Available on the Jackson, Germantown, and Hendersonville Campuses

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 two concentrations for maximum depth, relevance, and flexibility:
1. Teaching and Learning (T&L)
2. Instructional Leadership (IL)

The M.Ed. with a concentration in Teaching and Learning provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The M.Ed. with a concentration in Instructional Leadership provides opportunity for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the Instructional Leadership track must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The Cohort Approach. The M.Ed. program accepts cohorts of students who progress through the program together. It emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

Program Delivery and Calendar. The curriculum for both concentrations (T&L and IL) consists of 30 semester hours. It includes a core of 9 semester hours and a concentration of 21 semester hours, with no transfer credits or electives permitted. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each cohort is presented its unique calendar for the complete program. Current M.Ed. calendars are available at www.uu.edu/academics/graduate/med

The M.Ed. with a concentration in Teaching and Learning is delivered through one of two ways: Face-to-Face on campus or Online.

• The Face-to-Face option in the Teaching and Learning concentration begins in June and finishes 14 months later in July. Except for summer course work when weekdays as well as Saturdays are utilized, courses during the school year are offered on Saturdays in an intensive format where one course at a time is completed by the cohort. Courses are offered in traditional and blended-online formats.

• The Online option in the Teaching and Learning concentration begins in May, August and January. An intensive 12-month format is offered to students in the fully online program.

The M.Ed. with a concentration in Instructional Leadership is delivered in a traditional face-to-face format on campus and in a blended-online format. The IL concentration in the M.Ed. begins annually in June and finishes 14 months later in July.

Expected Program Outcomes

Teaching and Learning Concentration
This concentration is designed to provide a relevant professional development curriculum for classroom teachers who have completed at least one year of teaching. 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 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 Concentration
This concentration 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 practitioners.
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.
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 comprehensiveness.

Assessment Strategy
1. School Leaders Licensure Assessment (IL only)

Curriculum for the Master of Education Degree

M.Ed. Core (9 hours)
EDU 639 Teacher Effectiveness (3)
EDU 643 Methods and Design for Classroom Research (2)
EDU 647 Faith and Ethics in Education (3) or EDU 621 Faith and Ethics in Educational Leadership (3)
EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning Concentration (21 hours)
EDU 6001 Community Involvement to Improve Schools (2)
EDU 602 Technology-Rich Learning (2)
EDU 606 Accountability for Greater Student Learning (3)
EDU 608 Learning Theories into Practice (3)
EDU 611 Differentiated Instruction (3)
EDU 612 Literacy Across the Curriculum (3)
EDU 6171 Positive Discipline (3)
EDU 6172 Engaging Diversity in School Cultures (2)

Curriculum for Instructional Leadership Concentration (21 hours)
EDU 659 Supervision (3)
EDU 664 Organizational Decision-Making (3)
EDU 654 Legal Issues in School Governance (3)
EDU 624 Curriculum and School Improvement (3)
EDU 653 Leadership Issue I – Theories and Strategies (3)
EDU 669 Leadership Issues II – Planning and Finance (3)
EDU 661, 662, 663 Leadership Practicum I, II, III (3)
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 (one year for the Teaching & Learning concentration and three years for the Instructional Leadership concentration), 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 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. 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 concentration must submit the following:
1. Professional Resume;
2. Personal Summary including 4 well-written and proofread documents: (a) professional development plan, (b) an explanation of how Union University’s M.Ed. program will help you reach your goals, (c) a concise explanation of how you have improved student achievement as a classroom teacher, and (d) actual data (TVASS/TCAP data, Gateway scores, etc.) to support your explanation in section (c);
3. Copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth);
4. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience;
5. Recommendation form completed by the Director of the school system where the applicant is employed;
6. 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.
Conditional Admission. Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Conditionally admitted students may be granted Admission after 9 hours of (minimum) 3.00 grade average work and a recommendation from the Dean. Failure to be fully admitted to the M.Ed. program after 9 hours of coursework will result in termination from the program. A student may appeal termination through the regular appeals process outlined in this Graduate Catalogue.

Graduation Requirements
For graduation from the M.Ed. degree program, the student will:
1. Successfully complete the 30 semester hours of required course work.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Performance Exhibition In addition to the above criteria, students completing the Instructional Leadership Licensure concentration must:
4. Successfully complete the required Practicum.
5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program. Students completing the Instructional Leadership concentration must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

Financial Information
The following payment plans are available:
1. Full payment may be made for the program of 30 semester hours.
2. Payment may be made by the semester, with 50% due before classes begin that semester, and 50% due one month later.
3. Monthly payments may be made in using the FACTS Plan, an automatic debit from your bank account. Tuition is $485 per semester hour effective June 2016 and $495 per semester hour effective June 2017.
The following are Non-Refundable Fees:
Application Fee .................................................. $25
IL Portfolio fee (when applicable) ....................... 150
Practicum fee (IL) ................................................ 200
General Student Fee ...........................................20/hour
Computer Fee: EDU 602 ..................................... 15
All financial information is subject to change without notice.

Financial Assistance
The Federal Stafford Loan (subsidized or unsubsidized) is available to M.Ed. students who need financial assistance. To qualify for a student loan, the graduate student must:
1. Be admitted to the M.Ed. degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Application for Financial Assistance by April 1 for Summer through Spring semesters and by April 1 again of the following year to cover the remaining Summer semester. A Master Promissory Note must also be on file in the Student Financial Planning Office.

Course Descriptions: Education (EDU)
6001. 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.

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.

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 iPad and 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 decipher 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 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. Supervisions (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 thirteen-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.

669. Leadership Issues II – Planning and Finance (3)
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, uses of media and more.