

**AUSTIN PEAY STATE UNIVERSITY
MASTER IN EDUCATION
CURRICULUM AND INSTRUCTION
ADVANCED STUDIES**

Advisor: Dr. Bettie Barrett 931-221-7512

PROGRAM DESCRIPTION:

This program provides an opportunity for advanced studies and continuing professional development in several content areas. Based on the National Board for Professional Teaching Standards, this program is designed for those holding a teaching license.

ADMISSION REQUIREMENTS:

- Undergraduate GPA of 2.75
- A calculated index score of 600 based upon the cumulative GPA attained on undergraduate courses taken as part of the bachelor's degree, times 100, plus the score attained on the verbal section of GRE.
- A calculated index score of 600 based upon the cumulative GPA attained on undergraduate courses taken as part of the bachelor's degree, times 100, plus the score attained on the quantitative section of GRE.
- Three recommendations for graduate work
- Teacher Licensure is required

APPLICATION REQUIREMENTS:

Degree: Master of Arts in Education (M.A. Ed.)

Major: Curriculum and Instruction

Specialization: Advanced Studies

MAJOR REQUIREMENTS:

Educ 5000 Research in Education (3)
Educ 6500 Seminar on Curriculum Improvement and Construction (3)
Educ 5200 Evaluation of Teaching and Learning (3)
Educ 5611 Education Computer Applications (3)
Educ 6800 Seminar on Teaching Effectiveness (3)
Educ 6400 Social/Cultural Foundations in Education (3)
Educ 5150 The Reflective Practitioner (3)
SPED6550 Advanced Studies in Special Education (3)

Specialty Areas: Select two courses (6 hours) from one specialty area in consultation with the graduate committee.

Early Childhood
English/Communication
Health and Human Performance
Language Arts/Reading
Mathematics
Music
Social Studies
Spanish
Science

Milestone Review:

Students must complete three milestones while completing this program. Milestone I will be completed while in the first term of enrollment. Milestone II must be completed before enrolling capstone course. Milestone III occurs at graduation.

**AUSTIN PEAY STATE UNIVERSITY
MASTER IN EDUCATION
CURRICULUM AND INSTRUCTION
ADVANCED STUDIES**

Advisor: Dr. Bettie Barrett 931-221-7512

Capstone Course:

Educ 5150 – The Reflective Practitioner is the capstone course for this program and must be taken the last term of enrollment. It is offered fall and spring semesters as it requires interaction in the local schools. Milestone II is prerequisite.

Portfolio Requirement:

Rather than completing comprehensive exams, candidates will complete a LiveText portfolio based on the standards of the National Board for Professional Teaching Standards.

**CURRICULUM AND INSTRUCTION – ADVANCED STUDIES
ALIGNMENT OF NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS,
COURSES, KEY ASSESSMENT, AND PORTFOLIO REVIEW**

**AUSTIN PEAY STATE UNIVERSITY
 MASTER IN EDUCATION
 CURRICULUM AND INSTRUCTION
 ADVANCED STUDIES**

Advisor: Dr. Bettie Barrett 931-221-7512

| ADVANCED STUDIES STANDARDS | COURSES | KEY ASSESSMENT | PORTFOLIO |
|--|---|---|----------------------|
| <p><i>Standard 1: Teachers are Committed to Students and Their Learning</i></p> <p>1.1 Candidates are dedicated to making knowledge accessible to all students. They believe all students can learn. They treat students equitably.</p> <p>1.2 They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</p> <p>1.3 Candidates understand how students develop and learn.</p> <p>1.4 Candidates respect the cultural and family differences students bring to their classroom.</p> <p>1.5 Candidates are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</p> <p>1.6 Candidates are concerned with the development of character and civic responsibility.</p> | <p>Educ 6400</p> <p>SPED 6550</p> <p>Educ 6800</p> <p>Educ 5150</p> | <p>Capstone Project</p> <p>Diversity Interview Project</p> <p>Practicum in SPED</p> | <p>Milestone III</p> |
| <p><i>Standard 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</i></p> <p>2.1 Candidates have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> <p>2.2. Candidates have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</p> <p>2.3 Candidates are able to use diverse instructional strategies to teach for understanding.</p> | <p>Content Electives</p> <p>Educ 5150</p> <p>Educ 6800</p> | <p>Capstone Project</p> <p>Teacher Effectiveness Research Paper</p> | <p>Milestone III</p> |

**AUSTIN PEAY STATE UNIVERSITY
 MASTER IN EDUCATION
 CURRICULUM AND INSTRUCTION
 ADVANCED STUDIES**

Advisor: Dr. Bettie Barrett 931-221-7512

| | | | |
|---|---|--|----------------------|
| <p><i>Standard 3: Teachers are Responsible for Managing and Monitoring Student Learning.</i></p> <p>3.1 Candidates deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</p> <p>3.2 Candidates know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</p> <p>3.3. Candidates know how to assess the progress of individual students as well as the class as a whole.</p> <p>3.5 Candidates use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</p> | <p>Educ 5200</p> <p>Educ 5150</p> <p>Educ 6800</p> | <p>Capstone Project</p> <p>Value Added Assessment Project</p> | <p>Milestone III</p> |
| <p><i>Standard 4: Teachers Think Systematically about Their Practice and Learn from Experience.</i></p> <p>4.1 Candidates model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</p> <p>4.2 Candidates are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</p> <p>4.3 Candidates critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</p> | <p>Educ 5000</p> <p>Educ 6500</p> <p>Educ 5150</p> <p>Educ 5611</p> | <p>Capstone Project</p> <p>Research Paper</p> <p>School Reform PowerPoint</p> | <p>Milestone III</p> |
| <p><i>Standard 5: Teachers are Members of Learning Communities.</i></p> <p>5.1 Candidates collaborate with others to improve student learning.</p> <p>5.2 Candidates are leaders and actively know how to seek and build partnerships with community groups and businesses.</p> <p>5.3 Candidates work with other professionals on instructional policy, curriculum development and staff</p> | <p>Educ 5150</p> <p>Educ 6500</p> <p>Educ 6400</p> | <p>Capstone Project</p> <p>Diversity Project</p> <p>School Reform PowerPoint</p> | <p>Milestone III</p> |

**AUSTIN PEAY STATE UNIVERSITY
MASTER IN EDUCATION
CURRICULUM AND INSTRUCTION
ADVANCED STUDIES**

Advisor: Dr. Bettie Barrett 931-221-7512

| | | | |
|--|--|--|--|
| <p>development.</p> <p>5.4 Candidates can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</p> <p>5.5 Candidates know how to work collaboratively with parents to engage them productively in the work of the school.</p> | | | |
|--|--|--|--|