

**CHICAGO STATE
UNIVERSITY**

Student Handbook

**Master of Science in Education (MSED)
In Curriculum and Instruction**

Instructional Foundations Option

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CHICAGO STATE UNIVERSITY

Dear Participant:

On behalf of the Educational Leadership, Curriculum and Foundations Department, I would like to welcome you and congratulate you on your decision to enroll in the Master of Science in Education in Curriculum and Instruction.

The MSED in Curriculum and Instruction program offers an option in Instructional Foundations in which students may take courses in one of the five concentrations: Elementary Education, Secondary Education, Adult Education, Educational Technology and Foundations of Education. Depending on the concentration chosen, the curriculum provides students the background and skills necessary to become competent in curriculum development in any of the areas of elementary or secondary education, adult education, educational technology and/or foundations of education.

The assessment of all participants in the MSED in Curriculum and Instruction is conducted through the use of multiple sources of data. Students will be required to compile this data in the form of a portfolio and submit it to their advisor as part of their program completion requirements. The portfolio will be featured as a poster session at the ELCF Recognition Reception. Please make sure you contact your advisor for more information.

The portfolio is compiled for the expressed purpose of giving others an effective and easy-to-read portrait of your professional competence. Your prospective employer will certainly appreciate seeing your professional potential reflected in your portfolio.

You will acquire the knowledge base necessary to complete the assessments as you enroll in your courses. You will also have the assistance of our instructors as you collect the artifacts for your portfolio.

A handbook, which contains all program information, assessment requirements and portfolio guidelines has been developed for all students in the MSED in Curriculum and Instruction. Please stop by the office, ED 319, to pick up a copy of the handbook so that you may start developing your portfolio. The portfolio guidelines in the handbook will be very helpful since it contains artifact examples.

I trust you will find this information helpful as you develop your portfolio. As your advisor I would like to encourage you to make an appointment at least once a semester before the registration period. You are certainly welcome to see me as often as you want.

The faculty members of the Department of Educational Leadership, Curriculum and Instruction and I wish you success.

Sincerely,

Norma Salazar
Norma Salazar, Chair

COLLEGE OF EDUCATION

MISSION

The mission of the College of Education is to prepare students at all academic levels, by offering bachelor, master's and doctoral degree programs to 1) Serve in educational organizations and related public and private agencies and institutions; 2) Engage in research and development activities; and 3) Provide service to the community, university and professional groups.

Its primary purpose is to provide basic and advanced teacher and school personnel preparation programs. Programs are designed to reflect the college's philosophy of preparing teachers and other educational personnel who are 1) highly knowledgeable and excellent practitioners; 2) dedicated to serving the educational needs of students of widely varying abilities and backgrounds; and 3) engaged participants in the quest for improvement of the nation's schools and the teaching profession; and 4) research-oriented professionals intent on expanding the educational knowledge base.

DEPARTMENT OF EDUCATIONAL LEADERSHIP, CURRICULUM AND FOUNDATIONS

MISSION

The Department is committed to providing excellent preparation in educational leadership, curriculum and foundations. The Department strives to balance theory with practice by offering appropriate field and hands-on experiences, as well as the highest possible caliber of academic programs, including master's and doctoral degree programs. Reflected in both the quality of our programs, and the background of our faculty are (a) strong grounding in educational theory and research; (b) developing our student's skills in critical thinking, reflective practice and applied research; (c) modeling effective administrative and teaching practices; (d) addressing issues prevalent in a pluralistic society; (e) collaborating with the departments in the university, particularly at the doctoral level; and (f) working in partnership with local, national and international educational organizations, and assisting in the development of effective and viable schools.

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

PURPOSE

The purpose of the MSED in Curriculum and Instruction Degree is to provide extensive preparation in curriculum development and teaching and learning strategies as part of an overall effort to improve instruction.

INSTRUCTIONAL FOUNDATIONS GOAL

The goal of the Instructional Foundations Program is to prepare teachers, administrators, curriculum specialists and educational consultants with in-depth study and practical experience in the development of pedagogically sound curriculum and instructional programs.

PREFACE

Master of Science in Education in Curriculum and Instruction
Option: Instructional Foundations

This handbook is designed to explain the program requirements leading to the Master of Science in Education in Curriculum and Instruction degree.

The M.S.Ed. in Curriculum and Instruction program offers an option in Instructional Foundations in which students may take courses in one of five concentrations: Elementary Education, Secondary Education, Adult Education, Educational Technology and Foundations of Education. Depending upon the concentration chosen, the curriculum provides students the background and skills necessary for employment as a teacher, administrator, curriculum specialist and educational consultant in elementary or secondary education, adult education, educational technology and/or foundations of education. Students admitted to the master's degree program must elect one of the concentrations listed above.

Each concentration requires completion of thirty-three (33) or thirty-six (36) semester credit hours/units. The students who selected to complete a master's thesis will only finish 33 credit hours plus the thesis. The students who opt out of the master's thesis will finish 36 credit hours (including two electives).

After completing twenty-four (24) semester credit hours of course work, students enrolled in Elementary Education, Secondary Education, Adult Education and Educational Technology concentrations must register for and complete a practicum (ELCF 495) and comprehensive examinations. All degree requirements must be completed within six years. **Important: Students enrolled as “student-at large” may not transfer more than 9 hours of credits into the MSED program.** The ELCF department must approve any transfer credits. Students should contact their advisor for additional information.

General Requirements

Students must meet the general requirements for admission to the graduate program. In addition, applicants to the elementary and secondary education concentrations must present written recommendations from two school administrators and/or supervisors familiar with the applicant's work. Applicants in the adult education concentration may present written recommendations from supervisors in non-traditional school settings. All students must successfully complete the comprehensive examination.

CONCENTRATIONS OF THE INSTRUCTIONAL FOUNDATIONS OPTION

Elementary Education Concentration – 33-36 credit hours

Goals

The Elementary Education concentration prepares teachers, administrators, educational consultants, instructional leaders and curriculum specialists with in -depth study and practical experience in the development of pedagogically-sound curriculum and instructional programs in elementary education. Designed for experienced teachers, the program places special emphasis on the study of effective teaching strategies, curriculum development, technology-integrated curricula and collaborative inquiry.

The required course work in the Elementary Education concentration is designed to provide students with the knowledge and skills they will need to become competent in the area of elementary education curriculum development. The Elementary Education concentration emphasizes knowledge and skill development in five areas: development, learning and motivation, curriculum, instruction, assessment and professionalism.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences as mentioned above;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, practicum, a research report and an instructional technology project (these assessments are assigned in specific courses); and
- 3) complete thirty-three (33) semester hours if the student selects to do the master's thesis option or thirty-six (36) semester hours if the student selects to do the non-thesis option.
- 4) fulfill all program degree requirements within six years;
- 5) present a program completion portfolio to their advisor for approval.

Required Courses – 30-33 credit hours.

ELCF 401, 432, 441, 442, 452, 454, 462, 464, 495 (Practicum in Curriculum and Instruction), and 496.

Elementary Education Electives – Six (6) credit hours are required for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 400, 402, 404, 405, 406, 407, 408, 409, 413, 431, 433, 437, 439, 446, 448, 451, 465, 472 or electives from 300g and 400 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project – The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 466). Courses must be selected from the elementary education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ELEMENTARY EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 401	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 432	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 441	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 442	MICROCOMPUTERS IN EDUCATION
ELED 452	ELEMENTARY SCHOOL CURRICULUM
ELCF 454	INSTRUCTIONAL MEDIA AND NEW INSTRUCTIONAL TECHNOLOGIES FOR CURRICULUM DELIVERY AND PRACTICES IN TODAY'S SCHOOLS AND NON-SCHOOL SETTINGS
ELCF 462	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 464	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 495	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELED 496	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 466	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ELEMENTARY EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 404	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 405	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 406	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 407	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 408	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 413	HUMAN RELATIONS AND LEADERSHIP
ELCF 431	COMMUNITY RELATIONS
ELCF 433	SCHOOL LAW
ELCF 437	SCHOOL FINANCE
ELCF 472	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Secondary Education Concentration – 33-36 credit hours

Goals

The Secondary Education concentration prepares teachers, administrators, curriculum specialists and educational consultants with in-depth study and practical experience in the development of pedagogically sound curriculum and instructional programs in secondary education. Designed for experienced teachers, the program places special emphasis on the study of teaching modalities, curriculum development, technology integration, integrated curricula and collaborative inquiry.

The required course work in the Secondary Education concentration is designed to provide students with the knowledge and skills they will need to become competent teachers and curriculum specialists in the area of secondary education curriculum and instruction. The Secondary Education concentration emphasizes knowledge and skill development in four areas: planning and preparation, classroom environment, curriculum and instruction, and records management.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, and the design of a young adult or adult learner profile (these assessments are assigned in specific courses);
- 3) complete thirty-three or thirty-six semester hours within six years in order to fulfill program degree requirements.
- 4) present a portfolio of graduate experiences in the MSED

Required Courses – 30-33 credit hours.

ELCF 401, 432, 441, 442, 453, 462, 464, 490, 495, 496, and/or ELCF 466 for the thesis option (three credit hours).

Secondary Education Electives – Six (6) credit hours for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 400,402, 404, 405, 406, 407, 408, 409, 413, 431, 433, 437, 438, 439, 443, 446, 448, 451, 465, 472 or electives from 300g and 400 level courses from

the College of Arts & Science and College of Education.

Master's Thesis/Project - The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 466). Courses must be selected from the secondary education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

SECONDARY EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 401	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 432	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 441	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 442	MICROCOMPUTERS IN EDUCATION
ELCF 453	SECONDARY SCHOOL CURRICULUM
ELCF 462	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 464	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 490	ADULT & YOUNG ADULT LEARNERS
ELCF 495	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 496	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 466	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

SECONDARY EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 404	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 405	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 406	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 407	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 408	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 413	HUMAN RELATIONS AND LEADERSHIP
ELCF 431	COMMUNITY RELATIONS
ELCF 433	SCHOOL LAW
ELCF 437	SCHOOL FINANCE
ELCF 472	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Adult Education Concentration – 33-36 credit hours

Goals

The Adult Education concentration prepares professionals to work with and teach adults in a variety of contexts and settings. A key objective in adult education is to develop programs to meet the needs of individuals. Careful attention is paid to reviewing previous experience and analyzing the career goals of each student in order to design a meaningful and relevant educational experience.

The required course work in the Adult Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Adult Education. The Adult Education concentration emphasizes knowledge and skill development in four areas: technical knowledge and skills, business knowledge and skills, interpersonal knowledge and skills, and intellectual skills.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs and

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, one systematically designed presentation and the design of a young adult or adult learner profile (these assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours in six years in order to fulfill degree requirements.
- 4) present a portfolio of graduate experiences in the MSED

Required Courses – 30-33 credit hours.

ELCF 401, 432, 439, 441, 442, 462, 464, 490, 495, 496, and/or ELCF 466 for the thesis option for three credit hours.

Adult Education Electives – Six (6) credit hours are required for students following the non-thesis option. Electives from the following are to be selected with the approval of the department faculty advisor or chair: ELCF 400, 402, 404, 405, 406, 407, 408, 413, 433, 437, 455, 456, 465, 472, or electives from 300g and 400 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project - Students may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 466). Courses must be selected from the adult education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ADULT EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 401	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 432	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 439	METHODS AND TECHNIQUES FOR TEACHING IN NON-SCHOOL SETTINGS
ELCF 441	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 442	MICROCOMPUTERS IN EDUCATION
ELCF 462	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 464	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 490	ADULT AND YOUNG ADULT LEARNERS
ELCF 495	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 496	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 466	MASTER'S THESES

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

ADULT EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 404	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 405	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 406	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 407	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 408	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 413	HUMAN RELATIONS AND LEADERSHIP
ELCF 431	COMMUNITY RELATIONS
ELCF 433	SCHOOL LAW
ELCF 437	SCHOOL FINANCE
ELED 456	SEMINAR IN CURRICULUM DEVELOPMENT IN CAREER EDUCATION
ELCF 472	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

Educational Technology Concentration – 33-36 credit hours

Goals

The Educational Technology concentration prepares teachers, administrators, educational technology specialists, curriculum specialists, educational consultants, and information technology specialists with in-depth study and practical experience in the development of pedagogically sound and technology-integrated curriculum and instructional programs.

The required course work in the Educational Technology concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Educational Technology. The Educational Technology concentration emphasizes knowledge and skill development in five areas: design, development, utilization, management and evaluation.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs and

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, research report, and instructional technology project (these assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours in six years in order to fulfill degree requirements.
- 4) present a portfolio of graduate experiences in the MSED

Required Courses – 30-33 credit hours.

ELCF 401, 432, 441, 442, 448, 454, 464, 472, 495, 496, and/or ELCF 466 for the thesis option (three credit hours).

Educational Technology Electives – Six (6) credit hours are required for students following the non-thesis option. Electives from the following are to be selected with the approval of the department faculty advisor or chair: ELCF 400, 402, 404, 405, 406, 407, 408, 413, 433, 437, 465, 472, or electives from 300g and 400 level courses from the College of Arts & Science and College of Education.

Master's Thesis/Project - The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 466). Courses must be selected from the educational technology electives. .

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

EDUCATIONAL TECHNOLOGY CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 401	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 432	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 441	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 442	MICROCOMPUTERS IN EDUCATION
ELCF 448	MICROCOMPUTER CURRICULUM DEVELOPMENT
ELCF 454	INSTRUCTIONAL MEDIA AND NEW INSTRUCTIONAL TECHNOLOGIES FOR CURRICULUM DELIVERY AND PRACTICES IN TODAY'S SCHOOL AND NON-SCHOOL SETTINGS
ELCF 464	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 472	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION
ELCF 495	PRACTICUM IN CURRICULUM AND INSTRUCTION
ELCF 496	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 466	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

EDUCATIONAL TECHNOLOGY CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 404	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 405	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 406	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 407	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 408	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 413	HUMAN RELATIONS AND LEADERSHIP
ED 423	WRITING A TECHNOLOGY PLAN
ELCF 431	COMMUNITY RELATIONS
ELCF 433	SCHOOL LAW
ELCF 437	SCHOOL FINANCE

Foundations of Education Concentration – 33-36 credit hours

Goals

The Foundations of Education concentration provides education and training in the theoretical foundations of education. The program prepares scholars, teachers, administrators, policy analysts, curriculum specialists and educational consultants to analyze complex educational issues, examine major philosophies and theories of education, and evaluate policies and programs in an ongoing effort to improve access to and the quality of education throughout the world. Students will apply various perspectives as they examine school and society relationships, educational reform, educational policies, ethics, history and comparative study of education in countries around the world.

The Foundations of Education concentration is designed to provide students with the knowledge and skills they will need to become competent practitioners in the field of Foundations of Education. The Foundations of Education concentration emphasizes knowledge and skill development according to eight standards, which include the application of interpretive, normative and critical perspectives to school-society relationships, educational themes, policy studies, teaching, support services, leadership and administration.

Specific Program and Course Requirements

Students must meet the general requirements for admission to graduate programs. In addition, students must:

- 1) have teaching experience or related experiences;
- 2) successfully complete program assessments which include the comprehensive examination, a curriculum unit plan, a grant proposal, practicum, a research report and an instructional technology project (assessments are assigned in specific courses); and
- 3) complete thirty-six semester hours within six years in order to fulfill program degree requirements
- 4) present a portfolio of graduate experiences in the MSED

Required Courses 30-33 credit hours.

ELCF 400, 401, 402, 409, 410, 432, 441, 442, 462, and/or ELCF 466 for the thesis option (three credit hours).

Foundations of Education Electives – Six (6) credit hours for students following the non-thesis option. Electives from the following courses are to be selected with the approval of the department faculty advisor or chair: ELCF 404, 405, 406, 407, 408, 409, 413, 431, 433, 437, 438, 443, 451, 465, 472, or electives from 300g and 400-level courses in the College of Arts and Science and College of Education.

Master's Thesis/Project – The student may elect to take two (2) additional courses in lieu of the Master's Thesis/Project (ELCF 466). Courses must be selected from the foundations of education electives.

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

FOUNDATIONS OF EDUCATION CONCENTRATION: 33-36 CREDIT HOURS

REQUIRED COURSES

Course Number	Course Name
ELCF 400	PHILOSOPHY OF EDUCATION
ELCF 401	CURRICULUM DEVELOPMENT AND LEARNING THEORIES
ELCF 402	COMPARATIVE AND INTERNATIONAL EDUCATION
ELCF 409	HISTORY OF EDUCATION
ELCF 432	CURRICULUM DEVELOPMENT, INSTRUCTIONAL DESIGN, AND DELIVERY IN SCHOOL AND NON-SCHOOL SETTINGS
ELCF 441	PROPOSAL DEVELOPMENT FOR GOVERNMENT AND PRIVATE FUNDING
ELCF 442	MICROCOMPUTERS IN EDUCATION
ELCF 462	SOCIOLOGICAL AND CULTURAL FOUNDATIONS OF EDUCATION
ELCF 464	SEMINAR IN ORGANIZATIONAL DYNAMICS
ELCF 496	FUNDAMENTALS OF EDUCATIONAL RESEARCH
ELCF 466	MASTER'S THESIS

MASTER OF SCIENCE IN EDUCATION IN CURRICULUM AND INSTRUCTION

FOUNDATIONS OF EDUCATION CONCENTRATION

ELECTIVE COURSES

Course Number	Course Name
ELCF 404	COMPARATIVE AND INTERNATIONAL EDUCATION: LATIN AMERICA
ELCF 405	COMPARATIVE AND INTERNATIONAL EDUCATION: EUROPE
ELCF 406	COMPARATIVE AND INTERNATIONAL EDUCATION: ASIA
ELCF 407	COMPARATIVE AND INTERNATIONAL EDUCATION: AFRICA
ELCF 408	COMPARATIVE AND INTERNATIONAL EDUCATION: AUSTRALIA
ELCF 413	HUMAN RELATIONS AND LEADERSHIP
ELCF 431	COMMUNITY RELATIONS
ELCF 433	SCHOOL LAW
ELCF 437	SCHOOL FINANCE
ELCF 472	INTEGRATING TECHNOLOGY INTO CURRICULUM AND INSTRUCTION

APPLICATION PROCEDURES

Applicants must be admitted to the program. Once admitted, an advisor is assigned and a Student Study Plan is completed. The student is then ready to enroll in the courses offered by the university.

For admission to the program the student should contact the School of Graduate and Professional Studies Office at Chicago State University at (773) 995-2404 and request an application packet. The admissions procedures are specified in the application packet. Students will need to include original transcripts from all previously attended institutions. Students may also download the admission packet at: www.csu.edu

ADMISSIONS REQUIREMENTS

In addition to meeting the university's general admission requirements, the applicant must:

- § have an earned bachelor's degree from a regionally accredited college or university;
- § have a grade point average (GPA) of 3.0 on a four point grading system, or 3.75 on a five point grading system for the last sixty credits of undergraduate coursework, if fewer than 12 graduate credit hours have been completed. An applicant who has completed twelve credits of graduate coursework must have a minimum graduate GPA of 3.0 on a four point grading system or 4.0 on a five point grading system. Transcripts must be mailed directly from all colleges and universities previously attended to the School of Professional and Graduate Studies Office.
- § have two letters of recommendation submitted to the School of Professional and Graduate Studies from school administrators/supervisors who are familiar with his or her work.

(elementary, secondary, and adult education concentrations): provide documentation of two years of full-time teaching in a school approved by the Illinois State Board of Education as listed in *Illinois Public School Districts and Schools* or the *Non-Public Schools List* or a similarly recognized school. Adult education concentration majors may provide documentation of experiences in non-traditional school settings.

GENERAL PROGRAM REQUIREMENTS

Once admitted, students must, prior to graduation, fulfill the following general requirements:

1. A *Student Study Plan* must be completed and approved by the advisor.
2. The student must successfully complete all required credit hours for the program.
3. The student must complete the practicum requirements.
4. All coursework for the degree, including transfer credit, must have been completed within the six years allowed for program completion. Official transcripts of any transfer credits must be on file.
6. Transfer Credit:
 - a) A maximum of nine (9) credit hours of graduate courses from accredited colleges or universities may be accepted toward meeting degree requirements. Students are advised to follow the procedures for transfer credits as set forth by the Department of Educational Leadership, Curriculum and Foundations at Chicago State University.
 - b) The student is required to submit a copy of the catalogue description of the course(s) to be transferred. Program advisors will review all transcripts provided for transfer credit consideration.
7. The student must present a portfolio of his/her experiences in the MSED program (students should make an appointment with their advisors).

PRACTICUM INFORMATION FOR THE INSTRUCTIONAL FOUNDATIONS OPTION

The practicum is to provide the student with a supervised field experience in curriculum development processes. The experience should involve the student in functions and duties associated with curriculum activities at various levels. Each student should be permitted to participate in a wide range of these activities.

1. Practicum Prerequisites:

The student must have completed 24 semester hours of required coursework and have departmental/unit approval to enroll in the practicum.

2. Practicum Goals:

- a) To permit the student to integrate theory and practice
- b) To provide the student with a range of supervised curriculum development and evaluation experiences; and
- c) To permit the student to investigate research specific to curriculum development and evaluation processes.

3. Student objectives:

During the term, the student is expected to become involved in a number of curriculum related activities. The specific program and expected outcomes will be determined in an initial meeting with the student, the supervising professor at CSU, and the site based supervising administrator. Student objectives will include the following:

- a) In consultation with the site-based supervising administrator and professor, the student will define a project to be undertaken during the term. The project will be defined so as to meet the needs of the student and the school district. Students must complete the practicum proposal application form prior to the semester of the practicum.
- b) The student will document research activities related to the chosen project and related readings will be required. This includes a practicum log with documentation of 80 clock hours, activities and signatures of personnel.
- c) In consultation with the supervising administrator and supervising professor, the student will define the functions and tasks to be performed during the term the semester before the student engages in the practicum.

4. Practicum guidelines:

- a) The student must identify and secure the approval of a school administrator or supervisor to serve as the practicum supervisor. The student will prepare a typewritten draft of the proposed practicum for the initial meeting of the student, supervising professor, and the supervising administrator. The draft will include a brief discussion of the project and its goals (see item 3a under the Student Objectives presented above) and a list of administrative/supervisory tasks to be performed (see item 3c under the Student Objectives presented above).
- b) A minimum of five hours per week is required for performing practicum tasks. Research related to the major project will require additional time.
- c) At least two conferences will be held during the term for the purpose of evaluating student progress. The university supervisor will visit each student as frequently as the individual situation demands. Toward the conclusion of the practicum, a conference involving the student, the supervising professor, and the site-based supervising administrator will be devoted to a summative evaluation. While the final responsibility for the assignment of practicum credit lies with the supervising professor, input will be solicited from the site-based supervising administrator and the student.
- d) At least two student seminars will be held during the term. During such meetings, students and supervising professors will discuss the practicum experiences and theoretical aspects related thereto. In addition, students may contact their supervising professor and arrange mutually convenient times for meetings.

5. Practicum Requirements:

- a) A log and reflective journal describing ongoing activities during the term must be kept. The log should provide documentation of the activities related to curriculum and instruction tasks performed by the student. Log hours must total 80 for the academic semester.
- b) An annotated bibliography of readings related to practicum activities is required. The bibliography may be composed of journal articles, chapters from books, etc. A minimum of fifteen readings is required. If the instructor chooses, readings may be related to the major project.

- c) A report of the major project consisting of:
- Title page presenting significant identifying information;
 - § Statement of objectives;
 - § Activities undertaken to complete the project; and
 - § An evaluation of the project in terms of realization of the objective.
- d) A written assessment of the curriculum and instruction functions and tasks (unrelated to the major project) which were performed during the term. All other details are discussed in the ELCF 495 syllabus.

6. Procedures and Deadlines for Applying for the Practicum

Students must apply for the practicum during the term prior to registering for the practicum ELCF 495. **The application should be submitted to the department office and must be approved by the program advisor.**

COMPREHENSIVE EXAMINATION

Guidelines

The comprehensive examination is developed, administered, read, and graded by the faculty of the Educational Leadership, Curriculum and Foundations Department.

Students are not permitted to take the comprehensive examination until 24 credit hours of the required courses have been completed. Courses accepted for transfer credit may be counted toward the 24 credit hour minimum provided that they match the ELCF Department's approved list of required courses of the program. Once this requirement has been met, the student should submit his/her application to take the comprehensive examination to the ELCF Department.

The comprehensive examination is based on the required courses in the program. Each examination consists of topic areas drawn from the required courses. The student must select three topic areas and answer and pass one question in each of the selected topic areas.

Responses for all three questions must be evaluated as satisfactory for the student to pass. Faculty at Chicago State University completes the evaluations.

If the following student fails two or more questions, he/she must answer all three questions at the next test administration, which will occur the following semester. If the candidate fails one of the three, he/she must answer a question from the same category at the next test administration, which will occur the following semester. No exceptions will be made. Please refer to the following principles, which further explain our policy.

- Principle 1: the student cannot take the examination more than three (3) times.
- Principle 2: any topic area failed twice requires repeating a course with a final grade of "B" or better in that topic area prior to the third administration of the comprehensive examination.
- Principle 3: repeated administrations of the comprehensive examination shall include questions from topic area(s) failed under prior administrations of the exam.
- Principle 4: failure to pass the comprehensive examination at the third trial renders the candidate ineligible for the degree.
- Principle 5: the comprehensive examination must be repeated within a year from the previous administration.

COMPREHENSIVE EXAMINATION REVIEW PLAN

The course work in each area of concentration prepares students to take the comprehensive examination. Students are encouraged to keep class notes and graded papers from their courses in order to prepare for the exam.

DESCRIPTIONS OF REQUIRED COURSES FOR THE FIVE CONCENTRATIONS

ELCF 400 – Philosophy of Education

In-depth examination of major philosophies of education and their relation to teaching practice, methods, curriculum, and educational administration. Philosophies examined include idealism, perennialism, pragmatism, existentialism, Marxism, romanticism, phenomenology, hermeneutics, and post-structuralism. Emphasis on practical significance of educational theories.

ELCF 401 - *Curriculum Development And Learning Theories*

An analysis of the basic determinants of curriculum; factors influencing curriculum design, current trends, and school reforms. Theories and methods of learning and models of teaching in the classroom will be emphasized as they relate to the sociological and cultural factors of all children and minority children from different social and ethnic backgrounds. Methods are outlined for evaluating the effectiveness of curricula and programs.

Prereq: Graduate standing.

ELCF 402 – Comparative and International Education

An introduction to the purpose, methodology, and research in comparative/international education. Emphasis on understanding and comparing systems of education.

ELCF 409 – History of Education

In-depth examination of the history of American education from colonial times to the present, including district and common schools, vocational education, secondary education, kindergarten, university, special education, and multi-cultural education. A review of foreign educational theories and practices that had a direct impact on educational developments in the United States is included.

ELCF 432 – Curriculum Development, Instructional Design and Delivery In School and Non-School Settings

The development of knowledge and skills in the systems approach to the decision-making process for curriculum development, instructional design, and curriculum delivery in school and non-school settings.

ELCF 439 – Methods and Techniques for Teaching In Non-School Settings

The application of adult learning theories in the selection of instructional methods and techniques in a non-school setting, e.g., allied health care, business, industry, social services, and government agencies.

ELCF 441 – Proposal Development For Government and Private Funding

The development and submission of proposals for government and private funding. Each student

will develop a proposal for potential submission to a funding agency.

Prereq: Consent of the department

ELCF 442 – Microcomputers In Education

An overview of the philosophy and approaches to educational utilization of microcomputers. Foci is on hardware, software, existing programs, funding, and potential for administrative and instructional microcomputer use. Hands-on experience. **Prereq: Consent of the department**

ELCF 448 – Microcomputer Curriculum Development

An overview of the theory and practice of curriculum development for micro-assisted computer instruction. Lecture/discussion and hands-on experience will culminate in the development of a courseware package by each student. **Prereq: ELCF 442 or department consent.**

ELCF 453 – The Secondary School Curriculum

Current secondary school curricular practices and alternatives are explored and analyzed. Examination of factors influencing curriculum development, organization, and content of the curriculum in various secondary school subjects.

ELCF 454 – Instructional Media and New Instructional technologies for Curriculum Delivery and Practices In Today's School and Non-School Settings

Classroom practices and media for effective teaching in today's school and non-school settings. Current research on learning and implications for solving typical teaching problems through the application of instructional technology.

ELCF 462 – Sociological and Cultural Foundations of Education

Examines socialization from the perspective of the larger American society including the transmission of culture in a pluralistic society and the role of education in the acculturation and assimilation process. Explores the relationship of life styles to teaching and learning styles.

ELCF 464 – Seminar In Organizational Dynamics

An introduction to contemporary thinking about organizations and the actions of people in them. An understanding of organizational theory expands understanding of contemporary practice , provides a framework for helpful critique of professional practice, brings to light promising alternatives, and focuses organizational research on persistent and interesting problems and realities of professional practice in school and non-school settings.

ELCF 466 – Master's Thesis

Research and writing of thesis or project for those students electing the thesis option. **Prereq: Taken after 24 hours of course completion in the MSED.**

ELCF 472 – Integrating Technology Into Curriculum and Instruction

Theory and research on technology in education with special emphasis given to the ways that technology can be applied to enhance a curriculum, improve instructional practice, assist student

learning, and support administration and management. The acquisition of computer literacy skills and the emergence of new technologies including multimedia, distance education, and the Internet. Examination and evaluation of software and methods of using technology.

ELCF 490 – The Adult and Young Adult Learner

An examination of demographic changes fostering attention on adult and young adult learners as well as stages and phases of adult life and characteristics as a framework for effective planning, programming and marketing of adult education.

ELCF 495 – Practicum In Curriculum and Instruction

This practicum allows for students to integrate theories and practices of curriculum and instruction. Students will obtain experiences in a school and then reflect on experiences in a final written project. **Prereq: 24 hours of completed graduate coursework and permission of academic advisor.**

ELCF 496 - Fundamentals of Educational Research

Develops skills in research designs including problem statements, hypothesis formulation, population/sample selection, data collection, and statistical analysis interpretation. Historical, descriptive, causal-comparative, correlational, and experimental studies will be developed as they relate to effective schools and administrative or educational research.. **Prereq: Graduate standing.**

ELED 452 – The Elementary School Curriculum

Selection and organization of learning experiences at the elementary school level. The teacher's role in implementing the curriculum. Topics such as contemporary types of curriculum organization, factors affecting the curriculum, pertinent research, and the actual development to portions of a curriculum will be emphasized. Five clock hours of observation per term.

DESCRIPTIONS OF ELECTIVE COURSES FOR THE FIVE CONCENTRATIONS

ED 423 – Writing A Technology Plan

Review of state guidelines for technology plans. Extensive examination of existing plans as a basis for the development of a local technology plan. Credit is given for ED 423 or ED 402 but not both.

ELCF 344G – Philosophy, Curriculum and Instructional Methods for the Middle School

Examination of the origin and development of the middle school concept, responsibilities of the middle school classroom teacher, and developmentally appropriate instructional practices for middle school teaching, including content area reading. Course satisfies three of six-hour component required for middle school endorsement. Credit not given for both ED 440 and ELCF 344G.

Prereq.: Admission to the College of Education or initial or Standard Teacher Certificate.

ELCF 404 – Comparative and International Education: Latin America

In-depth study of education in Latin America. Readings, discussions and class presentations.

ELCF 406 – Comparative and International Education: Asia

An in-depth study of education in Asia. Readings, discussions, and class presentations

ELCF 405 – Comparative and International Education: Europe

In-depth study of education in Europe. Readings, discussions and class presentations.

ELCF 407 – Comparative and International Education: Africa

In-depth study of education in Africa. Readings, discussions and class presentations.

ELCF 408 – Comparative and International Education: Australia

In-depth study of education in Australia. Readings, discussions and class presentations.

ELCF 410 – Politics of Education

An examination of the various political forces in educational institutions, the community, government and society that influence and shape education. Designed to enable educators to become more effective and responsible actors within the complex web of political relationships that impact public education. Research and theory in education, social science, and public policy, with applications through case-study analyses and student projects.

ELCF 413 - *Human Relations and Leadership*

Study of basic concepts and principles of interpersonal relationships, dynamics of groups, and organizational leadership. Emphasis is on theory and application. Students will learn to observe and assess interpersonal, group, and organizational dynamics in multicultural settings, and learn effective interactions and problem-solving skills. Designed for teachers, trainers, supervisors, administrators, school service personnel, and community leaders.

Prereq: Graduate Standing.

ELCF 431 - Community Relations

Analysis of the role of educational policy in the modern community, community power structure and resources, the social and political context, and the principles of community relations in the context of social change, including group processes, multicultural and multiethnic understanding, the needs of exceptional students, interagency cooperation, funding, and evaluation. Students are provided opportunities to develop materials for use in their institutions.

Prereq: Graduate standing; ELCF 421.

ELCF 433 - School Law

Includes an analysis of selected general legal principles, cases, statute law, and law-making agencies affecting Illinois public schools including special education. Key content areas include the legal system; role of federal and state governments; the legislative process; school governance, policies, rules and regulations; church and state; civil rights; student and parent rights and responsibilities; teacher and administrator contracts, and legal research. Content is designed for the practical application of school law. **Prereq: Graduate standing; ELCF 421**

ELCF 437 - School Finance

Primary focus on the financing of Illinois public schools. The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Budget analysis, state aid mechanism, taxing-auditing processes and legal foundation in relation to salary, transportation, contracts, liabilities, and managing facilities will be emphasized. Practicing consultants and school business managers, case studies, and simulated materials will be used to highlight practical application. **Prereq: Graduate standing; ELCF 421.**

ELCF 456 – Seminar in Curriculum Development for Career Education

Concepts and principles for the development of a comprehensive career education. Writing goal statements and objectives.

ELCF 465 – Seminar in Urban Education

Examination of current issues and research in urban education.

What is a Portfolio?

A portfolio in this specific context is an organized, goal-driven document of a student's professional growth and achieved competence in the graduate program of curriculum and instruction. The portfolio includes a collection of documents/artifacts a student has created/collected as a result of his/her experiences in the graduate program.

Essential Elements

The portfolio will contain a narrative statement that describes and explains the contents. This will assist the reviewer(s) understand the context(s) of your work. Additionally, the portfolio will contain (but not limited) to the following:

- (1) Reflection papers or related completed assignments related to issues in curriculum and instruction
- (2) Personal philosophy of education
- (3) Specific curricular projects such as curriculum design unit (ELCF 401 class)
- (4) Documentation or evidence of attendance at professional seminars/activities related to curriculum and instruction
- (5) Other program documentation suggested by academic advisor or selected by the student
- (6) Reflections of work-related experiences to curriculum & instruction program of study
- (7) Professional Goals

Portfolio Organization

1. Title Page

2. Table of Content

3. Introduction: The student writes a narrative statement (see page 1) and introduction listing his/her perception of the portfolio and how it represents some of the experiences gained in the program of study.

4. Personal philosophy of education

5. Program Standards

5.1 Professional Goals

5.2 Reflection paper(s)

5.3 Curriculum & Instruction unit (1 minimum)

5.4 Attendance at workshops/seminars, etc

Other Required program Documentation

Portfolio Construction

A student's portfolio must be arranged professionally. This means that it is well-organized, clearly labeled, and bound. The following is a guideline for students to consider with their personal portfolio.

Notebook: Use of a 2-4 inch ring binder is recommended. Choice of color is left to the student. Neatness is crucial; use of a notebook that is unnecessarily big is not recommended.

Dividers: Pages should be numbered (bottom center); dividers should be used to identify sections; dividers should be clearly labeled. Tabs should be visible beyond the pages when the binder is opened. Use of plastic dividers is recommended.

Plastic Sleeves: Use of plastic sleeves that allow papers or pictures to be removed are optional but a good idea because they add positively to the "look" of the portfolio.

Portfolio Presentation

The following are key questions to ask before the portfolio is submitted:

1. Are spelling and grammar correct?
2. Is all work typed? Cover sheets, tabs, and documents must be typed using a word processor (you should avoid typewriters in this day and age except for tabs). The ink used should be fresh and dark. Remember, future employers may notice a variety of things that will influence their decision to hire you or not hire you. Exceptions: Artifacts such as journal reflections do not need to be typed.
3. Is the overall presentation consistent? Are lines on your cover sheets either single or double-space? Is there consistency throughout your portfolio?
4. Is the portfolio neat? (Avoid using whiteout or erasers)
5. Is the portfolio well-organized? Does the table of contents clearly identify all parts of the portfolio?
6. Did you include any creative documents? Pertinent artwork, photographs, cartoons, or famous quotations can be included. Remember, though, that a narrative statement describes each artifact and its relevancy to your experiences.

Sample Artifacts for the Portfolio

The coursework, practicum experience, and comprehensive examination components in the MSED program provide students with numerous experiences and knowledge acquisition in the field of curriculum and instruction. Specifically, the program exposes students to advanced

curricular methodology (depending on their concentration) in elementary education, secondary education, technology in education, foundations of education, and adult education. In addition, students study theories of human development and learning, strategies for adapting instruction for individual student needs (diversity), and assessment. Consequently, the following artifacts may be included in the portfolio (as well as other documentation) and they must be aligned with the program standards:

- * sample lesson plans
- * sample unit plans
- * sample classroom management strategies/policies
- * sample paper on human development
- * field experience journal entries/projects
- * sample assessments
- * study guides
- * case studies
- * reflection papers

Appendices

Student Study Plan: Elementary Education
Student Study Plan: Secondary Education

Student Study Plan: Adult Education
Student Study Plan: Educational technology
Student Study Plan: Foundations of Education
Practicum Application
Practicum Proposal Guidelines
Practicum Project Report Guidelines
Comprehensive Examination Application
Professional portfolio Scoring Form
Professional Portfolio Cover page Sample
Program Standards
Graduation application for Graduation