

# SCHOOL OF EDUCATION

## THE COLLEGE OF EDUCATION AND HUMAN STUDIES

### Degrees Offered

#### Available on the Jackson and Germantown Campuses

- Master of Arts in Education
- Master of Education
- Doctor of Education

#### Available on the Jackson, Germantown and Hendersonville Campuses

- Master of Education
- Education Specialist

### School of Education Mission Statement

The mission of the School of Education is to *prepare educators of character and competence who reflect Christ as they serve and lead in their school and communities*. The graduate programs are guided by the conceptual framework of the Teacher Education Program: *A teacher-student dynamic of sensitivity, reflection, and faith*.

### Graduate Opportunities in Education

The graduate programs in education are designed to provide, within a service oriented Christian environment, quality graduate study opportunities to meet the educational needs of five distinct groups.

- Persons who are licensed teachers and wish to complete graduate degrees in their professional teaching fields, by completing either the M.A.Ed. or M.Ed.
- Persons with baccalaureate degrees who are not licensed to teach and who do not desire to qualify for a license, but who wish to increase their knowledge of children, young people, and education by completing the M.A.Ed. degree;
- Persons with baccalaureate degrees who are not licensed to teach but who wish to be. (These persons may choose to apply graduate courses taken to meet licensure requirements toward the M.A.Ed. degree.);
- Persons with baccalaureate degrees who do not wish to pursue a graduate degree at this time, but who want to take graduate courses for personal or professional growth through M.A.Ed. course offerings. These persons may or may not hold a teaching license.
- Persons with advanced degrees who wish to pursue a degree in Educational Leadership, either at the specialist level (Ed.S.) or at the doctoral level (Ed.D.).

# MASTER OF ARTS IN EDUCATION

## THE COLLEGE OF EDUCATION AND HUMAN STUDIES

### Program Purpose

The purpose of the M.A.Ed. program is to provide relevant continuing programming for educators seeking a diversity of knowledge, skills and values for post-baccalaureate preparation and licensure.

### Objectives of the Program

Students in the M.A.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners in education.
2. Apply research skills to current education problems.
3. Augment current licensure with new licensure programs.
4. Initially prepare, for some individuals with non-education degrees, to become licensed teachers.
5. Be encouraged in their Christian commitment and service to society.

### Assessment of Outcomes

The M.A.Ed. utilizes these means of assessment for the five objectives above. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments. (1,2,3,4,5)
- Course evaluations (1,2,5)
- Alumni questionnaire (1,2,5)
- Thesis (for thesis-track students) (1,2,5)
- Capstone Research Seminar (1,2,5)
- Field experience (1,2,3,4,5)

### Admission to Graduate Coursework

All students, whether degree-seeking or non-degree-seeking in the M.A.Ed. program, who desire to take graduate courses in education at Union University must meet prescribed admission criteria. After admission, the student may take courses for personal or professional growth, seek teacher licensure, or pursue the Master of Arts in Education Degree. Some students may choose to seek the M.A.Ed. as they complete their teacher licensure.

Applicants desiring to take graduate courses in education should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Application processing fee of \$25.
3. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted from regionally accredited institutions.
4. Official transcript(s) indicating a minimum grade point average (GPA) of 3.0 on a 4.0 scale of all undergraduate and post-baccalaureate coursework combined.

5. Writing sample scheduled by the Office of Graduate Studies in Education.
6. Completed "Certificate of Immunization."

For short courses designed primarily for license renewal, only the following admission criteria will be required. Students should submit an Application for Admission to Graduate Studies in Education, a \$25 application fee, a copy of their teaching license or an official transcript showing completion of a baccalaureate degree. If the student decides to seek the M.A.Ed. or take coursework other than the short courses, all requirements for full admission to graduate studies must be submitted. Note: A maximum of six semester hours taken in this short-course format may be used to satisfy M.A.Ed. requirements.

### Conditional Admission to Graduate Coursework

Applicants who do not meet the minimum GPA requirement of 3.0 will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on a conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to pursue graduate studies in education.

If a student fails to successfully complete the first nine hours with a minimum GPA of 3.0, the student will be suspended from the University for one full semester before re-application can be made to Graduate Studies in Education.

Undergraduate students in their last term of course work who, after registering for all courses required for graduation, need additional hours to be classed as full-time students, may be allowed to register for one graduate course for graduate credit.

### Admission to the Master of Arts in Education Degree Program

In addition to the above admission criteria for applicants desiring to take graduate courses, those seeking admission to the M.A.Ed. Degree Program should submit the following to the Office of Graduate Studies in Education:

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as a teacher. Forms are available in

the Office of Graduate Studies in Education. If the student is seeking teacher licensure, forms are available in the office of the Assistant Dean for Teacher Education and Accreditation.

## Conditional Admission to the Master of Arts in Education Degree Program

Students who do not meet the minimum GPA requirement or the minimum test score requirement for admission to the Master of Arts in Education Degree program will be required to successfully complete a full 500-600 word writing sample, which will be evaluated by faculty in the Department of English. Subsequently, if the writing sample is adequate, the student will be placed on conditional admission status for the first nine hours of graduate work at Union University. After successfully completing nine graduate hours of at least 3.0 grade average work, the student may appeal to the Dean of the College of Education and Human Studies for full admission to the Master of Arts in Education Degree Program.

## Admission to the Master of Arts in Education, Urban Education Track

The Urban Education Track is a one-year, cohort-delivered track of the non-thesis option of the M.A.Ed. The program integrates graduate work with preparation for teaching in an urban setting as part of an intensive one-year residency Christian-based cooperative program between a Memphis-based foundation and Union University. Admission to the program mirrors its uniqueness. A Bachelor's degree from a regionally accredited college or university and a passing score on the Praxis II content exam for the endorsement being sought are included as admission requirements.

## Advisement

The Dean of the College of Education and Human Studies will assign the student to an advisor who will, with the student, develop a Program of Study which will be placed in the student's file in the Office of Graduate Studies in Education in the College of Education and Human Studies. The student will consult with the advisor prior to each registration to plan courses.

## Requirements for the Master of Arts in Education Degree

Two options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit and a non-thesis option requiring a minimum of 39 semester hours of graduate credit. Students choosing the thesis option of the program are required to write a thesis or research report while students choosing the non-thesis option of the program are required to successfully complete the Capstone Research Seminar. All degree requirements must be completed within five years of the date of admission to the degree program.

All options of the M.A.Ed. are available on the Jackson Campus. The M.A.Ed. with teacher licensure is available

on the Jackson Campus in all endorsement areas offered by Union University (see The Teacher Education Program). The only M.A.Ed. option available on the Germantown campus is the M.A.Ed. with teacher licensure, and it is further restricted to applicants seeking secondary school licensure who have an undergraduate major in their anticipated area of endorsement.

## Requirements for the Thesis Option of the M.A.Ed.

A minimum of 33 semester hours of approved graduate work is required for completion of the thesis option of the M.A.Ed. degree. This option consists of four components: a required core, a concentration area, education electives and the thesis.

- I. Required Core: 12 hours
  - A. EDU 610
  - B. EDU 620
  - C. EDU 650
  - D. EDU 665
- II. Select one Concentration
  - A. Concentration: Designed Studies (12 core + 15 concentration hours)
    1. Education Electives, advisor-approved, 6-9 hours
    2. Education Electives or other Electives, advisor-approved, 6-9 hours
  - B. Concentration: Curriculum and Instruction, Non-Licensure (12 core + 15 concentration hours)
    1. EDU 604, EDU 625, EDU 626
    2. PSY 610 or PSY/EDU 614
    3. Education Electives, advisor-approved, 3 hours
  - C. Concentration: Human Growth and Development, Non-Licensure (12 core + 15 concentration hours)
    1. SE 625, PSY 610, EDU/PSY 614, EDU 629
    2. Education Electives, advisor-approved, 3 hours
- III. Thesis, EDU 690 and EDU 695: 6 hours

## Requirements for the Non-Thesis Option of the M.A.Ed.

A minimum of 39 semester hours of approved graduate work is required for completion of the non-thesis option of the M.A.Ed. degree. This option consists of three components: a required core, education electives and concentration area.

- I. Required Core (15 hours)
  - A. EDU 610
  - B. EDU 620
  - C. EDU 650
  - D. EDU 665
  - E. EDU 675
- II. Select one concentration
  - A. Concentration: Early Childhood Education, Licensure (15 core + 27 concentration hours)
 

With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in Early Childhood PreK-4.

    1. Courses with Field Experience component: EDU 552, 553, 554, 555
    2. EDU 510

3. EDU 629, EDU 651, EDU 657
- B. Concentration: Elementary Education, Licensure (15 core + 24 concentration hours)  
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in Elementary K-8.
  1. Courses with Field Experience component: EDU 552, 553, 554, 555
  2. EDU 510
  3. EDU 629 and 658
- C. Concentration: Library Information Specialist, Licensure (15 core + 41 concentration hours)  
With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
  1. SE 625 and PSY 610 (or EDU 614)
  2. LSC 610, 621, 631, 640, 651
  3. EDU 510 and EDU 616
  4. EDU 437, Enhanced Student Teaching PreK-12, 14 hours

For initial licensure, substitute student teaching or Mentoring Seminar I and II for LSC 646 and add EDU 625 and 604.
- D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)  
With appropriate prerequisites, including those in the teaching content field, this program leads to an initial licensure in a secondary (Grades 7-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on an Alternative A license appropriate to the endorsement area, are required for licensure but not for the degree.
  1. EDU 510
  2. EDU 530, 604, 625, 626
  3. PSY 610 and SE 625
  4. Education Electives, advisor-approved, 3 hours
- E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)
  1. EDU 552, 553, 633
  2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students
  3. EDU 616, 626; SE 645
- F. Concentration: Special Education, Licensure (15 core + 24 concentration hours)  
With appropriate prerequisites, initial licensure and Praxis II Specialty Tests\*, this program leads to an additional endorsement in SE-Modified K-12.
  1. SE 605, 610, 631, 632, 641, 645
  2. Education Electives, advisor-approved, 6 hours
- G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
  1. EDU 604, 616, 625, 626
  2. PSY 610 or EDU/PSY 614
  3. Education Electives, advisor-approved, 9 hours
- H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)
  1. SE 625, PSY 610, EDU/PSY 614, EDU 629
  2. EDU 651 or EDU 657

3. Education Electives, advisor-approved, 8 hours
- I. Track in Urban Education—39 hours
  1. Substitute in the MAEd Required Core (above) EDU 618 and either 677 or 678 as appropriate for EDU 610, 620, and 675—15 hours
  2. Select one of the following licensure tracks:
    - a. Elementary—EDU 510, 553, 554, 555, 629, and 676—24 hours
    - b. Secondary—EDU 510, 530, 604, 614, 625, 626, 676; SE 625, and 1 graduate hour applicable to the Content Area—24 hours

\* Praxis II Specialty Area Tests appropriate to the endorsement are required for licensure but not for the degree.

## Admission to Candidacy for the Master of Arts in Education Degree

An important step in the student's progress toward the Master of Arts in Education Degree is admission to Candidacy. Students will be admitted to degree candidacy status only when the following conditions have been met.

1. Interview with the M.A.Ed. Program Director.
2. Development of a program of study.
3. Completion of at least 18 semester hours in the program, including EDU 650, Educational Measurement and Evaluation.
4. Completion of EDU 665, Research Design.
5. A minimum grade point average of 3.0.

**Additional Candidacy Requirement for Thesis-Option Students:** Students completing the thesis option of the program must have degree candidacy before beginning the master's research. In addition to the candidacy requirements above, thesis option students will be required to submit a research proposal which has been approved by the student's research committee. It is the responsibility of the student to consult with the M.A.Ed. Program Director regarding the formation of the research committee. The approved research proposal must be filed in the Office of the College of Education and Human Studies before candidacy is granted.

The student will receive written notification when degree candidacy status has been achieved.

## Full-Time Students

A graduate student enrolled for 9 or more hours during Fall or Spring Semester will be considered full-time. A student enrolled for 6 or more hours during the Summer or 3 or more graduate hours in term less than 15 weeks will be considered full time.

## Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

## Transfer of Credit into the M.A.Ed. Degree Program

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted to the program, provided the grades received in those courses were B or higher. Work being transferred into the program must have been completed within five years prior to admission to the program.

Transfer of credit after the student has been admitted to the degree program (transient credit) will be acceptable provided (1) the total semester hours of transfer credit does not exceed nine hours, (2) the grade received in the course is B or higher, and (3) written approval of the course being taken has been obtained from the Dean of the College of Education and Human Studies prior to taking the course. A maximum of six hours of workshop/short course/video course credit may be transferred.

## Courses Taken by Non-Degree Students

A maximum of twelve hours of graduate work taken at Union before a student is admitted to the degree program may be used to satisfy the M.A.Ed. requirements.

Courses taken by non-degree students prior to admission to degree-seeking status may be used to satisfy the Master of Arts in Education Degree requirements provided the student has met all degree-seeking admission criteria at the time the M.A.Ed. *Program of Study* is filed in the graduate program office. The Program of Study is planned and filed by meeting with the M.A.Ed. program director. Students should make this appointment with the M.A.Ed. director as soon as possible after degree-seeking admission criteria are met.

## Financial Information

The registration of a student signifies an agreement by the student to fulfill the related financial obligations.

There are two methods for the payment of expenses.

1. All expenses may be paid in full prior to or on the day of registration.
2. Payment may be made in two equal payments, with one-half due at the time of registration and the balance due halfway through the term. A 1.5% service charge will be added to the unpaid balance following the initial payment.

For students who have a definite commitment of financial aid from the Student Financial Planning Office of the University, the difference between the total cost for the term and the financial aid allocation is the amount payable by the student to the University.

## Tuition and Fees

M.A.Ed..... \$360/semester hour  
 Non-degree-seeking post-baccalaureate students .....

..... \$360/semester hour

Tuition for Student Teaching will be charged at the undergraduate rate.

Other fees when applicable:

Application Fee (non-refundable, one-time only) .....	\$25
Late Registration Fee .....	\$25
Audit Fee.....	\$125 semester hour
Course Drop Fee.....	\$10
Materials Fee per Course: EDU 510, 552, 553, 554, 555, 651, 657, 658; SE 651, 657 .....	\$15
Lab Materials Fee per Workshop.....	Varies with workshop
Thesis Binding Fee.....	\$50
Graduation Fee .....	\$25

## Financial Assistance

Students enrolled in Graduate Studies in Education for a minimum of six hours per semester, Fall or Spring, may apply for the Federal Stafford Loan. All students applying for this loan must complete an institutional Application for Financial Assistance and file the Free Application for Federal Student Aid (FAFSA). Forms are available in the Student Financial Planning Office. A Master Promissory Note must also be filed in the Student Financial Planning Office.

Some students may qualify for a Tennessee Student Assistance Corporation (TSAC) loan. The Tennessee Teaching Scholars Program provides a forgivable loan of \$3,000 for post-baccalaureate students admitted to state-approved teacher education programs at a Tennessee institution of higher education who pledge to teach at the public pre-school, elementary, or secondary level in Tennessee one year for each year the award is received. Contact the Student Financial Planning Office for information on requirements for qualifying, how to apply, and the application deadline.

Candidates for the M.A.Ed. Urban Education Track are eligible to complete for a Yarbrough Scholarship which fully funds the course of study, housing, and pays an additional stipend during the first year of enrollment. In return the graduate commits to teach in Memphis City Schools for a period of three years and become part of the corps of teachers who share a calling dedicated to significantly improving the lives of most—at-risk students in their classrooms and schools. Contact the Program Director for additional information.

## Calendar for M.A.Ed. 2009-2010

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2008-2009 Academic Calendar for non-cohort Programs. See <http://uu.edu/academics/graduate/maed/> for additional information.

### Fall Semester 2009

#### Session I\*

August 5 ..... M.A.Ed. Registration Deadline for Fall 2009  
 August 22 ..... M.A.Ed. Classes Begin  
 September 20 ..... Deadline for Returning  
 ..... Applications for Graduation (December)

#### Session II

October 19 ..... M.A.Ed. Classes Begin  
 December 1 .....  
 ..... M.A.Ed. Registration Deadline for Winter 2010  
 December 12 ..... Fall Commencement

### Winter Semester 2010\*

January 4 ..... M.A.Ed. Classes Begin

### Spring Semester 2010

#### Session I\*

February 1 ..... M.A.Ed. Classes Begin  
 February 20 ..... Deadline for Returning  
 ..... Application for May Graduation

#### Session II

April 5 ..... M.A.Ed. Classes Begin  
 May 4 .....  
 ..... M.A.Ed. Registration Deadline for Summer 2010  
 May 22 ..... Spring Commencement

### Summer Semester 2010

May 4 ..... Deadline for Returning Application for  
 ..... August Graduation  
 July 31 ..... August Commencement

\*An additional meeting will be scheduled within the session to meet required minimum classes.

## Course Descriptions

### Art (ART)

#### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

#### 579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

#### 580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

#### 585 Special Studies in Art (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

#### 598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

#### 610 Theories and Processes in Drawing and Painting (3)

Exploration of concepts in drawing and painting with consideration of subject matter, media processes and developmental learning activities for art programs.

#### 620 Theories and Processes in Sculpture (3)

Exploration of concepts and techniques in sculpture with consideration to developmental learning activities for art programs.

#### 640 Special Studies in Art (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

#### 655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

#### 680 Research in Art Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

#### 685 Research in Art Education B (3)

A continuation of Research in Art Education A.

### Biology (BIO)

#### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

#### 579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

#### 580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

#### 585 Special Studies in Biology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Biology (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Biology Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Biology Education B (3)**

A continuation of Research in Biology Education A.

**Business Administration (BAD)****533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579. External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580. Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Business (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**615 Seminar and Workshop in Economic Education (3)**

The seminars will focus on basic theories of economics at

both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

**640 Special Studies in Business Administration (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Business Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Business Education B (3)**

A continuation of Research in Business Education A.

**Chemistry (CHE) and Physics (PHY)****533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579. External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580. Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Science (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Chemistry & Physics (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Science Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Science Education B (3)**

A continuation of Research in Science Education A.

## Communication Arts (COM)

### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

### 579. External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 580. Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 585 Special Studies in Communication (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

### 640 Special Studies in Communication Arts (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

### 680 Research in Communication Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

### 685 Research in Communication Education B (3)

A continuation of Research in Communication Education A.

## Education (EDU)

### 504 Technology in the Classroom (2)

A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

### 510 Computer Applications in the Classroom (3)

A study of existing computer software for elementary and secondary educational use. Criteria for the evaluation and selection of software are emphasized. Grading and management applications and word processing are included.

### 517 Instructional Methodology for Secondary School Art (3)

A study of principles, practices, methods, and materials for teaching art in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 518 Instructional Methodology for Secondary School Science (3)

A study of principles, practices, methods, and materials for teaching science in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 519 Instructional Methodology for Secondary Business (3)

A study of principles, practices, methods, and materials for teaching business in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 520 Instructional Methodology for Secondary School English (3)

A study of principles, practices, methods, and materials for teaching English in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 521 Instructional Methodology for Secondary School Physical Education and Health (3)

A study of principles, practices, methods, and materials for teaching physical education and health in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 522 Instructional Methodology for Secondary School Mathematics (3)

A study of principles, practices, methods, and materials for teaching mathematics in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 523 Instructional Methodology for Modern Languages in Secondary School (3)

A study of principles, practices, methods, and materials for teaching modern languages in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 524 Instructional Methodology for Secondary School Music (3)

A study of principles, practices, methods, and materials for teaching music in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 525 Instructional Methodology for Secondary School Social Studies (3)

A study of principles, practices, methods, and materials for teaching social studies in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

### 526 Instructional Methodology for Secondary School Speech and Theatre Arts (3)

A study of principles, practices, methods, and materials for teaching speech and theatre arts in the secondary school with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**530 Secondary School Methods (3)**

A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the field. Available for graduate credit only. Practicum required.

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**535. Portfolio Submission (0)**

Post-baccalaureate teacher candidates seeking initial Tennessee licensure must submit the electronic teacher education portfolio at 3 stages throughout their program as outlined in the Portfolio Handbook. The portfolio's purpose is to verify the candidate has met the performance-based standards set by the TN Department of Education. The video of the portfolio workshop and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.

**540 Using Games and Activities in the Elementary Classroom (3)**

A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

**552 Instructional Design of Language Arts (4)**

A practical study of the design and implementation of instruction of language arts and children's literature in the elementary (K-8) classroom with emphasis on current research in the field. Includes field experience.

**553 Instructional Design of Reading (4)**

A study of the design and implementation of instruction of reading with emphasis on current research and practice, including investigation of common reading problems, assessment methods, and remediation techniques. Field experience included.

**554 Instructional Design of Mathematics and Classroom Management (4)**

A study of the design and implementation of instruction of mathematics in the elementary (K-8) classroom with emphasis on current research in the field, including examination of effective strategies of comprehensive classroom management.

**555 Instructional Design of Science and Social Studies (4)**

A study of the design and implementation of instruction of science and social studies in the elementary (K-8) classroom with emphasis on current research in the field.

**560 Teaching in Brain Compatible Classrooms (3)**

Insight into optimal learning environments, enhancing cognition, and a brain-compatible curriculum in order to engage students in current topics in brain research and its application to the field of education.

**579. External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580. Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Education (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**595 Special Workshops (1-4)**

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**604. Teaching in a Pluralistic Society (3)**

A study of pluralistic society and the expression of diversity in families and schools with emphasis on current research and best teaching practices.

**610 History and Philosophy of Education (3)**

History and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

**614. Learning Theories and Styles (3)**

See PSY 614 for course description.

**615 Seminar and Workshop in Economic Education (3)**

Basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

**616 Children and Literature (3)**

A critical analysis of each genre of literature for children as a basis for the appreciation, selection, and use of suitable materials to foster active learning, personal growth, and recreational reading. This course is intended for the student who did not take a course in children's literature as an undergraduate.

**618 Cultural Foundations of Education (3)**

An introduction to sociological, psychological and historical foundations of schooling with emphasis on the context of multicultural settings and exploration of topics of diversity, equity, social justice, and worldview reflection.

**619 Teaching and Worldview Thinking (3)**

The teacher's role in the dynamics of curricular planning and the ethical treatment of diverse learners will be examined, through the lens of the Christian worldview of thinking. Worldview thinking is a vital for emphasizing reflection on personal faith, as a foundation for making all decisions and maintaining sensitivity for learners of diverse worldviews.

**620 Curriculum Development and Implementation (3)**

Investigation of the factors that have influenced and will shape the school curriculum. Organizational patterns, trends, and issues are studied.

**622. Mentoring Seminar I (2 + 2)**

Teacher candidates in their 1st year of employment on an Alternative Type II license and enrolled in the Alternative Type II licensure program will meet with the university mentor on a regular basis to discuss classroom issues and the relevance of essential competencies to diverse classrooms. The university mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

**623. Mentoring Seminar II (1 + 1)**

As a continuation from Seminar I university mentors meet with Alternative Type II licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

**625 Classroom Management (3)**

Comprehensive classroom management strategies which will center on interpersonal relationships, classroom organization and management, instruction, problem solving, behaviorism, and schoolwide discipline.

**626 Reading in the Content Area (3)**

Content area reading builds on skills to teach strategies related to specific areas of the curriculum and is designed to teach students the specific skills necessary to learn more effectively in science, social studies, literature, math, music, and physical education. Students in this course will create materials related to their specific content area. Field Experience required.

**629 Current Research in Early Childhood Education (3)**

Study and analysis of current research related to children and educational programs for children, birth through grade three. Field Experience required.

**630 The School and Community Relations (3)**

A study of designing programs around needs and problems of the school and its special publics, dealing constructively and effectively with these needs, and promoting a positive school environment for the steady improvement of public education.

**632 School Law (3)**

A study of sources of school law, student rights, and legal issues affecting education.

**633 Evaluation of Reading Programs & Instruction (3)**

A critical study of research-based design, implementation and evaluation of instruction for students experiencing difficulty in reading. Development, maintenance and evaluation of reading programs using current research and various formal and informal assessment procedures are examined.

**634 School Facilities (3)**

Consideration of the school plant, grounds, and major equipment in relation to the educational needs of the community; factors in site selection; procedures in planning of school buildings; principles of design and construction; architectural and contractual services; and maintenance.

**640 Special Studies in Education (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**650 Educational Measurement and Evaluation (3)**

A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Difficulty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

**651 Cognitive Development of the Young Child (4)**

Prerequisites: EDU 629.

Students examine the theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking and number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Practicum required.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**657 Creative Development of the Young Child (4)**

Prerequisites: EDU 629.

Students examine the development of creativity in young children with attention given to the use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Practicum required.

**658 Middle School Design (3)**

Design and implementation of instruction in the middle school with attention to the philosophy and structure of the middle school and to issues, problems and practices in building a community of learners and collaboration with colleagues and support personnel based on current research in the field. Includes Field Experience.

**660 Issues and Trends in Education (3)**

A course designed to research the literature related to recent developments in education, including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

**665 Research Design (3)**

A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

**675 Capstone Research Seminar (3)**

Prerequisite: Completion of graduate coursework including EDU 665.

An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The final product will be presented to faculty and peers. To be taken the semester before graduation.

**676 Capstone Seminar: Curriculum Issues in Urban Settings (2)**

Prerequisite: EDU 665.

Extensive review of literature and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role

of anxiety in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative class culture.

**677 Resident Student Teaching in the Elementary School (6)**

Fulltime resident student teaching 15 weeks in elementary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

**678 Resident Student Teaching in the Secondary School (6)**

Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

**680 Research in Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Education B (3)**

A continuation of Research in Education A.

**690 Thesis A (3)**

Prerequisite: EDU 665.

A course designed to help the student complete the master's research and thesis. Students will complete a research proposal for a significant research problem in education, including a review of literature related to the research problem. Graded: Pass/Fail.

**695 Thesis B (3)**

Prerequisite: EDU 690.

A continuation of Thesis A. Students will gather and analyze research data and complete a written thesis and oral defense. Students are required to maintain continuous enrollment until the thesis is successfully defended for a maximum of 9 hours of credit. Graded: Pass/Fail.

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## English (ENG)

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579. External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580. Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in English (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in English (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in English Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in English Education B (3)**

A continuation of Research in ENG. 680.

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## History (HIS), Political Science (PSC), and Geography (GEO)

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Social Sciences (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Social Sciences (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Social Science Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Social Science Education B (3)**

A continuation of Research in Social Science Education A.

**Language (LANG)****533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Language (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Language (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Language Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Language Education B (3)**

A continuation of Research in LANG 680.

**Library Information Specialist (LSC)****533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Library Science (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non lecture research and discussion course. Course content will be determined by need.

**610 Principles of Librarianship (3)**

A study which traces the development of library history from its earliest existence through the 20th century. It includes a study of the types of libraries, services, trends, issues, problems and challenges in libraries. Emphasis is placed on developing a personal philosophy of librarianship.

**621 School Library Administration (3)**

An exploration of the unique leadership role the school librarian plays in the administration of a contemporary school library media center. This includes examination of issues related to the planning, implementing, and evaluation of the center and includes practice in collaborating with others in the development of curriculum and programs. Field experience required.

**631 Collection Management and Organization (3)**

Routine operations of collection management and organization of a school library with emphasis on acquisition of materials, bibliographic control, cataloging, preservation and weeding of materials. It is designed to provide background information and current rules regarding the Dewey Decimal System Classification and the Anglo-American Cataloging Rules. Hands on practice is required in creating and editing cataloging records based on Machine Readable Format. Field experience required.

**640 Young Adult Literature (3)**

Focus on the variety of literature available for middle and high school students, including multicultural, classical, and contemporary literature. Also covers selecting, promoting, and evaluating young adult literature, media for youth, and identifying the worldview of each work read.

**646 Practicum (2-6)**

Prerequisite: 6 hours from LSC 610, 621, 631, 651.  
Library experience and training in elementary, middle and secondary school requiring 20 clock hours per credit hour under the supervision of a licensed school media specialist and college supervisor.

**651 General Reference and Instruction (3)**

An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Library Science A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Library Science B (3)**

A continuation of Research in LSC 680.

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## Mathematics (MAT) and Computer Science (CSC)

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Mathematics & Computer Science (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Mathematics and Computer Science (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Mathematics Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Mathematics Education B (3)**

A continuation of Research in Mathematics and Computer Science Education A.

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## Music (MUS)

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Music (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Music (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Music Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Music Education B (3)**

A continuation of Research in MUS 680.

## Physical Education, Wellness, and Sport (PEWS)

### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

### 579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 585 Special Studies in Physical Education and Health (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

### 640 Special Studies in Physical Education and Health (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

### 660 Issues and Trends in Physical Education Education (3)

A course designed to research the literature related to recent developments in Physical Education including the aims, philosophies, methods, content, and problems related to the field. Students will identify and develop a synthesis of research related to a potential line of research.

### 680 Research in Physical Education and Health Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

### 685 Research in Physical Education and Health Education B (3)

A continuation of Research in Physical Education and Health Education A.

## Psychology (PSY)

### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

### 579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 585 Special Studies in Psychology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

### 610 Advanced Educational Psychology (3)

This course involves an in-depth study of the field of educational psychology. Emphasis will be upon applying current research and issues such as human development, learning, and motivation to the educational setting.

### 614 Learning Theories and Styles (3)

Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

### 624 Comparative Study of Child Development Theories (3)

For the student who did not take a course in child development as an undergraduate, it is a critical study of the prominent theories relating to physical, social, emotional, and cognitive growth of children, as well as factors which impact development. The roles of the teacher and other professionals who work with young children are explored.

### 625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

### 640 Special Studies in Psychology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

### 680 Research in Psychology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

### 685 Research in Psychology Education B (3)

A continuation of Research in Psychology Education A.

## Sociology (SOC)

### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

### 579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 585 Special Studies in Sociology (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 598 Seminar (1-3)

A non-lecture research and discussion course. Course content will be determined by need.

### 640 Special Studies in Sociology (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 655 Independent Study (1-4)

Individual research and study under the guidance of a graduate faculty member.

### 680 Research in Sociology Education A (3)

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

### 685 Research in Sociology Education B (3)

A continuation of Research in Sociology Education A.

## Special Education (SE)

### 533 Internship (1-4)

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

### 579 External Domestic Study Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 580 Study Abroad Programs (1-4)

All courses and their application must be defined and approved prior to travel.

### 585 Special Studies in Special Education (1-4)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 595 Special Workshops (1-4)

Graduate credit offered in concentrated format for license renewal and elective credit. Maximum of 6 hours can count toward a degree. Selected topics may vary each year.

### 605 Current Research in Educational Assessment of Persons with Exceptionalities (3)

An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.

### 610 Current Research in Behavior Management of Persons with Exceptionalities (3)

Various theories and techniques for managing behavior of students with exceptionalities. Attention is given to experimental results and related practical, moral, and legal issues.

### 625 Learning and Behavioral Characteristics of Persons with Exceptionalities (3)

A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined.

### 631 Educational Needs of Persons with Mild/Moderate Disabilities (3)

A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation field experience.

### 632 Characteristics and Needs of Students with Emotional Disabilities (3)

A study of the psychological and educational characteristics and needs of persons with severe and profound emotional and behavioral problems, with considerations given to the assessment and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

### 640 Special Studies in Special Education (3)

Group studies which do not appear in the department course offerings. Course content will be determined by need.

### 641 Teaching Mathematics and Science to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of mathematics and science in grades K-8. Field Experience included.

### 645 Teaching Language Arts and Social Studies to Students with Exceptionalities (3)

Prerequisite: SE 631 or 632.

A study of the content, objectives, and pedagogy of instructing students with exceptionalities in the area of language arts and social studies in grades K-8. Field Experience included.

**648 Teaching Individuals with Sever and Profound Handicaps (3)**

Prerequisite: Red Cross First Aid with CPR

A study of the theoretical and applied research for teaching individuals with severe and profound handicaps including special and adaptive equipment, techniques, and materials.

**650 Current Research in Assessment of Learning Problems in the Young Child (3)**

An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

**651 Cognitive Development of the Young Child (4)**

Prerequisite: EDU 629.

Theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking, number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Field Experience required.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**657 Creative Development of the Young Child (4)**

Prerequisite: EDU 629.

Development of creativity in young children with attention to use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Field Experience required.

**660 Issues and Trends in Special Education (3)**

A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the field.

**680 Research in Special Education A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Special Education B (3)**

A continuation of Research in SE 680.

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## Teaching English as a Second Language (TESL)

**510 Language and Acquisition (3)**

The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

**515 Language & Literacy (3)**

The critical context of literacy and where students consider composition theory, critical theories of literacy, and practical literacy issues in a variety of learning contexts.

**520 Critical Contexts of Language Assessment (3)**

Critical theory and practice of language testing and design. Students will have opportunity to explore the impact of testing and standards on learners and learning while critically reflecting their own test designs.

**530 Theory & Practice: Language Curriculum Development (3)**

The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.

**533 Internship (1-4)**

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

**579 External Domestic Study Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**580 Study Abroad Programs (1-4)**

All courses and their application must be defined and approved prior to travel.

**585 Special Studies in Teaching English as a Second Language (1-4)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**598 Seminar (1-3)**

A non-lecture research and discussion course. Course content will be determined by need.

**640 Special Studies in Teaching English as a Second Language (3)**

Group studies which do not appear in the department course offerings. Course content will be determined by need.

**655 Independent Study (1-4)**

Individual research and study under the guidance of a graduate faculty member.

**680 Research in Teaching English as a Second Language A (3)**

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

**685 Research in Teaching English as a Second Language B (3)**

A continuation of Research in TESL 680.

# TEACHER LICENSURE

## POST-BACCALAUREATE REQUIREMENTS FOR INITIAL AND ADD-ON ENDORSEMENT

### Conceptual Framework

A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

### Mission Statement

The mission of the Teacher Education Program is to prepare highly effective teachers within an environment of sensitivity, reflection, and faith.

### Description of the Statement

Effective educators demonstrate knowledge in their respective fields, sensitivity to students' diverse learning needs, reflection in scholarship and inquiry, motivation of their students' becoming life-long learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

### Goals

On completion of the Teacher Education Program, students will have developed:

1. Understanding of the growth and development of children and adolescents and sensitivity to their diverse learning needs;
2. Academic competence in a broad base of general education and in a major appropriate for the licensure being sought
3. Knowledge of a variety of effective teaching methods and materials which utilize skills that effectively apply content knowledge and knowledge of children and adolescents to the learning environment;
4. Ability to create a learning environment that encourages interaction, engagement, and self-motivation among students, colleagues, parents, and community;
5. Use of appropriate assessment strategies to evaluate the learner and reflect on instruction, assessment, and evaluation to improve teaching and learning;

### NCATE Accreditation

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator programs.

### Profile of the Teacher Education Program

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Areas of licensure: Union offers both initial licensure and additional endorsement in the following areas:

Instructional Leadership License  
 Biology, 7-12  
 Business Education 7-12 plus Business Technology, 7-12  
 Chemistry, 7-12  
 Early Childhood Educ., PreK-3  
 Economics, 7-12  
 Elementary, K-6  
 English, 7-12  
 English as a Second Lang., PreK-12  
 French, 7-12  
 Government, 7-12  
 History, 7-12  
 Library Information Specialist, Pre K-12  
 Marketing, 7-12  
 Mathematics, 7-12  
 Middle Grades, 4-8  
 Music Education:  
   Vocal/General, K-12 (no add-on)  
   Instrumental, K-12 (no add-on)  
 Physical Education, K-12 plus Health Education K-12  
 Physics, 7-12  
 Reading Specialist, PreK-12  
 School Social Worker, PreK-12  
 Spanish, 7-12  
 Special Education:  
   Modified, K-12  
   Comprehensive, K-12  
 Speech Comm., 7-12  
 Theatre, K-12  
 Visual Art, K-12

### Post-Baccalaureate Requirements

(For post-baccalaureate initial licensure and add-on endorsements)

**Official transcripts.** Students who seek post-baccalaureate teacher licensure must first complete the Graduate Studies in Education Application and a \$25.00 (non-refundable) application fee. The candidate must order official transcripts from all colleges and universities that have been attended; these transcripts must be sent directly to Union University and may not be stamped "Issued to Student."

**Transcript evaluations.** After the candidate has submitted the Graduate Studies in Education Application and \$25.00 application fee and official transcripts have been received, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a transcript evaluation. Post-baccalaureate candidates must have a transcript evaluation completed by the Assistant Dean prior to starting classes; if the licensure program takes more than two years to complete, the post-baccalaureate candidate should have another evaluation completed. At this meeting the candidate will be apprised of course work that remains, TEP status, Praxis II requirements, any proposed changes in licensure requirements, and alternative licensure options.

**Application to the TEP.** The application to the TEP is submitted with the Graduate Studies in Education Application. Due to the nature of class schedules on the graduate level, candidates may take courses that are required for licensure when they are available even if they require admission to the TEP on the undergraduate level. However, candidates must be fully admitted to the TEP prior to student teaching.

**Admission to the TEP.** Post-baccalaureate candidates for initial licensure must meet the following requirements for admission to the Teacher Education Program.

1. Satisfactory score on the Praxis II Speciality Area test for the endorsement being sought.
2. Minimum GPA of 3.0 from all undergraduate courses taken or provisional admission to graduate course work
3. Two positive reference forms
4. Three positive dispositional evaluations completed by professors of the student's first three classes.
5. Successful completion of first submission of Portfolio.
6. Approval of the School of Education
7. Approval of the Teacher Education Committee

**Continuation in the TEP.** In order to remain in the TEP following admission, the post-baccalaureate candidate must maintain a GPA of 2.75 in all course work taken at Union since completion of the baccalaureate degree and a GPA of 2.75 in the professional education core.

**Admission to student teaching.** Candidates must file an application to student teach before the posted deadline during the semester prior to student teaching. Applications are available in the Office of Teacher Education. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II series must be received by Union before the student is admitted to student teaching
2. A recommendation from the department of the student's endorsement area or a minimum GPA of 2.75 in all undergraduate and graduate courses in the endorsement area
3. Satisfactory completion of a field experience at an appropriate level
4. Completion of the professional education core
5. Lack no more than one course for completion of the endorsement requirements
6. Completion of one term of full-time professional education
7. Approval of the Dean of Students

8. Approval of the Teacher Education Committee.

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on Thursday afternoons from 3:30-5:00 in Jackson, and attendance is mandatory.

**Application for teacher licensure.** Applications for Tennessee teacher licensure are completed during a student teaching seminar and are filed with the Tennessee State Department of Education when all requirements are completed.

**Transitional License Program.** In accordance with Tennessee's Transitional license policy, Union offers teaching endorsements in all secondary areas, Elementary K-6, Early Childhood Pre-K-3, Middle Grades 4-8, and Special Education Modified K-12 and Comprehensive K-12. Candidates for secondary endorsements qualify to be hired on the Transitional license if they have completed a major in the intended endorsement, have 24 semester hours in the intended endorsement area, or have passed the Praxis II content knowledge test for the intended endorsement (<http://www.state.tn.us/education/lic/nte.shtml>). Candidates for K-6, Pre-K-3, 4-8, and Special Education must be fully admitted to the Teacher Education Program, which requires, among other criteria, acquiring a minimum score on the Praxis II 0014 EE:CK or 0146 MG:CK test and successfully completing at least 3 courses, to qualify to be hired on the Transitional license. For more information about the Transitional license, contact the Office of Teacher Education.

## Academic Policies

**Minimum GPA requirements.** Minimum GPA's are listed above. Following admission to the TEP, if the GPA drops below the minimum, the student is removed from the TEP and may not take any courses that require admission to the TEP. In this case it is strongly recommended that the student repeat courses that caused the GPA to fall below the minimum required. When the GPA is at or above the minimum, the student will be submitted for readmission to the TEP.

**Early field experiences.** As is required by national standards and by the Tennessee State Department of Education guidelines, early field experiences are a vital part of the TEP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in Student Tennessee Education Association, Christian Educators' Association International, or Professional Educators of Tennessee. Liability insurance is also available through Union University. Information about each of these options is available through the Assistant Dean.

**Background check and fingerprinting.** In accordance with TN Code Ann. §49-5-5632, all teacher candidates must supply a fingerprint sample and submit a criminal history records check by TBI prior to being placed in field experiences. Information available through the Office of Teacher Education.

**Portfolio.** The candidate must attend a LiveText workshop while enrolled in EDU 535 Portfolio Submission in the first semester of enrollment. A portfolio fee will be charged to the candidate's account. The candidate will submit the portfolio in the first semester. The final portfolio will be submitted in student teaching or in Mentoring Seminar II. The Teacher Education Handbook, Vol. I is available in the portfolio template.

**Appeals.** The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the TEP. The Teacher Education Committee, which includes representatives of the faculty from across the university, is the TEP coordinating and policy-making body for the unit and is responsible for assuring that the established policies are followed. If the student feels that established policy or practice is not being followed, the Teacher Education Committee should be contacted. The Teacher Education Committee is also the appeals committee for the TEP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the College of Education and Human Studies. The Dean will consider whether the appeal may, within established policy, be granted. If the appeal has been denied by the Dean, the student may choose to direct the appeal to the Teacher Education Committee. The student should contact the chairman of the TEC and present the appeal in writing.

After the TEC has considered the appeal, the student will be notified in writing of the committee's determination.

**Assessment of student outcomes.** The candidate will submit part of the portfolio throughout the program. The portfolio will present evidence that the candidate has met performance standards in professional education as set by the TN Department of Education and based on INTASC standards. To be admitted to student teaching, students must acquire passing scores on all applicable portions of the Praxis II as determined by the Tennessee State Department of Education. The Praxis II should be taken at least one semester prior to the beginning of student teaching to assure receipt of passing scores.

## Financial Information

In addition to tuition, a fee of \$160 will be charged all students engaged in enhanced student teaching. This fee is used to meet part of the expenses of the cooperating teacher stipend and travel expenses incurred by the university supervisor.

A materials fee is also charged for student teaching and appropriate courses throughout the education curriculum and elsewhere in the university to cover costs directly related to the course or laboratory. Current materials fees are indicated in the "Financial Information" section of the *Catalogue*.

# MASTER OF EDUCATION

## THE COLLEGE OF EDUCATION AND HUMAN STUDIES

### Available on the Jackson, Germantown, and Hendersonville 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 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.
3. Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account.

Tuition is \$380 per semester hour effective for cohorts beginning June 2009.

The following are Non-Refundable Fees:

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

## 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

### Fall

EDU 602 Educational Computer Technology.....	2
EDU 644 Creative Research Proposal.....	1

### Winter

EDU 617 Positive Discipline.....	2
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## Financial Assistance

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 Graduate Application for Financial Assistance 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 Student Financial Planning Office.

### Spring

EDU 606 Accountability for Greater Student Learning .	3
EDU 645 Creative Research Project .....	1
EDU 600 Community Involvement to Improve Schools....	3

### Summer

EDU 645 Creative Research Project .....	1
EDU 646 M.Ed. Capstone Seminar .....	3
EDU 611 Differentiated Instruction .....	3
EDU 647 Faith and Ethics in Education .....	3

**Total Semester Hours..... 30**

## 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.

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

**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.

# EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

## THE COLLEGE OF EDUCATION AND HUMAN STUDIES

### Available on the Jackson, Germantown and Hendersonville Campuses

The purpose of the Education Specialist in Educational Leadership is to prepare leaders who will make a difference as moral agents and sensitive social advocates for the children and the communities they serve; who will focus on the central issues of learning and teaching and school improvement; who will make strong connections as they reflect Christian values with others as individuals and as members of the educational community.

### Objectives of the Program

Students in the Ed.S. in Educational Leadership Program will:

1. Demonstrate within their disciplines advanced knowledge and skills.
2. Display competency in the critical evaluation of issues, trends and methodologies.
3. Demonstrate the ability to apply research that extends the body of knowledge in the field.
4. Enhance their ethical decision-making ability through an academic environment integrated with the Christian faith.
5. Build intellectual and moral knowledge to cope with a pluralistic world in order to better serve communities and their schools.

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

### Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along two concentrations: (1) Instructional Leadership (IL), a licensure track designed to prepare school principals and supervisors of instruction; and (2) Curriculum and Supervision (C&S), a non-licensure track designed for school leaders who desire knowledge of concepts and strategies for school and classroom leadership. The degree is based on Union's conceptual framework of A Teacher-Student Dynamic of Sensitivity, Reflection and Faith. Union University desires to prepare school leaders who are grounded in and committed to excellence in teaching and learning with values based on our Judeo-Christian heritage.

**The Cohort Approach.** The program accepts students in groups to pursue each course together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor, and cooperation.

**Program Delivery and Calendar.** Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.S. students will begin the program with a course offered on Saturdays in February and March, 8 a.m. - 2:30

p.m. over 5 1/2 Saturdays. The Summer term involves an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. - 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

Instructional Leadership students begin the Practicum in their first summer. The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for IL students following Tennessee's Internship Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). Students and faculty maintain online contact during the intervening weeks and months in support of course assignments. Saturdays are also utilized for courses offered January through June. In June IL students complete their Practicum or Internship and, with C&S students, present their Leadership Growth Papers.

Also in June, IL students take the Praxis II School Leader's Licensure Assessment (SLLA) for licensure and for graduation in August. The program enables the candidates to advance through Tennessee's four-tiered licensure system.

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

### Curriculum: Ed.S. in Educational Leadership: Instructional Leadership

**Prerequisites:** Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience.

**Transfer Credit by Petition:** Maximum of 9 Semester Hours May Be Applied.

**Licensure:** This program leads to a recommendation for licensure as a principal or supervisor of instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

- EDU 610—History and Philosophy of Education
- EDU 613—Brain-Based Learning
- EDR 700—Research Issues in Educational Leadership
- EDU 702—Engaged Learning
- EDU 703—Supervision
- EDU 706—Organizational Decision Making
- EDU 707—Legal Issues in School Governance
- EDU 708—Curriculum and School Improvement
- EDU 714—Leadership Issues I—Theories and Strategies
- EDU 715—Leadership Issues II—Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

\*EDU 737, 738, 739—Leadership Practicum

OR

\*\*EDU 734—Leadership Internship

EDU 786—Seminar: Multicultural and Diversity Issues  
in Education

**Total:** 39 hours

**Exit Assessment:**

Completion of Practicum or Internship—end of June

Completion of SLLA Exam—middle of June

Leadership Growth Paper—end of June

Graduation—first weekend in August

\*Standard Program Route Only

\*\*Internship Program Route Only

## Curriculum: Ed.S. in Educational Leadership: Curriculum and Supervision

**Prerequisites:** Human Growth and Development, Instructional Technology, Educational Assessment

**Transfer Credit by Petition:** Maximum of 9 Semesters  
Hours May Be Applied.

EDU 610—History and Philosophy of Education

EDU 613—Brain-Based Learning

EDR 700—Research Issues in Educational Leadership

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 707—Legal Issues in School Governance

EDU 708—Curriculum and School Improvement

EDU 714—Leadership Issues I—Theories and Strategies

EDU 715—Leadership Issues II—Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

EDU 732—Leadership Growth Paper

EDU 786—Seminar: Multicultural and Diversity Issues  
in Education

**Total:** 39 hours

**Exit Assessment:**

Presentation of Leadership Growth Paper—end of July

## Admission Information

All candidates for admission to the Ed.S. in Educational Leadership must submit a Graduate Studies in Education Application along with a non-refundable application fee (\$25) and arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from previously attended colleges or universities. In addition, a completed Certificate of Immunization will be required of all students.

If not documented on an official transcript, the student must complete coursework in instructional technology, human growth and development, and assessment or educational measurement before graduating with the Ed.S.

**Admission Criteria.** Candidates for admission to the Ed.S. in Educational Leadership must have a minimum of a Master's degree, three year's teaching experience, and demonstrated leadership potential as more specifically stated in the following admission criteria.

1. Copy of current teacher license.
2. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
3. Teacher Licensure—Teacher licensure and three years teaching experience.
4. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant's principal or supervisor; two must be completed by fellow teachers/colleagues; and one character/personal reference completed by one with insight into all components on the form.
6. Writing Sample—All candidates, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.

In addition to the criteria above, candidates for admission to the Instructional Leadership track must submit the following.

7. Instructional Leadership Application Portfolio: Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAAS/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resume.
8. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

**Conditional Admission.** Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Conditional Admission to the Curriculum and Supervision concentration or the Instructional Leadership concentration following the successful completion of the Ed.S. writing sample. After successful completion of 9-10 hours of Ed.S. coursework with a minimum GPA of 3.0, the student will be removed from conditional admission status and granted admission to the Ed.S. program.

## Candidacy for the Degree

All Ed.S. students must apply and be admitted to Degree Candidacy after completion of 9-10 semester hours of coursework with a minimum GPA of 3.0 before proceeding to complete the Ed.S. in Educational Leadership.

## Graduation Requirements

All students completing the Education Specialist in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 39 semester hours of coursework with a minimum 3.0 GPA.
2. Successful presentation of the Leadership Growth Paper.

In addition to the above criteria, students completing the Instructional Leadership licensure track must:

3. Successfully complete the required Practicum or Internship.
4. The candidate for the Ed.S. degree (Instructional Leadership track) **MUST PASS** the Praxis II SLLA test in order to complete the Ed.S./Instructional

Leadership program. The test will be taken in mid-June of the second year of the program; results should be received mid-July so that the candidate will know if he/she will complete the Instructional Leadership license. If the test is not passed, the candidate can receive the Ed.S. in Curriculum and Supervision (non-licensure).

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards must complete a set of two “bridge” doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction. See the Ed.D. program section for admission criteria and course descriptions.

## Financial Information

The following payment plans are available for students in the Ed.S. program.

1. Full payment may be made for the program of 30 semester hours. Tuition must be paid on an individual basis for courses required for completion of the program that are in addition to the required 30 semester hours.
2. Payment may be made by the semester with at least 50% due before classes begin and the balance due one month later.
3. Monthly payments may be made using the FACTS Plan, an automatic debit from your account.

**Tuition and Fees.** Tuition is \$395 per semester hour effective for cohorts beginning in February 2009 through July 2010.

Application Fee:.....\$ 25  
EDU 734/737, 738, 739—Internship/Practicum Fee (IL):  
\$200

Graduation Fee:..... \$25

**Financial Aid.** The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.S. students who need financial assistance. To qualify for a student loan, the graduate student must:

1. Be admitted to the Ed.S. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Graduate Application for Financial Assistance.

A Master Promissory Note must be on file in the Student Financial Planning Office.

## Course Descriptions: Education (EDU)

### 610 History and Philosophy of Education (3)

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

### 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.

### 702 Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

### 703 Supervision (3)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

### 706 Organizational Decision Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

### 707 Legal Issues in School Governance (3)

Areas of the law as it impacts school administrators are studied, including, but not limited to, sources of the law and the courts, the law and students and educational personnel, desegregation and its effects, school finance issues and school district liability, federal law and regulations involving special education.

**708 Curriculum and School Improvement (3)**

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

**714 Leadership Issues I: Theories and Strategies (3)**

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

**715 Leadership Issues II: Planning and Finance (3)**

Prerequisite: EDU 714

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

**723 Faith and Ethics in Educational Leadership (3)**

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

**732 Leadership Growth Paper (3)**

The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

**734 Leadership Internship (3)**

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision concentration of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a “Leadership Growth Paper” in the context of their internship work.

**737 Leadership Practicum I (1)**

Prerequisite: approval from Office of Graduate Studies in Education. The practicum for the Administration and Supervision track (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present the “Leadership Growth Paper” in the context of their practicum work. Pass/Fail.

**738 and 739 Leadership Practicum II (1) and III (1)**

Continuation of 737 using a graded format

**786 Seminar: Seminar in Multicultural and Diversity Issues in Education (3)**

A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

**Education Research (EDR)****700 Research Issues in Educational Leadership (3)**

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a “Leadership Growth Paper” utilizing action research in an educational leadership context.

# DOCTOR OF EDUCATION EDUCATIONAL LEADERSHIP

## THE COLLEGE OF EDUCATION AND HUMAN STUDIES

### Available on the Jackson and Germantown Campuses

### School of Education Mission Statement/Conceptual Framework

The mission of the School of Education is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities. The Ed.D. degree is guided by the conceptual framework of the Teacher Education Program: *a teacher-student dynamic of sensitivity, reflection, and faith*. The university's mission is "to provide Christ-centered higher education that promotes excellence and character development in service to Church and society."

### Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theory and research and for their commitment to the application of knowledge for the improvement of educational policy and practice. The Union Ed.D. is designed for active professionals who will graduate ready to assume leadership and teaching roles in Preschool-Grade Twelve schools, universities, government and business. Ed.D. graduates can positively contribute to administration, teaching, policy and curriculum formation, and research. Each doctoral degree is designed to be a blend of theory and practice, classic knowledge and current research, analysis and synthesis, macro-perspective and micro-functionality.

Union University offers the doctoral degree in educational leadership with two areas of specialization:

1. The Ed.D. in Educational Leadership with a specialization in Preschool-Grade Twelve (P-12) School Administration, and
2. The Ed.D. in Educational Leadership with a specialization in Higher Education.

The Ed.D. in Educational Leadership P-12 School Administration degree is offered on both the Jackson and Germantown campuses and has two areas of concentration, Instructional Leadership (P-12) and Curriculum and Supervision (P-12).

The Ed.D. in Educational Leadership Higher Education degree, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators, teachers, policy-makers, and researchers, with special attention to the needs of smaller independent institutions of higher education. The degree program is delivered in a combination of campus, blended online/campus, and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas.

### The Cohort Approach and Calendar

Each degree program or concentration is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. P-12 School Administration doctoral students begin their courses each February. Higher Education doctoral students begin each June. Each degree program offers courses in 3 ½ to 4-year cycles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered certainty of course delivery.

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

### Doctor of Education Admissions Process

Union University offers two specializations in its Ed.D. in Educational Leadership degree program: P-12 School Administration and Higher Education. Each degree program is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohorts for the P-12 School Administration program begin each February both on the Jackson and Germantown campuses. The cohort for the Higher Education program begins each June on the Jackson campus only. Please visit the Union website at [www.uu.edu](http://www.uu.edu) for program calendars.

**Admission Criteria.** Candidates for admission to the Ed.D. in Educational Leadership at Union University will submit the following criteria:

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of \$50. Checks should be made to Union University to the address indicated below.
- Official Transcripts: Official transcripts from ALL undergraduate and graduate schools attended. The minimum requirement for admission is an official Master's degree transcript from a regionally accredited college/university with a minimum GPA of 3.20. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University to the address indicated below.
- Test Requirements: Official test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), reflecting scores for all three sections of the GRE

(verbal, quantitative, and writing). Results must be current within the last five years. For all applicants who are not native English speakers, a TOEFL test is required and official test scores must be forwarded to Union University (Institution Code: 1826).

- Documentation of at least five years of relevant professional experience in the Education sector.
- Career Aspiration Essay: Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree and program, their leadership career aspirations, and their future professional goals.
- Recommendations: Rating forms from four persons: one from the applicant's employer (principal or supervisor for P-12 specialization); one from a previous graduate professor; and two from professional colleagues.
- Interview: Once the application has been reviewed, students may be scheduled for a personal interview.
- Leadership Role: Students are expected to have served a minimum of two years in a leadership position.
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration must provide the following additional items:
  1. Proof of teacher licensure
  2. Instructional Leadership Application Portfolio: Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAA/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resumé.
  3. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.
- Mailing Address: Applications, fees, and supplementary materials should be sent to:
 

Union University Box 1876  
Office of Graduate Studies in Education  
1050 Union University  
Jackson, TN 38305-3697

OR

Union University Germantown  
Office of Graduate Studies in Education  
2745 Hacks Cross Road  
Germantown, TN 38138

- Notification: Each student will be notified in writing of the decision regarding his/her admittance into the program.

**The Graduate Education Admission Committee Review.** The Graduate Education Admission Committee must screen all students who have completed application for admission to the Doctor of Educational Leadership program. Incomplete applications will not be presented to the committee. The committee, charged with selection of the best candidates for admission, reviews and evaluates each student's potential for admission according to a portfolio of the admission criteria.

The appointed Graduate Education Admission Committee utilizes uniform evaluation forms. After study of the student's admission portfolio, the committee recommends *full* acceptance, *provisional* acceptance, or *rejection*. A student provisionally accepted must complete designated criteria before being fully accepted to the program; however, she/he must take a maximum of 9 course credits on a provisional basis.

## Program of Study

At the time of admission, a student may petition to transfer up to 9 graduate semester hours (recent "A" or "B" work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 9 semester hours of education specialist credit from regionally accredited institutions. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student's responsibility to follow the Program of Study carefully in scheduling classes.

## Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must file a time extension petition with the Dean of the College. After successful completion of coursework, doctoral students must maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session.

## Graduation Requirements

All students completing the Doctor of Education Degree in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Submission and presentation of The Qualifying Paper (P-12 School Administration Specialization).
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

## Financial Information

Tuition for the 2009 Ed.D. cohort is \$445 per semester hour.

The following are non-refundable fees:

Application Fee:.....	\$ 50
Practicum/Internship Fee (A&S):.....	\$200
Graduation Fee:.....	\$25
Lab Fees, EDR 710, 720, 725:.....	\$15

The following payment plans are available for students in the Ed.D. program.

1. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.

2. FACTS monthly electronic draft from checking or savings.
3. **Financial Aid.** The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.D. students who need financial assistance. A Master Promissory Note must be on file in the Student Financial Planning Office. To qualify for a student loan, the graduate student must:
  1. Be accepted to the Ed.D. Degree program.
  2. Not be in default on a former loan or owe a refund on any grant.
  3. Complete the FAFSA
  4. Complete all applicable Graduate Application for Financial Assistance.

## Doctoral Processes

**The Qualifying Paper.** Required of students who specialize in P-12 School Administration, the Qualifying Paper is a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The Qualifying Paper is completed by doctoral students in EDR 707-Leadership Research Seminar during a 10-month period in the student's first year and a half of enrollment. This seminar over its three segments serves as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the three segments of the seminar is the completion of the Qualifying Paper. The Qualifying Paper must be completed, approved, and on file in the graduate program office prior to enrollment in EDR 712-Dissertation Seminar. In addition, EDR 707 prepares students for academic writing in other doctoral classes and assists students in preparation for Educational Leadership Comprehensive Examinations. Each student's dissertation chair, who is assigned during the fall segment of this seminar, augments advising for the Qualifying Paper. The seminar instructor and the student's dissertation chair constitute a Qualifying Paper Committee, with the seminar instructor having primary evaluation responsibility. Students present the Qualifying Paper to a symposium of doctoral students, faculty, and community as an exit requirement for EDR 707.

**The Comprehensive Examinations.** Upon completion of all courses prior to the dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when:

- The student has earned a minimum GPA of 3.2 in pre-dissertation coursework as specified by the Program of Study.
- A dissertation committee for the student has been approved by the Program Director.

The Comprehensive Exams serve as an integrated measure of assessment, and are directed at practical application of knowledge across the curricula. These examinations cover

issues, practice, and research in educational leadership. The written exam is prepared by program directors with specific input from professors who write the examination questions and takes place over the course of three days. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/Clarification with the student's dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

**The Dissertation.** The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry into an area of professional and intellectual interest. It is a highly individualized experience for the graduate student; thus, the topic of research may vary depending on the professional goals and area of specialization of the student and expertise of the faculty. Working with a dissertation chair early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a dissertation chair and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

**The Dissertation Committee.** Doctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually the fall of the first year of enrollment. Selection of the

dissertation chair is a critical step in the completion of the doctoral degree. Factors considered in selection are: 1) expertise in the area of proposed research, 2) availability, and 3) compatibility. The chair is an integral part of a doctoral scholarly community where students, chairs, seminar leaders, and research design and statistics instructors collaborate

to ensure quality inquiry and writing. The doctoral student also works with his or her dissertation chair to recommend, no later than the spring semester of the third year, two other graduate faculty members to serve on the dissertation committee. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as resource committee members for all dissertation committees.

## Program Descriptions

### Ed.D. in Educational Leadership Specialization: P-12 School Administration

The Ed.D. in Educational Leadership with a specialization in P-12 School Administration is a blend of theory, research, scholarly inquiry, and best practice in a context of Christian values designed to prepare instructional leaders who can articulate the central issues and solve the salient problems of contemporary education society. The primary purpose is to provide experienced educators a broad, systematic understanding of educational theory, inquiry, and practice, as well as an ability to create and apply current research to educational problems.

### Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Preschool ~ Grade Twelve (P-12) School Administration are to:

1. Focus on issues, practice, and research in the field of educational leadership.
2. Foster scholarly inquiry in areas of professional and intellectual interest.
3. Provide highly individualized experiences that meet individual career goals.
4. Foster analysis and problem solving skill and expertise.
5. Prepare leaders who effectively deal with the real issues of school policy and improvement, including best practices in teaching and learning.
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

### Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration is offered on both the Jackson and Germantown campuses. In each, doctoral courses and processes form a

scholarly community to support students in their personal transformation and in identifying and addressing critical educational issues at the local, state, national, and international levels. The degree program has two areas of concentration:

1. Instructional Leadership (IL). The IL concentration offers a license program which can earn the graduate the Tennessee Instructional Leadership License. Through this concentration, which includes a practicum or internship that is closely supervised and directly related to the student's individual needs, doctoral students can earn licensure as a principal or supervisor under national standards approved by NCATE and Interstate School Leaders Licensure Consortium (ISLLC).
2. Curriculum and Supervision (C&S). The C&S concentration is identical to the IL concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (C&S students take EDU 613 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.

### Course of Study

Both concentrations in the Ed.D. in Educational Leadership P-12 School Administration degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 9 hours permissible from regionally accredited education specialist programs. Thirty-six of the first 39 hours (EDR 707 enrolls only Ed.D. students) of Union's doctoral program are cross listed with the Union Education Specialist Degree in Educational Leadership. Ed.S. and Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral level expectations in research and reflection in all courses. Doctoral students complete a total of 60 semester hours of educational leadership courses that are designed to meet doctoral standards at the national level through NCATE and ISLLC.

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards, must complete a set of two "bridge" doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction.

## Curriculum for the Ed.D. in Educational Leadership

### Specialization: P-12 School Administration

#### Concentration: Instructional Leadership

**Prerequisites:** Human Growth and Development, Instructional Technology, Educational Assessment

**Transfer Credit by Petition:** Maximum of 9 semester hours of master's credit and 9 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

**Licensure:** The doctoral program with a concentration in Instructional Leadership (IL) leads to a recommendation for licensure as a principal or supervisor in instruction upon successful completion of the first 39 hours of the 60-hour program and satisfactory scores on the SLLA exam. The coursework is designed to meet NCATE, ISLLC, and State of Tennessee licensure standards in school leadership as it integrates doctoral level outcomes in research, practice, and analysis.

**Instructional Leadership:** The Ed.D. in Educational Leadership (P-12 School Administration) has three components: Leadership Issues, Leadership Practice, and Leadership Research.

#### Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

#### Leadership Practice (18 hours)

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 737, 738, 739—Leadership Practicum

OR

EDU 734—Leadership Internship

EDU 786—Seminar: Multicultural and Diversity Issues in Education

#### Leadership Research (27 hours)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 712—Dissertation Seminar

EDR 710—Intermediate Statistics

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790—Dissertation (9)

#### Exit Assessments

Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Practicum or Internship
- The Qualifying Paper
- The School Leader's Licensure Assessment (SLLA exam required for licensure)
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

## Curriculum for the Ed.D. in Educational Leadership

### Specialization: P-12 School Administration

#### Concentration: Curriculum and Supervision

**Prerequisites:** Human Growth and Development, Instructional Technology, Educational Assessment

**Transfer Credit by Petition:** Maximum of 9 semester hours of master's credit and 9 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

**Curriculum and Supervision:** The coursework for this concentration is based on the same NCATE and ISLLC standards as the IL coursework (without practicum or internship requirements) and integrates doctoral level outcomes in research, practice, and analysis in school leadership. This non-licensure track has three components: *Leadership Issues*, *Leadership Practice*, and *Leadership Research*.

#### Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

#### Leadership Practice (18 hours)

EDU 613—Brain-Based Learning

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 786—Seminar: Multicultural and Diversity Issues in Education

#### Leadership Research (27 hours)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 710—Intermediate Statistics

EDR 712—Dissertation Seminar

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790—Dissertation (9)

#### Exit Assessments

Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Qualifying Paper
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

## Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Educational Leadership with a specialization in Higher Education is the second area of specialization, along with P-12 School Administration, to be offered by Union University's School of Education. The doctorate in Higher Education, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators and teachers, with special attention to the needs of smaller independent institutions of higher education. It prepares graduates to assume leadership positions in the fields of education, especially higher education, as well as government, business, and research. The degree program is delivered in a combination of campus, blended on-line/campus, and fully online courses to ensure service to a national community. The primary purpose of the Ed.D. in Educational Leadership with a specialization in Higher Education is to provide experienced educators a broad and systematic understanding of educational theory, inquiry, and practice, and an ability to create and apply current research to educational problems.

### Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Higher Education are to:

1. Focus on issues, practice and research in the field of higher education;
2. Foster scholarly inquiry in areas of professional and intellectual interest;

3. Provide highly individualized experiences that meet individual career goals;
4. Foster analysis and problem solving skills and expertise;
5. Prepare leaders who effectively deal with the challenges facing higher education; including best practices in teaching and learning;
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi.

### Course of Study

The Ed.D. in Educational Leadership Higher Education degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours from regionally accredited graduate programs applied in transfer by petition and upon approval of the Ed.D. Program Director. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of campus, blended online/campus, and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas. For a schedule of courses in the Higher Education specialization, please visit the Union University website at [www.uu.edu](http://www.uu.edu).

## Curriculum for the Ed.D. in Educational Leadership

### Specialization: Higher Education

The Doctor of Education curriculum for the specialization in Higher Education has three components: Leadership Issues, Leadership Practice, and Leadership Research. The Higher Education Program courses for each component are categorized below:

#### Leadership Issues (15 hours)

EDU 701—Leadership, Organizations and Change  
EDU 710—History and Philosophy of Higher Education  
EDU 723—Faith and Ethics in Educational Leadership  
EDU 728—Strategic Planning and Marketing for Higher Education  
EDU 745—Higher Education Policy and Assessment

#### Leadership Practice (15 hours)

EDU 702—Engaged Learning  
EDU 705—The American College Student  
EDU 720—Curriculum Design and Evaluation in Higher Education  
EDU 730—Service-Learning in Higher Education

EDU 740—Leadership Internship  
OR EDU 750—Proseminar  
OR EDU 788—Special Studies

#### Leadership Research (30 hours)

EDR 700—Research Issues in Educational Leadership  
EDR 710—Intermediate Statistics  
EDR 720—Research Methods and Design  
EDR 725—Advanced Statistics and Design  
EDR 750—Proseminar: Leadership Seminar  
EDR 750—Proseminar: Dissertation Seminar  
EDR 790—Dissertation (12)

#### Exit Assessments

##### Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

## Course Descriptions

### Education (EDU)

#### 610 History and Philosophy of Education (3)

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

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

A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

#### 701 Leadership, Organizations and Change (3)

A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

#### 702 Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

#### 703 Supervision (3)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

#### 705 The American College Student (3)

The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practice will be considered and analyzed.

#### 706 Organizational Decision Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

#### 707 Legal Issues in School Governance (3)

Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegregation and its effects; school finance issues and school district liability; federal law; and regulations involving special education.

#### 708 Curriculum and School Improvement (3)

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

#### 709 Legal Issues in Higher Education (3)

Legal processes as well as legal rights, responsibilities, duties and liabilities of faculty, administrators and students within the context of higher education. Included will be studies from constitutional, statutory and case law.

#### 710 History and Philosophy of Higher Education (3)

An examination of the historical and philosophical system of education in the United States considering issues to include: American system of education, survey of theories of education, and factors and forces changing American education philosophies.

#### 711 Leadership Seminar: Politics, Policy, and Instruction (3)

This seminar is offered to Union Ed.S. students only as one of the two bridge courses for admission to the Ed.D. in Educational Leadership—Specialization in P-12 Administration. This course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

#### 714 Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

#### 715 Leadership Issues II: Planning and Finance (3)

Prerequisite: EDU 714

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

#### 719 Comparative Higher Education (3)

A comparative study of selected delivery systems, theoretical constructs, cultural influences and implications, governmental involvement as well as educational outcome expectations.

#### 720 Curriculum Design and Evaluation in Higher Education (3)

Curriculum planning, design, implementation and evaluation by examination of purpose, content and context of college curriculum with emphasis on the best practices for design and evaluation.

**723 Faith and Ethics in Educational Leadership (3)**

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

**728 Strategic Planning and Marketing for Higher Education (3)**

The role of strategic planning and marketing in higher education utilizing case studies methods and applications. The student will develop strategic plans for utilizing integrated marketing approaches for higher education.

**730 Service-Learning in Higher Education (3)**

A comprehensive examination of service-learning as a philosophy of education, pedagogy and program type. Successful models of service-learning programs will be analyzed and students will explore the benefits and challenges of this form of engaged learning. To include the design of a service-learning program.

**732 Leadership Growth Paper (3)**

The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

**734 Leadership Internship (3)**

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Administration and Supervision program develop and present a “Leadership Growth Paper” in the context of their internship work.

**737 Leadership Practicum I (1)**

Prerequisite: approval from Office of Graduate Studies in Education.

The practicum for the Administration and Supervision concentration (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Administration and Supervision concentration develop and present a “Leadership Growth Paper” in the context of their practicum work. Pass/Fail.

**738 and 739 Leadership Practicum II (1) and III (1)**

Continuation of 737 using a graded format.

**740 Leadership Internship in Higher Education (3)**

The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an “Executive Summary” that reflects the context of their internship experience.

**745 Higher Education Policy and Assessment (3)**

Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

**750 Proseminar in Higher Education**

This Series introduces the student to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, research, and theory.

**786 Seminar: Multicultural and Diversity Issues in Education (3)**

A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

**788 Special Studies (1-3)**

A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

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**Education Research (EDR)****700 Research Issues in Educational Leadership (3)**

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a “Problems Paper” utilizing action research in an educational leadership context.

**707 Leadership Research Seminar (1, 3)**

Prerequisite: EDR 700

This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating

research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the 3rd segment of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

#### **710 Intermediate Statistics (3)**

Prerequisite: EDR 700.

This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

#### **712 Dissertation Research Seminar (1, 3)**

Prerequisite: EDR 707

This course is offered in seminar format in 3 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 720 and 725. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. Repeated for a maximum of 3 hours credit. The first enrollments are graded IP (In Progress) if work is satisfactory or F if not. The final satisfactory enrollment will award 3 graded hours that repeat the IP from the previous enrollments such that the student earns a total of 3 hours when fully successful.

#### **720 Research Methods and Design (3)**

Prerequisite: EDR 710.

This course is designed to provide the student an opportunity to explore the issues, procedures, and problems associated with methods and design of qualitative and experimental models. Students are required to begin the dissertation prospectus process during this course.

#### **725 Advanced Statistics and Design (3)**

Prerequisite: EDR 720.

This course is designed to address multivariate statistical analysis and advanced design analysis in educational research. Specific attention is given to individual student research and the completion of the dissertation proposal.

#### **750 Proseminar in Higher Education (3)**

The Series introduces students to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, theory and research.

#### **751 Dissertation Research (3)**

Prerequisite: EDR 750

This course advances the student's development as researcher and scholar through the assessment of researchable questions in higher education resulting in a Dissertation Proposal.

#### **790 Dissertation (2-4)**

Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination.

The doctoral dissertation is the culminating experience of the Doctor of Education degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and produce a quality report of the findings involving a written and oral defense of the research. Students will register for a total of 6-12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student's Dissertation Chair must be on file in the Dean's Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.