

MASTER OF EDUCATION IN INSTRUCTIONAL IMPROVEMENT

This pathway is offered in a cohort format and offers students the opportunity to develop research skills, enhance their practice, and explore an area of professional interest. Students completing this program will develop and conduct a culminating research project. This pathway is designed for professional development and does not lead directly to endorsement or licensure.

The following requirements are necessary for admission:

1. Must be a licensed teacher or permission of the program director;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.5 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license. Courses taken at other institutions and approved for the endorsement pathways must be officially transferred into the program; and
8. Submit essay(s).

An interview, initiated by the Admissions Committee, may be required as part of the admission process.

Readmission Policy

Students who have not attended the University for three consecutive semesters (excluding summers) must apply for readmission. Students who are readmitted are subject to the degree requirements in effect at the time of readmission. When a student is readmitted, the four-year limit from the time of first admission is still in effect. Academic work that was completed more than four years before the date at which the M.Ed. is awarded may no longer be acceptable in satisfying degree requirements. If a student needs additional time to complete the degree, the student must apply in writing to the Office of the Dean for an extension. Such requests must be received at least one month prior to the end of the student's original four-year time limit.

Master of Education for Instructional Improvement Program Completion Requirements

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Code	Title	Credits
Required Courses		
EDUC 511	Inclusive Practices in Education	3
EDUC 535	Advanced Pedagogy	3
EDCI 527	Culturally Responsive Teaching and Learning	3
EDCI 546	Evaluation for Instructional Improvement	3
EDUC 520	Foundations of Educational Research	3
EDUC 531	Introduction to Action Research	3
EDCI 590	Individual Research	3
Select three courses in one cognate		9
Literacy		
EDLS 541	Linguistic Foundations of Literacy	
EDSE 521	Language and Literacy for Special Populations	
EDLS 547	Literacy and Diverse Student Populations	
Special Education		
EDSE 533	Positive Approaches to Behavior Management	
EDSE 515	Individualized Education Program Planning & Transition Services	
EDSE 534	Assessment, Evaluation, and Instructional Planning	
EDSE 535	Collaborative consultation and Transition Planning	
EDSE 505	Instruction in Mathematics for Students with Disabilities	
Total Credits		30

Transfer Courses

A maximum of nine graduate credits can be transferred into the M.Ed. program. To be accepted for transfer credit, courses must have been taken from a regionally accredited institution within the last six years with a minimum grade of B and must be equivalent to a course in the M.Ed. program pathway, including any practicum experiences embedded in the course for which transfer credit will be approved. Transfer credit is not given for internship experiences. All transfer credit must be approved by the program director.

Continuance Requirements

Maintain good academic standing with a minimum 3.0 (B) GPA and no more than one C (including C+, C or C-) in course work, and by successfully completing all field experiences.

Students who voluntarily interrupt their enrollment for one semester should refer to the policy defined under the Reenrollment, Readmission, and Leave of Absence heading in the Academic Rules and Regulations section of the catalog.

College of Education Faculty

Peter S. Kelly, *Dean*

Janine Schank Davis, *Associate Dean for Academic Programs, Assessment, and Accreditation*

Faculty

Professors

Teresa L. Coffman

Peter S. Kelly

Kyle T. Schultz

Associate Professors

Janine Schank Davis
Jane L. Huffman
Christy K. Irish
Jennifer D. Walker
Melissa S. Wells

Assistant Professors

Kevin E. Good
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Melissa C. Jenkins
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