Available through Memphis Teacher Residency located in the Crosstown Concourse in Memphis

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 CAEP accredited Educator Preparation 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 teacher-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 an internship as preparation for teaching in an urban setting as part of an intensive one-year residency program. The curriculum for the degree consists of courses totaling 31 semester hours for the secondary concentration and 32 semester hours for the elementary concentration, with no transfer credit or electives permitted. The cohort begins the year of study in the summer and culminates with spring graduation the following year. Residents graduate with the M.U.Ed. and initial teaching licensure.

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:

2. Official transcript(s) showing all course work, 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.
3. Cumulative GPA of at least 3.0.
5. Proof of having acquired at least the Tennessee minimum score on the Praxis II content knowledge or specialty area test for the intended endorsement.
6. Application to the Educator Preparation 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 Educator Preparation Program: “a teacher-student dynamic of sensitivity, reflection, and faith,” and to candidate dispositions with the Memphis Teacher Residency 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.

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**Curriculum Calendar for M.U.Ed./Secondary Concentration—31 hours (Licensure Grades 6-12)**

**Summer (June—July)**
EDU 530  Secondary School Methods
EDU 566  Twenty-First Century Classroom Leadership
EDU 570  Summer School Clinicals
EDU 614  Learning Theories

**Fall (August—December)**
SE 625   Learning and Behavior Characteristics
EDU 6421  Intensive Studies in the Content Area
EDU 667  Resident Internship in the Secondary School

**Spring (January—May)**
EDU 626  Reading in the Content Area
EDU 676  Capstone: Current Issues in Urban Education
EDU 667  Resident Internship in the Secondary School

**Curriculum Calendar for M.U.Ed./Elementary Concentration—32 hours (Licensure Grades K-5)**

**Summer (June—July)**
EDU 509  Planning and Assessment
EDU 566  Twenty-First Century Classroom Leadership
EDU 570  Summer School Clinicals
EDU 614  Learning Theories

**Fall (August—December)**
EDU 6351  Teaching Mathematics in the Elementary School
EDU 6311  Teaching Reading and Language Arts in the Elementary School
EDU 668  Resident Internship in the Elementary School

**Spring (January—May)**
SE 625   Learning and Behavior Characteristics
EDU 644  Elementary Science and Social Studies Methods
EDU 676  Capstone: Current Issues in Urban Education
EDU 668  Resident Internship in the Elementary School

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**Course Descriptions: Education (EDU)**

509. Planning and Assessment (2)
Instructional planning and data use contribute to student achievement. This course provides an overview of how to plan instruction (including long-term planning, unit planning, lesson planning, differentiation, and alignment to standards and high-stakes assessments) and how to use data to inform instruction (including types of assessment, assessment design, data collection, data analysis, and response to data).

530. Secondary School Methods (4)
This course provides an overview of how to plan instruction (including long-term planning, unit planning, lesson planning, differentiation, and alignment to standards and high-stakes assessments). 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.

566. 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. Teachers will also learn the role action research can play in the classroom setting.
570. Summer School Clinicals (2)
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 allows the Resident to begin to apply theories and concepts learned in coursework to the classroom setting. 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.

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.

6311. Teaching Reading and Language Arts in Elementary School (4)
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. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate literacy skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on literacy instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support literacy instruction. In addition, this course will enable teachers to integrate reading and social studies in the classroom.

6351. Teaching Mathematics in the Elementary School (4)
The large ideas of mathematics are emphasized as students develop a better understanding of the important connections among mathematical concepts. An emphasis on the discovery of mathematics and a laboratory approach will be maintained throughout the course. Significant time will be spent examining best practices for meeting the needs of students who lack grade level/age appropriate mathematics skills. This course will also investigate current research related to young children and educational programs for children, birth through grade four, and allow students to reflect on the impact of this research on mathematics instruction. Topics include becoming aware of the diversity of teaching styles, learning expectations, and reading styles of students for the P-12 setting, as well as how to effectively utilize technology to support mathematics instruction.

6421. Intensive Studies in the Content Area (4)
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 and how to use data to inform instruction (including types of assessment design, data collection, data analysis, and response to data). Education professors will collaborate with Mentor teachers from the schools to ensure a more intensive study of the Resident’s content area. The most recent technology advancements utilized to enhance student achievement in each content area with emphasis on the many facets of the computer as a teaching tool will be explored.

644. Elementary Science and Social Studies Methods (2)
This course serves as a practical introduction to teaching Science and Social Studies in the elementary school context. The course’s content will explore Science and Social Studies instruction through both pedagogical and practical lenses. Throughout the course, students will have opportunities to apply learning and receive feedback on implementation and reflection.

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.

676. Capstone Seminar: Curriculum Issues in Urban Settings (3)
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.

Special Education (SE)

625. Learning and Behavioral Characteristics of Persons with Exceptionalities (3)
A study of the learning and behavioral characteristics of students with exceptionalities. Theoretical models and experimental results will be examined. In addition, this course will teach students how to address the needs of English Language Learners in the regular classroom.