

# MASTER OF EDUCATION

## SCHOOL OF EDUCATION

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### 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 focus is a non-licensure, fully online program that integrates iPad technology.

The M.Ed. with a focus in **Instructional Leadership (IL)** provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The M.Ed. with a focus in **Teacher Leadership (TLD)** provides opportunities for students to develop their knowledge and skills to prepare for a teacher leadership role (i.e., instructional coach, mentor, department chair, etc.), and/or leverage their existing abilities in their current roles as teacher leaders. The TLD focus is a non-licensure program.

**A Collaborative Approach.** The M.Ed. program emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

**Program Delivery and Calendar.** The curriculum for each of the three focus areas (TL, IL, and TLD) consists of 30 semester hours. Students complete 12 semester hours of Foundation coursework, 12 semester hours of Focus coursework, and six semester hours of Flex coursework. Students are expected to commit to the rigor and attendance expectations for the intensively scheduled program. Each student is presented his/her unique calendar for the complete program. Current M.Ed. calendars are available at [www.uu.edu/med](http://www.uu.edu/med)

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.

### Expected Program Outcomes

#### Teaching and Learning Focus

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

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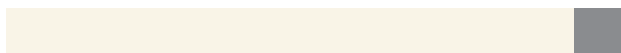
principals and curriculum supervisors. Teachers must have completed a minimum of 3 years of teaching before beginning this degree program. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Instructional Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today's practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for school leadership roles as principal or curriculum supervisor.

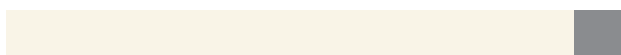
The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP) and the Instructional Leadership licensure standards set by the State of Tennessee.

## 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 confly sere t







**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

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