

# MASTER OF EDUCATION

---

## 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

## 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 Ex a o current educational pre emrmaty of measures and compe 338.8536 68ILEduca2.1 3JE'

## 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);
8. Certificate of Immunization.

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

## 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

**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 u.0547 Tmn0547 Tmn0548 (gr)1 part grli8547 Tmn