SCHOOL OF EDUCATION
COLLEGE OF EDUCATION

Degrees Offered
Available on the Jackson, Germantown, and Hendersonville Campuses

• Master of Arts in Education
• Master of Education
• Education Specialist
• Doctor of Education

Available at the Germantown Campus/MTR

• Master of Urban Education

Available fully online

• Master of Education (Teaching & Learning only)
• Education Specialist (Leadership in School Reform only)
• Doctor of Education (Leadership in School Reform only)

School of Education Mission Statement

We prepare teachers and leaders to transform students’ lives. Teachers must be scholars, practitioners, and relaters in synergy. Our educators will be prepared not to separate these roles, but to synergize all three as they transform lives through education.

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 master’s level (M.Ed.), the specialist level (Ed.S.), or at the doctoral level (Ed.D.).
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:
2. Application processing fee of $25.
3. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
4. Director interview.
5. 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.
6. Writing sample scheduled by the Office of Graduate Studies in Education.
7. 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. 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.
3. Any student seeking initial teacher licensure must submit a Praxis II score in their intended endorsement area before beginning coursework. A Praxis Tutorial will be offered to those students who have not already passed the test.

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. 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.

Conditional admission is not available for applicants to the M.A.Ed. Intensive Option.

Advisement

The Dean of the College of Education 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 School of Education. The student will consult with the advisor prior to each registration to plan courses.

Requirements for the Master of Arts in Education Degree

Three options are available for completion of the M.A.Ed. Degree, a thesis option requiring a minimum of 33 semester hours of graduate credit, a non-thesis option requiring a minimum of 39 semester hours of graduate credit, and an intensive one-year option for secondary teacher licensure requiring 33 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, Germantown, and Hendersonville campuses. The M.A.Ed. with teacher licensure is available on the Jackson Campus in all endorsement areas offered by Union University (see The Educator Preparation Program). The M.A.Ed. with teacher licensure on the Germantown and Hendersonville campuses is restricted to applicants seeking secondary school licensure.

Option One: M.A.Ed. Thesis Program

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 671
   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 637, 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 630, PSY 610, EDU/PSY 614, EDU 629
      2. Education Electives, advisor-approved, 3 hours

III. Thesis, EDU 690 and EDU 695: 6 hours
Option Two: M.A.Ed. Non-Thesis Program

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 671
- C. EDU 650
- D. EDU 665
- E. EDU 675

II. Select one concentration

A. Concentration: Early Childhood 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 Early Childhood PreK-4.
   - 1. EDU 544, 552, 556
   - 2. EDU 602, 629, 646
   - 3. PSY 624 and SE 630

B. Concentration: Elementary Education, Licensure (15 core + 25 concentration hours)
   With appropriate prerequisites, initial licensure and Praxis II Specialty Tests*, this program leads to an additional endorsement in Elementary K-8.
   - 1. EDU 527, 544, 552, 556
   - 2. EDU 602, 604, 629
   - 3. PSY 624 and SE 630

C. Concentration: Library Information Specialist, Licensure (15 core + 26 concentration hours)
   With appropriate prerequisites, initial license, and Praxis II Specialty Tests, this program leads to a Library Information Specialist PreK-12.
   - 1. SE 630 and PSY 610 (or EDU 614)
   - 2. LSC 621, 622, 631, 640, 651
   - 3. EDU 602 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 527 or EDU 637 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 6-12) field. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a job-embedded Practitioner license appropriate to the endorsement area, are required for licensure but not for the degree.
   - 1. EDU 530, 535
   - 2. EDU 602, 604, 626, 637, 638
   - 3. SE 630
   - 4. Option A: If hired on a Practitioner License - EDU 622, EDU 6231 OR EDU 578
   - Option B: EDU 614 and either EDU 660 or director-approved 3-hour elective
   - 5. EDU 552, 556, 633
   - 2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students

E. Concentration: Reading Specialist PreK-12, Licensure (15 core + 23 concentration hours)
   1. EDU 552, 556, 633
   2. EDU 595: Workshop/Making the Match, Best Practice Reading Comprehension Strategies for All Students

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 Interventionist K-8 and 6-12.
   - 1. SE 505, 605, 606, 630, 631, 632, 648
   - 2. If seeking initial licensure, candidate will need either EDU 622 and 6231 OR SE 571.

G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
   1. EDU 604, 616, 626, 637
   - 2. PSY 610 or EDU/PSY 614
   - 3. Education Electives, advisor-approved, 9 hours

H. Concentration: Human Growth and Development, Non-Licensure (15 core + 24 concentration hours)
   1. SE 630, PSY 610, EDU/PSY 614, EDU 629
   - 2. EDU 646
   - 3. Education Electives, advisor-approved, 8 hours

I. Concentration: Designed Studies (15 core + 24 concentration hours)
   1. EDU/SE Electives, advisor-approved, 6 hours
   2. EDU/SE/PEWS Electives, advisor-approved, 18 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 (thesis and non-thesis options only) 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.
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 School of Education 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.

**Transfer of Credit into the M.A.Ed. Degree Program (Thesis and Non-Thesis Options Only)**

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 School of Education 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.

**Option Three: M.A.Ed. Intensive Licensure Program**

**Program Purpose**

The contemporary design of this program is future-directed as it reflects new ideas in teacher preparation, which include the Mentorship model, Student Teaching, and other clinical experiences, an emphasis on diversity, and balanced pedagogical responses to standards-based schooling. It encourages academic excellence in teaching and learning at the graduate initial licensure level as well as an emphasis and integration in Christ-centered values in all courses.

**Program Goals**

- To provide a quality, effective one-year track for initial teacher licensure at the master’s level
- To develop effective teachers who synergize the roles of scholar, practitioner, and relater
- To connect pedagogical theory and practice
- To prepare teachers as leaders of learning and change
- To facilitate and model teaching guided and informed by Union University’s core values

**Program Description**

This new track allows a third option for candidates who want an intensive one-year program for licensure. A minimum of 33 semester hours of approved graduate work is required for completion of the Intensive option of the M.A.Ed. degree. This option is designed along two possible tracks:

1. Serve as a licensure, job-embedded practitioner or student teaching degree for 4+1 candidates at Union: Candidates complete an academic content major. If admitted, students are eligible to complete the M.A.Ed. after they graduate with the baccalaureate degree.

2. Serve as a licensure, job-embedded practitioner or student teaching degree for post-baccalaureate candidates from other regionally accredited institutions: Candidates who come to Union with a bachelor’s degree in an academic content major from another regionally accredited institution may apply for admission to the Intensive M.A.Ed. The Practitioner Candidate is a person employed by a school district as a teacher of record and who is serving on a Tennessee job-embedded practitioner’s license. No transfer hours are accepted in this 33-semester hour program.

**Schedule and Admission**

The M.A.Ed. Intensive Licensure Program is offered as another track in the Master of Arts in Education degree, serving as a one-year, intensive practitioner or student teaching program of teacher preparation beginning in August and ending the following July.

All candidates to be admitted to this M.A.Ed. program must pass the content knowledge Praxis exam for the intended endorsement and successfully complete a writing sample. All candidates are interviewed by the program director, who brings her/his recommendation to the Graduate Admissions Committee. Given the intensive nature of the program, “conditional admission” status is not available; students must have a cumulative undergraduate GPA of 3.0.
Students will be placed either on the job-embedded practitioner track or student teaching path. Evenings and Saturdays are used for courses concurrent with the teaching role or student teaching. Each practitioner candidate will be assigned, in cooperation with a local school system, a mentor teacher in August. Each student teacher candidate will be assigned a cooperating teacher in the spring semester. Additionally, the university will assign a coach or university supervisor for each candidate.

**Curriculum for M.A.Ed. Intensive Program (33 semester hours)**

Courses are offered in a combination of weeknights and Saturdays during each semester, with no more than two courses overlapping.

**Secondary Education: Grades 6-12**

*Fall Semester*
- EDU 505  Classroom Leadership  (3)
- EDU 626  Teaching Reading in the Content Areas  (3)

*Winter Term*
- EDU 630  Learning in Diverse Classrooms  (3)

*Spring Semester*
- EDU 614  Learning Theories and Styles  (3)
- EDU 530  Secondary School Methods  (3)
- EDU 532  Practitioner's Mentorship II  (4) or EDU 578  Student Teaching Secondary  (8)

*Summer Term*
- EDU 676  Capstone Seminar  (2)
- EDU 502  Transformational Teaching  (3)
- EDU 671  Standards, Strategies, and Students  (3)

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**Financial Information**

The registration of a student signifies an agreement by the student to fulfill the related financial obligations. There are three 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.
3. FACTS payment plan.

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. All financial information is subject to change without notice.

**Tuition and Fees**

M.A.Ed........................................$510/semester hour
Non-degree-seeking post-baccalaureate students...........
......................................................$510/semester hour

Other fees when applicable:
- Application Fee (non-refundable, one-time only) .... $25
- General Student Fee..................................$20/hour
- Late Registration Fee ...................................$100
- Audit Fee ............................................$140/semester hour
- Course Drop Fee .......................................
- $10
- Materials Fee per Course: 544, 552, 556, 646;
  577 and 578 (Jackson campus only); SE 505, 606,
  651, 657 ..............................................$20
- Lab Materials Fee per Workshop...Varies with workshop
- Thesis Binding Fee ........................................$50
- Professional Liability Insurance for field experiences (approximate cost) ........................................$25
- Background Check / Fingerprinting ...............Actual Cost
  Student Teaching Fees ................................$140
  EdTPA Fee ..............................................$300
  (An edTPA fee is added to student teaching and to the spring semester of EDU 622 and the fall semester of EDU 6231. Prior to the student submitting edTPA, he/she will be given a voucher to submit with edTPA to cover the cost of the first submission.)

**Financial Assistance**

Financial aid information for graduate students is available on our website at http://www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.
Course Descriptions

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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 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.

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.
580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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)

502. Transformational Teaching (3) Su
This course focuses on the conception of what teaching is and can be, on meeting the challenge of engaging all students. Educational psychology, philosophy, and pedagogy as foundational concepts in the discipline of education are explored, including their interrelationship. The synergistic roles of scholar, practitioner, and relater are studied in the context of school culture and transformational teaching; and, the synergism of academic, social, and spiritual goals in education are explored with emphasis on improved student learning.

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.

505. Classroom Leadership (3) F
This course focuses on teachers as classroom leaders with research-based applications for structuring classroom environments where high levels of engagement and learning occur. Topics include interpersonal relationships and management, classroom organization, effective instruction, leadership principles and practice, and problem-solving techniques.
506. Teaching Mathematics (3) F
This course provides an exploration of the content, materials, and methods of K-8 mathematics. Students will reflect on their own personal experiences in mathematics classrooms as they are challenged to explore a teaching methodology that emphasizes the importance of using models and clarifying language to teach mathematics. Additionally, students will be encouraged to reflect upon best practices of teaching mathematics while maintaining a sensitivity to individual differences found in a classroom environment.

507. Teaching Language Arts (2) S
This course includes the design and implementation of the language arts (listening, speaking, reading, writing) for effective instruction in K-8 classroom settings with emphasis on research-based practice.

508. Teaching Reading (3) F
A study of the design and implementation of instruction of reading with clinically-based emphasis. Current research and practice are used to investigate common reading problems, assessment methods, and remediation techniques.

515. Comprehending Text (1) S
A literacy course designed to assist teachers in using textbooks effectively in the learning process. Topics include free reading, reading, and post-reading strategies.

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.

527. Leading the Elementary Learning Environment (2)
Leading the elementary learning environment is a two hour course focusing on the precepts that build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

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.

531. Practitioner's Mentorship I (4+4) F
The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.
532. Practitioner’s Mentorship II (4+4) S
The Practitioner teacher hired by the school system fulfills the role of the lead teacher in collaboration with an assigned Mentor teacher in the school, supervised by a university Coach for the full school year in a K-8 or 7-12 placement. Coaches observe Practitioners in a variety of settings and with Mentors form a triarchic assessment/collaborative model. Mentors are assigned in partnership with local schools. Enrollment is for two semesters for 4 hours each. Graded Pass/Fail.

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 is 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.

543. Intensive Studies in Secondary Content Areas (2)
Designed to complement EDU 530, this course will enhance and deepen the respective content areas of secondary school teachers by combing best practices in teaching in teaching students with an emphasis on standards-based subject matter. Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the student’s content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will also be explored.

544. Math, Science and Social Studies in Diverse Classrooms (4)
Design and implementation of instruction in elementary school mathematics, science, and social studies. Current issues, problems, and practices in the field are addressed.

552. Language Arts and Children’s Literature (2)
This course is concerned with contemporary issues and trends in the teaching of language arts using children’s literature, including the areas of reading, writing, speaking, listening, and thinking, and the relationships of the language arts skills to the whole school curriculum.

556. Literacy in Diverse Classrooms (4)
Current principles and trends on the teaching of reading and reading assessment are addressed. The areas of reading, writing, listening, speaking and thinking coupled with the relationship of reading to the whole development of the child will be emphasized.

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.

577. Student Teaching Elementary (8) F, S
Prerequisite: Admission to student teaching. Pass/Fail.
A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades K-8. Students will teach full-days and participate in regular, clinically-based seminars.

578. Student Teaching Secondary (8) F, S
Prerequisite: Admission to Student Teaching. Pass/Fail.
A 15-week semester of supervised student teaching at levels prescribed by the Tennessee Department of Education in Grades 7-8 and 9-12. Students will teach full-days and participate in regular, clinically-based seminars.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

602. Technology-Rich Learning (2)
Focus for the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

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 the job-embedded 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.

6231. Mentoring Seminar II (2)
As a continuation from Seminar I university mentors meet with job-embedded licensure teacher candidates on a regular basis. The mentor will observe and evaluate the candidate in his/her classroom on a regular basis.

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.

637. Leading the Secondary Environment (2)
Leading the secondary learning environment is a two hour course focusing on the precepts to build preventative, supportive, and corrective strategies of classroom management that engage students for learning and empower teachers for transformational teaching. Topics include classroom organization, building classroom communities, building interpersonal relationships, and designing behavior contracts.

638. Middle Grades Education (2)
This course is designed to support teachers as they prepare to teach within a middle grades environment. Time is given to explore the philosophy and structure of middle grades instruction. The challenges, issues, and current trends in middle grades design are discussed with emphasis of building a community of learner and collaboration among colleagues.

640. Special Studies in Education (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.
646. Planning for the Early Childhood Environment (4)
Pre-requisite: EDU 629
Graduate students will develop sensitivity to the cognitive and creative development of infants and young children, planning for diagnostic and assessment strategies which are supportive of young child.

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.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

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.

671. Standards, Strategies and Students (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. This course is designed to help teachers optimize students' learning through using standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement.

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.

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English (ENG)

533. Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to travel.
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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

579PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

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.

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.

622. Issues and Trends in School Libraries (3)
The course focuses on providing tools for future library media specialists to identify and learn from issues and trends in school libraries by examining topics such as the 21st Century learning environment and learner, examining the changing role of the school librarian, building collaborative partnerships, addressing multiple literacies, and examining characteristics of good leadership. Field experience required.

631. Collection Management and Organization (3)
Fundamentals of collection management and organization of a school library with emphasis on analyzing community needs, creating collection development policies, managing budgets, acquiring materials, technical processing, and weeding of materials. 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)
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.

579PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail)
As Needed
All courses and their applications 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.

579PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail)
As Needed
All courses and their applications 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 Music Education B.

Physical Education, Wellness, and Sport (PEWS)

510. Advanced Sport Biomechanics (3)
This course is designed for the advanced physical educator and coach who desires greater depth into the application of biomechanics to sport and physical education settings. The student will develop a working vocabulary of terminology related to movement and structure, perform an analysis of specific movements, learn to apply basic mathematics to human movement and correlate the role of skeletal and muscular systems in movement. In addition, the student will learn to apply movement principles to teaching and coaching situations.

511. Sports Injury Management (3)
This course will provide students with a basic understanding of the role of athletic trainers and other medical professionals in the management of athletic injuries, as well as, the role of athletic department administrators in the appropriate response to and management of such injuries. Topics of discussion will include: Policy and Procedure development, Emergency Action Planning, HIPAA, OSHA, Facility Design, Medical and Accident Insurance, and appropriate oversight, decision making, and reporting structure.

512. Seminar in Sport Law & Ethics (3)
Provide the student with a basic understanding of the law as it pertains to: Negligence Law, Property and Environmental Law, Intentional Torts and Criminal Acts, Risk Management, Sport and Legislation, Constitutional Law, and Contract Law. Upon completion of the course, the student will know his/her legal responsibilities as an: Administrator, coach, or teacher, and have a foundational knowledge of topics important to a sport agent, owner, broadcast manager, and facility manager.
513. Organizational Leadership in Sports (3)
Provide the student with a basic understanding of sports as it pertains to: The History of Sport, Sport Management, Financial, Legal, and Ethical Principles, High School/Youth Sports, College Sports, Professional Sports, Facility and Event Management, The Health and Fitness Industry, Recreational Sports, and Strategies for Career Success.

514. Sport Communication (3)
A study which focuses on the vast and exciting field of sport communication, communication theory, and sport literature. The course delves into the process of sport communication and its impact in the world of sport. Students will examine the growth and segments of the field of sport communication and explore career options within the field of sport communication. The history and growth of sport communication from the 19th century to the present is researched as well as discussion of sports coverage in all forms of media platforms. Graduate students will investigate the trends associated with sport communication and sport media to consider the academic aspects of sport management and sport communication.

515. Sport Finance (3)
Sport finance is a course for sport administration students that emphasizes how sport organizations manage matters related to finance. Students will engage in activities that develop understanding and appreciation for financial management practices, sponsorship acquisition, sales processes, facility planning, and revenue generation in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

516. Advanced Sport Behavior Sciences (3)
A study which focuses on active research that recognizes the merging of individual and socio-environmental factors in making sense of sport performance and behavior. Students will develop an understanding of social and psychological factors related to human movement and behavior in sport and physical activity. Students will gain experience to demonstrate an ability to incorporate sport and exercise psychology theory.

517. Event Management (3)
Event management is a course for sport management majors which emphasizes how sport organizations manage matters related to an event. Students will engage in activities that develop understanding and appreciation for event management practices such as event conceptualization, bidding, staffing, promotion, facility planning, and logistics in all levels of sport. This class will guide students into developing a model for professional leadership in sport informed by Christian values and ethics.

533. Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

533PF. Internship (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications 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.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.
579PF. External Domestic Study Programs (Pass/Fail)
As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

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.

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.

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.

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.

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 Sociology Education B (3)
A continuation of Research in Sociology Education A.
Special Education (SE)

505. Literacy for Special Populations (5)
Graduate students will explore the differences and understand how to meet the needs of diverse individuals in the areas of reading, writing, listening, speaking and thinking. Emphasis on the sensitive and reflective manner of meeting needs of diverse pupils through the use of a variety of learning strategies, techniques and adaptations.

533. Internship (1-4)
Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

571. Student Teaching in Special Education (8)
A semester (15 weeks) of supervised student teaching in a special education K-12 environment. In addition to full-day student teaching, students will participate in regular seminars. No other courses may be taken during this semester.

579. External Domestic Study Programs (1-4)
All courses and their application must be defined and approved prior to travel.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications must be defined and approved prior to registering.

580. Study Abroad Programs (1-4)
All courses and their application must be defined and approved prior to travel.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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 the assessment methods for identification and intervention strategies for individuals with these disabilities in light of current trends and legislation. Includes observation field experience.

610. 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.

620. 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.

625. Research in Special Education B (3)
A continuation of Research in SE 610.

630. Learning in Diverse Classrooms (3) W, Su
Students will explore special education legislation regarding the rights of persons with disabilities and the effect of legislation on our educational system and society. The types of exceptionality and the physical, mental, emotional, and social traits of individuals with disabilities will be explored as well as effective strategies for meeting their needs.

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 exceptionality, 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.

645. Teaching Individuals with Severe 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.

655. Independent Study (1-4)
Individual research and study under the guidance of a graduate faculty member.

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.

579PF. External Domestic Study Programs (Pass/Fail) As Needed
All courses and their applications 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.

580PF. Study Abroad Programs (Pass/Fail) As Needed
All courses and their applications 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.
Available at the Germantown Campus, Memphis Teacher 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.
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 CAEP accredited Educator Preparation 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 teacher-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 an internship as preparation for teaching in an urban setting as part of an intensive one-year residency program. The curriculum for the degree consists of courses totaling 30 semester hours, with no transfer credit or electives permitted. The cohort begins the year of study in the Summer and culminates with Spring graduation the following year. Residents graduate with the M.U.Ed., initial teaching licensure, and one year of teaching experience credit in Tennessee.

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:
2. Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution.
3. Cumulative GPA of at least 2.75. Those falling below this minimum can opt for Conditional Admission status by successfully completing a Writing Sample.
5. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
6. Application to the Educator Preparation 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 Educator Preparation Program: “a teacher-student dynamic of sensitivity, reflection, and faith,” and to candidate dispositions with the Memphis Teacher Residency 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

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

**Summer (June –July)**
- EDU 618 Cultural Foundations of Education (3)
- EDU 566 Twenty-First Century Classroom Leadership (4)
- EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
- SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

**Fall (August –December)**
- EDU 626 Reading in the Content Area (3)
- EDU 530 Secondary School Methods (3)
- EDU 6421 Intensive Studies in the Content Area (3)
- EDU 667 Resident Internship in the Secondary School (3)
- EDU 614 Learning Theories and Styles (3)

**Spring (January – May)**
- 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 566 Twenty-First Century Classroom Leadership (4)
- EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
- SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

**Fall (August—December)**
- EDU 6311 Teaching Reading and Language Arts in Elementary School (5)
- EDU 632 Teaching Social Studies and Science in Elementary School (3)
- EDU 6351 Teaching Mathematics in Elementary School (4)
- EDU 668 Resident Internship in the Elementary School (3)

**Spring (January—May)**
- EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
- EDU 668 Resident Internship in the Elementary School (3)

**Course Descriptions: Education (EDU)**

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.

566. Twenty-first Century Classroom Leadership (4)
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. Teachers will also learn the role action research can play in the classroom setting.

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.

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.

6311. Teaching Reading and Language Arts in Elementary School (5)
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. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate literacy skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on literacy instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support literacy instruction.

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.

6351. Teaching Mathematics in Elementary School (4)
The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematical concepts. An emphasis on the discovery of mathematics and a laboratory approach will be maintained throughout the course. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate mathematics skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on mathematics instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support mathematics instruction.

6421. Intensive Studies in the Content Area (3)
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 Mentor teachers from the schools to ensure a more intensive study of the Resident's content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will be explored.

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.

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.

Special Education (SE)

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.
TEACHER LICENSURE
POST-BACCALAUREATE REQUIREMENTS FOR INITIAL LICENSURE
AND ADD-ON ENDORSEMENT

Conceptual Framework
A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

Mission Statement
The mission of the Educator Preparation 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. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

NCATE Accreditation
The Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) under the NCATE legacy standards, 1140 19th St. SW, Suite 400, Washington, DC 20036; phone 202-223-0077. This accreditation covers initial teacher preparation programs and advanced educator programs.

Profile of the Educator Preparation 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, 6–12
- Business Education, 6–12
- Chemistry, 6–12
- Early Childhood Educ., PreK-3
- Economics, 6–12
- Elementary, K–6 / K–5
- English, 6–12 and 6–8
- English as a Second Lang., PreK–12
- French, PreK–12
- Government, 6–12
History, 6–12
Library Information Specialist, PreK–12
Marketing, 6–12
Mathematics, 6–12 and 6–8
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, 6–12
Reading Specialist, PreK–12 (add-on only)
School Social Worker, PreK–12
Science, 6–8
Social Studies, 6–8
Spanish, PreK–12
Special Education:
  Interventionist, K–8, 6–12
  Comprehensive, K–12
Speech Comm., 6–12
Theatre, K–12
Visual Art, K–12

Current guidelines for additional endorsements are available on the TN Department of Education website.

**Post-Baccalaureate Requirements**

Due to continual changes in education, all licensure requirements must be completed within five years. If all requirements are not met within five years, professional education coursework more than five years old must be repeated.

**Application Process.** Students who seek post-baccalaureate teacher licensure must submit the Graduate Studies in Education Application; $25 non-refundable application fee; official transcripts sent directly to Union from every college/university attended; Application for Admission to the Post-baccalaureate Educator Preparation Program; Consent to Fingerprinting, Background Check, and Release of Information form and background check received directly from TBI (http://www.uu.edu/programs/epp/resources/applications.cfm); and score report showing minimum Praxis II content knowledge test for the intended endorsement. A cumulative GPA of 2.75 or 3.0 on the last 60 semester hours is required to apply for the job-embedded Practitioner license.

**License evaluation.** After the candidate has submitted the aforementioned items, the candidate should call the Assistant Dean for Teacher Education and Accreditation for an appointment for a licensure evaluation. Post-baccalaureate candidates must have a licensure evaluation completed by the Assistant Dean prior to starting classes. At this meeting the candidate will be apprised of course work that remains, EPP status, additional Praxis II and edTPA requirements, any proposed changes in licensure requirements, and alternative licensure options. Licensure requirements are determined by current policy of the TN DOE, not by the Catalogue of record. It is the student’s responsibility to inquire about current licensure policies if the program takes more than two years to complete.

**Application to the EPP.** The application to the EPP is submitted with the Graduate Studies in Education Application. Candidates must be fully admitted to the EPP prior to student teaching and by the end of the first year on the job-embedded Practitioner license.

**Admission to the EPP.** Post-baccalaureate candidates for initial licensure must meet the following requirements for admission to the Educator Preparation Program.

1. Satisfactory score on the Praxis II Specialty Area Content Knowledge Test for the intended endorsement.
2. Minimum cumulative GPA of 3.0 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. Submission of criminal background check and fingerprinting from TBI.

**Continuation in the EPP.** In order to remain in the EPP 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. A GPA of 3.0 must be maintained if student is in the M.A.Ed. Program.

**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/epp/resources/applications.cfm. 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. Satisfactory completion of a field experience at an appropriate level
3. Completion of the professional education core
4. Recommendation from the School of Education faculty.
5. Approval of the Dean of Students
6. Approval of the Educator Preparation Program Council (EPPC).

No courses may be taken during the semester of student teaching. During the semester of student teaching, seminars are held on designated days throughout the semester, 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 Department of Education when all requirements are completed.

**Job-embedded Practitioner License Program.** In accordance with Tennessee's Practitioner license policy, Union offers teaching endorsements in all secondary areas, Elementary K–6/K–5; Early Childhood Pre-K–3; English/Language Arts, Math, Science, Social Studies 6–8; Special Education Interventionist K–8 and 6–12, and Comprehensive K–12. Candidates for secondary endorsements qualify to be hired on the job-embedded Practitioner license through Union's program if they have passed the Praxis II content knowledge test for the intended endorsement, have a cumulative GPA of 2.75 or 3.0 on the last 60 semester hours, and have submitted the Intent to
Hire form provided by Union or the hiring school system. (http://www.state.tn.us/education/licensing/praxis.shtml). Once the Practitioner license is issued, the candidate must follow the program of study and policies of the EPP or risk having the EPP admission status changed to “Enrolled-off track” or “No longer affiliated” in the candidate’s license record. For more information about this license, contact the Office of Teacher Education.

**Academic Policies**

**Minimum GPA requirements.** Minimum GPAs are listed above. Following admission to the EPP, if the GPA drops below the minimum, the student is removed from the EPP 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 EPP.

**Early field experiences.** As required by national standards and by the Tennessee Department of Education guidelines, early field experiences are a vital part of the EPP 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 beginning coursework. Information available at www.uu.edu/programs/epp/resources/applications.cfm.

**edTPA.** While enrolled in either student teaching or EDU 6231 Mentoring Seminar II, the graduate student will submit edTPA. This is a nationally-scored performance assessment that includes video recording a teaching segment and submitting it with commentaries related to planning, instruction, and assessment.

**Appeals.** The School of Education is charged with the responsibility to follow the established policies for admission to and completion of the EPP. The Educator Preparation Program Council (EPPC), which includes representatives of the faculty from across the university and students, is the EPP 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 EPPC should be contacted. The EPPC is also the appeals committee for the EPP. All appeals for variance from established policy and practice should be presented in writing to the Dean of the School of Education. 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 EPPC. The student should contact the chairman of the EPPC and present the appeal in writing. After the EPPC has considered the appeal, the student will be notified in writing of the committee’s determination.

**Assessment of student outcomes.** The candidate will submit edTPA during the final clinical experience (either student teaching or Mentoring Seminar II). This performance-based assessment is aligned to the inTASC standards and to the EPP’s candidate outcomes. To be admitted to student teaching, students must acquire passing scores on all Praxis II specialty area tests for the intended endorsement as determined by the Tennessee 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 $140 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.

An edTPA fee is added to student teaching and to the spring semester of EDU 622 and the fall semester of EDU 6231. Prior to the student submitting edTPA, he/she will be given a voucher to submit with edTPA to cover the cost of the first submission.

All financial information is subject to change without notice.
Available on the Jackson, Germantown, and Hendersonville Campuses; Teaching and Learning available online

Program Purpose

The purpose of the Master of Education degree program is to provide relevant educational opportunities for educators to develop as practitioners and educational leaders.

Program Description

The M.Ed. is structured into three focus areas for maximum depth, relevance, and flexibility:

1. Teaching and Learning (TL) – 30 hours
2. Instructional Leadership (IL) – 30 hours
3. Teacher Leadership (TLD) – 30 hours

The M.Ed. with a focus in Teaching and Learning (TL) provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The TL focus is a non-licensure, fully online program that integrates iPad technology.

The M.Ed. with a focus in Instructional Leadership (IL) provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The M.Ed. with a focus in Teacher Leadership (TLD) provides opportunities for students to develop their knowledge and skills to prepare for a teacher leadership role (i.e., instructional coach, mentor, department chair, etc.), and/or leverage their existing abilities in their current roles as teacher leaders. The TLD focus is a non-licensure program.

A Collaborative Approach. The M.Ed. program emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

Program Delivery and Calendar. The curriculum for each of the three focus areas (TL, IL, and TLD) consists of 30 semester hours. Students complete 12 semester hours of Foundation coursework, 12 semester hours of Focus coursework, and six semester hours of Flex coursework. No transfer credits are permitted. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each student is presented his/her unique calendar for the complete program. Current M.Ed. calendars are available at www.uu.edu/med

Each of the three areas of focus is completed during an intensive 12-month program. Foundation courses (12 semester hours) in TLD are offered face-to-face, while Focus courses (12 semester hours) are offered online. Six semester hours required for the Flex component may be taken face-to-face or online, as available. All courses in the IL Focus are offered face-to-face, as available. All coursework in the TL Focus is delivered fully online and integrates iPad technology. There are three entry points for each focus area: Summer, Fall, and Spring.

Expected Program Outcomes

Teaching and Learning Focus

This focus is designed to provide a relevant professional development curriculum for classroom teachers who are currently serving as the assigned teacher of record for a group of students. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teaching and Learning will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s transformational teachers.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

The objectives are met within the context of a set of standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC).

Instructional Leadership Focus

This focus is designed to be a licensure curriculum for school principals and curriculum supervisors. Teachers must have completed a minimum of 3 years of teaching before beginning this degree program. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Instructional Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s transformational teachers.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for school leadership roles as principal or curriculum supervisor.

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation.
(CAEP) and the Instructional Leadership licensure standards set by the State of Tennessee.

**Teacher Leadership Focus**

This focus is designed to be a non-licensure curriculum for school- and district-based teacher leaders in formal and informal roles. Teachers must currently serve as the teacher of record for a group of students or the teacher leader of record for a school or district. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teacher Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today’s practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for or enhance school or district leadership roles as teacher leaders.

The objectives are met within the context of The Teacher Leader Model Standards (TLMS) developed by the Teacher Leadership Exploratory Consortium.

**Assessment of Outcomes**

The Master of Education degree utilizes the following means of assessing the objectives listed above. The emphasis in this assessment is upon a variety of measures and competencies.

**Assessment Strategy**

1. School Leaders Licensure Assessment (IL only)
2. Culminating Performance Exhibition (Scholar and Practitioner)
3. Electronic Dispositions Evaluation (Relater)
4. Artifacts compiled in the electronic portfolio
5. Clinical experience, an integral part of most courses
6. Course work and teacher-devised assessments
7. Course evaluations by students
8. End of program questionnaire

**Foundation, Focus, and Flex Curriculum for the Master of Education Degree**

**M.Ed. Foundation for all Focus Areas (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 612</td>
<td>Literacy Across the Curriculum (3)</td>
</tr>
<tr>
<td>EDU 621</td>
<td>Faith and Ethics in Educational Leadership (3)</td>
</tr>
<tr>
<td>EDU 639</td>
<td>Teacher Effectiveness (3)</td>
</tr>
<tr>
<td>EDU 643</td>
<td>Methods and Design for Classroom Research (2)</td>
</tr>
<tr>
<td>EDU 652</td>
<td>Performance Exhibition (1)</td>
</tr>
</tbody>
</table>

**Curriculum for Teaching and Learning (18 hours)**

**Focus (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 606</td>
<td>Accountability for Greater Student Learning (3)</td>
</tr>
<tr>
<td>EDU 608</td>
<td>Learning Theories into Practice (3)</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Differentiated Instruction (3)</td>
</tr>
<tr>
<td>EDU 6171</td>
<td>Positive Discipline (3)</td>
</tr>
</tbody>
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**Flex (6 hours)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 602</td>
<td>Technology-Rich Learning (2)</td>
</tr>
<tr>
<td>EDU 648</td>
<td>Engaging Diversity in School Cultures (2)</td>
</tr>
<tr>
<td>EDU 6001</td>
<td>Community Involvement to improve Schools (2)</td>
</tr>
</tbody>
</table>

*The above listed Flex courses for Teaching and Learning are required.

**Curriculum for Instructional Leadership (18 hours)**

**Focus (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 624</td>
<td>Curriculum and School Improvement (3)</td>
</tr>
<tr>
<td>EDU 654</td>
<td>Legal and Financial Issues in School Governance (3)</td>
</tr>
<tr>
<td>EDU 659</td>
<td>Supervision (3)</td>
</tr>
<tr>
<td>EDU 664</td>
<td>Organizational Decision Making (3)</td>
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</tbody>
</table>

**Flex (6 hours)**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 653</td>
<td>Leadership Issues I (3)</td>
</tr>
<tr>
<td>EDU 661</td>
<td>Practicum (1)</td>
</tr>
<tr>
<td>EDU 662</td>
<td>Practicum (1)</td>
</tr>
<tr>
<td>EDU 663</td>
<td>Practicum (1)</td>
</tr>
</tbody>
</table>

*The above listed Flex courses for Instructional Leadership are required.

**Curriculum for Teacher Leadership (18 hours)**

**Focus (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 606</td>
<td>Accountability for Greater Student Learning (3)</td>
</tr>
<tr>
<td>EDU 636</td>
<td>Developing Educator Capacity through Professional Learning (3)</td>
</tr>
<tr>
<td>EDU 672</td>
<td>Teacher Leadership (3)</td>
</tr>
<tr>
<td>EDU 601</td>
<td>Leadership, Organizations, and Change (3)</td>
</tr>
</tbody>
</table>

**Flex (6 hours)**

Student option

Total Program Semester Hours

.................................................................30
Admission Information

Candidates for admission to the M.Ed. program must have a minimum of a Bachelor's degree and teaching experience (three years for the Instructional Leadership focus), as more specifically stated in the following admission criteria:

1. Teacher Licensure;
2. A minimum G.P.A. of 3.0 based on a 4.0 scale (undergraduate and post-baccalaureate credits combined);
3. Writing Sample. All candidates, regardless of GPA, must successfully complete the M.Ed. writing sample, demonstrating adequate graduate level writing skills;
4. An interview with the Director of the M.Ed. program;
5. Application to Graduate Studies in Education along with the non-refundable application fee;
6. Official transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Send transcripts directly to the Office of Graduate Studies in Education;
7. Recommendation forms (provided) from 4 persons: One must be completed by the applicant's current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/personal reference (non-family member);

In addition to the criteria above, candidates for admission to the Instructional Leadership focus must submit the following:

1. Professional Resume;
2. Copy of most recent state-approved performance appraisal;
3. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience;
4. Recommendation form completed by the Director of the school system where the applicant is employed;
5. Interview with Instructional Leadership Screening Committee. The 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;
6. Off-hour transcript(s) showing all coursework, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Send transcripts directly to the Office of Graduate Studies in Education;
7. Recommendation forms (provided) from 4 persons: One must be completed by the applicant's current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/personal reference (non-family member);

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 by using the FACTS Plan, an automatic debit from your bank account.

M. Ed. tuition rates vary by focus area. Generally, tuition rates are between $465-$495 per semester hour.

The following are Non-Refundable Fees:

- Application Fee .................................................. $25
- IL Portfolio fee (when applicable) .................. $150
- Practicum fee (IL) ................................................. $200
- General Student Fee ............................................ $20/hour

All financial information is subject to change without notice.

Financial Assistance

Financial aid information for graduate students is available on our website at http://www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.
601. Community Involvement to Improve Schools (2)
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.

601. 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.

602. Technology-Rich Learning (2)
Focus of the course is the integration and utilization of current instructional technology with emphasis on student learning, including the integration of technology as a learning tool for elementary/secondary classrooms: mobile technology, Web-based teacher productivity tools, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

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.

608. Learning Theories into Practice (3)
This course will include an analysis of contemporary cognitive research and theories and the evaluation of how each applies to the elementary and secondary classrooms. Course topics include learning theories, brain research, constructivism, inquiry learning and educational psychology.

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.

6171. Positive Discipline (3)
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.

621. Faith and Ethics in Educational Leadership (3)
A critical analysis of faith issues, ethical decision-making, worldview 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.

624. 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.

636. Developing Educator Capacity through Professional Learning (3) Su
This course includes an examination of professional development standards and approaches used to design, implement, and evaluate professional learning. Best practices in using data to tailor professional learning to school-wide, group, and individual teacher needs will be identified and applied to student-generated professional development plans. Principles of adult learning theory will be analyzed and applied. Specific professional development structures, such as coaching, mentoring, and professional learning communities, will be researched.

639. Teacher Effectiveness (3)
An in-class, clinically focused course incorporating intentional and reflective pedagogical techniques. In addition to analyzing online excerpts of real teaching scenarios, students will record samples of their own teaching using video technology. Upon self-evaluation and peer feedback, students will use the current framework for teacher evaluation as a starting point for identifying best practices and areas for improvement in their own craft. These lessons will be useful as students begin the process of compiling their electronic Performance Exhibition product.

643. Methods and Designs for Classroom Research (2)
Designed to develop an understanding of problems and key issues in educational research. Emphasis on current research in primary sources, data collection and analysis, and the accurate reporting and discussion of findings will provide students with an overview of protocol and professionalism in educational research, equipping the student with a foundational knowledge readily applicable to problems in the student’s own professional setting.

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.
648. Engaging Diversity in School Cultures (2)
An examination of the cultures and historical backgrounds of the major cultural (minority) groups in the United States, including but not limited to African American, Asian American, Hispanic, and Native American. Social and cultural issues will be investigated to enhance the educator’s knowledge and understanding of the similarities and differences among the groups. The course will also address, in light of educational history, the concepts of immigration, racism, discrimination, and assimilation in the United States. The course challenges students to appropriately contextualize equality and deciper the corners of education where equity still doesn’t exist. From both a holistic and a critical posture, students will explore ways that racial, ethnic, socioeconomic, and subcultural differences can be celebrated and engaged as a school’s greatest asset.

652. Performance Exhibition (1)
Through this ongoing process and culminating event, students will compile evidence of their developing skills and knowledge, ultimately showcasing their overall growth as professional educators. Before a panel of university faculty and community leaders, students will present a concise synthesis of artifacts and video footage to demonstrate their mastery of core program standards and their significant growth as Scholars, Practitioners, and Relaters.

653. Leadership Issues I: Theories and Strategies (3)
A thorough introduction to the essential issues of educational leadership including strategic planning, the decision-making process, effective communication, managing conflict, systems perspectives and more. The course includes an overview of classic theories of leadership and how those theories have impacted schools and school systems today.

654. Legal and Financial Issues in School Governance (3)
This course focuses on areas of the law as it impacts school administrators including, but not limited to, sources of the law and the courts, students and educational personnel, desegregation and its effects, school finance issues and school district liability, federal law, and regulations involving special education.

659. Supervision (3)
This course provides an analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning.

661, 662, 663. Leadership Practicum I, II, III (3)
(divided into three 1-hour sections such as current Ed.S./Ed.D. practicum)
Prerequisite: Approval from the Office of Graduate Studies in Education
The practicum for the Instructional Leadership concentration is a twelve-month, part-time mentored experience. It is the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards.

664. 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. Models of decision making, strategic planning for educational change, risk taking, the role of data, and the use of technology are studied.

672. Teacher Leadership (3)
This course examines practical perspectives of teacher leadership. Topics include the study of the Teacher Leader Model Standards, the Teacher Leadership Competencies, roles and responsibilities of teacher leaders, and working with principals and other administrators. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.
EDUCATION SPECIALIST IN
EDUCATIONAL LEADERSHIP
SCHOOL OF EDUCATION

Available on the Jackson, Germantown and Hendersonville Campuses; Leadership in School Reform available online

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 Council for Accreditation of Educator Preparation (CAEP).

Program Description
The Education Specialist (Ed.S.) in Educational Leadership is offered along three concentrations: (1) Instructional Leadership (IL), a licensure track designed to prepare school principals and supervisors of instruction; (2) Teacher Leadership, a non-licensure track designed for teacher leaders who desire knowledge of concepts and strategies for school and classroom leadership; and (3) Leadership is School Reform, a non-licensure track for educators with a degree, license, or experience in school 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. The Summer term involves an intensive two months. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December. 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 second semester. The Practicum runs through May of the second spring 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 May. In May students complete their Practicum and, with Teacher Leadership students, present their Leadership Growth Papers.

In the final spring semester, IL students take the Praxis II School Leader’s Licensure Assessment (SLLA) for licensure. The program enables the candidates to advance through Tennessee’s licensure system. Passing this test is also a requirement for graduation.

The Leadership in School Reform cohort completes courses online in a predetermined sequence with most activities being asynchronous. Occasionally, School Reform students will be expected to participate in synchronous webinars, which are planned in advance.

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at www.uu.edu/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 613—Brain-Based Learning
EDU 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 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 737, 738, 739—Leadership Practicum I, II, III
or EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Exit Assessment:
Completion of Practicum
Completion of SLLA Exam
Leadership Growth Paper
Graduation

Curriculum: Ed.S. in Educational Leadership: Teacher Leadership

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

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

EDU 613—Brain-Based Learning
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 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 737, 738, 739—Leadership Practicum I, II, III
or EDU 734—Leadership Internship
EDU 786—Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Exit Assessment:
Presentation of Leadership Growth Paper—May

Curriculum: Ed.S. in Educational Leadership: Leadership in School Reform

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

EDU 600 – Community Involvement for School Improvement
EDU 606 – Accountability for Greater Student Learning
EDR 700 – Research Issues in Educational Leadership
EDU 702 – Engaged Learning
EDU 706 – Organizational Decision Making
EDU 711 – Politics, Policy, and Instruction
EDU 716 – Purpose and Plan for Action Research
EDU 717 – Entrepreneurial School Leadership
EDU 718 – The Changing Superintendency
EDU 722 – Teacher Leadership
EDU 723 – Faith and Ethics in Educational Leadership
EDU 741 – Leadership Development Research Project I
EDU 742 – Leadership Development Research Project II
EDU 786 – Seminar: Multicultural and Diversity Issues in Education

Total: 39 hours

Exit Assessment:
Presentation of Leadership Growth Paper—May

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 official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Official transcripts should be sent directly to the Office of Graduate Studies in Education. 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.
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 in the program.
2. Successful presentation of the Leadership Growth Paper (Teacher Leadership concentration).
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 the second year of the program; results should be received prior to graduation 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 Teacher Leadership (non-licensure).

5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant’s current 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.
7. An interview with the Director of the Ed.S./Ed.D. Program.

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

8. 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).
9. Verification of Experience form completed by applicant’s school system documenting at least 3 years of teaching experience.
10. Recommendation form completed by the Director of the school system where the applicant is employed.
11. Current professional resume.
12. 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 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.

If the student fails to attain the required minimum 3.0 GPA during the probationary semester, the student will be suspended from the Ed.S. Program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the Ed.S. Program after the cumulative program GPA has been raised to 3.0 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.
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 will be $545 per semester.
IL Portfolio Fee (when applicable): $150
Application Fee: $25
Practicum Fee (IL): $200
General Student Fee: $20/hour

All financial information is subject to change without notice.

Financial Aid. Financial aid information for graduate students is available on our website at http://www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Course Descriptions: Education (EDU)
600. Community Involvement in School Improvement (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.

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.

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.
716. Purpose and Plan for Action Research (3)
Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)
This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

722. Teacher Leadership (3)
This course examines practical perspectives on school administrators’ leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

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

741. Leadership Development Research Project I (3)
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)
Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

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
SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses; Leadership in School Reform available online.

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 Educator Preparation 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 has two areas of concentration offered on the Jackson, Germantown, and Hendersonville campuses: Instructional Leadership (P-12) and Teacher Leadership (P-12). A third area of concentration, Leadership in School Reform, is offered fully online.

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 www.uu.edu/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 as well as online for the Leadership in School Reform concentration. 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 transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. 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 (Verification of Experience form).
• Career Aspiration Essay: Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree 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 with the program director.
• 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 Instructional Leadership license concentration 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).
3. Verification of Experience form completed by applicant’s school system documenting at least 3 years of teaching experience.
4. Recommendation form completed by the Director of the school system where the applicant is employed.
5. Current professional resumé.
6. 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
  205 Indian Lake 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 15 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.
Academic Requirements for Progression, Probation, and Suspension

Students in the Doctor of Education program must maintain an overall Grade Point Average of at least 3.2 to remain in Good Academic Standing.

After completion of nine graduate hours at Union University, an Ed.D. student whose cumulative program GPA from courses taken at Union is below 3.2 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her Ed.D. program GPA to 3.2 or higher.

If the student fails to attain the required minimum 3.2 GPA during the probationary semester, the student will be suspended from the Ed.D. program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the program after the cumulative Ed.D. program GPA has been raised to 3.2 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.

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 School. 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.

Financial Information

Tuition for the Ed.D. program for the 2017-2018 year is $620.

The following are non-refundable fees:
Application Fee .................................................. $ 50
General Student Fee ........................................... $20/hour
Practicum/IL ...................................................... $200
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. Financial aid information for graduate students is available on our website at http://www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

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 9-month period (Sept.–May) in the student’s first year and a half of enrollment. This seminar 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 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 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.

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**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 Council for Accreditation of Educator Preparation (CAEP).

**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 areas.
campuses as well as online for the Leadership in School Reform concentration. 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 three 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. **Teacher Leadership**: The Teacher Leadership concentration is identical to the IL concentration; however, the Teacher Leadership concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (Teacher Leadership 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.

3. **Leadership in School Reform**: The purpose of the Leadership in School Reform concentration is to create and actualize a vision for leadership in 21st-century schools, embodying the best of research and practice in policy, child development, learning, teaching, and leadership within the context of school reform. In keeping with the trend of modern students and technology in learning, this degree is delivered fully online.

### Course of Study

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 15 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 15 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 CAEP, 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 707** — Legal Issues in School Governance
- **EDU 714** — Leadership Issues I: Theories and Strategies
- **EDU 715** — Leadership Issues II: Planning and Finance
- **EDU 722** — Teacher Leadership
- **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: Teacher Leadership
Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment
Transfer Credit by Petition: Maximum of 9 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Teacher Leadership: The coursework for this concentration prepares teacher leaders and is based on the same CAEP 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 707 — Legal Issues in School Governance
EDU 714 — Leadership Issues I: Theories and Strategies
EDU 715 — Leadership Issues II: Planning and Finance
EDU 722 — Teacher Leadership
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

Specialization: P-12 School Administration
Concentration: Leadership in School Reform
Prerequisites: Candidates must have one of three qualifications to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.
Transfer Credit by Petition: Maximum of 9 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

EDU 600 — Community Involvement for School Improvement
EDU 606 — Accountability for Greater Student Learning
EDU 702 — Engaged Learning
EDU 711 — Politics, Policy, and Instruction
EDU 716 — Purpose and Plan for Action Research
EDU 717 — Entrepreneurial School Leadership
EDU 718 — The Changing Superintendency
EDU 722 — Teacher Leadership
EDU 723 — Faith and Ethics in Educational Leadership
EDU 741 — Leadership Development Research Project I
EDU 742 — Leadership Development Research Project II
EDR 700 — Research Issues in Educational Leadership
EDR 707 — Leadership Research Seminar
EDR 708 — 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. Campus-based classes may be offered using the “flipped classroom” model (FC). The FC model is a hybrid delivery system where students view video lectures by the professor and complete readings at home prior to attending classes on campus (about two and a half days on-site). This pre-class preparation reduces overall class time and frees up/focuses discussion and interaction in the course. Research is showing that the FC model can produce greater learning and deeper understanding. Program 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—Research in Higher Education
EDR 751—Dissertation Research
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)**

600. Community Involvement in School Improvement (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.

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.

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 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.
716. Purpose and Plan for Action Research (3)
Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)
In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)
This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

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.

722. Teacher Leadership (3)
This course examines practical perspectives on school administrators’ leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

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.
741. Leadership Development Research Project I (3)
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)
Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

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. Pass/Fail.

758. 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.

786. 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 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 enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

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 2 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 725 and 720. 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 enrollment is 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 enrollment such that the student earns a total of 3 hours when fully successful.

720. Research Methods and Design (3)
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 in Higher Education (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 minimum of 9–12 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.