OVERVIEW OF MA/MBA IN EDUCATIONAL STUDIES

The MA/MBA dual degree program is designed for students who aim to integrate knowledge of education and business in the service of educational improvement and reform in the United States. This dual-degree program is for students who are interested in one or more of the following career paths:

- Pursuing leadership roles in K-12 educational organizations, government organizations, non-profit organizations, and other agencies that are focused on issues of educational improvement and reform.
- Pursuing coaching and other roles focused on improving teaching and teacher education.
- Pursuing roles both as designers of digital media and other resources for schools and as entrepreneurs who establish organizations that produce such resources.
- Pursuing further graduate studies focused on the educational, political, social, and historical contexts of school improvement and reform.

Program Overview
The MA/MBA program is designed to combine a *core academic program* for all students with the *customization* needed to support students' specific career aspirations.

For the Master of Arts in Educational Studies, students will choose one of three program threads:
- Educational Leadership and Policy
- Teaching & Learning
- Digital Media & Education

For each thread, students complete four categories of courses:
- Core or General MA program requirements for all threads and Internship.
- Thread-specific courses designed to develop core knowledge in a specific thread.
- Elective courses that allow students to tailor the program to their specific career aspirations.
- Cognates

The following document includes:
- A program course planning sheet detailing thread-specific course requirements.
- Detailed descriptions of the three thread options.
- Descriptions of possible roles for which students can prepare.

Students are strongly encouraged to consult the School of Education's MA-specific overviews of each thread for additional information about each thread.

Educational Studies Grading Policy (adopted March 2014)
Master's student must earn at least a B- in any course in order to apply that course credit to a master's degree.

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EDUCATIONAL STUDIES MA/MBA PROGRAM COURSE PLANNING SHEET
(Minimum: 21 credits School of Education / 45 credits Ross School of Business)

Name: _____

First term enrolled: _____   Advisor: _____

Indicate thread: ___ Digital Media & Education   ___ Educational Leadership & Policy   ___ Teaching & Learning

1. **Describe your role of interest**. Describe your role of interest. The role that you choose is not a formal designation. Rather, it is a piece of information about your career goals that helps you and your advisor determine relevant electives, cognate courses, and practical experiences to round out your program.

   Role of interest: _____

2. **Pursuit of building-level administrator certification.**

   I will be obtaining State of Michigan Building-Level Administrator Certification.   ___Yes   ___No

   Students may apply for building-level administrator certification in conjunction with the master's program. To pursue building-level administrator certification, students must:
   - Be admitted to the Educational Leadership and Policy thread.
   - Declare their interest in building-level administrator certification on their application for admission.
   - Provide evidence on the résumé/CV submitted with their application of at least two years of professional experience in K-12 education (or a related field) in the United States.

3. **General MA Program Requirements for All Threads:** All students in the MA/MBA program must complete the following three courses (9 credits). <u>Students in the Educational Leadership and Policy thread must complete thread-specific sections of these courses.</u>
   Note: Students who (a) are not pursuing building-level administrator certification and (b) have completed an educationally-themed internship through the Ross School of Business can substitute an additional elective for EDUC 638 – Internship and Directed Field Experience.

Term	Catalog Number/Course Title	Credits	Instructor	Grade
	EDUC 649 Foundational Perspectives on Educational Reform			
	EDUC 695 Research and Educational Practice			
	EDUC 638 Internship and Directed Field Experience			

Please provide a brief description of your internship experience. _____

_____

_____

_____

4. **Thread Courses**. Working with your advisor, select your thread courses.

Students in the Educational Leadership and Policy thread must take the following thread courses (6 credits).

Term	Catalog Number/Course Title	Credits	Instructor	Grade
	EDUC 551 School Organization and the Policy Environment			
	EDUC 552 Instructional Leadership in Schools			

Students in the Teaching & Learning and Digital Media & Education threads must complete a minimum of 9 credits. See the program information for these two threads for more information regarding possible thread courses.

Term	Catalog Number/Course Title	Credits	Instructor	Grade

5. **Building-Level Certification Courses**.
    Students pursuing building-level administrator certification must complete the following two courses (6 credits).

Term	Catalog Number/Course Title	Credits	Instructor	Grade
	EDUC 553 Administrative Leadership in Schools			
	EDUC 555 Financial and Legal Policies for Schools			

6. **Elective Courses.** Select a course or courses within the School of Education that are related to your career goals. Students in the Educational Leadership and Policy thread who are pursuing building-level administrator certification do not choose any elective courses. Students in the Educational Leadership and Policy thread who are *not* pursuing building-level certification choose a minimum of 6 credits. Students in the Teaching & Learning and Digital Media & Education threads choose a minimum of 3 credits.

Note: Students not pursuing building-level leadership certification may still take EDUC 553 and EDUC 555 as electives.

Term	Catalog Number/Course Title	Credits	Instructor	Grade

Please obtain all signatures before submitting to Office of Student Affairs.

_____
Signature of Student   Date

_____
Signature of Advisor   Date

_____
Signature of Educational Studies Chair   Date

Reviewed in the SOE Office of Student Affairs   Date: _____

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UNIVERSITY OF MICHIGAN

THREAD OPTIONS

TL: Teaching & Learning

The Teaching & Learning thread focuses on instructional "doing," including learning about classroom practices, the development of classroom materials, and ways in which teaching occurs in classrooms. Students interested in this thread will learn about theory, research, and practice as they relate to the enactment of sound curricular and instructional practices. Students will gain the knowledge necessary to examine theory and research with a critical eye towards improving teaching and learning for all students. Students will apply theory and research into practice through an internship in a range of teaching and learning settings, including classrooms or other educational settings. This program does not result in teaching certification.

TL Thread Courses (students select three courses; minimum of nine credits	Shared With
EDUC 500: Foundations of Literacy	
EDUC 511: Records of Practice 1	DM
EDUC 525: Language and Learning in Home and School Settings	
EDUC 601: Transformative Learning and Teaching with Technology (SI 549)	DM
EDUC 604: Curriculum Evaluation and Development	LP
EDUC 606: Developmental and Psychological Perspectives on Education	
EDUC 611: Classroom Assessment Seminar	
EDUC 628: Democracy and Education (PUBPOL 628)	LP

See the Program Course Planning Sheet for details regarding the credits for general MA, thread, and elective courses.

DM: Digital Media & Education

The Digital Media & Education thread focuses on the ways that various digital media (e.g., educational software, curriculum materials, gaming, mobile computing, social networks, etc.) impact learning and classroom practices. Students interested in this thread will learn about the design of digital media for education and ways in which learning theory and media research inform those designs. Students will explore a range of digital media and how they are applied to educational issues in different disciplines, such as math, science, literacy, etc. Students will gain the knowledge necessary to evaluate digital media with respect to curricular fit and their impact on learning. Finally, students will have the opportunity for practical experience with different digital media to explore the use and implementation of those media in contemporary classrooms and other educational contexts and settings.

DM Thread Courses (students select three courses; minimum of nine credits)	Shared With
EDUC 511: Records of Practice I	TL
EDUC 601: Transformative Learning & Teaching with Technology (SI 549)	TL
EDUC 602: Videogames, Learning, & School Design	
EDUC 603: Design-Based Research for Assessing Learning Environments	
EDUC 607: Contemporary Approaches to Educational Assessment	
EDUC 626: Principles of Software Design for Learning (SI 548)	

See the Program Course Planning Sheet for details regarding the credits for general MA, thread, and elective courses.

LP: Educational Leadership and Policy

The Educational Leadership and Policy thread is designed to bring multiple perspectives to bear on the practice and study of school improvement in the US. Students pursuing this thread can prepare for formal and informal leadership roles in schools, including the principalship. Further, they can prepare for roles in government, non-profit, and other organizations that are focused on the work and challenges of school improvement, both to support practice and to shape policy. Finally, they can prepare for roles in which they examine the political, social, economic, and historical dynamics that drive educational systems

and their improvement. The courses constituting this thread bring the lenses of various disciplinary perspectives to bear on the analysis of educational practices, institutions, policies, and reform initiatives.

LP Thread Courses	Shared With
EDUC 551: School Organization and the Policy Environment	
EDUC 552: Instructional Leadership in Schools	
EDUC 553: Administrative Leadership in Schools	
EDUC 555: Financial and Legal Policies in Schools	
EDUC 604: Curriculum Evaluation and Development	TL
TBD : Large-scale Assessment & Evaluation	
EDUC 628: Democracy and Education (PUBPOL 628)	TL
EDUC 641: History of American Education	
EDUC 705: Evaluating Educational and Social Programs	

See the Program Course Planning Sheet for details regarding the credits for general MA, thread, and elective courses.

PROFESSIONAL ROLES

The University of Michigan takes strong pride in producing "the leaders and best" in all professions who are adaptive, transformational, and informed about contemporary issues in practice, policy, and research. This is no different for education. In these professional roles, the experiences you select should help you understand how to strongly influence both the processes and outcomes of education in a variety of arenas: organizational structures, decision-making, human relations, and curricular and policy matters.

Therefore, each student will declare an intended professional role that provides guidance or a bridge to their future direction. The role that students choose is not a formal programmatic designation, but rather a piece of information about a student's career goals. The role designation is intended to help the student and advisor determine relevant electives, cognate courses, and practical experiences to round out the full degree plan.

a. Designer
Students who select a designer role are interested in creating learning environments and their components. As a designer, the courses and practical experiences you select should help you learn about the range of conceptual, analytical, and methodological "design thinking" practices and how they can be applied to different educational contexts (e.g., classrooms, museums, etc). You should learn how to apply these practices to observe, describe, and understand learners, educators, content areas, and educational contexts in order to create different aspects of a learning environment, including new curricula and instructional approaches, students materials, learner-centered digital technologies and media, etc.

b. Educator
Students who select an educator role are interested in educating others and are committed to active student learning that values diverse talents and ways of understanding. As an educator, the experiences you select should help you improve your understanding of the challenges of classrooms in academic and other professional settings (e.g., museums, school, corporations, etc.). You should select experiences that help you enhance your skills to prepare and teach coherent, cohesive lessons; integrate current ideas from research, technology, or practice into your work; communicate effectively with parents, students, and other educators; and continue to reflect on and refine your educational practice. You should also learn how to create and maintain an exciting, engaging learning environment. Note: this role does not lead to teaching certification.

c. Entrepreneur
Students who select an entrepreneur role are interested in being the creator and leader of new enterprises that bring educational products and services to the public at large. As an entrepreneur, the experiences that you select should help you understand the work involved in developing educational products and services and the issues involved in educationally oriented enterprises. You should understand issues of fund raising and fiscal models and the development of school-community partnerships.

d. Policy Maker
Students who select a policy maker role are interested in influencing or writing district, state, and/or federal educational policy or policy initiatives. Policy makers can include those who work with school boards, state or federal departments of education, professional organizations, non-profit foundations, etc. As a policy maker, the experiences that you select should help you understand how educational policies are created, implemented, and evaluated. You should also understand the evolution and history of educational policy, and the impacts that different policies can have on national and international educational systems.

e. Building Leader/Instructional Leader

Students who select a practitioner role are interested in either becoming or enhancing their skills as experts who assume a facilitative or advisory role (e.g., school principals, literacy coaches, consultants, staff developers, curriculum developers, assessment specialists, technology coordinators, etc.). Practitioners see themselves as supporting or leading other educators or professionals in a variety of educative contexts. As a practitioner, you should select experiences that will help to improve the performance of entire schools, which includes supporting educators in becoming more thoughtful and knowledgeable about their practice. You should also select experiences that help you translate theory into practice, enhance your knowledge in a given area, and develop mentoring and communication skills.

f. Researcher

Students who select a researcher role are interested in being a discoverer of new knowledge and a constructor of innovative solutions to educational problems. As a researcher, the experiences that you select that should help you explore the type of work involved in academic research and give you a more detailed understand at the issues involved in educational research. Additionally, taking a researcher role can give you a taste of research work to help you decide whether you would like to pursue doctoral work or other research activity in the future.

MA COURSE DESCRIPTIONS

EDUC 500	**Foundations of Literacy. (3)** Provides key theoretical underpinnings to research and instruction in literacy. Investigates current theories of reading/literacy and their historical roots as well as current trends in practice. Ties these trends in practice to the question: "What is typical and atypical development and how does context affect judgments about typicality and atypically?"
EDUC 511	**Records of Practice I.** (3) Students will work with new technologies to develop a professional language and theoretical and conceptual frames that will guide them in their gathering, examining, analyzing, evaluating, and reflecting upon a variety of representation of practice. In addition, students will work in a technology rich environment to understand how the use digital records of practice can guide their learning and deepen their knowledge and skills of teaching.
EDUC 525	**Language and Learning in Home and School Settings.** (3) Explores language development from birth through the school years in the home/community and in school. Students learn to analyze language and develop strategies for supporting language development at school and conducting research on language development. Addresses multi-lingual development and language-related disabilities, the relationship between language development and learning, spoken and written language development, and how classroom discourse contributes to language development, literacy, and subject matter learning.
EDUC 551	**School Organization and the Policy Environment.** (3) Reviews important contributions to organization theory and emphasizes their application to the administration of schools. Discusses the structure of organizations, the management of work, and the nature of psychological and interpersonal processes in the workplace.
EDUC 552	**Instructional Leadership in Schools.** (3) An examination of alternative approaches to instructional leadership in K-12 schools, with special attention to problems of curriculum development, supervision and evaluation of teaching, assessment of student learning, and the design and implementation of school improvement programs.
EDUC 553	**Administrative Leadership in Schools.** (3). The ways in which schools are organized, and the priorities and behaviors of school leaders, have profound implications for how students (and adults) act and learn in schools. This course considers organizational and administrative strategies that school leaders can employ to develop an effective school program. Topics include: organizational structure, resource allocation, student services, staff personnel support, organizational culture and climate, school relations with family and community, and school monitoring and accountability
EDUC 555	**Financial and Legal Policies for Schools.** (3). Examines the role of public policy in the organization, operation, finance, and governance of K-12 schools.
EDUC 601 (SI 549)	**Transformative Learning and Teaching with Technology.** (3) This course presents an overview of the principles underlying current uses of technology in K-12 settings. Students are introduced to key projects in learning technologies and the researchers and developers behind these projects. Technology is examined across a range of content areas. Students are also encouraged to develop critical perspectives about the uses of technology for education. Note: Course could also be used as a cognate.
EDUC 602	**Videogames, Learning, and School Design** (3) Why are videogames fun? The answer isn't as obvious as you might think. Good games draw you in, teach you how to succeed, and keep you engaged with a "just right" level of challenge. Most importantly, players *learn* while playing a well-designed game. Why isn't school like that? This course takes a close look at videogames, a close look at education, and considers ways that each can be improved to maximize learning and performance.

EDUC 603	**Design-Based Research for Assessing Learning Environments.** (3) Design-Based Research for Assessing Learning Environments will examine different issues and methods involved in the evaluation of learning environments (including, but not limited to learning technology aspects of those environments). Specifically, the course will focus on assessment from a design-based research (DBR) approach, which involves methodological approaches in which instructional design and research are cyclical and interdependent to solve practical problems and to develop sharable theory that connect design features to valued outcomes. Students will review the components of learning environments and discuss the issues and goals for assessing those environments. Students will also discuss DBR, the motivations for this approach, and different case studies to see examples of how DBR is used for assessment.
EDUC 604	**Curriculum Evaluation and Development.** (3) Explores foundations for curriculum in elementary, middle, and secondary schools, content trends in each of the subject areas, and effective procedures for school curriculum improvement. Includes such topics as process issues of scope, sequence, and curriculum articulation.
EDUC 606	**Developmental and Psychological Perspectives on Education.** (3) Discusses developmental theories and psychological research and their application to educational problems at the classroom and school levels. Theories and research are presented from cognitive-developmental, cognitive science, social constructivist, and motivational perspectives.
EDUC 607	**Contemporary Approaches to Educational Assessment.** (3) Provides a basic understanding of essential concepts in assessment, examines contemporary topics in the field, and guides students into informed critique of existing assessment instruments, approaches and uses.
EDUC 609	**Practicum for Instructional Leadership.** (3) Students work with district curriculum leaders or persons in similar leadership roles to develop or review curriculum materials, analyze assessment and evaluation results, design implementation strategies, and/or assist in professional development sessions for teachers and administrators. Intended for both experienced teachers and administrators.
EDUC 610	**Introduction to Educational Measurement** (3) This course provides an introduction to principles of educational measurement to be used as tools to utilize in the evaluation of test-based information.
EDUC 611	**Classroom Assessment Seminar** (3). The course is intended to support participants in (a) developing classroom assessment practice within their chosen subject areas, (b) possibly working collaboratively with teacher colleagues to support *their* professional development, and (c) interpretation and evaluation of other classroom assessment practices in their building, district, environment. Participants will develop plans and learning/assessment activities within the context of a particular unit of instruction, as well as interpret and evaluate a range of classroom assessment practices.
TBD	**Large-scale Assessment & Evaluation** (3) Provides an introduction to the development and evaluation of tests and other forms of assessment and to the use of test results for monitoring and improving educational practice. Includes treatment of current theory and practice in educational measurement as well as statistical tools and concepts needed for the preparation and interpretation of reports for different audiences. It is expected that students taking this course will have completed a first course in statistics.
EDUC 626 (SI 548)	**Principles of Software Design for Learning.** (3) Students are introduced to the process of designing computer-based learning environments. Students work in groups to design and prototype learning environments for real classrooms. Attention is focused on ensuring designs

	are based upon sound pedagogical theory and that learning environments are embedded into curriculum. Note: Course could also be used as a cognate.
EDUC 628 (PUBPOL 628)	**Democracy and Education.** (3) This course focuses on three issues that are at the heart of current efforts to reform American education. One is a current plan to radically revise Chapter 1 (formerly Title I of the 1965 ESEA), which is the largest and oldest federal effort to improve schools for students from disadvantaged circumstances. A second issue is recent efforts to establish much more demanding national and state standards for school performance, in order to dramatically upgrade teaching and learning in schools across the U.S. A third is proposals to organize public education around family choice. Note: Course could also be used as a cognate.
EDUC 638	**Internship and Directed Field Experience.** (3) Practical experience internship, practicum, or other advisor-approved experience, such as an action research project.
EDUC 641	**History of American Education.** (3) Survey of the main periods, persons, and themes in American educational history from the 1770s to the present. Gives special emphasis to recent historiographic debates in the field.
EDUC 649	**Foundational Perspectives on Educational Reform.** (3) Critically examines selected contemporary reform efforts in education from the perspective of one or more of the foundation disciplines. Aims to develop in the career educator a broader and deeper understanding of the tensions between ideas and practice in dynamic social environments.
TBD	**The Practice of Teaching.** (3) This course provides an overview of disciplinary and professional knowledge central to understanding teaching as a professional practice. Topics include the social organization and management of teaching, curriculum, and pedagogy in the disciplines; teacher knowledge and its relation to student learning; and approaches to teacher preparation and the improvement of teaching. Cross-national comparisons of policies and practices are used to shed light on problems and opportunities for improvement of practice in the U.S.
EDUC 695	**Research and Educational Practice.** (3) Provides an overview of research methods used in educational inquiry. Enables students to review a variety of research studies done in education, to become familiar with techniques used in their conduct, and to acquire facility in interpreting them.
EDUC 705	**Evaluating Educational and Social Programs.** (3) Examines how to assess the efficacy of educational programs. In a constrained fiscal environment, there are limitations on the number of programs the public can (or will) support. Thus, it is important to ask, "Does this program really work?" "Is it better than other alternatives for attaining its stated purpose?" The purpose is to develop students' skills in answering such hard questions. Before impacts can be assessed, the program and its aim must be well understood. This raises questions such as "What is this program?" "What is it meant to accomplish?" "Are these goals realistic given the parameters of its definition?"