

Master of Education

Mission of the Program

Preparation for teaching has been a part of Doane's mission since its founding in 1872. In the early 1880s, President David Brainerd Perry created, at the request of a group of students, a teacher education program. Over the years, Doane has been recognized as one of the outstanding colleges in teacher education. That commitment to be on the cutting edge of teacher preparation continues today and now includes an exemplary graduate program for practicing professionals.

The graduate experience, which offers degrees in Curriculum and Instruction and in Educational Leadership, consists of courses and supervised field experiences, and is designed to develop and enhance the knowledge, attitude, and skills of participants. Faculty of the Doane College Education Division believe all educational professionals are lifelong learners.

To meet future expectations for our nation's schools, the Doane Education faculty believe the education of teachers and administrators is a developmental and emergent process. For development to occur, the role of the educational professional is learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities, 2) promote reflective inquiry tied to action research, 3) provide leadership experiences focusing on group processes, and 4) facilitate learning content in context. We believe these essential elements create practices grounded in reflective, deliberate, and collaborative work.



General Program Information

Application Procedure

Doane College welcomes applications from all qualified individuals who wish to pursue graduate study in the Master of Education degree program (M.Ed.). Such students must complete an application form and pay a \$25.00 application fee before beginning the first 600-level course. This application processing fee is not refundable and does not apply toward tuition. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

Advising

The advising office for the Master of Education for both Curriculum and Instruction and Educational Leadership is housed on the Lincoln campus.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Advisers visit classes at both on-campus and off-campus sites each semester to meet with students and answer their questions about their program, endorsements, and certification. Schedules for classes including information about endorsement, program requirements, and contact information for advisers are mailed to all students each term. Students nearing completion of their programs will be sent information about graduation. Advisers may be reached through e-mail or by telephone at 402.466.4774 or 888.803.6263.

Students will be monitored for completion of the nine hours for full graduate standing and presented to the admission committee. A letter will be sent to the students when they are admitted to full graduate standing.

The advising office will also forward plans of study to the school districts requesting the plans and update the plans as needed.

All faculty members are encouraged to correspond with students who contact them with questions, or to answer questions when they teach classes.

Full-time Students

Full-time students in the M.Ed. program are defined as those enrolled in six credit hours during a term of instruction.

Career Placement

Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

Graduate Calendar

The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling.

Summary of Costs for the 2008-09 Academic Year

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, a fee automatically is billed to the student and must be paid at the first class session. Required textbooks must be ordered from Speciality Books at www3.specialty-books.com/doane and are not available at the Doane Crete, Lincoln or Grand Island bookstores.

Tuition charges are reviewed at the conclusion of each academic year and are subject to change without notice.

Application Fee (one-time fee for each emphasis)	\$ 25.00
Curriculum and Instruction Tuition (per credit hour)	185.00
Educational Leadership Tuition (per credit hour)	196.00

Hold for Credit Policy

A Doane senior who completes requirements for the bachelor's degree in December may receive up to 12 Doane College Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of Graduate Studies in Education, the Chairperson of the Education Department, and the student's academic adviser. An incomplete grade notation ("I") will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements for the bachelor's degree are completed in December. If certification requirements are not completed, credit will not be granted and the "I" grade notations will change to "W" (withdrawal).

The following criteria will be used to determine if permission will be granted.

- ❑ The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- ❑ The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances **do not** include change of major or the student's optional delay in meeting all degree requirements.
- ❑ The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- ❑ All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term.

This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances.

*Check with the **Financial Aid Office in Crete** for specific information regarding individual circumstances.*

NOTE: Courses taken before graduation may not transfer as graduate credit to other institutions.

Master of Education in Curriculum and Instruction

Doane's site-based Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Many of the classes offered in this site-based program are held in K-12 schools across Nebraska.

Course content is designed with concern for best practice, current research, and a commitment to the application and evaluation of the content. Doane's holistic approach recognizes that the cumulative effects of the completed graduate degree program are greater than the sum of the courses. The resident and adjunct graduate education faculty take particular pride in the high marks for relevance and quality of instruction given to the entire program by students completing Doane graduate education courses.

Teacher Education Graduate Standards

Teacher development can be defined as growth which demonstrates changes over time in action, understandings, knowledge, practices, and images of what constitutes teaching and learning. In Doane's view of schooling, teachers must have experiences that open new perspectives for them to progress to higher instructional, collaborative, and transformational teaching levels. When teaching becomes watchful and thoughtful, learning takes on personal meaning and teachers use personal reflectivity to gain a better understanding of both teaching and learning. The outcomes listed below reflect the anticipated higher level of teacher development. The outcomes for the Curriculum and Instruction emphasis are:

1. Understands Content

The developing professional understands the content knowledge of the discipline(s).

- Demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to real world settings.
- Commands specialized knowledge of how to convey content knowledge to students.
- Encourages students to construct new knowledge by seeking answers to their questions.
- Aligns content knowledge with state and national standards.

2. Understands Development

The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.

- Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
- Evaluates and selects developmentally appropriate outcomes and activities.
- Incorporates current and research-based learning theories into practice.
- Acknowledges that learners learn best from involvement with experiences.

3. Understands Differences

The developing professional recognizes and provides for individual differences and diversity.

- Recognizes individual differences in students and adjusts practice accordingly.
- Evaluates and designs curriculum for students with special needs.
- Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.
- Considers the influence of context and culture on behavior.
- Fosters students' self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences.

4. Designs Instructional Strategies

The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.

- Views the teacher and learners in a reciprocal relationship: the teacher is also a learner; the learners are teachers.
- Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
- Commands a wide range of instructional techniques, including those of technology, knows when each is appropriate, and implements them as needed.
- Exposes student to different modes of higher order thinking by teaching students to think analytically and critically about authentic, real-world situations.

5. Manages and Motivates

The developing professional uses classroom management and motivational strategies to create a positive learning environment.

- Creates a community where high expectations and support of students promote learning.
- Utilizes different organizational settings in the learning environment to provide various learning opportunities.
- Creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students.
- Facilitates problem solving and conflict management between peers.

6. Communicates

The developing professional uses knowledge of effective communication techniques.

- Possesses the interpersonal skills needed to work collaboratively.
- Communicates effectively with stakeholders, including families.
- Uses a variety of media and technological tools to enrich learning and communication.
- Seeks opportunities to facilitate communication with diverse populations.

7. Plans

The developing professional utilizes effective planning techniques.

- Implements standards established by local, state and national authorities.
- Collaborates in planning the instructional process to assure continuity of learning experiences for students.
- Uses student-centered strategies and models.
- Focuses on children's developmental stages, intelligences, learning styles, strengths and needs in the development of curriculum.

8. Assesses

The developing professional understands and uses a variety of formal and informal assessment strategies.

- Defines assessment criteria and standards consistent with local, state, and national outcomes.
- Uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts for measuring individual student understanding.
- Conducts ongoing assessment in the instructional process.
- Uses assessment data to plan for student learning.
- Fosters students' involvement in self-assessment.

9. Reflects on Practice

The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.

- Promotes problem solving and reflection to improve teaching and learning practices.
- Engages in lifelong learning, working as a change agent to plan and implement innovations to strengthen the total instructional environment.
- Assumes a variety of leadership roles including professional presentations, mentoring and coaching, graduate study, and publishing research.
- Implements and supports daily practices based on a personal philosophy of teaching and learning.
- Utilizes action research to inform professional practice.
- Envisions new contexts for student learning to meet future demands.

10. Participates in the Professional Community

The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

- Uses a range of human resources (peer tutors, other teachers, aides, volunteers) and school and community resources to meet the needs of students.
- Works collaboratively and creatively with families, engaging them in the work of the school.
- Acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program through mentoring, serving on committees, forming study groups, engaging in scholarly activity, participating in curriculum and staff development, and generating instructional policy.

Categories of Graduate Students

The Curriculum and Instruction program recognizes three broad categories of graduate students: degree-seeking, non-degree-seeking, and endorsement seeking.

Admission Requirements for Non-Degree-Seeking Students

Non-degree-seeking students must complete the application form and pay the non-refundable \$25.00 application fee. Verification of a previous bachelor's degree must be provided, either by arranging to have an official undergraduate transcript sent to the Office of Graduate Studies or by other acceptable means.

The non-degree-seeking category consists of students who do not wish to pursue a graduate degree at Doane College, but who wish to take graduate courses. Although there is no limit on the amount of credit that may be earned as a non-degree-seeking student, if a non-degree-seeking student later wishes to pursue the Master of Education degree at Doane College, no more than 12 credits earned while in the non-degree status may be applied toward the graduate degree. If a student feels there are extenuating circumstances, the student may petition the Graduate Policies Committee to accept more than 12 hours completed as a non-degree-seeking student. A student who has taken coursework as a non-degree-seeking student and who later wishes to be admitted into a degree program must complete all requirements for full admission and all program requirements currently in effect instead of those in effect when the coursework was begun.

Admission Requirements for Degree-Seeking Students

After completion of the application for admission, each degree-seeking student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for transfer credit. These transcripts must be sent directly from the institution to the Office of Graduate Studies at Doane College and must bear the official stamp of the issuing institution; transcripts issued to students are not acceptable for submission. Degree-seeking students may begin study before these materials are received, but the materials should be received by the Office of Graduate Studies by the end of the first term of study. Every applicant is considered equally without reference to race, color, religion, sex, nationality, disability, age, marital status, or sexual orientation.

Full Graduate Standing

After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed by the Graduate Admission and Retention Committee to determine if the student is eligible for full graduate standing.

The criteria for full graduate standing in the Master of Education in Curriculum and Instruction program are as follows:

1. The applicant must have earned a bachelor's degree from an accredited college or university with an undergraduate GPA of 2.8 or higher. Applicants not meeting this requirement will be referred to the Graduate Admission and Retention Committee for consideration.
2. The applicant must obtain three letters of recommendation from professional educators who are well acquainted with the applicant and can speak to his/her ability to pursue a graduate degree.
3. The applicant must maintain the highest ethical conduct in coursework and in professional positions held. A student must be a model, representing the ideals expected of members of the teaching profession as defined in the standards for Professional Practices Criteria in 92 NAC27.
4. The applicant must complete nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving a grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA might be 3.00 or higher.

All decisions regarding full graduate standing are based upon reviews of official transcripts of prior college work, letters of recommendation, and other pertinent sources of information. If evidence of a breach in ethical behavior is presented, the Dean and/or faculty of the M.Ed. program reserve the right to evaluate this factor as a criterion for denying full graduate standing.

Decisions are communicated in writing as soon as practical after the student completes nine credits of study and has on file the three letters of support and the required transcripts. Decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.

Program Design

Thirty-six credit hours are required for the Master of Education degree in Curriculum and Instruction. Five courses are required; the remaining courses are electives, which are selected by the graduate student in consultation with the academic adviser to best meet the professional goals of the graduate student. Students are allowed to register for a maximum of six credit hours each term in the fall and spring, and 12 credit hours during the summer term.

The required core courses are:

EDU 601	Critical Issues in Curriculum & Instruction	3
EDU 603	Research Methods	3
EDU600	Improvement of Instruction	3
Or	EDU 613 Models of Teaching	
EDU 602	Assessment of Learning	3
Or	EDU 645 Assessment of Literacy	
Or	EDU 614 Assessment of Literacy Development	
EDU 604	Culminating Project	3-6
Or	EDU 605 Thesis	

Program Completion Criteria

All students must successfully meet the following requirements to complete the Master of Education in Curriculum and Instruction degree:

1. Complete 36 credit hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the date specified.
4. Complete and present a thesis or culminating project.
5. Complete and submit a portfolio.
6. Submit a written summary of the culminating project or thesis.

Transfer Credit

A student may transfer up to 12 credit hours into the program. This credit must have been earned from a regionally accredited institution of higher learning. Any course considered for transfer is individually reviewed for recency and relevance of the material as it relates to best practice and theory at the time of review. Transfer credit should be work completed within seven years prior to application to the program. Final determination on transfer credit is made by the Dean of the program. Only graduate courses in which the student's letter grade is a "B-" or above may be considered for transfer credit and applied to degree requirements. Only six credits of courses with a grade of "Pass" or "Credit" may be transferred. All transfer courses are entered on the transcript with a grade of "P" (Passed).

Each student is responsible for making a formal request to have the official transcript(s) sent to Doane College, Graduate Studies in Education, 303 N. 52nd St., Lincoln, NE 68504. These transcripts must be received prior to consideration for full graduate standing.

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane College. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the Graduate Policies Committee. The criteria for accepting or rejecting these credits as a part of the student's program is always based on the relevance of the material at the time of review. If the Graduate Policies Committee does not validate a course or courses because, in its judgment, the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study.



Accelerated Program for Certification

The accelerated program for certification prepares candidates to teach in grades 7-12 in an area in which Doane endorses individuals. These areas include the sciences, mathematics, social sciences, English, language arts, business, foreign languages, music, and art.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four terms (Summer I, Fall, Spring, Summer II).

Program Design

Thirty-eight credit hours of graduate coursework are required for Initial Certification. Additional coursework may be required in the content area. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

Summer I: EDS 620, EDU 600 or 613, EDU 624, EDU 663

Fall: EDU 626, EDU 633

Spring: EDU 602, EDU 655

Summer II: EDU 639, EDU 665, and a computer class to be selected from EDU 625, EDU 636 or EDU 638

An additional 9 hours (EDU 601, EDU 603, and EDU 604) are required for the Master of Education degree.

Admission Requirements for Initial Certification Students:

Prospective students must request an admission packet and submit the following documents:

1. A completed application for admission and the \$25 application fee
2. An official copy of a transcript with the undergraduate degree posted, and an overall 2.8 minimum GPA
3. Three letters of recommendation
4. A writing sample (about 250 words) indicating reasons for interest in completing an endorsement
5. The PPST with a passing score (Doane College must receive the scores prior to beginning coursework)

The applicant must affirm that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect or sexual misconduct. Finally, the student must complete a successful interview and transcript review with the Dean or Assistant Dean of Graduate Studies.

Full Graduate Standing for Initial Certification Students:

After completion of nine credit hours of graduate credits (Summer I coursework), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admission Committee concerning the students' eligibility for full graduate standing. The criteria for full graduate standing in the Master of Education in Curriculum and Instruction program are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane College with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.
3. The student must also receive a recommendation from the Teacher Education Committee to continue in the program.

Teacher Education Admission and Certification

1. At the completion of the summer session I, students will apply for admission to Teacher Education. Criteria for admission include the following:
 - Maintain a 3.0 GPA minimum.
 - Receive favorable recommendations from classroom teachers.
2. At the completion of the Fall semester, students will apply for admission to the Internship. Criteria for admission include the following:
 - Maintain a 3.0 GPA minimum.
 - Receive favorable recommendations from classroom teachers.
 - Receive favorable recommendations from practicum supervisor.
 - Successfully complete the practicum.
3. Students are recommended for certification when all of the following criteria have been met:
 - Students have successfully completed the internship.
 - Students have received favorable recommendations from faculty, internship supervisor, and cooperating teachers.
 - Students have completed all coursework successfully and maintained a 3.0 GPA minimum.

ESL Endorsement

This endorsement requires 15 graduate credit hours of coursework in English as a Second Language. The courses meet the requirements for Nebraska ESL certification. Students must take the following coursework. All courses are three credit hours.

1. EDU 656 Reaching Understanding: Communicating Effectively in an Educational Environment
2. EDU 682 Curriculum for ESL Students (or EDU 628, EDU 677, or EDU 699)
3. EDU 683 Linguistics for ESL Teachers
4. EDU 684 Methods for Teaching and Assessing ESL Students
5. EDU 621 Internship for ESL

This is a supplemental endorsement. Participants must hold a Nebraska teaching certificate in another K-12 teaching area to be eligible for this endorsement.

Mild/Moderate K-12 Special Education Endorsement

The following requirements and 40 semester hours must be met for students to be eligible for the K-12 mild/moderate special education endorsement.

1. All participants must have had or presently hold a Nebraska K-12 certificate.
2. All participants must have completed student teaching in an area of certification.
3. All participants must have completed practicum experiences in an area of certification.
4. All participants must have completed methods coursework in an area of certification.
5. The following 22 hours of graduate coursework must be completed:
 - EDS 620 Exceptional Child (3)
 - EDS 622 School Programming for Exceptional Youth (3)
 - EDS 626 Advanced Instructional Modifications and Accommodations for Students (3)
 - EDS 631 Teaching Strategies for Exceptional Students (3)
 - EDS 621L Advanced Assessment Practicum (1)
 - EDS 621 Advanced Assessment (3)
 - EDS 632 Critical Issues in Special Education (3)
 - EDS 610 Collaborative Teaching: An Inclusion Model (3)

The following 18 hours must also be completed:

- EDU 602 Assessment of Learning *or* EDU 614 Assessment of Literacy Development *or* EDU 645 Assessment of Literacy (3)
- EDS 680 Practicum for Special Education (3)
- EDU 663 Reading and Writing in the Content Area (3)
- EDS 625 Methods of Teaching Mild/Moderate Special Education (3)
- Six credits of electives, which may require EDS 655 Internship for Special Education. Endorsement portfolio is required.

Reading Specialist Endorsement

The following 33 hours of coursework leads to an endorsement as a K-12 reading specialist. This endorsement requires a regular teaching certificate and two years of teaching prior to beginning work on the endorsement.

EDU 685 Critical Issues in Reading (3)

EDU 663 Reading in the Content Area (3)

EDU 686 Providing Leadership in Literacy (3)

EDU 640 Literature for Children and Youth (3)

EDU 687 Diagnosis, Assessment and Instruction in Reading (3)

EDU 667 Writing Across the Curriculum *or* EDU 652 Teaching and Assessing Writing in the K-8 Classroom (3)

EDU 676 Literature in the Secondary Classroom *or* EDU 688 Literature for Adolescents (3)

EDU 645 Assessment of Literacy *or* EDU 614 Assessment of Literacy Development, *or* EDU-602 Assessment of Learning (3)

EDU 634 Reading in the K-6 Classroom *or* EDU 641 Enhancing Literacy in the K-8 Classroom *or* EDU 679 Reading in the 4-8 Classroom *or* EDU 606 Improving Strategic Instruction in the Language Arts (3)

EDU 678 Reading in the K-3 Classroom *or* EDC 612 Developing Literacy in the Primary Grades

EDU 689 Internship in Reading Instruction (3)

