

# MASTER OF URBAN EDUCATION

## THE SCHOOL OF EDUCATION

**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 a diversity of knowledge, skills, and dispositions for post-baccalaureate student and initial Tennessee teacher licensure. Specifically, the M.U.Ed. curriculum is designed to prepare and support outstanding teachers called to transform the lives of urban students. The university's Core Values of Christ-Centered, Excellence-Driven, People-Focused, and Future Directed are integrated through rigorous coursework, clinical experience, service-learning, modeling from mentor teachers, and committed university coaches to educate the whole urban student. Through this comprehensive residency program, the university will explore and implement a curriculum with the latest urban research, pedagogy, and technology to prepare outstanding teachers for the urban schools.

### Objectives of the Program

Students in the Master of Urban Education will:

1. Enhance their knowledge, skills, and dispositions relating to the major issues facing today's practitioners in urban education.
2. Apply research skills to current urban education problems.
3. Experience a residency-immersion teacher preparation experience
4. Be prepared as individuals in knowledge and pedagogy to become licensed teachers.
5. Be encouraged in their Christian Commitment and service to society.

6. Have developed the knowledge and competence to meet the goals of Union University's NCATE accredited Teacher Education Program (see Teacher Licensure section of the Catalogue). Such goals include learning theory applications, diversity of learning needs, academic competence in the licensure area as well as a broad-based liberal arts education, technology and pedagogical skills, assessment skills, and social-motivational skills.

### Assessment of Outcomes

The M.U.Ed. utilizes the following means of assessment for the seven outcomes listed above. The number of each outcome is listed in parentheses beside each means of assessment:

- Coursework and teach-devised assessments (1-6)
- Course evaluations (1,2,5,6)
- Synthesis work in Capstone Seminar and Internship Seminar (1-6)
- Clinical experience including internship (1-6)
- Teacher Education Portfolio that includes key assessments of lesson and unit planning as well as teacher work samples that address Tennessee Professional Education Standards (1,2,3,4,6)
- Satisfactory score on Praxis II Specialty Area (1,4,6)
- Program questionnaire which is designed to relate to program outcomes as completed by graduates (1-6)

### The Cohort Approach and Calendar

The M.U.Ed. is a selective, cohort-delivered program that integrates graduate work with preparation for teaching in an urban setting as part of an intensive on-years residency program. The cohort begins the year of study with Summer and culminates with Summer graduation the following year.

### Admission Information

The M.U.Ed. is a highly selective program that attempts to utilize academic criteria to enable admission of the best candidates as Residents. Applicants desiring to enter this program should submit the following to the Office of Graduate Studies in Education:

1. Completed Graduate Studies in Education Application.
2. Official transcript(s) showing all coursework, completion of the baccalaureate degree(s), all graduate credit previously attempted from

- regionally accredited institutions, and cumulative GPA of at least 2.75. Those falling below this minimum can opt for Conditional Admission status by successfully completing a Writing Sample.
3. Completed "Certificate of Immunization."
4. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
5. Application to the Teacher Education Program.

The Master of Urban Education degree program shares a commitment to the Union University Core Values of “Christ-Centered, Excellence-Driven, People-Focused, and Future-Directed,” to the Conceptual Framework of Union’s Teacher Education Program: “a teacher-student dynamic of sensitivity, reflection, and faith,” and to candidate dispositions with the Memphis Teacher program. To be selected and admitted, candidates are screened and interviewed on “Selection Weekends” through a series of case studies, role playing, discussion, and reflective activities conducted by the university and school practitioners.

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 defined 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 504 Technology in the Classroom (2)  
 EDU 565 Twenty-First Century Classroom Leadership (3)  
 EDU 614 Learning Theories and Styles (3)  
 EDU 535 Portfolio Submission (non-credit/Pass-Fail)  
 EDU 570 Summer School Clinicals (non-credit/Pass-Fail)

### Fall (August –December)

EDU 626 Reading in the Content Area (3)  
 EDU 530 Secondary School Methods (3)  
 EDU 642 Intensive Studies in the Content Area (2)  
 EDU 667 Resident Internship in the Secondary School (3)

### Spring (January – May)

SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)  
 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 504 Technology in the Classroom (2)  
 EDU 629 Current Research in Early Childhood Education (3)  
 EDU 565 Twenty-First Century Classroom Leadership (3)  
 EDU 535 Portfolio Submission (non-credit/Pass-Fail)  
 EDU 570 Summer School Clinicals (non-credit/Pass-Fail)

### Fall (August—December)

EDU 631 Teaching Reading and Language Arts in Elementary School (3)  
 EDU 632 Teaching Social Studies and Science in Elementary School (3)  
 EDU 635 Teaching Mathematics in Elementary School (2)  
 EDU 668 Resident Internship in the Elementary School (3)

### Spring (January—May)

SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)  
 EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)  
 EDU 668 Resident Internship in the Elementary School (3)

## **Course Descriptions: Education (EDU)**

### **504. Technology in the Classroom (2)**

A study of the most recent technology advancements utilized to enhance student achievement in the elementary, middle, and high school classroom with emphasis on the many facets of the computer as a teaching tool. Prior technology experience needed.

### **530. Secondary School Methods (3)**

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

### **535. Portfolio Submission (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.

### **614. Learning Theories and Styles (3)**

Prominent theories of learning and learning styles in the context in which they were originated, their influences upon contemporary psychological and educational thought, and their present applications.

### **618. Cultural Foundations of Education (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 reflection.

### **626. Reading in the Content Area (3)**

Content area reading builds on skills to teach strategies related to specific areas of the curriculum and is designed to teach students the specific 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 specific content area. Field Experience required.

### **676. Capstone Seminar: Curriculum Issues in Urban Settings (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.

### **565. Twenty-first Century Classroom Leadership (3)**

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.

### **570. Summer School Clinicals (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.

### **631. Teaching Reading and Language Arts in Elementary School (3)**

Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting. 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.

### **632. Teaching Social Studies and Science in Elementary School (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 field. The latter will include inquiry, group dynamics, communication, collaboration with parents and other professionals, inclusion, national standards, diversity, and faith and ethics.

### **635. Teaching Mathematics in Elementary School (2)**

The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematic concepts. An emphasis on the discover of mathematics and a laboratory approach will be maintained throughout the course.

### **642. Intensive Studies in the Content Area (2)**

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 the Mentor teachers from the schools to ensure a more intensive study of the Resident's content area.

### **667. Resident Internship in the Secondary School (3+3)**

Resident fulfills 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.

### **668. Resident Internship in the Elementary School (3 + 3)**

Resident fulfills 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.