

# THE MASTER OF EDUCATION DEGREE

## 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 and Calendar

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

Each cohort is presented its unique calendar for the complete program. Current M.Ed. calendars are available at <http://uu.edu/academics/graduate/med/>

## 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 the College 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. 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 Creative Research Project.

## 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.

- Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition is \$300 per semester hour, or \$9000 for the program, effective for cohorts beginning in June 2006 through July 2007.

The following are Non-Refundable Fees:

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

### 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:

- Be admitted to the M.Ed. degree program.
- Not be in default on a former loan or owe a refund on any grant.
- 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 612	Literacy Across the Curriculum	3
EDU 643	Methods and Designs for Classroom Research	2
EDU 613	Brain-Based Learning	3
EDU 644	Creative Research Proposal	1
<b>Fall</b>		
EDU 602	Educational Computer Technology	2
EDU 644	Creative Research Proposal	1
<b>Winter</b>		
EDU 617	Positive Discipline	2
<b>Spring</b>		
EDU 606	Accountability	3
EDU 645	Creative Research Project	1
EDU 600	Community Involvement	3
<b>Summer</b>		
EDU 646	M.Ed. Capstone Seminar	3
EDU 611	Differentiated Instruction	3
EDU 647	Faith and Ethics in Education	3
	<b>Total Semester Hours</b>	<b>30</b>

### Course Descriptions: Education (EDU)

#### 600 Community Involvement to Improve Schools (3)

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 Educational Computer Technology (2)

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 or equivalent computer skills.

#### 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.

#### 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.

#### 613 Brain-Based Learning (3)

An emphasis on creating authentic learning situations that address the brain's need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

#### 617 Positive Discipline (2)

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.

#### 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. Course will be repeated for a maximum of 2 hours credit.

**645 Creative Research Project (1)**

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.

**646 M.Ed. Capstone Seminar (3)**

This course is a synthesis of all M.Ed. coursework. Projects and activities require the integration of content related to

theory and practice. A course project involves application of graduate program knowledge, skills, and dispositions into a professional development context. The philosophy of the course emphasizes the guiding framework of Union's Teacher Education Program: sensitivity, reflection and faith.

**647 Faith and Ethics in Education (3)**

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.