

MASTER OF EDUCATION

SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses

Program Purpose

The purpose of the Master of Education degree program is to provide relevant 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 courses, 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 August and finishes 21 months later in May. An intensive format in which students complete one online course at a time 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.

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 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 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 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 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 preparation 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



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 Leadership concentration must successfully pass the school system where the applicant is employed; the state licensure exam to obtain both the M.Ed. degree and state licensure.
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.

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,

664. Organizational Decision-Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory,