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. 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. 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 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.
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)
Transfer Credit by Petition: Maximum of 9 semester hours may be applied.
EDU 612 Literacy Across the Curriculum (3)
EDU 621 Faith and Ethics in Educational Leadership (3)
(or EDU 647 Faith and Ethics in Education (3) for TL focus)
EDU 639 Teacher Effectiveness (3)
EDU 643 Methods and Design for Classroom Research (2)
EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning (18 hours)
Focus (12 hours)
EDU 606 Accountability for Greater Student Learning (3)
EDU 608 Learning Theories into Practice (3)
EDU 611 Differentiated Instruction (3)
EDU 617 Positive Discipline (3)
Flex (6 hours)
EDU 602 Technology-Rich Learning (2)
EDU 648 Engaging Diversity in School Cultures (2)
EDU 6001 Community Involvement to Improve Schools (2)

Curriculum for Instructional Leadership (18 hours)
Focus (12 hours)
EDU 624 Curriculum and School Improvement (3)
EDU 654 Legal and Financial Issues in School Governance (3)
EDU 659 Supervision (3)
EDU 664 Organizational Decision Making (3)
Flex (6 hours)
EDU 653 Leadership Issues I (3)
EDU 661 Practicum (1)
EDU 662 Practicum (1)
EDU 663 Practicum (1)

Curriculum for Teacher Leadership (18 hours)
Focus (12 hours)
EDU 606 Accountability for Greater Student Learning (3)
EDU 636 Developing Educator Capacity through Professional Learning (3)
EDU 672 Teacher Leadership (3)
EDU 601 Leadership, Organizations, and Change (3)
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.

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 completing 9 graduate hours of (minimum) 3.00 grade average work at Union 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 the Campus Life Handbook.

Transfer Credit into the M.Ed. Degree Program

Up to nine semester hours of graduate credit from a regionally accredited college or university may be transferred into the degree program at the time the student is admitted to the degree program, provided the grades received in those courses were B or higher. Work 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.

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 focus must:
4. Successfully complete the required Practicums.
5. Take and PASS the Praxis II SLLA exam in order to complete the M.Ed. Instructional Leadership program. Students completing the Instructional Leadership focus 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. The University accepts payment via Self-Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
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 $355-$560 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 ...................................$23/hour

All financial information is subject to change without notice.
**Financial Assistance**

Financial aid information for graduate students is available on our website at [www.uu.edu/financialaid/graduate/](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)**

**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.

**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)**
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 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 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. Leadership Practicum Summer (1)
662. Leadership Practicum Fall (1)
663. Leadership Practicum Spring (1)
(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.