
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

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

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 6-12)

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)

SE 625 Learning and Behavior Characteristics
EDU 530 Secondary School Methods
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 (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 and Science in the Elementary School
EDU 6311 Teaching Reading, Language Arts, and Social Studies in the Elementary School
EDU 668 Resident Internship in the Elementary School

Spring (January –May)

SE 625 Learning and Behavior Characteristics
EDU 676 Capstone : Current Issues in Urban Education
EDU 668 Resident Internship in the Elementary School

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 (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.

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 (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.

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, Language Arts, and Social Studies in Elementary School (5)

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.