

The purpose of the Master of Education Degree Program is to provide relevant continuing professional development for classroom teachers in a quality graduate environment.

Students in the M.Ed. program will:

1. Enhance their knowledge, skills and values relating to the major issues facing today's practitioners.
2. Be encouraged in their Christian commitment and service to society.
3. Apply research skills to current educational problems.
4. Prepare for leadership roles in their educational settings.

The Master of Education Degree utilizes the following means of assessing the four objectives listed above. The emphasis in this assessment is upon a variety of measures and comprehensiveness. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Coursework and teacher-devised assessments including small and large group discussions and exams, projects, papers. (1,2,3,4)
- Course evaluations, collected and tabulated by the Office of Graduate Studies in Education for each course taught in the program. (1,2,3,4)

Candidates for admission to the M.Ed. (cohort) program will need the following:

1. A teaching license.
2. A minimum G.P.A. of 3.00 based on a 4.00 scale (undergraduate and post-baccalaureate credits combined).
3. An interview with the Director of the M.Ed. program.

Successful candidates must also complete an Application to Graduate Studies in Education; arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from all previously attended colleges or universities; and request of two persons who are in positions to judge the candidate's potential as a graduate student to recommend the candidate, using the forms

- Alumni questionnaire for master's level programs (1,2,3,4)
- Creative Research Project, the exit requirement of the M.Ed. program (1,3,4)
- Field experience, an integral part of most courses in the M.Ed. curriculum. (1,3,4)
- The Master's Forum, student presentations of the Creative Research Project in a setting such as a school, class conference, or colloquium. (1,3,4)

The M.Ed. program accepts students in groups of 15 to 24 to pursue each course together in a cohort. This model emphasizes teamwork, cooperation, professional support and sharing of knowledge among students. Each cohort is further subdivided into action research groups of 4-6 students. Lifelong friendships are developed through this format and learning takes place in a spirit of unity, rigor and cooperation. The curriculum consists of 12 courses totaling 30 semester hours with no transfer credits or electives permitted. The degree program begins each June and this JrExcept for summer course work, when Saturdays as well as weekdays are utilized, courses during the school year are offered on Saturdays in a unique delivery system, an intensive format where one course at a time is completed by the cohort of students.

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

provided in the application packet. In addition, a completed "Certificate of Immunization" is required.

Persons not qualifying for Admission may be granted Conditional Admission after successfully completing a Writing Sample (evaluated by English Department faculty) and upon the recommendation of the Graduate Education Admissions Committee and the Dean of the College of Education and Human Studies. Provisionally admitted students may be granted Admission after 9 hours

611 Differentiated Instruction (3)

This course views Differentiated Instruction as the development of multiple methods of instruction to address the needs of students of varying abilities. It assumes that children learn differently and methods effective for some students are ineffective for others.

612 Literacy Across the Curriculum (3)

This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading skills and consideration of thematic units.

613 Brain-Based Learning (3)

An emphasis on creating authentic learning situations that address the brain's need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

617 Positive Discipline (2)

A focus on the use of proactive strategies by teachers to