

MASTER OF URBAN EDUCATION

SCHOOL OF EDUCATION

In this competitive selecti e program, candidates must displa 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:

- Successfully complete the third semester hours required of the program as defined for either the Secondary Concentration or the Elementary Concentration.
- Demonstrate a minimum GPA of 3.0 cumulative for the program.
- 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 566 Tentative-First Century Classroom Leadership (4)
- 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: Critical 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 566 Tentative-First Century Classroom Leadership (4)
- 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: Critical Issues in Urban Settings (2)
- EDU 668 Resident Internship in the Elementary School (3)

Course Descriptions: Education (EDU)

530. Cultural Foundations of Education (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. Prerequisite: required.

566. Tentative-First Century Classroom Leadership (4)

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 allows the Resident to begin to apply theories and concepts learned in course work to the classroom setting. Graded Pass/Fail.

614. Prominent Theories of Learning and Learning Styles (3)

Prominent theories of learning and learning styles in the content 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 content of multicultural settings and exploration of topics of diversity, equity, social justice, and world interaction.

626. *Content Area Reading Methods* (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. *Reading Instruction in the 21st Century* (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.

632. *Instructional Design in the 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.

6351. *Mathematics Instruction* (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. *Instructional Strategies for Content Area Teachers* (3)
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 with students with an emphasis on standards-based subject matter. 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 technological 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.

66. *Collaborative Teaching* (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.

66. *Collaborative Teaching* (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.

66. *Instructional Strategies for Content Area Teachers* (2)
Emphasis on the role of literacy and synthesis of key learning from the urban education experience, including issues of power and pedagogy in child and adolescent literacy, the role of an artist in urban learning, articulation of an instructional stance as teachers, and different approaches to creating and managing an alternative classroom.