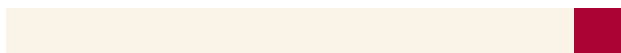


**and pedagogical skills, assessment skills, and social-motivational skills.**

## **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 (1-6)



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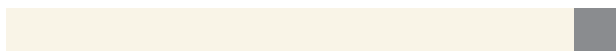
## **Curriculum Calendar for M.U.Ed./ Secondary Concentration—31 hours (Licensure Grades 6-12)**

### **Summer (June—July)**

EDU 530 Secondary School Methods

EDU 566 Twenty-First Century Classroom Leadership

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**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)**