

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)

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 CalendarThe 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 nishes 14 months later in July. Except for summer course work when weekdays as well as Saturdays are utilized, courses

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP) and the Instructional Leadership licensure standards set by the State of Tennessee.

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 comprehensiveness.

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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

Curriculum for the Master of Education Degree

M.Ed. Core (9 hours)

- EDU 639 Teacher Effectiveness (3)
- EDU 643 Methods and Design for Classroom Research (2)
- EDU 647 Faith and Ethics in Education (3) or EDU 621 Faith and Ethics in Educational Leadership (3)
- EDU 652 Performance Exhibition (1)

Curriculum for Teaching and Learning Concentration (21 hours)

- EDU 6001 Community Involvement to Improve Schools (2)
- EDU 602 Technology-Rich Learning (2)
- EDU 606 Accountability for Greater Student Learning (3)
- EDU 608 Learning Theories into Practice (3)

- EDU 611 Differentiated Instruction (3)
- EDU 612 Literacy Across the Curriculum (3)
- EDU 6171 Positive Discipline (3)
- EDU 648 Engaging Diversity in School Cultures (2)

- Curriculum for Instructional Leadership Concentration (21 hours)
- EDU 659 Supervision (3)
 - EDU 664 Organizational Decision-Making (3)
 - EDU 654 Legal Issues in School Governance (3)
 - EDU 624 Curriculum and School Improvement (3)
 - EDU 653 Leadership Issue I – Theories and Strategies (3)
 - EDU 669 Leadership Issues II – Planning and Finance (3)
 - EDU 661, 662, 663 Leadership Practicum I, II, III (3)

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. Community Involvement to Improve Schools (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. Technology-Rich Learning (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, specific-use software, mobile apps, adaptive technology, presentation software, Internet, and future trends.

606. Accountability for Greater Student Learning (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 reflection (teacher and student), and creative avenues for communicating content mastered.

608. Learning Theories into Practice (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. 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, 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 identified and practiced to analyze, clarify, and evaluate ethical issues within educational contexts.

624. Curriculum and School Improvement (3)

Study and evaluation of modern practices and strategies