

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. *AMC*IDCpspS 7, cn *AMC*cC/EcTd-6 Tmnunprucation.

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 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.

Curriculum Calendar for M.U.Ed./ Secondary Concentration (Licenses Grades 7-12)

Summer (June - July)

- EDU 618 Cultural Foundations of Education (3)
- EDU 566 Twenty-First Century Classroom Leadership (4)
- EDU 535 Portfolio Submission (non-credit/Pass-Fail)
- EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
- SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

Fall (August - December)

- EDU 626 Reading in the Content Area (3)
- EDU 530 Secondary School Methods (3)
- EDU 6421 Intensive Studies in the Content Area (3)
- EDU 667 Resident Internship in the Secondary School (3)
- EDU 614 Learning Theories and Styles (3)

Spring (January - May)

- 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 (Licenses Grades K-6)

Summer (June - July)

- EDU 618 Cultural Foundations of Education (3)
- EDU 566 Twenty-First Century Classroom Leadership (4)
- EDU 535 Portfolio Submission (non-credit/Pass-Fail)
- EDU 570 Summer School Clinicals (non-credit/Pass-Fail)
- SE 625 Learning & Behavioral Characteristics of Persons with Exceptionalities (3)

Fall (August - December)

- EDU 6311 Teaching Reading and Language Arts in Elementary School (5)
- EDU 632 Teaching Social Studies and Science in Elementary School (3)
- EDU 6351 Teaching Mathematics in Elementary School (4)
- EDU 668 Resident Internship in the Elementary School (3)

Spring (January - May)

- EDU 676 Capstone Seminar: Curriculum Issues in Urban Settings (2)
- EDU 668 Resident Internship in the Elementary School (3)

Course Description: Education (EDU)

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.

565-586-6 (Post-Baccalaureate)

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.

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 (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.