Program Coordinator: S. Sanders

King University offers a graduate level program in education for students seeking initial licensure. The Master of Education (MEd) in Curriculum and Instruction is offered on both the Bristol and Hardin Valley King University campuses. Students seeking initial licensure may apply online for the MEd in Curriculum and Instruction.

Master of Education in Curriculum and Instruction

The Master of Education in Curriculum and Instruction assists students in developing specialized knowledge, skills, and dispositions which characterize excellent teachers. The program is designed for students seeking initial licensure in Elementary Education (K-5) and in Secondary Education (6-12), Music K-12 (Vocal and Instrumental), as well as Physical Education K-12. All M.Ed. applicants meet with the Program Coordinator of the M.Ed. to discuss licensure options and areas of teaching interest. At that time, the applicant and the Program Coordinator will discuss all prior undergraduate and graduate course work to determine if additional content course work beyond the M.Ed. program is required.

Student Learning Outcomes

Student Learning Outcomes are aligned with the Tennessee Teacher Licensure Standards: Professional Education and InTASC Standards: Interstate Teacher Assessment and Support Consortium.

Teacher candidates in the M.Ed. in Curriculum and Instruction will develop, complete, and submit electronic program portfolios based upon Student Learning Outcomes. Each candidate is expected to collect and to organize evidence of growth and development. An essential component of program completion will be final portfolio development and presentation.

1. The King teacher candidate models service to others in school, community, and personal relations.
2. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. The teacher candidate understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
4. The teacher candidate plans instruction based upon the knowledge of subject matter, students, the community, and curriculum goals.
5. The teacher candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
6. The teacher candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. The teacher candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
8. The teacher candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
9. The teacher candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
10. The teacher candidate develops and fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.
11. The teacher candidate uses and manages technology and technology-based resources to facilitate developmentally appropriate student learning and to enhance professional growth and productivity. She/he also explores and uses emerging resources and promotes the equitable, ethical, and legal use of technology resources.
12. The teacher candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Criterion 1 reflects the unique mission and goals of King. Criteria 2-12 are based upon standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and Tennessee State Board of Education teacher licensure standards.

Students complete 36 semester hours of course work over 16 months; a full semester of student teaching follows. To progress in the program, students must maintain a minimum cumulative GPA of 3.0. A grade of C or higher is required of all M.Ed. courses and courses taken in the content licensure area. However, only two Cs may be earned M.Ed. courses throughout the program. M.Ed. courses in which Cs are earned may be retaken. The final semester of coursework includes an Action Research project. Students seeking teacher licensure complete a full semester of student teaching after all the M.Ed. coursework, all content coursework, and all Tennessee mandated Praxis II exams are taken and passed. Liability insurance is also required for all school-based observations and clinical experience. Applications to student teach are completed in the semester prior to student teaching. The M.Ed. degree will be conferred following successful completion of the professional clinical experience and program completion requirements.

Incompletes
Students in the M.Ed. program may request no more than one incomplete grade in graduate course work. Incomplete grade forms are available in the Office of the Registrar. Incomplete forms must be submitted for approval to the professor of the course no later than one week before the final class meeting.

Admissions Process for Students Applying to the M.Ed. in Curriculum and Instruction

1. Completion of application to King University, available at www.king.edu
2. Payment of non-refundable $25.00 application fee
3. Submission of official transcripts from all undergraduate and graduate course work taken to date
4. Verification through transcripts of a minimum undergraduate GPA of 3.0
5. A passing score (22 out of 32 points) on a research-based writing sample.
6. Submission of two letters of recommendation
7. Interview with School of Education, Graduate Admissions Committee
8. Submission of an official GRE score
M.Ed. students may transfer up to 6 credits of graduate study with a minimum 3.0 GPA in comparable approved coursework, pending approval of the Program Coordinator of the M.Ed. Program.

**Conditional Acceptance:** An applicant who has a deficiency in one area of the admissions criteria (e.g. GPA) may be considered for admission, pending an interview with the Program Coordinator of the M.Ed. Upon successful completion of three courses with a cumulative average of 3.0 or above, an applicant may be officially admitted to the program.

**Background Check:** A one-time fee of $65.00 is charged to each student enrolled in the M.Ed. to complete a required fingerprinting and background check.

**Computer Requirements:** Laptop computer, with minimum of Microsoft Office 2010 or later, wireless capability, and webcam required.

**Graduation Fee:** A one-time fee of $125.00 is required of all graduates.

**M.Ed. in Curriculum and Instruction Requirements**

EDUC 5000  
Designing Instruction for Exceptional Learners ........................................... 3 s.h.

EDUC 5010  
Research Methods in Education .............................................................. 3 s.h.

EDUC 5015  
Instructional Planning .............................................................................. 3 s.h.

EDUC 5020  
Instructional Design .................................................................................. 3 s.h.

EDUC 5030  
Human Relations in the Classroom ........................................................... 3 s.h.

EDUC 5040  
Advanced Assessment and Evaluation ....................................................... 3 s.h.

EDUC 5060  
Social Foundations of American Education .............................................. 3 s.h.

EDUC 5070  
Advanced Educational Psychology ............................................................. 3 s.h.

*Choose from the following* ...................................................................... 3 s.h.

EDUC 5080  
Elementary Methods and Materials (3 s.h.)

EDUC 5085  
Secondary Methods and Materials (3 s.h.)

EDUC 5090  
Theory and Practice in Literacy and Reading Instruction .......................... 3 s.h.

EDUC 5100  
Action Research Project ............................................................................ 4 s.h.

EDUC 5110  
Research Seminar ...................................................................................... 2 s.h.

EDUC 5990  
Comprehensive Assessment ........................................................................ 0 s.h.

**Total Master of Education Coursework Requirements** ....................... 36 s.h.
EDUC XXXX
   Student Teaching ................................................................. 10 s.h.
EDUC 4950
   Student Teaching Seminar: K-12...................................................... 2 s.h.