

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
- Doctor of Education

Available at the Germantown Campus

- Master of Urban Education

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.*

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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 SCHOOL OF EDUCATION

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 be fully admitted 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 be fully admitted to the Master of Arts in Education Degree Program.

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
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

* 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.....	\$395/semester hour
Non-degree-seeking post-baccalaureate students.....	
.....	\$395/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	
Portfolio Fee (when applicable)	\$150
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 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 preschool, 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. 2010-2011

Dates may vary slightly. Separate course schedules for each program are available. Please see also the 2010-2011 Academic Calendar for non-cohort Programs. See <http://www.uu.edu/academics/graduate/maed/> for additional information.

Fall Semester 2010

Session I*

August 5M.A.Ed. Registration Deadline for Fall 2010
August 21M.A.Ed. Classes Begin
September 20Deadline for Returning
.....Applications for Graduation (December)

Session II

October 18M.A.Ed. Classes Begin
December 1
.....M.A.Ed. Registration Deadline for Winter 2011
December 11 Fall Commencement

Winter Semester 2011*

January 3M.A.Ed. Classes Begin

Spring Semester 2011

Session I*

January 31M.A.Ed. Classes Begin
February 20.....Deadline for Returning
.....Application for May Graduation

Session II

March 28M.A.Ed. Classes Begin
May 4
.....M.A.Ed. Registration Deadline for Summer 2011
May 21Spring Commencement

Summer Semester 2011

May 4Deadline for Returning Application for
..... Summer Graduation
July 30Summer 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. Graded Pass/Fail.

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.

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.

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.

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.

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 (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.

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.

MASTER OF URBAN EDUCATION

THE SCHOOL OF EDUCATION

Available at the Germantown Campus, Memphis Residency Center

Program Purpose

The purpose of the Master of Urban Education (M.U.Ed.) is to provide relevant preparation for urban educators seeking a diversity of knowledge, skills, and dispositions for post-baccalaureate student and initial Tennessee teacher licensure. Specifically, the M.U.Ed. curriculum is designed to prepare and support outstanding teachers called to transform the lives of urban students. The university's Core Values of Christ-Centered, Excellence-Driven, People-Focused, and Future Directed are integrated through rigorous coursework, clinical experience, service-learning, modeling from mentor teachers, and committed university coaches to educate the whole urban student. Through this comprehensive residency program, the university will explore and implement a curriculum with the latest urban research, pedagogy, and technology to prepare outstanding teachers for the urban schools.

Objectives of the Program

Students in the Master of Urban Education will:

1. Enhance their knowledge, skills, and dispositions relating to the major issues facing today's practitioners in urban education.
2. Apply research skills to current urban education problems.
3. Experience a residency-immersion teacher preparation experience
4. Be prepared as individuals in knowledge and pedagogy to become licensed teachers.
5. Be encouraged in their Christian Commitment and service to society.

6. Have developed the knowledge and competence to meet the goals of Union University's NCATE accredited Teacher Education Program (see Teacher Licensure section of the Catalogue). Such goals include learning theory applications, diversity of learning needs, academic competence in the licensure area as well as a broad-based liberal arts education, technology and pedagogical skills, assessment skills, and social-motivational skills.

Assessment of Outcomes

The M.U.Ed. utilizes the following means of assessment for the seven outcomes listed above. The number of each outcome is listed in parentheses beside each means of assessment:

- Coursework and teach-devised assessments (1-6)
- Course evaluations (1,2,5,6)
- Synthesis work in Capstone Seminar and Internship Seminar (1-6)
- Clinical experience including internship (1-6)
- Teacher Education Portfolio that includes key assessments of lesson and unit planning as well as teacher work samples that address Tennessee Professional Education Standards (1,2,3,4,6)
- Satisfactory score on Praxis II Specialty Area (1,4,6)
- Program questionnaire which is designed to relate to program outcomes as completed by graduates (1-6)

The Cohort Approach and Calendar

The M.U.Ed. is a selective, cohort-delivered program that integrates graduate work with preparation for teaching in an urban setting as part of an intensive on-years residency program. The cohort begins the year of study with Summer and culminates with Summer graduation the following year.

Admission Information

The M.U.Ed. is a highly selective program that attempts to utilize academic criteria to enable admission of the best candidates as Residents. Applicants desiring to enter this program should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Official transcript(s) showing all coursework, completion of the baccalaureate degree(s), all graduate credit previously attempted from

- regionally accredited institutions, and cumulative GPA of at least 2.75. Those falling below this minimum can opt for Conditional Admission status by successfully completing a Writing Sample.
3. Completed "Certificate of Immunization."
4. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
5. Application to the Teacher Education Program.

The Master of Urban Education degree program shares a commitment to the Union University Core Values of “Christ-Centered, Excellence-Driven, People-Focused, and Future-Directed,” to the Conceptual Framework of Union’s Teacher Education Program: “a teacher-student dynamic of sensitivity, reflection, and faith,” and to candidate dispositions with the Memphis Teacher program. To be selected and admitted, candidates are screened and interviewed on “Selection Weekends” through a series of case studies, role playing, discussion, and reflective activities conducted by the university and school practitioners.

In this competitively selective program, candidates must display a commitment to:

- Personal Responsibility and Ownership
- Service
- High Expectations
- Effective Communication
- Life-long Learning
- Cultural Competence (including Informed Empathy)
- Integrity and Humility
- Relationships, Collaboration, and Motivation
- Strategic Thinking
- Diligence

Graduation Requirements

For graduation from the M.U.Ed. degree program, the student will:

1. Successfully complete the thirty semester hours required of the program as defined for either the Secondary Concentration or the Elementary Concentration.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Resident Internships as well as the Capstone Seminar.

Curriculum Calendar for M.U.Ed./ Secondary Concentration (Licensure Grades 7-12)

Summer (June –July)

EDU 618 Cultural Foundations of Education (3)
 EDU 504 Technology in the Classroom (2)
 EDU 565 Twenty-First Century Classroom Leadership (3)
 EDU 614 Learning Theories and Styles (3)
 EDU 535 Portfolio Submission (non-credit/Pass-Fail)
 EDU 570 Summer School Clinicals (non-credit/Pass-Fail)

Fall (August –December)

EDU 626 Reading in the Content Area (3)
 EDU 530 Secondary School Methods (3)
 EDU 642 Intensive Studies in the Content Area (2)
 EDU 667 Resident Internship in the Secondary School (3)

Spring (January – May)

SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)
 EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
 EDU 667 Resident Internship in the Secondary School (3)

Curriculum Calendar for M.U.Ed./ Elementary Concentration (Licensure Grades K-6)

Summer (June –July)

EDU 618 Cultural Foundations of Education (3)
 EDU 504 Technology in the Classroom (2)
 EDU 629 Current Research in Early Childhood Education (3)
 EDU 565 Twenty-First Century Classroom Leadership (3)
 EDU 535 Portfolio Submission (non-credit/Pass-Fail)
 EDU 570 Summer School Clinicals (non-credit/Pass-Fail)

Fall (August—December)

EDU 631 Teaching Reading and Language Arts in Elementary School (3)
 EDU 632 Teaching Social Studies and Science in Elementary School (3)
 EDU 635 Teaching Mathematics in Elementary School (2)
 EDU 668 Resident Internship in the Elementary School (3)

Spring (January—May)

SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)
 EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
 EDU 668 Resident Internship in the Elementary School (3)

Course Descriptions: 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.

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.

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.

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.

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.

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.

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

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.

565. Twenty-first Century Classroom Leadership (3)

Teachers as leaders of learning and change based on the premise that the best management program is a strong instructional program. Topics include research-based applications to set up classroom conditions where high level engagement and learning can occur. The importance of interpersonal relationships, classroom organization, instruction, teachers as leaders, and problem solving will be emphasized as students are guided into developing a model for managing classrooms informed by Christian values and ethics.

570. Summer School Clinicals (0)

Residents are placed with Mentors in an urban classroom for two weeks to observe various aspects of the learning environment and to assist in daily routines and duties of teachers. The clinical allow the Resident to begin to apply theories and concepts learned in coursework to the classroom setting. Graded Pass/Fail.

631. Teaching Reading and Language Arts in Elementary School (3)

Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting. This course is concerned with contemporary issues and trends in the teaching of reading and language arts using children's literature, including the areas of reading, writing, speaking, listening, and thinking as well as the relationship of language arts skills to the whole school curriculum.

632. Teaching Social Studies and Science in Elementary School (3)

Design and implementation of instruction in the elementary school (K-8) science and social studies with attention to integration of technology and other current issues, problems, and practices in the field. The latter will include inquiry, group dynamics, communication, collaboration with parents and other professionals, inclusion, national standards, diversity, and faith and ethics.

635. Teaching Mathematics in Elementary School (2)

The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematic concepts. An emphasis on the discover of mathematics and a laboratory approach will be maintained throughout the course.

642. Intensive Studies in the Content Area (2)

Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combining best practices in teaching urban students with an emphasis on standards-based subject matter. Education professors will collaborate with the Mentor teachers from the schools to ensure a more intensive study of the Resident's content area.

667. Resident Internship in the Secondary School (3+3)

Resident fulfills role of lead teacher in collaboration with their Mentor for a full school year in a secondary school setting, 4 days a week, with weekly internship seminar on Fridays. Coaches from faculty observe Residents in a variety of settings and with Mentors form triarchic assessment/collaborative model. Enrollment 2 semesters for 3 hours each. Graded Pass/Fail.

668. Resident Internship in the Elementary School (3 + 3)

Resident fulfills role of lead teacher in collaboration with their Mentor for a full school year in a secondary school setting, 4 days a week, with weekly internship seminar on Fridays. Coaches from faculty observe Residents in a variety of settings and with Mentors form triarchic assessment/collaborative model. Enrollment 2 semesters for 3 hours each. Graded Pass/Fail.

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).

Candidate Outcomes

1. Content Knowledge: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought.
2. Knowledge of Learners: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.
3. Pedagogy & Instruction: Candidates demonstrate 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. Assessment, Reflection, Response: Candidates use appropriate assessment strategies to evaluate learning in the classroom and reflect on instruction, assessment, and evaluation to improve teaching and learning.
5. Management of the Learning Environment: Candidates create a learning environment of self-motivation and engagement while modeling Christian character dispositions among students, colleagues, parents and community.
6. Personal Professional Growth & Development: Candidates demonstrate awareness that teachers need further study and continuing professional growth to remain effective.

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, PreK-12
- 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 Content Knowledge 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 dispositional evaluations completed by the student and the professors of the student's first two 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 at www.uu.edu/programs/tep. Other requirements for student teaching are as follows:

1. Minimum scores on all applicable portions of the Praxis II 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 only repeat courses to raise the GPA. 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*.

A portfolio fee of \$150 will be charged to the student's account when applicable.

MASTER OF EDUCATION

THE SCHOOL OF EDUCATION

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://www.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 2010.

The following are Non-Refundable Fees:

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

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.

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

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 SCHOOL OF EDUCATION

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 semester. The Practicum runs through June of the second summer of the program. 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 students complete their Practicum 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://www.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

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 June

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. 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.

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 2010. Tuition will be \$420 for cohorts beginning February 2011.

IL Portfolio Fee (when applicable):..... \$150
Application Fee: \$ 25
EDU 737, 738, 739—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 IN EDUCATIONAL LEADERSHIP

THE SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville 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, Germantown, and Hendersonville 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 on the Jackson, Germantown, and Hendersonville 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 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. 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

OR

Union University Hendersonville
106 Bluegrass Commons Blvd.
Hendersonville, TN 37075

- 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 2010 Ed.D. cohort is \$470 per semester hour.

The following are non-refundable fees:

Application Fee:	\$ 50
Practicum/IL:	\$200
Graduation Fee:	\$25
Lab Fees, EDR 710, 720, 725:.....	\$15
IL Portfolio Fee (when applicable).....	\$150

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 forms 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 the Jackson, Germantown, and Hendersonville 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.

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.

712. Pre-Candidacy Resources (0)

Non-credit, non-graded course for graduate students to allow access to university resources while they are not actively completing coursework. Upon receiving special permission from the Dean's office, doctoral students have access to the library, applicable tools and software.

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.

751. Dissertation Proposal Development (3)

Prereq: successful completion of all EdD coursework and Comprehensive Exams.

Doctoral-level course offers an opportunity, within one semester, to extend the time needed by EdD students to develop the dissertation proposal. Special permission for this course should be requested through the Dean’s office.

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.

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. Research 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 and approval of the Dissertation Proposal.

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.

SCHOOL OF SOCIAL WORK

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Degrees Offered

Available on the Jackson Campus

- Master of Social Work

Master of Social Work Mission Statement

The mission of the graduate program is to prepare competent and effective professionals for leadership in advanced generalist practice. In a context of Christian higher education, the program fosters compassionate service, promotes social and economic justice, and equips students for excellence in social work practice.

Program Outcomes

The goals of the Master of Social Work Program are:

1. To equip students with knowledge, values, and skills for excellence in social work practice within the context of Christian higher education;
2. To foster compassionate service and promote social and economic justice;
3. To prepare social workers to be leaders in communities at state, national, and international levels;
4. To increase the availability of competent master-level prepared social work professional leadership in the surrounding region.
5. To prepare students to pursue advanced scholarship in post-M.S.W. education.

MASTER OF SOCIAL WORK

THE SCHOOL OF SOCIAL WORK

Program Delivery

The MSW Program accepts students as full-time or part-time students to begin in fall or spring semesters. Students entering with a degree other than the BSW must complete 60 credit hours in two, three, or four years to complete the program. Qualified applicants with the BSW may be eligible for the Advanced Standing program, which requires 33 hours to complete the MSW in one year full-time or two years part-time. Qualifications include graduation with the BSW from a CSWE-accredited program, a GPA of at least 3.0, and writing samples, field evaluation and references that meet the standards of the MSW Admissions Committee. (More information appears below.) This degree is not offered in a totally online format; however, depending on the content, both classroom and online options appear throughout the academic year.

<http://www.uu.edu/academics/graduate/msw/>

Accreditation

The M.S.W. program is a candidate for accreditation by the Council on Social Work Education (CSWE).

Graduate Program Admission Requirements

Admission to the program will be based on competitive selection from the pool of applicants who meet the following admission requirements:

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Official transcript(s) from all undergraduate and graduate coursework attempted
3. Three letters of professional/academic reference specifying the applicant's capabilities for graduate study.
4. Completed application, including writing sample and personal statement, with application fee of \$25.00
5. Cumulative GPA of at least 2.65 for the baccalaureate degree.
6. A completed immunization form.
7. An interview with the Social Work Admissions Committee may be requested.
8. The following personal qualities: Self-awareness, empathy, objectivity, appreciation of diversity, professional commitment, critical thinking ability, effective oral and written communication skills, and the ability to advocate for and empathize for and with others.
9. A signed statement indicating that he/she has read and will follow the Code of Ethics of the National Association of Social Workers.

Program Options:

Full-time Program (Two years):

Students will complete 30 credit hours per year, 15 credit hours each fall and spring semester. In addition each student will complete 350 clock hours of field practicum in the first year and 550 clock hours of field practicum in the second year.

Part-time Program (Three years):

The part-time program requires year-round attendance. Fall, spring, and summer terms of 14 weeks each meet for three years. Each student will complete 21 credit hours both in the first and second years and 18 credit hours in the third year.

Part-time Program (Four years):

This option has classes in the fall and spring terms only. The student completes 6 credit hours each term in the first and third years and 9 credit hours each term in the second and fourth years. The second and fourth years include the field practicum experiences.

Advanced Standing Program:

A student with a B.S.W. degree from a CSWE-accredited undergraduate program may apply for admission to the Advanced Standing Program. Requirements for admission to Advanced Standing include:

1. A minimum GPA of 3.0 in the undergraduate program.
2. References from faculty/field supervisors in the undergraduate program that suggest readiness for advanced graduate work.
3. At least a grade of "B" in the Advanced Standing Bridge Course (SW 599) offered in the summer term prior to taking required classes.
4. All other regular requirements for admission to the M.S.W. program.

Progression in the program:

1. After being approved for admission to the MSW program, the student will enroll in the courses according to the prescribed sequence.
2. A cumulative GPA of 3.0 on a 4.0 scale must be maintained, with no grade less than a B in any practice or field seminar course. Students are required to repeat

a course in which they earn lower than a C. Elective courses with a grade lower than a B need not be repeated, but no credit will be given toward graduation. Students earning less than a B in field practicum will be referred to the Committee on Student Academic and Professional Evaluation (CSAPE), a faculty committee, for action, which may include termination from the program. Students whose cumulative GPA falls below 3.0 will be referred to CSAPE who will act in accordance with the policies that are identified in the MSW Student Handbook. One option is to place a student on academic probation status. Students who are on academic probation for two consecutive terms will be suspended from the program. At least one term (not including summer unless specifically stipulated otherwise in the suspension decision) must elapse before reapplying.

3. Continuation in the MSW program is contingent upon compliance with ethical and professional standards of conduct stipulated by the Code of Ethics of the National Association of Social Workers. Reasons for dismissal can include inadequate interpersonal skills and an inability to conform to the Core Performance Standards of the School of Social Work.
4. Successful completion of the required coursework, 900 clock hours in an approved social service agency, and attendance in field seminar class concurrent with each social work field practicum are required for graduation, along with a GPA of 3.0 or better. All field practica must be passed with a grade of B or better.
5. Graduation requirements follow the guidelines of Union University.

Provisional Admission

Applicants who do not meet the regular admission requirements for the MSW program may be admitted provisionally at the discretion of the MSW Admissions Committee. Provisional admission will require contractual agreement between the applicant and the Admissions Committee to specify the conditions that must be met to matriculate into the MSW program without the designation of provisional status.

Transfer of Credit

Graduate credit for courses earned at a regionally accredited university and in a CSWE-accredited MSW program may be transferred to Union University if the courses are essentially the same as those required in the MSW program. Evidence of similarity may be requested by presenting course descriptions or a syllabus from the institution where the course was taken. Such transfer credit will not be allowed for courses used to satisfy another degree at another institution. The maximum number of semester hours that may be transferred to Union University and applied to the MSW degree is nine hours, unless extenuating circumstances are presented such as to require special faculty approval otherwise.

No course with a grade less than B may be transferred. Courses taken more than five years before beginning the MSW program will be considered on an individual basis.

Financial Information

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

Tuition: \$415/semester hour for the 2010-2011 MSW program.

Non-degree seeking post-baccalaureate students:

.....	\$415/semester hour
Application Fee (non-refundable, one time only):	\$25
Course Drop Fee:	\$10
Graduation Fee:	\$25
Insurance fee (per year) if student does not have private insurance:	\$25
Field Instruction Fee:\$ 70 per Field Seminar enrollment
Cap and Gown Purchase:	approx. \$40-50
Criminal Background check:	\$70

There are two methods for the payment of expenses.

1. Full payment for a term (winter, fall, spring, summer, or other non-regular term) is due prior to or on the day of registration for classes.
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 the total cost for the term and the financial aid allocation is the amount payable by the student to the university.

Any combination of the following payment is available.

1. Check, cash, or credit card (MasterCard, Discover, American Express)- a 2 ½ % service charge will be applied when payment is by credit card.
2. Federal Stafford loan
3. Employer reimbursement
4. FACTS (an electronic monthly draft from a savings or checking account)

Financial Assistance

Federal Stafford Loans

Students enrolled in the Master of Social Work program for a minimum of six hours per semester, fall or spring, may apply for the Federal Stafford Loan. The Stafford loan application process will require that you:

1. Complete and forward the FAFSA (Free Application for Federal Student Aid) to the federal government with Union University's code of 003528.
2. Complete a Union Financial Aid Application and forward to the Union University Student Financial Planning Office.

- For more information, contact the Student Financial Planning Office at 731-661-5015 or go to www.uu.edu/financialaid.

If a Federal Stafford Loan is not approved and available at the time of registration, the student must assume the cost by paying in full by check, cash, credit card, or FACTS.

Veterans

Union University is approved to offer educational benefits to veterans, reservists, and dependents who qualify for veterans benefits. Any person who qualifies for the above should check with the Student Financial Planning Office as soon as possible upon registration.

Employer Tuition Reimbursement

- Students are responsible for providing information to the university regarding their employer's policies for tuition reimbursement.
- If an employer reimburses a student directly, the student must pay the university in full at the time of registration.
- If an employer provides partial reimbursement directly to the university, the student must pay his/her portion of tuition at the time of registration.
- The university will provide required information to an employer when requested by the student.

Estimated Costs during the M.S.W. Program- Full-time Program

Semester 1—Fall

Tuition	\$6255 (\$415 per credit hour)
Textbooks	\$600 approximately
Field Practicum fee:	\$70
Insurance Fee:	\$25
Background Check:	\$70

Semester 2—Spring

Tuition	\$6255
Textbooks	\$600
Field Practicum fee:	\$50

Semester 3—Fall

Tuition	\$6255 (estimated \$415 per credit hour)
Textbooks	\$600
Field Practicum fee:	\$70
Insurance fee:	\$25

Semester 4—Spring

Tuition	\$6255
Textbooks	\$600
Field Practicum fee:	\$70

These are approximate costs only and are subject to change.

Acceptance Deposits

A non-refundable tuition deposit of \$100 is required to reserve a place in the MSW program after an applicant is accepted.

Graduation Requirements

- Completion of all course work.
- A minimum grade point average of 3.0 for the required course of study.
- An application for graduation to be submitted to the Graduate Social Work Office. Application deadlines are March 1 for May graduation, October 1 for December graduation, and May 1 for August graduation.
- Full payment of the student's account in the Business Office
- Discharge of all other obligations (fines, fees, etc.) to the University.

Student Organizations

M.S.W. Student Organization

A professional organization is open to all M.S.W. students to assist in developing professional social work identity by regular meetings, educational events, and opportunities for students to lead in service to various social service agencies and the community.

Phi Alpha Honor Society

National Honor Society for Social Work Students, Eta Phi Chapter, fosters high standards of education for social work students and invites into membership those who have attained excellence in scholarship and achievement. Students with a GPA of at least a 3.8 are considered for membership. Other criteria for membership include experience in field practicum and leadership in the social work program. Students become eligible for membership after completion of 15 hours in the curriculum.

Program Calendar 2010-2011

Classes meet on Monday and Thursday evenings for full-time students. Part-time students have classes only on Monday nights. Classes may include both in-class and on-line instruction. Electives may be held any night of the week or on Saturday or be totally online.

See <http://www.uu.edu/academics/graduate/> for additional information.

Course Descriptions: Social Work (SW)

500. Human Behavior and the Social Environment I: Theoretical Foundations (3)

A foundational course providing a framework for creating, organizing, and understanding theory, research, and practice issues of human behavior and the social environment.

501. Human Behavior and the Social Environment II: Assessment through the Lifespan (3)

Prerequisite: SW 500.

This course uses a person-in-environment theoretical framework to provide the knowledge, values, and skills necessary for understanding human behavior as a function of biological, psychological, social, spiritual, and cultural systems across the lifespan.

510. Social Welfare and Social Justice (3)

An introductory background to the history, policy, programs, practice, and values of the social work profession.

520. Practice I: Communities and Organizations (3)

An examination of practice theory and methods with communities and organizations, including community organization and development, organizational theory and behavior, and advocacy.

521. Foundations for Research (3)

The conceptual foundations and methods of evidence-based research. Qualitative and quantitative research will be explored, as well as beginning practice research.

530. Practice II: Individuals and Families (3)

An examination of practice theories and methods for work with individuals and families. The course will emphasize client engagement, assessment, cultural competence, and problem-solving.

535. Policy Analysis and Advocacy (3)

Social policy focusing on major social welfare issues to equip students to analyze and evaluate policy and to develop knowledge and skills for advocacy.

540. Social Work with Groups (3)

An introduction to group theory, group development and methods of practice, various types of groups, and ethical issues that arise in work with groups.

590 and 591. Field Seminar I and II (3 each)

Students participate in Field Seminar when placed in a field practicum. Field Seminars I and II are designed to assist the student with processing the graduate level foundation year field experiences and in applying classroom learning to practice.

599. Advanced Standing Bridge Course (3)

A concentrated, rigorous seminar-styled course designed to prepare the Advanced Standing student for the concentration year of the M.S.W. curriculum. It links the student's undergraduate BSW education and practice experience in preparation for the final year of the M.S.W..

605. Psychopathology: Assessment, Diagnostics, and Treatment (3)

Preparation for clinical social work practice by establishing the knowledge and skills for assessment, diagnostics, and treatment in mental health and mental disorders.

623. Theory and Ethics for Advanced Practice (3)

The capstone course for the Masters in Social Work degree addressing the integration of professional knowledge, values, and skills under a rubric of theoretical and ethical practice.

631. Practice and Program Evaluation (3)

Advanced graduate level research course designed to offer the student an opportunity to demonstrate advanced theoretical and practical approaches to program planning, development, grant writing, evaluation, and monitoring.

650. Advanced Practice with Individuals and Families (3)

An advanced course in social work practice with individuals and families focusing on evidence-based and culturally competent practice. Various theories and methods for work with individuals and families will be explored in depth with an aim toward equipping the advanced practitioner for skilled practice.

660. Advanced Practice in Community Development and Administration (3)

This advanced course in administrative and community practice focuses on leadership skills for use in advanced generalist practice. Planned change processes, program development and administration, teamwork, consensus organizing, grant writing and program management expertise are contexts for social work leadership.

690, 691. Field Seminar III and IV (3 each)

Students participate in the advanced field seminars during the graduate level concentration year field practicum. Field seminar III and IV are designed to assist the student with processing the advanced year field experiences and in applying classroom learning to practice.

Social Work Electives—Master Class Series

The School of Social Work offers a selection of elective classes each year. Nine hours of elective credit are required for the M.S.W. These elective classes give students an opportunity to specialize in particular fields of social work practice or to explore in depth social problems. The Master Class Series will also be available as continuing education credit for practitioners in the community. They will be 1, 2, or 3 credit hour courses dependent upon student need and academic requirements. The course syllabus will provide the details regarding variable credit course requirements.

610. Social Work Practice with HIV-Positive Affected Groups (1-3)

Acquaints the student with the emotional, physical, economic, and sociopolitical aspects of the HIV Spectrum disease and its impact on African-American women. Issues of race, class, gender, and age will be a vital part of the course. This course may be repeated for additional credit on different topics.

611. Supervision in Social Work Practice (1-3)

This elective course encompasses the work of accountability and continued training of professional social workers within and across a variety of social work practice contexts. This course may be repeated for additional credit in differing areas of practice.

612. Crisis Intervention (1-3)

Designed to equip students to rapidly assess and intervene in crisis situations and maximize safety and stability for those involved, this course will explore models of crisis development and empirically-based crisis interventions. This course may be repeated for additional credit on different topics.

Other Variable Credit and Variable Content Courses**579, 679. External Domestic Study Programs (1-4)**

All courses and application to the program must be defined prior to travel.

580, 680. Study Abroad Programs (1-4)

All courses and application to the program must be defined prior to travel.

585, 586, 587. Special Studies in Social Work (1-6)

Group studies which do not appear in the School course offerings. Content will be determined by need.

655. Independent Study in Social Work (1-3)

Individual research and study under the guidance of a social work professor.