SCHOOL OF EDUCATION

COLLEGE OF EDUCATION AND HUMAN STUDIES

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 ve distinct groups.

- Persons who are licensed teachers and wish to complete graduate degrees in their professional teaching elds, 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.).

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 + 41 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 610, 621, 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 625 and 604.

D. Concentration: Secondary Education, Licensure (15 core + 24 concentration hours)
With appropriate prerequisites, including those in the teaching content eld, this program leads to an initial licensure in a secondary (Grades 7-12) eld. Praxis II Tests and student teaching semester, or 2 years of successful teaching experience on a transitional 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 Transitional License - EDU 622, EDU 6231 OR EDU 578
   Option B: EDU 614 and either EDU 660 or EDU 595

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
3. EDU 616, 626; SE 545

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-Modi ed K-12.
1. SE 505, 545, 605, 630, 631, 632, 641, 648

G. Concentration: Curriculum and Instruction, Non-Licensure (15 core + 24 concentration hours)
1. EDU 604, 616, 625, 626
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 651 or EDU 657
3. Education Electives, advisor-approved, 8 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.
4. Completion of EDU 665, Research Design.
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 led in the Of ce of the College of Education and Human Studies before candidacy is granted.

The student will receive written noti cation 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.

Maximum Load

The maximum load for a graduate student is 15 hours during the Fall or Spring semesters and 6 hours during the Winter term. The maximum load for the 8-week Summer session is 12 hours. No more than 6 hours may be taken during any Summer term. Fall and Spring Semester schedules are designed for teachers. An optimum load for teachers is six hours, one course per term.

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 ve 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 College of Education and Human Studies prior to taking the course. A

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

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in Business Education A.

Chemistry (CHE) and Physics (PHY)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. & (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in Science Education A.

Communication Arts (COM)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. . (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in Communication Education A.

Education (EDU)

502. (3)
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.

52 . (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. (3)
A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the eld. Available for graduate credit only. Practicum required.

531 ' (4+4)
The Practitioner teacher hired by the school system ful lls 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 ' (4+4)
The Practitioner teacher hired by the school system ful lls 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. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

535 (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 and the USB drive required for the portfolio are available through the School of Education. Graded Pass/Fail.

540. (3)
A study of the principles and practices related to the effective use of games and activities in the elementary classroom.

543. (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. , (4)
Design and implementation of instruction in elementary

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 5. (1-4)
Graduate credit offered in concentrated format for license

63 . (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.

63 . (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. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

646. (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. (3)
A study of the measurement of learning, attitudes and feelings, products and performances, and social interaction. Dif culty and discrimination of test items as well as validity and reliability of tests are emphasized. Descriptive statistics for sets of data are introduced.

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

660. (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 eld. Students will identify and develop a synthesis of research related to a potential line of research.

665. (3)
A study of research designs which control threats to the validity of research conclusions, including statistical treatment of data.

6 1. , (3)
Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly de ned 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.

6 5. (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 nal product will be presented to faculty and peers. To be taken the semester before graduation.

6 6. / (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.

6 . (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.

6 . (6)
Fulltime resident student teaching 15 weeks in secondary schools supported by a weekly seminar that addresses common issues across the Partner School sites.

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in Education A.

6 0. . (3)
Prerequisite: EDU 665.
A course designed to help the student complete the master's

English (ENG)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in ENG. 680.

History (HIS), Political Science (PSC), and Geography (GEO)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

6 0. . (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in Social Science Education A.

Language (LANG)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content

Library Information Specialist (LSC)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non lecture research and discussion course. Course content will be determined by need.

610 (3)
A study which traces the development of library history from its earliest existence through the 20th century. It includes a

Music (MUS)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

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

6 0. (3)
A course designed to help the student complete the individual research related to the specialty area. Speci c course content will be designed to meet the program needs of the individual student.

6 5. (3)
A continuation of Research in MUS 680.

Physical Education, Wellness, and Sport (PEWS)

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c requirements will be arranged by the department.

5 . (1-4)
All courses and their application must be defined and approved prior to travel.

5 0. (1-4)
All courses and their application must be defined and approved prior to travel.

5 5. (1-4)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

5 . (1-3)
A non-lecture research and discussion course. Course content will be determined by need.

640. (3. 55 -0.0 4 10(6)- (4)- (0)- (.)- ( )-33(

610. . . . . (3)
This course involves an in-depth study of the field of

5 5. (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. (3)
An investigation of assessment procedures for persons with special needs. Attention is given to the research base related to appropriate techniques and instruments and interpretation and transformation of test data into programmatic guidelines for instructional objectives.

606. , (4)
Students will explore the content, materials, and method of mathematics, science, and social studies teaching with special attention given to meeting the needs of students with disabilities. Re ection of best practices of teaching math, science and social studies are introduced while maintaining s sensitivity to individual student differences.

630. (3) ,
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 exceptionalities 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. / (3)
A study of the diagnostic criteria of particular disability categories with emphasis on the individual educational needs of individuals with mild to moderate exceptionalities, including a study of Federal and State law, behavioral and psychosocial aspects, and pedagogy involved in relevant educational trends such as inclusion. Includes observation eld experience.

632. (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 eld experience.

640. (3)
Group studies which do not appear in the department course offerings. Course content will be determined by need.

64 . (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. (3)
An investigation of the assessment methods for identi cation and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

651. (4)
Prerequisite: EDU 629.
Theoretical and applied aspects of cognitive development in young children. Language development, quantitative thinking, number concepts, goals and concepts for other curriculum areas, as well as assessment principles and models are explored. Field Experience required.

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

65 . (4)
Prerequisite: EDU 629.
Development of creativity in young children with attention to use of the expressive arts for early intervention, meeting curricular objectives in all areas, and programming strategies for young children with special needs. Assessment principle and models are explored. Field Experience required.

660. (3)
A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the eld.

6 0. . (3)
A course designed to help the student complete the individual

Teaching English as a Second Language (TESL)

510. (3)
The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

515. & (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. (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 re ecting their own test designs.

530. & (3)
The critical context of curriculum development, allowing students to explore language curriculum design and develop an extensive, detailed language curriculum.

533. (1-4)
Internship in a eld situation for a speci ed time. Speci c

Available at the Germantown Campus,
Memphis Residency Center

Program Purpose

The purpose of the Master of Urban Education (M.U.Ed.) is to provide relevant preparation for urban educators seeking

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

Graduation Requirements

For graduation from the M.U.Ed. degree program, the student will:

1. Successfully complete the thirty semester hours required of the program as de ned for either the Secondary Concentration or the Elementary Concentration.
2. Demonstrate a minimum GPA of 3.0 cumulative for the program.
3. Successfully complete the Resident Internships as well as the Capstone Seminar.

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. (3)
A study of the principles, methods, and best practices for teaching at the secondary level with emphasis on current research in the eld. Available for graduate credit only. Practicum required.

566. (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.

5 0. (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. (3)
Prominent theories of learning and learning styles in the context in which they were originated, their in uences upon contemporary psychological and educational thought, and their present applications.

61 . (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 re ection.

626. . (3)
Content area reading builds on skills to teach strategies related to speci c areas of the curriculum and is designed to teach students the speci c 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 speci c content area. Field Experience required.

6311. .
(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. Signi cant 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 re ect 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.
(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 eld. The latter will include inquiry, group dynamics, communication, collaboration with parents and other professionals, inclusion, national standards, diversity, and faith and ethics.

6351. (4)
The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematic concepts. An emphasis on the discovery of mathematics and a laboratory approach will be maintained throughout the course. Signi cant 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 re ect 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. . (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.

66 . (3+3)
Resident ful lls 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.

66 . (3+3)
Resident ful lls 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.

6 6. (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.

TEACHER LICENSURE

POST-BACCALAUREATE REQUIREMENTS FOR INITIAL AND ADD-ON ENDORSEMENT

Conceptual Framework

A Teacher-Student Dynamic of Sensitivity, Re ection and Faith

Mission Statement

The mission of the Educator Preparation Program is to prepare highly effective teachers within an environment of sensitivity, re ection, and faith.

Description of the Statement

Effective educators demonstrate knowledge in their respective elds, sensitivity to students' diverse learning needs, re ection 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. Content Knowledge: Candidates demonstrate academic competence in a broad base of general education and in a major appropriate for the licensure being sought.
2. Knowledge of Learners: Candidates understand the growth and development of children and adolescents with sensitivity to their diverse learning needs.
3. Pedagogy & Instruction: Candidates demonstrate knowledge of a variety ge aCfwS5iwith sensitivit being soufeTj ETan <</d-0.cof >>Bd3 BTfeTju ET EMC /Spc 340.GS1 g

Fully-licensed teachers who hold an endorsement that includes grade 7 may add a secondary endorsement by submitting minimum scores on the Praxis II specialty area tests for the intended endorsement and the add-on application directly to the Office of Teacher Licensing, Tennessee Department of Education.

Post-Baccalaureate Requirements

(For post-baccalaureate initial licensure and add-on endorsements)

. Students who seek post-baccalaureate teacher licensure must submit the Graduate Studies in Education Application; $25 non-refundable application fee; of cial 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.

. 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; if the licensure program takes more than two years to complete, the post-baccalaureate candidate should check with the Assistant Dean to be sure licensure requirements have not changed. At this meeting teitationi MC /Span <</MCID 4765 >>BDC BT /T13_1 1 Tf 0.011 Tc 038

Proof of professional liability insurance is required of all students enrolled in courses with eld 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.

. 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*.

. The candidate must view the LiveText screencast while enrolled in EDU 535 Portfolio Submission in the rst semester of enrollment. The portfolio fee is the candidate's responsibility. The candidate will submit the portfolio in the rst semester. The nal portfolio will be submitted in student teaching or in Mentoring Seminar II. The Educator Preparation Handbook, Vol. I is available in the portfolio template.

. 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 Executive Dean of the College of Education and Human Studies. The Executive 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 noti ed in writing of the committee's determination.

. The candidate will submit parts of the portfolio throughout the program for formative assessment. The portfolio will present evidence that the candidate has met performance standards in professional education as set by the TN Department of Education and based on INTASC standards. To be admitted to student teaching, students must acquire passing scores on all applicable portions of the Praxis II as determined by the Tennessee State Department of

MASTER 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 exibility:

1. Teaching and Learning (T&L)
2. Instructional Leadership (IL)

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.

Course Descriptions: Education (EDU)

6001. (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. (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, speci c-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

606. (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 re ection (teacher and student), and creative avenues for communicating content mastered.

60 (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. (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. (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.

61 1 (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. (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 identi ed and practiced to analyze, clarify, and evaluate ethical issues within educational contexts.

624. (3)
Study and evaluation of modern practices and strategies

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. Veri cation 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.

. . 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.

Academic Requirements for Progression, Probation, and Suspension

Students in the Education Specialist Program must maintain an overall Grade Point Average of at least 3.0 in the Ed.S. Program to remain in Good Academic Standing.

After completion of nine graduate hours in the program, an Ed.S. student whose cumulative program GPA is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her program GPA to 3.0 or higher.

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 Bene ts.

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).

In addition to the above criteria, students completing the Instructional Leadership licensure track must:

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).

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 nal 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. See the Ed.D. program section for admission criteria and course descriptions.

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 is $490 per semester hour effective for cohorts beginning in February 2015. Tuition will be $520 per semester hour effective February 2016.

IL Portfolio Fee (when applicable):.....$160
Application Fee.....$.25
EDU 737, 738, 739—Practicum Fee (IL):.....$200
General Student Fee.....$20/hour
All nancial information is subject to change without notice.

. . The Federal Stafford Loan (subsidized or

Course Descriptions: Education (EDU)

613. (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.

02. (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.

03. (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.

06. (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.

0 . (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 nance issues and school district liability, federal law and regulations involving special education.

0 . (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.

14. (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.

15. (3)
Prerequisite: EDU 714
An application of leadership issues related to planning and nance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, scal and non- scal resources for districts, budget planning and management collaborative planning, use of media and more.

16. (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 scienti c 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.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

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 re ect 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: *teacher-student dynamic of sensitivity, re ection, 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

- Of cial Transcripts: Of cial transcripts from ALL undergraduate and graduate schools attended. The minimum requirement for admission is an of cial 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: Of cial test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), re ecting scores for all three sections of the GRE (verbal, quantitative, and writing). Results must be current within the last ve years. For all applicants who are not native English speakers, a TOEFL test is required and of cial test scores must be forwarded to Union University (Institution Code: 1826).
- Documentation of at least ve years of relevant professional experience in the Education sector (Veri cation 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 program, their leadership career aspirations, 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. Veri cation 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
  Of ce of Graduate Studies in Education
  1050 Union University
  Jackson, TN 38305-3697
  OR
  Union University Germantown
  Of ce of Graduate Studies in Education
  2745 Hacks Cross Road
  Germantown, TN 38138
  OR
  Union University Hendersonville
  205 Indian Lake Blvd.
  Hendersonville, TN 37075
- Noti cation: Each student will be noti ed in writing of the decision regarding his/her admittance into the program.

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 of cial 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 Bene ts.

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Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the rst semester of enrollment. Students needing more than 6 years to complete the degree must le a time extension petition with the Dean of the College. 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.

. 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 speci ed by the Program of Study.
-

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 613deru1 6Tnnespan <</MCcher Lelke EDU 613MbaryTeacher Leadership students

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

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.

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*.

(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

(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

(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)

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration
Concentration: Leadership in School Reform

Candidates must have one of three quali cations to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.

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 710 – Intermediate Statistics
EDR 712—Dissertation Seminar
EDR 720 – Research Methods and Design
EDR 725 – Advanced Statistics and Design
EDR 790 – Dissertation (9)

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 elds 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 eld 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.

Education (EDU)

610. (3)
A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

613. (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.

01. (3)
A critical examination of key theories, functions and practices involving leadership and organizations with speci c 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.

02. (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.

03. (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.

05. (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.

06. (3)
Theoretical approaches to understanding complex organizations
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1 . (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 nancing, student enrollment, and legal issues related to non-traditional and for-pro t 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.

1 . (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 identi cation of challenges and solutions at both the interpersonal and institutional levels.

1 . (3)
A comparative study of selected delivery systems, theoretical constructs, cultural in uences and implications, governmental involvement as well as educational outcome expectations.

20. (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.

22. (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.

23. (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 identi ed and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

2 . (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.

30. (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 bene ts and challenges of this form of engaged learning. To include the design of a service-learning program.

32. (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 identi ed 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.

34. (3)
Prerequisite: Approval from Of ce of Graduate Studies in Education.
The internship for the Administration and Supervision track of the Ed.S. in Educational Leadership is a ve-month, mentored experience involving two or more settings and multiple levels with an introductory eld 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.

3 . (1)
Prerequisite: approval from Of ce 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,

42. (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 eld.

45. (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.

50.
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.

51. (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 of ce. Pass/Fail.

6.
(3)
A seminar course dealing with the theoretical and applied bases of educational administration in multicultural
C5sizTm succe-ucational administration in mult8aminasture aT /tC BT /C /Span <</MC2D 6859 >>BDC BT /22922 BT /T1ev

51. . . . . (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.