

THE MASTER OF EDUCATION DEGREE

Available on the Jackson and Germantown Campuses

Program Purpose

The purpose of the Master of Education Degree Program is to provide relevant continuing professional development for classroom teachers in a quality graduate environment.

Objectives of the Program

Students in the M.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners.
2. Be encouraged in their Christian commitment and service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

Assessment of Outcomes

The Master of Education Degree utilizes the following means of assessing the four objectives listed above. The emphasis in this assessment is upon a variety of measures and comprehensiveness. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments, including small and large group discussions and exams, projects, papers. (1,2,3,4)
- Course evaluations, collected and tabulated by the Office of Graduate Studies in Education for each course taught in the program. (1,2,3,4)
- Alumni questionnaire for master's level programs. (1,2,3,4)
- Creative research Project, the exit requirement of the M.Ed. program (1,3,4)
- Field experience, an integral part of most courses in the M.Ed. curriculum. (1,3,4)
- The Master's Forum, student presentations of the Creative Research Project in a setting such as a school, class conference, or colloquium. (1,3,4)

The Cohort Approach

The Union M.Ed. program accepts students in groups of 15 to 24 to pursue each course together in a cohort. This model emphasizes teamwork, coop-

eration, professional support and sharing of knowledge among students. Each cohort is further subdivided into action research groups of 4-6 students. Lifelong friendships are developed through this format and learning takes place in a spirit of unity, rigor and cooperation. The curriculum consists of 12 courses totaling 30 semester hours with no transfer credits or electives permitted. The degree program begins each June and ends in July of the following year, with the course calendar published in advance for the 14-month program. Except for summer course work, when Saturdays as well as weekdays are utilized, courses during the school year are offered on Saturdays in a unique delivery system, an intensive format where one course at a time is completed by the cohort of students.

Admission Information

Candidates for admission to the M.Ed. (cohort) program will need the following:

1. A teaching license.
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined).
3. An interview with the Director of the M.Ed. program.

Successful candidates must also complete an Application to Graduate Studies in Education; arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities; and request of two persons who are in positions to judge the candidate's potential as a graduate student to recommend the candidate, using the forms provided in the application packet. In addition, a completed "Certificate of Immunization" is required.

Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample (evaluated by English Department faculty) and upon the recommendation of the Graduate Education Admissions Committee and the Dean of Education and Human Studies. Provisionally admitted students may be granted Admission after 9 hours of (minimum) 3.00 grade average work and a recommendation from the Dean of Education and Human Studies. 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 G.P.A. of 3.0 cumulative for the program.
3. Successfully complete the Creative Research Project.

Financial Information

The following payment plans are available:

1. Full payment may be made for the program of 30 semester hours—tuition is discounted by 5% when 100% payment is received prior to the advent of the program.
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 15 payments, beginning the first of June and ending the first of August the following year. Payments include a monthly service charge on the outstanding balance.

Tuition is \$230 per semester hour, or \$6900 for the program—effective for the June 2002-July 2003 cohorts. Tuition is \$245 per semester hour, or \$7350 for the program—effective for the June 2003-July 2004 cohorts.

The following are Non-Refundable Fees:

Application Fee:	\$25
Graduation Fee:	\$100
	Student keeps Master's hood
Computer Fee:	\$15
	EDU 602, computer fee

Financial Aid

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 Union Financial Aid Application 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 Financial Aid office.

Curriculum Calendar for the M.ED.

(The order of the M.Ed. courses will vary for individual cohorts.)

Summer	Hours
EDU 601 Schools and Families in a Pluralistic Society	3
EDU 643 Methods and Designs for Classroom Research	2
EDU 603 Student-Centered Instructional Design	3
EDU 644 Creative Research Proposal	1
Fall	
EDU 605 Teacher Effectiveness	3
Edu 602 Educational Computer Technology	3
Winter	
EDU 609 Inclusionary Instruction	3
Spring	
EDU 645 Creative Research Project	2
EDU 641 Trends in Curriculum and School Reform	3
Summer	
EDU 607 Alternative Assessment	3
EDU 649 Interpersonal Relationships in the School Setting	2
EDU 647 Faith and Ethics in Education	2
Total Semester Hours	30

Course Descriptions

Education (EDU)

601 Schools and Families in a Pluralistic Society (3)

Study of the changes in and dynamics of the contemporary family and the impact on the classroom and learning practices. The teacher's role and response to a rapidly changing American society are emphasized.

602 Educational Computer Technology (3)

Focus of the course is the integration and utilization of the latest in instructional technology. Includes analysis and evaluation of existing software and hardware for elementary/secondary classrooms: teacher productivity tools, specific-use software, multimedia technology, adaptive technology, presentation software, Internet, web page construction, and future trends. Prerequisite: CSC 105 and EDU 250 on equivalent computer skills.

603 Student-Centered Instructional Design (3)

Teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles are studied.

605 Teacher Effectiveness (3)

Review of the educational research literature on teacher effectiveness as it focuses on the teacher-student dynamic and the learning environment. Issues of teaching strategies and classroom management are studied.

607 Alternative Assessment (3)

Creation and use of alternative measures of student achievement which involve examination of the processes as well as the products of learning. Variants of performance assessments that require students to generate rather than choose a response. Exhibitions, investigations, demonstrations, written or oral responses, journals and portfolios are examples of alternatives.

609 Inclusionary Instruction (3)

Rationales for inclusionary classrooms and schools, including the changing assumptions of how children learn, demographic changes, shifts in funding and demonstrations of effective programs.

641 Trends in Curriculum and School Reform (3)

Recent innovative trends in educational practice including current curriculum models and school reform models.

643 Methods and Designs for Classroom Research (2)

Identification of the key problems and issues in educational research, development of skills of critical analysis of the literature and the implementation of a proposal for action research in the classroom.

644 Creative Research Proposal (1)

Introduction to the field of educational research. Students will review the literature on a topic of choice and write a proposal for the Creative Research Project.

645 Creative Research Project (2)

Designed to assist the teacher in defining and researching an education problem in a classroom setting. Effective applications to specific educational practice and school improvement are emphasized.

647 Faith and Ethics in Education (2)

Study of world views and ethical thinking in the context of the school classroom. The place of faith and values in the public school arena is an issue of study.

EDU 649 Interpersonal Relationships in the School Setting (2)

Study of interpersonal relationships and educational leadership in the school setting. Motivation, decision-making, conflict resolution are included.