

## **Graduate Studies in Instructional Leadership and Academic Curriculum**

The graduate programs in Instructional Leadership & Academic Curriculum have a long history of excellence in research and service. Admissions to this program are competitive.

### **Master of Education in Instructional Leadership and Academic Curriculum**

This 36-hour non-thesis program is designed to provide a high-quality education and experience for adults who are practicing teachers or those interested in teaching at the Pre-K to 12 level. Those interested in teaching at the Community College level may also benefit from this program if they have an undergraduate degree with a major or concentration that is sufficient to support teaching in it, i.e. math, science, English, or other languages. This program promises to deepen students' understandings of educational theory and how it relates to best practice in the classroom for student learning. Designed around themes of research-based practice, understanding teaching and learning, and understanding diversity, the coursework that comprises this program will prepare students to be more effective classroom teachers and leaders within their profession.

Course work for the Master of Education is offered in various modalities, including face-to-face interactions as well as long-distance synchronous and asynchronous interactions, so we can make our program very accessible to students. But, within this structure, there are several limits that are mandated by a combination of departmental, graduate college and regent's policies.

### **What You Can Do with a Master of Education**

While this degree does not lead to teacher certification it will help you to advance understanding of and ability to teach effectively in a variety of content areas and grade levels and to work as a leader in your profession both inside and outside the classroom.

A Master of Education in Instructional Leadership in Academic Curriculum prepares you to more effectively engage all students in understanding and learning the content you teach, work with a variety of learners in various settings, to use technology effectively in the classroom and to seek out and find answers that will aid you in your teaching endeavors.

Graduates of this program often continue to work as classroom teachers, work as curriculum specialists at their school sites or districts and work as resource teachers at their school sites or districts. Many also go on to pursue doctoral degrees in education.

### **Eligibility**

The Department of Instructional Leadership and Academic Curriculum offers teacher preparation programs at the undergraduate level as well as graduate degrees at the masters and doctoral level. Admission to this graduate program requires an undergraduate degree in an appropriate field from an accredited college or university. While teaching experience is preferred, it is not required.

### **Admission Requirement for the Master of Education**

Admission to study for the master's degree in education requires a grade point average of 3.00 in the last degree conferred.

## [Apply online](#)

In addition to the Graduate College application requirements, please provide the following items directly to the department (e-mail to Lynn Crussel at [Lcrussel@ou.edu](mailto:Lcrussel@ou.edu)):

- An essay describing your plans for the degree and goals for your career
- A list of your teaching experiences and/or a resume

## **Transfer Credits**

The maximum transfer credits accepted is one-fourth of the number of semester hours required for the degree. For the Master of Education, a maximum of nine hours may be accepted in transfer from another university. The American Council on Education recommends graduate credit for several courses completed through military professional education programs, e.g., Air Command and Staff, Air War College. Official transcripts of such coursework may be submitted for evaluation for transfer credit. However, the Graduate College will not award transfer credit for any course identified as “correspondence.”

All transfer credits are subject to the time limitation on credit offered for the degree. Transfer credit may not be more than five years old at the time of admission or readmission to the University. Nor will transfer credit be given for coursework completed prior to fulfillment of provisional student status. No transfer credits may be used to satisfy the 24 credit hours required for the Core and the Concentration for this degree.

## **Time Limitation for Degree Completion**

Five years, dated from the semester of initial enrollment, is the maximum time for degree completion. Extension beyond this limit will result in disqualification of the over aged credit.

## **Comprehensive Examination**

Each student must satisfactorily complete a written comprehensive examination, which covers the major ideas and themes of the program (teaching and learning, diversity and research). The non-thesis project for this program will serve as the comprehensive exam for the degree and is typically completed during the semester of graduation. The student must be enrolled in one course for a minimum of two credit hours of OU coursework. The non-thesis project cannot be completed until the student has an Admission to Candidacy form on file in, and approved by the Graduate College. Advanced Programs site director and department faculty will have additional information about the examination. There are specific course requirements that must be fulfilled in order to meet eligibility requirements for the comprehensive examination. Students are advised to read the Graduate College Bulletin from the Graduate College for specifics on these and other requirements or check with their program faculty advisor.

## **General Program Requirements - Core Courses**

### **ILAC 5003 Models of Instruction**

Students will study teaching models and their strategies intended to improve abilities to analyze student-teacher interactions and to increase teacher effectiveness as instructor and manager in a variety of educational situations.

### **ILAC 5233 Understanding Different Cultures**

This course provides information on cultural styles and characteristics of various ethnic and economic groups with emphasis on how teachers can understand and honor differences and similarities and adjust their teaching in order to be effective with a variety of students and families.

### **ILAC 5143 Theory and Research in Education**

This course provides an introduction to the processes and products of educational research such as stages in designing a study, introduction to research methods, identification of the components of a research-based article. It further develops critical consumers of educational research.

### **ILAC 6033 Critical Research Paradigms**

Students in this course will compare research paradigms and epistemologies and examine critical and transformative research approaches.

### **Concentration Courses**

#### **EDUC 6930 Introduction to Teaching**

The purpose of this course is to critically explore, question, and discuss issues about teachers and teaching. Questions to be explored include the following: What is teaching? How is teaching related to learning? How is a teaching identity formed? What is the teacher's relationship to the student, the curriculum, the community, and society? Emphasis will be reflective teaching as an active, contextualized, and creative approach to considering these issues.

#### **ILAC 6960 Learning and Technology**

This class will focus on research on and methods of incorporating technology in the teaching and learning of all subjects. Of particular interest are philosophical, social, developmental, and theoretical issues associated with the development and use of technology and school reform. Readings will provide opportunity for discussion and critique of current educational practices and potential educational futures.

#### **EDSP 5413 Theories in the Education of Exceptional Children**

The learning experiences in this course introduce educators to the federally-mandated policies and procedures for educating children and youth with exceptionalities.

#### **EDEL 5593 Issues in Elementary Education**

This course focuses on critical analysis of issues related to teaching and learning in elementary schools.

#### **EDSE 5653 Problems in Secondary Schools**

This course focuses on the place of the teacher with reference to teacher-student, teacher-teacher, teacher-administrator, and teacher-community relations. Problems of teaching related to criticisms of present-day secondary education; the task of secondary schools; the adolescent learner; planning for learning; appraising learning and growth; human relations; guidance; the teacher and school organization; trends in teaching.

## **Elective Courses**

### **ILAC 5043 Analysis of Teaching and Learning**

An understanding of how to analyze teaching and learning using a variety of reflective techniques including journals, oral inquiries, classroom/school studies, and theoretical analysis is the focus of this course.

### **EDEC 6303 Parent Involvement & Education**

This seminar course explores current developments in parent involvement and parent education. Research on parent education programs and parent involvement will be discussed as well as the effects of each on children and families. Interventions designed for various populations of children and families are examined.

### **EDSS 5343 Global Education**

Students in this course will explore critical issues in global education across subject areas and teaching concepts. Implications for citizenship education are examined in depth.

### **EDMA 5153 Problem Centered Learning**

Intended for teachers at any level, the course is designed so participants can engage in non-routine problem solving as a basis for examining and reflecting on such an approach to the teaching and learning.

### **EDSC 5523 The Science of Learning Theories**

The mental functioning model of Piaget is developed through experience. The characteristics of persons at each stage of development are identified and compared. A teaching theory is drawn from the functioning model and a curriculum organization and planning theory are derived from the stage model. These theories are put into practice.

### **EDEN 5940 Literature for Young Adults**

The uses and critical study of literature across the subject areas in secondary school, with particular emphasis on literature written for young people, current examples and related pedagogies are the focus of this course.

### **ILAC 5970 Seminar (topics vary)**

This is a special topics or seminar course that focuses on content not currently offered in regularly scheduled courses.