

The M.Ed. with a concentration in Instructional Leadership is delivered in a traditional face-to-face format



4. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience;
5. Recommendation form completed by the Director of the school system where the applicant is employed;
6. Interview with Instructional Leadership Screening Committee. The candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

Conditional Admission. Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Conditionally admitted students may be granted Admission after 9 hours of (minimum) 3.00 grade average work and a recommendation from the Dean. Failure to be fully admitted to the M.Ed. program after 9 hours of coursework will result in termination from the program. A student may appeal termination through the regular appeals process outlined in this Graduate Catalogue.

Graduation Requirements

For graduation from the M.Ed. degree program, the student will:

1. Successfully complete the 30 semester hours of required course work.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Performance Exhibition In addition to the above criteria, students completing the Instructional Leadership Licensure concentration must:
4. Successfully complete the required Practicum.

5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program. Students completing the Instructional Leadership concentration must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

Financial Information

The following payment plans are available:

1. Full payment may be made for the program of 30 semester hours.
2. Payment may be made by the semester, with 50% due before classes begin that semester, and 50% due one month later.
3. Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition is \$460 per semester hour effective June 2014.

The following are Non-Refundable Fees:

Application Fee:.....	\$25
Graduation Fee:.....	25.
Computer Fee: EDU 602.....	15

Financial Assistance

The Federal Stafford Loan (subsidized or unsubsidized) is available to M.Ed. students who need financial assistance.

To qualify for a student loan, the graduate student must:

1. Be admitted to the M.Ed. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Graduate Application for Financial Assistance by April 1 for Summer through Spring semesters and by April 1 again of the following year to cover the remaining Summer semester. A Master Promissory Note must also be on file in the Student Financial Planning Office.

Course Descriptions: Education (EDU)

6001. Community Involvement to Improve Schools (2)
A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

602. Technology-Rich Learning (2)
Focus of the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

606. Accountability for Greater Student Learning (3)
This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

608. Learning Theories into Practice (3)
This course will include an analysis of contemporary cognitive research and theories and the evaluation of how each applies to the elementary and secondary classrooms. Course topics include learning theories, brain research, constructivism, inquiry learning and educational psychology.

611. Differentiated Instruction (3)

This course views Differentiated Instruction as the development of multiple methods of instruction to address the needs of students of varying abilities. It assumes that children learn differently and methods effective for some students are ineffective for others.

612. Literacy Across the Curriculum (3)

This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading skills and consideration of thematic units.

6171. Positive Discipline (3)

A focus on the use of proactive strategies by teachers to provide clear guidelines for the academic and social performance of students. Primary goals include students' responsible actions, thoughtful choices, and self-control. Such techniques promote students' self-esteem and dignity.

621. Faith and Ethics in Educational Leadership (3)

A critical analysis of faith issues, ethical decision-making, worldview frameworks, and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify, and evaluate ethical issues within educational contexts.

664. Organizational Decision-Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, for equity and diversity, the management of collective development, and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Models of decision making, strategic planning for educational change, risk taking, the role of data, and the use of technology are studied.

669. Leadership Issues II – Planning and Finance (3)

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, local and non-local resources for districts, budget planning and management, collaborative planning, and uses of media and more.