

# MASTERS IN URBAN EDUCATION

The Master of Arts in Urban Education, Teaching and Learning in Urban Schools is designed as professional development for teachers who have at least one full year of experience teaching in a K-12 classroom.

Candidates select a specialization as part of their professional development, taking three courses in their chosen area. All courses are given after school hours. Courses are taught by NJCU faculty in the College of Education and College of Arts and Sciences who are knowledgeable about their subject areas, as well as the real conditions and challenges of schools.

## The program consists of two phases:

- Phase I (30 credits) coursework addresses multicultural education, curriculum, instruction, special education, and social foundations of education. Nine credits of coursework in Phase I consist of electives, selected by the candidate with advice of the coordinator.
- Phase II (6 credits) is a year-long sequence in which teachers learn how to do research in their own classrooms and complete a small scale study as the culminating project in the degree.

## THE REQUIREMENTS FOR ADMISSION TO THIS DEGREE PROGRAM ARE:

- Candidates are admitted to graduate study and have an initial advising session with the coordinator.
- Candidates must currently be teaching and have at least one year of teaching experience.

## THE REQUIREMENTS FOR COMPLETION OF THIS DEGREE TRACK ARE:

- Completion of Phase I coursework
- Completion of Phase II coursework

Code	Title	Credits
<b>Phase I</b> <sup>1</sup>		
<b>Curriculum and Instruction</b>		
Elective Courses <sup>3</sup>		9
EDU 692	Urban Curriculum I <sup>3</sup>	3
LTED 635	Effective Literacy Teaching for English Language Learners (or advised elective)	3
MCC 608	Language Culture and Communication	3
SPEC 640	Emotional and Behavior Disorders in Children and Youth (or advised elective to address inclusion of special needs students in the regular classroom)	3
EDU 616	Innovations in Teaching in the Urban Setting I <sup>4</sup>	3
EDU 618	Innovations in Teaching in the Urban Setting II <sup>5</sup>	3
<b>Social Foundations of Education</b>		
EDU 632 or EDU 615	Teachers' Work <sup>6</sup> Critical Issues In Urban Education	3
<b>Phase II</b> <sup>7</sup>		

EDU 630	Doing Teacher - Research <sup>8</sup>	3
EDU 631	Teacher - Research Seminar <sup>9</sup>	3

- <sup>1</sup> Initial advising session required for matriculation. Phase I coursework taken in sequence determined by student and advisor. Courses assume that candidates are currently teaching and have at least one year of teaching experience.
- <sup>2</sup> Selected in initial advising session from graduate coursework in math, special education, educational technology, literacy, second-language learning, English language arts, visual arts, modern language, early childhood education, and education leadership.
- <sup>3</sup> Must be taken at NJCU campus in July, in workshop format
- <sup>4</sup> Offered in Fall of odd years
- <sup>5</sup> Offered Spring of odd years
- <sup>6</sup> Given only online and satisfies the technology requirement for the degree. Both courses may be taken; one will be used in Phase I.
- <sup>7</sup> Prerequisite is completion of Phase I and matriculation
- <sup>8</sup> Fall only
- <sup>9</sup> Spring only - EDU 630 is a prerequisite

## Student Learning Outcomes

Upon completion of the MA in Urban Education: Teaching and Learning in Urban Schools program, students will be able to:

1. Demonstrate the knowledge, skills, and dispositions to implement culturally responsive instructional methods to promote the learning of P12 urban students.
2. Demonstrate an advanced understanding on the effects of race, class, gender, language, socio-economic status and politics in education of urban students and in the work of teachers.
3. Demonstrate the knowledge and skills to create curricula that draws from the principles of multiculturalism and culturally responsive teaching to enable productive, meaningful, and affirmative learning experiences for P12 students of diverse backgrounds.
4. Demonstrate the knowledge, skills, and dispositions to critically analyze contemporary issues in education and how teachers can address these issues with the aim of advancing inclusive and affirmative learning experiences and classroom environments for their students.
5. Design and conduct a research study that addresses the educative experiences of P12 students, teachers' work, and the advancement of inclusive and affirmative learning contexts.