
The purpose of the Master of Education degree program is to provide relevant educational opportunities for educators to develop as practitioners and educational leaders.

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

This focus is designed to provide a relevant professional development curriculum for classroom teachers who are currently serving as the assigned teacher of record for a group of students. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teaching and Learning will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today's transformational teachers.
2. Engage the Christian intellectual tradition and demonstrate service to society.
- 3.

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Each of the three areas of focus is completed during an intensive 12-month program. There are three entry points for each focus area: Summer, Fall, and Spring.

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.

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.

1. School Leaders Licensure Assessment (IL only)
2. Culminating Performance Exhibition (Scholar and Practitioner)
3. Electronic Dispositions Evaluation (Relater)

4. Artifacts compiled in the electronic portfolio
5. Clinical experience, an integral part of most courses
6. Course work and teacher-devised assessments
7. Course evaluations by students
8. End of program questionnaire

Transfer Credit by Petition: Maximum of 9 semester hours may be applied.

- EDU 612 Literacy Across the Curriculum (3)
- EDU 621 Faith and Ethics in Educational Leadership (3)
- (EDU 647 Faith and Ethics in Education (3) for TL focus)
- EDU 639 Teacher Effectiveness (3)
- EDU 643 Methods and Design for Classroom Research (2)
- EDU 652 Performance Exhibition (1)

- EDU 606 Accountability for Greater Student Learning (3)
- EDU 608 Learning Theories into Practice (3)
- EDU 611 Differentiated Instruction (3)
- EDU 6171 Positive Discipline (3)

- EDU 602 Technology-Rich Learning (2)
- EDU 648 Engaging Diversity in School Cultures (2)
- EDU 6001 Community Involvement to Improve Schools (2)

*The above listed Flex courses for Teaching and Learning are required.

- EDU 624 Curriculum and School Improvement (3)
- EDU 654 Legal and Financial Issues in School Governance (3)
- EDU 659 Supervision (3)
- EDU 664 Organizational Decision Making (3)

- EDU 653 Leadership Issues I (3)

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 2 years of teaching experience;
4. Recommendation form completed by the Director of the school system; and
5. Interview with Instructional Leadership Screening Committee. The candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

Persons not qualifying for Admission

Financial aid information for graduate students is available on our website at www.uu.edu/financialaid. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of

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.