

UNIVERSITY SENATE

**UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK**

Introduced by: Graduate Academic Council
University Planning & Policy Council

Date: October 2007

**PROPOSAL TO AMEND THE M.S. GENERAL EDUCATIONAL STUDIES
PROGRAM & ESTABLISH NEW GRADUATE CERTIFICATE PROGRAMS**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached Proposal as approved by the Graduate Academic Council (5/4/07) and University Planning and Policy Council (6/12/07)
2. That this proposal be forwarded to the President for approval.

PROGRAM CHANGE PROPOSAL
March 5, 2007

The Masters of Science in General Educational Studies

Introduction

This document is a proposal for revisions to the current masters program in General Educational Studies. The revised program would restructure the existing masters program in General Education Studies to create a more structured, yet still flexible program with a set of course that represent a grounding in fundamental issues and specific opportunities for specialization intended to accommodate a broad range of students with different interests and needs. The revised program would enable inservice teachers with professional certification or other education professionals to earn a master's degree or to earn a Certificate of Graduate Study in a specific area of specialization. The revised program contains specialization modules that can function as Certificates of Graduate Study for those who do not wish to complete a master's degree but want to expand their expertise in a particular area of study. The revised program uses existing courses and current faculty. Neither the current program nor the revised program leads to professional certification for teaching.

I. Degree/Program/Certificate Descriptions

The current MS in General Educational Studies requires 30 credit hours. It has only two required courses (6 credits), a foundations course and a research course. Other courses (24 credits) are specified through the assigned advisor.

The revised General Educational Studies masters degree also would require a minimum of 30 credit hours. The revised curriculum expands the required education courses from two to five courses (15 credits); the remaining 15 credits are elective courses as approved by an advisor. To better ensure the coherence of the specialization elective courses, students can select a specialty concentration taken as a 15 to 21 credit Certificate of Graduate Study (CGS).

The revised master's degree program is intended for two audiences:

- A. One audience is people holding NYS Professional Teacher Certification or other education professionals who seek to add an area of specialization by earning a Certificate of Graduate Study. Completing a certificate would allow someone to add one or more areas of specialization for professional development.
- B. A second audience is people who already hold professional certification who wish to complete a second master's degree or people who want a non-certifying master's degree in education. The General Educational Studies master's degree is for people who a) have a general or specific interest in education other than teaching (such as the uses of technology in education); b) are interested in a second masters in another area; or c) are looking for a master's degree that will serve as a bridge to private consulting or to work on a doctorate.

II. Program Philosophy, Purposes, and Objectives

The master's degree in General Educational Studies offers choice, flexibility, and opportunities for enhanced education on current topics. Our objectives are to help teachers and other people involved in aspects of education or other fields add to the quality of their professional knowledge base through work on a master's degree and/or Certificates of Graduate Study. A Certificate of Graduate Study (CGS) is a University of Albany structure that consists of a block of 15 to 21 credits of related courses that build a student's expertise in a specific area of study. In the Department of Educational Theory and Practice (ETAP), the CGS blocks can be combined with 15-credits of fundamental issues courses to form a Master's degree program. Students who want a GES master's degree but seek an area of specialization not encompassed by any CGS (described below) can create an area of specialization with advisor approval. For students already holding a master's degree, the CGS blocks may be taken as stand-alone programs of study. This structure allows for efficient departmental scheduling of fundamental issues courses while providing flexibility and program cohesiveness through the CGS blocks.

The focus in each CGS and in the General Educational Studies master's degree program is research-informed practice and theory that engages students in high-level thought; encourages risk-taking in advocating for appropriate changes in education; and advances both practice and theory.

III. Rationale for Revising the Degree

The revisions will create a program with various options that will meet the needs of professionals in education or in other areas such as consulting or business. The revisions will create more program choices with 15 credits of fundamental issues courses + Certificate of Graduate Study (CGS) framework for graduate study. The fundamental issues courses + CGS framework allows for greater flexibility in how courses are offered and to whom we offer coursework because it accommodates people seeking master's, people seeking focused professional development at or beyond a master's degree, and people seeking courses that help them move into doctoral work. The structure is one that allows the department to respond more quickly to societal changes through the addition or revision of a CGS.

Five fundamental issues courses (in literacy, critical perspectives on teaching, technology, understanding teaching and learning, and research) are proposed for the revised MS in general education studies, but alternate course may be selected if they fulfill the intent of the one of these areas of study. These fundamental issues grow out of the strengths and core values of the Department of Educational Theory & Practice. The recommended courses for the 15 credits making up this set of fundamental issues are listed below*:

- ETAP 530 (Writing and Reading Across the Curriculum) emphasizes *critical engagement with the world through language*.
- ETAP 638 (Media Literacy), building upon theories of literacy, *investigates the power of tools in modern life*.
- ETAP 512 (Teachers in Context) explores *self, identity, and the cultural context* within which they develop with specific focus on teachers as professionals.
- ETAP 621 (Understanding Teaching and Learning) seeks to understand *relationships* between teachers and students, teachers and teachers, and students and students, as well as giving students *reflective tools and habits of mind* for thinking about teaching and learning.
- ETAP 680/681/699 (Research Seminar: Critical Introduction to Educational Research Paradigms, Research Seminar: Research in Practice, or Master's Thesis in Educational Theory and Practice, respectively) provides a capstone experience that builds on and integrates previous work in the program.

This set of fundamental issues courses offers a sound foundation in current research and pedagogy.

*Although these courses are recommended, a student may choose with advisor approval, an alternative course that satisfies the intent of the issues defined above.

**REQUIREMENTS FOR CURRENT AND REVISED MASTER'S DEGREE
IN GENERAL EDUCATIONAL STUDIES**

	Current master's degree <i>(minimum of 30 credits)</i>	Revised master's degree <i>(minimum of 30 credits)</i>
Educational and Social Thought	One course as advised <i>(3 credits)</i>	ETAP 512 (Teachers in Context), or as advised <i>(3 credits)</i>
Research seminar (capstone)	ETAP 680 (Research Seminar: Critical Introduction to Educational Research Paradigms) <u>or</u> ETAP 681 (Research Seminar: Research in Practice) <i>(3 credits)</i>	ETAP 680 (Research Seminar: Critical Introduction to Educational Research Paradigms) <u>or</u> ETAP 681 (Research Seminar: Research in Practice) <u>or</u> ETAP 699 (Master's thesis) <i>(3 credits)</i>
Additional education fundamental issues courses		ETAP 530 (Reading and Writing Across the Curriculum) ETAP 621 (Understanding Teaching and Learning) or ETAP 623 (Systematic Design of Instruction) ETAP 638 (Media Literacy) <i>(9 credits)</i>
Specialization electives	Eight courses as advised <i>(24 credits)</i>	Five courses or completion of Certificate of Graduate Study as advised <i>(minimum of 15 credits)</i>

SUMMARY FOR
Masters of Science in General Education Studies
(MS in GES)
and
Certificates of Graduate Study
(CGS)

GENERAL EDUCATION FUNDAMENTAL ISSUES COURSES (15 CREDITS):

1. Understanding Teaching and Learning: ETAP 621 (Understanding Teaching and Learning) or ETAP 623 (Systematic Design of Instruction) (for online students) (3), or equivalent as approved by the advisor
2. Cultural Perspectives on Teaching: ETAP 512 (Teachers in Context) (3), or equivalent as approved by the advisor
3. Technology: ETAP 638 (Media Literacy) (3), or equivalent as approved by the advisor
4. Literacy: ETAP 530 (Reading and Writing Across the Curriculum) (3), or equivalent as approved by the advisor
5. Research Seminar: ETAP 681 (Research Seminar: Research in Practice) Capstone Course/Experience (3) (Optional: ETAP 680 (Research Seminar: Critical Introduction to Educational Research Paradigms) or ETAP 699 (Master's Thesis in Educational Theory and Practice))

CERTIFICATES OF GRADUATE STUDY (CAN BE USED IN CONJUNCTION WITH 15 CREDITS OF FUNDAMENTAL ISSUES COURSES FOR MS IN GES):

Option A: CGS in English Language Arts 7-12

- 12 credits in content area: ETAP 652L (Teaching Literature in the Secondary School), ETAP 655L (Teaching Composition in the Secondary School) plus two additional graduate-level courses as advised.
- 6 credits of electives as advised.

Option B: CGS in Social Studies 7-12

- 12 credits in content area: including ETAP 652H (Teaching Social Studies in the Secondary School) and ETAP 655H (Contemporary Social Studies Education) plus two additional graduate-level courses as advised.
- 6 credits of electives as advised.

Option C: CGS in Science 7-12

Biology 7-12
Chemistry 7-12
Earth Science 7-12
Physics 7-12

- 12 credits in content area: including ETAP 652S (Teaching Science in the Secondary School) and ETAP 655S (Contemporary Science Education) plus two additional graduate-level courses as advised.

- 6 credits of electives as advised.

Option D: CGS in Mathematics 7-12

- 12 credits in content area: including ETAP 652M (Teaching Mathematics in the Secondary School) and ETAP 655M (Contemporary Mathematics Education) plus two additional graduate-level courses as advised.
- 6 credits of electives as advised.

Option E: CGS in World Languages (French, Spanish):

LOTE Spanish 7-12

LOTE French 7-12

- 12 credits in content area: ETAP 652F (Teaching World Languages in the Secondary School) and ETAP 655F (Contemporary World Language Education) plus two additional graduate-level courses as advised.
- 6 credits of electives as advised.

Rationale: These options will allow teachers, administrators, curriculum specialists, or other educational professionals to add a second master's degree, if combined with 15 credits of fundamental issues courses above. Students may also add one of these CGSs in a subject area as a way of extending or updating their knowledge in a subject area field for professional development.

Option F: CGS in Teacher Mentoring and Professional Development

ETAP 810 John Dewey and the Roots of Progressive Education (3)

ETAP 607 Mentoring (3)

ETAP 696 Reflective Practice (3-6)

ETAP 719 Curriculum and Instruction in Higher Education (3)

ETAP 770 Frameworks for Teacher Professional Development (3)

A 3-credit course in issues in social justice in education or other mentoring/professional development courses as advised.
or a 3-credit elective as advised.

Rationale: The courses in mentoring will ground students in four areas of study: 1) the theory of reflection as it has developed from its roots in John Dewey's work; 2) the theories of teacher learning and development; 3) the practice of reflection as both teachers and mentors; and 4) the ability to see the learning of students and the learning of new teachers. It is based on the belief that good comes from a focus on student learning, and good mentoring comes from a focus on teachers' learning. Course content will present a balance of theory and practice and help teachers bridge the distance between good teaching and good mentoring.

Option G: CGS in Cultural Studies in Education

Part A (two required courses from the following):

ETAP 621 (Understanding Teaching and Learning) (3)*
ETAP 512 (Teachers in Context) (3)*
ETAP 655T (Perspectives in language and Culture Education) (3)

Part B (three courses in area of specialization, as advised):

For example, three courses in Judaic Studies: JST 499Q, JST 499R, JST 499S
(or other CAS departments, such as East Asian Studies, Women's Studies, or
Africana Studies)

* Note: Part A for this CGS program overlaps with the master's degree
core courses described above. Students pursuing this CGS program as
a specialization in the master's degree would have to substitute two
additional courses for ETAP 621 and ETAP 512 as advised.

Rationale: This CGS has been developed for teachers, administrators, curriculum specialist, or other education professionals who wish to learn more about ways of meeting the needs of diverse student populations. The focus is on developing culturally sensitive curricula that integrate multicultural viewpoints and histories, applying instructional strategies that encourage all students to achieve, and reviewing school and district policies related to educational [equity](#). The courses in the Cultural Studies CGS or master's degree will promote [meaningful, engaged learning](#) for all students, regardless of their race, gender, ethnic heritage, or cultural background.

Option H: CGS in Curriculum and Instruction

ETAP 510 Principles of Program Development (3)
ETAP 524 Integrating Technology Across the Curriculum (3)
ETAP 611 Interpretation of Research for Curriculum Development (3)
ETAP 618 The Secondary School Curriculum (3)
ETAP 623 Systematic Design of Instruction (3)
ETAP 628 Instructional Design for Technology (3)
ETAP 719 Curriculum and Instruction with Adult Learners (3)
or 3-credit elective as advised

Rationale: This CGS is intended for teachers, administrators, curriculum specialists, and other education professionals seeking an understanding of curriculum, program development, and instruction in diverse educational settings. This option enables students to enhance their knowledge of the complexities of curriculum and instruction in various settings and thus can serve as professional development for educators involved in or seeking to become involved in curriculum design and program development. It can be combined with the core above for an MS in GES. It can also lead to further formal study of curriculum and instruction at the doctoral level, which is a common professional pathway for school administrators and for teachers seeking to expand their professional horizons into curriculum and program development.

Option I: CGS in Teaching English as a Foreign language (This CGS was previously approved)

ENG 552/ALIN 552 Approaches to English Grammar (4)

Course is usually taught by part-time faculty

ETAP 536 Second Language Learning (3)

Course is always taught by full time faculty

ETAP 652B Perspectives in Bilingual Education (3)

Course is always taught by full time faculty

ETAP 501 The Teaching of English to Speakers of Other Languages (3)

ETAP 598 Directed Field Experience (3)

Course is always taught by full time faculty

Rationale (CGS already approved): The EFL Graduate Certificate Program was developed to meet the needs of students who pursue degrees in different areas such as business, computer science, economics, social studies or else. At the same time they would like to be obtain a certificate that entitles them to teach English as a Foreign Language overseas, in language schools or at college level in the U.S. if need occurs or they wish to do so. This program can also be attractive to students whose native tongue is English but would like to learn more about their own language, and want to help those who do not speak English at a native-like level. This CGS can be combined with 15 credits of fundamental issues courses, either the one above or one more specific to EFL preparation, as advised.

Option J: CGS in Online Learning and Teaching

ETAP 529 Introduction to Distance Learning (3)

ETAP 626 Educational Telecommunications Design and Production (3)

ETAP 628 Instructional Design for Technology (3)

ETAP 683 Seminar in Instructional Technology: (3)

And one elective from courses such as:

ETAP 520 Communication, Technology and the Knowledge-Building Enterprise (3)

ETAP 521 Internet for Educators (3)

ETAP 528 Issues in Innovative Multimedia Design and Implementation (3)

ETAP 571 Assistive Technology Students with Disabilities (3)

ETAP 620 Cooperative Learning and Instructional Technology(3)

ETAP 622 Hypermedia Design and Production for Educators (3)

ETAP 623 Systematic Design of Instruction (3)

Or others by advisement

Rationale: This CGS will focus on foundational knowledge and skills needed to design, develop, and teach courses in an online environment. Special emphasis will be placed on instructional design, facilitation of interaction, and assessment in online and blended learning environments. The CGS can be combined with 15 credits of fundamental issues courses for a master's degree. Both the degree and the CGS offer education professionals an opportunity to enhance their understanding of the role of technology in online instruction.

Option K: CGS in Integration of Innovative Technologies in Education (IITE)

ETAP 524 Integrating Technology Across the Curriculum (3)

ETAP 528 Issues in Innovative Multimedia Design and Implementation (3)

ETAP 623 Systematic Design of Instruction (3)

ETAP 628 Instructional Design for Technology (3)

And one elective from courses such as:

ETAP 522 Mass Communications and Education (3)

ETAP 523 Media in Teaching and Learning (3)

ETAP 526 Educational Computing (3)

ETAP 634 Using Media in the Language Classroom (3)

ETAP 683 Seminar in Instructional Technology
Or others by advisement

Rationale: The Integration of Innovative Technologies in Education CGS focuses on the uses of online and other technologies for the enhancement of curriculum, instruction, learning, and assessment in classroom based instruction. This CGS can be added to 15 credits of fundamental issues courses for a master's degree. Both the degree and the CGS offer education professionals an opportunity to enhance their understanding of the uses of technology in curriculum and instruction.

III. Admission Process for MS in GES or CGS

Application for a master's in GES or for a GGS is made to the Graduate Studies Office, which forwards completed applications to the ETAP Admissions Committee.

- A baccalaureate or master's degree. Indicators of sufficient undergraduate or prior graduate preparation including:
- positive review of undergraduate or graduate transcript by the Graduate Admissions Committee a 3.0 or better (out of a 4.0) quality grade point average AND/OR an appropriate score on the Graduate Record Examination;

- 3 letters of recommendation, two of which are from teachers, instructors, or professors familiar with the applicant's previous academic work;
- An adequate written statement of intent or reason for pursuing the degree or Certificate of Graduate Study.

Special Note: Certificate of Completion for CGS with a Master's Program

Upon completion of the CGS portion of the degree, a program plan signed by the student's advisor will be forwarded to the Office of Graduate Studies. A note of "Certificate of Graduate Studies program completion" will be reported on the student's transcript. That note will serve as the official certificate of completion for a CGS.

IV. Assessment of the MS in GES and CGSs:

All ETAP programs are part of a continuous cycle of self-study and review. This review includes review of admissions standards, transcripts of registered students, student course evaluations, and exit surveys of graduating students. Reports on these self-study activities are used for program improvement, and are also provided to the Dean of the School of Education on an annual basis.