. in Secondary Education**  
**Department of Educational Studies**  
**Teachers College**  
**Ball State University**

**The M.A. in Secondary Education has three options:**

Option 1 is designed to expand a teacher's professional knowledge in six core areas: Curriculum, Educational Foundations, Educational Research, Educational Technology, Multicultural Education and Pedagogy. This option enables practicing teachers to explore theoretical concepts that relate directly to their instruction to improve instructional effectiveness.

Option 2 is designed for the Woodrow Wilson Fellows who are pursuing an initial teacher license. This year-long teacher licensure program culminates in an MA in Secondary Education.

Option 3 is currently going through the approval process. This option provides practicing teachers with the opportunity of completing 12 hours of graduate content coursework selected from a variety of content areas such as math, science, English, social sciences, etc. This option allows teachers to develop a deeper understanding of their content and instructional effectiveness as it relates to student achievement.

**Option 1 Coursework (30 credit hours)**

**Curriculum (select one course)**

**EDCUR 601: Principles and Procedures of Curriculum Development**

Curriculum development applicable to all levels of the school system, from early childhood through secondary education. The effect and relevance of curriculum practices; major groups and individuals influencing curriculum; trends and current curriculum changes; approaches to evaluation of curricular experiences; and the role of pupils, teachers, administrators, scholars, parents, and other groups in shaping curricula. Emphasizes current literature and research.

**EDCUR 620: Secondary School Curriculum**

The cognitive, social, aesthetic, and physical experiences of secondary school students in the light of the purposes of the school. Present secondary school curricular practices and alternatives in relation to research on socialization, cognitive development, and aesthetics as they relate to current culture.

**EDCUR 630: Middle School/Junior High Curriculum**

Examines several curricular practices designed to produce intended outcomes with students age ten to fifteen. Studies current research, theory and practices. Develops curricula designed for specific student populations.

**Social Foundations (select one course)**

**EDFON 620: Social, Historical, and Philosophical Foundations of Educational Studies** An academic study of the complex relationship between schools and society through the disciplines of sociology, history, and philosophy of education. The goal is to develop disciplines of normative, interpretive, and critical perspectives on education. *Open only to post baccalaureate licensing students.*

**EDFON 631: Philosophy of Educational**

Studies School practices and educational ideas as they have been described and analyzed by philosophers of education.

**EDFON 641: History of American Education**

The history of American educational thought and its influence upon institutional schooling from the Puritans to the present.

**EDFON 651: Educational Sociology**

The effect of the larger American society upon the education of the student; the school as one setting where young persons grow into maturity; the school as a social system; the role of schools in a democratic society.

**Educational Research (Select one course)**

**EDSEC 676: Research in Secondary Education**

Investigation, summary, and interpretation of research in secondary education. Each student will write and submit a research report. *Not open to students who have credit in EDEL 676 or EDJHM 676.*

**RES 697 Creative Project (1-3 hrs)**

Must be taken for a total of 3 hours of credit. *Prerequisite: permission of the graduate advisor.*

**THES 698 Thesis (1-6)**

Must be taken for a total of 6 hours of credit. *Prerequisite: permission of the graduate advisor.*

**Educational Technology (Select one course)**

**EDTEC 550: Curriculum Integration of Learning Technology**

Emphasizes the theory, design, and integration of digital media and educational computing into k-12 curricula. Students develop an instructional unit that integrates national and state educational technology and curriculum standards. *Not open to students who have credit in EDTEC 350.*

**EDTEC 670: Technology Policy and Pedagogy**

Examines the social, ethical, legal, and human issues surrounding the use of technology in p-12 schools and the policies that affect how technology is realized in schools and their surrounding communities.

Addresses the leadership roles necessary for developing enabling conditions for technology integration.

*Prerequisite: EDTEC 550 or permission of the department chairperson. Not open to students who have credit in EDTEC 470.*

**Multicultural Education (Select one course)**

**EDMUL 660: Multicultural and Multiethnic Education in American Schools**

Analyzes cultural and ethnic influences on the total operation of American schools. Emphasizes learning and classroom environment and planning, including cultural and ethnic considerations. Teacher attitudes, administrative concerns, student perceptions and behaviors of all school-related personnel are studied in terms of the effect of prejudicial attitudes on the learning environment.

**EDMUL 670: Social and Cultural Minorities in American Education**

Analysis of lifestyles of different cultural groups in terms of children's strengths useful in schools and other institutions. Emphasizes flexible attitudes, bilingualism/biculturalism, creativity, improvisation,

adjustments, and family structures. A variety of approaches to instruction are considered in the study of different ethnic groups. *Prerequisite:* EDMUL 205 or 660

### **Pedagogy (Select one course)**

EDJHM 512: Instructional Strategies for Junior High and Middle School

Circumstances affecting instruction in junior high and middle schools are analyzed. Students are encouraged to be creative and effective in structuring and developing instructional methods, techniques, units, materials, and evaluation procedures appropriate for junior high and middle school students.

EDSEC 534: Classroom Management: Practical Approaches to Improving Student Behavior

Assists secondary teachers in establishing effective systems of classroom management in middle, junior, and senior high school settings. Emphasizes practical skills and procedures for preventing or remedying disruptive behavior by secondary students and way to create a positive environment for learning. *Not open to students who have credit in EDSEC 434.*

EDSEC 695: Dynamics of the Secondary Classroom

Designed to promote knowledge and skill in diagnosing instructional group structures, solving urgent problems of educational practice, and developing guidance and leadership proficiency in the classroom.

### **Electives (4 courses)**

#### **One Departmental elective and three courses from outside the department**

#### **Option 2: Woodrow Wilson Indiana Teaching Fellowship Curriculum (45 credit hours)**

For each of three semesters, Fellows register for a block of 15 credit hours for a total of 45 credit hours. At the successful completion of the three-semester sequence, Fellows will earn an **M.A. in Secondary Education and Secondary School Licensure to teach Mathematics, Life Science, Physics or Physical Science**. Instruction is organized around four themes, with each theme recurring during each of the three semesters.

Basic building blocks of knowledge and skills in each theme will be **introduced** during the Summer Semester. During the Fall Semester, Fellows will experience the thematic content at a more practical level, as they **apply** it and use it to analyze and understand the dynamics of actual STEM classrooms. During the Spring Semester, students use the content from each theme at a more sophisticated level, as they assume major teaching roles and **integrate** their knowledge into practice.

**Theme I Motivation and Learning Environments**

**Theme II Adolescent & Cognitive Development**

**Theme III STEM Student Learning**

**Theme IV Effective STEM Teaching**

**Option 3: The same as option one with the exception that students, through advising, may take up to 12 hours on content coursework at the graduate level (30 credit hours).**