

Master of Education in Elementary Education

Reading Option (Special Teaching of Reading Certificate)

The *Master of Education in Elementary Education* degree program provides a range of opportunities for practicing teachers and other educators to develop their unique skills in order to increase teachers' impact on students. This degree has been developed to build a solid foundation of knowledge, skills, and understanding for *dedicated experienced professionals*. This program is founded on a deep respect for practicing educators and is committed to strengthening and renewing their teaching through a process of increasing knowledge and professional capacity, self-evaluation and reflection on their own practice. We seek to foster teachers who care deeply about students, create appropriate learning environments, and develop their own skills in order to nurture the greatest human potential in each learner. The graduate of this program will have a deep commitment to the professional education community, a focused association with the school community and a strong connection to educational research.

The program with an *emphasis in reading* is designed to enable candidates to further their competencies as teachers of reading, writing, and the other communication arts. The program prepares individuals for positions as literacy coaches, reading specialists, curriculum specialist in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. This program enables students to earn an M.Ed. while fulfilling the Department of Elementary and Secondary Education's requirements for special reading certification in Missouri.

This program offers:

- Flexible scheduling for full or part time study
- Non-traditional study options organized around real school issues
- Opportunities to explore areas of interest within program guidelines
- Core courses investigating current, crucial issues of schooling
- Opportunities to demonstrate mastery of teaching skills
- Specialization areas

Learning to teach requires *ongoing authentic interactions* between the developing teacher and the sociopolitical community of students, academic content, and school context. The uniqueness of each element determines the personal, professional development pattern and process that stimulates continuous change in the teacher. Responding, initiating and reflecting in and about this learning context develops a teacher who can become a *leader* in the school community influencing not only students, but other leaders, teachers, and parents. A teacher's learning in the classroom needs to be complemented and deepened by engaging and exploring research and practice that emerge from all areas of the educational profession.

Program Goals

1. Enhance the depth of knowledge relating to the teaching and learning processes.
2. Further develop the tools of inquiry and knowledge of research methods necessary to improve their practice throughout their career.
3. Critically examine professional practice from the standpoint of effectiveness with all students.
4. Refine and develop capacity for critical thinking and investigation.
5. Construct dynamic processes and resources that promote the development of quality learning programs for all learners.
6. Develop interpersonal qualities that engage a wide range of learners and personally connect to individual students.
7. Examine and refine professional ethics so as to influence the community toward social justice and increased equity for all students.
8. Increase professional resilience and proficiency in teaching to become an accomplished teacher.

The Curriculum for the M.Ed. in Elementary Education, Reading Option

Students must complete the first two courses of the required core, an educational psychology course, an approved educational research course, 18 hours of literacy courses, and an action research capstone course.

A. Core Requirements (12 credits)

The following core courses are required. The credit hours for each course are provided in parentheses. It is strongly recommended that they be taken in the following order and before other graduate courses:

Teacher Education (TCH ED) 6010: Examining History, Community, and Social Justice Education (3)

TCH ED 6030/Educational Psychology (ED PSY) 6030: Instruction, Learning & Assessment (3) **or** a graduate level course in child psychology or adolescent psychology may be substituted if needed for certification.

TCH ED 6020: Teacher Action, Advocacy & Leadership (3)

Educational Research Methods (ED REM) 6707, 6709, or 6716 (3)

B. Reading Concentration (18 credits)

Elementary Education (ELE ED) 6487: Literacy Acquisition & Learning in a Diverse Society (3)

ELE ED 6684: Instructional Strategies for Teaching Reading (3)

ELE ED 6486 or 6686: Analysis and Correction of Reading Disabilities (3)

ELE ED 6493: Reading Specialist Practicum I (3)

ELE ED 6494: Reading Specialist Practicum II (3)

And at least one course (minimum 3 hours) from the literacy-related elective list or from the certification-related elective list below:

Literacy Related Electives

ELE ED 6630

ELE ED 6436

TCH ED 6880/English 5880

TCH ED 4391*

ELE ED 6688

TCH ED 5312

Certification Related Electives

ED PSY 6225

ED PSY 6225

CNS ED 3320 (not available for graduate credit)

Special Education (SPC ED) 4315*

ECH ED 4331*

SPC ED 6320

ED REM 6707

ED REM 6709

*Only 1 4000 level course can be applied to the M.Ed. degree

Please consult a faculty advisor regarding certification requirements.

C. Capstone Requirement (3 credits)

The M.Ed. degree is completed with a capstone project, a teacher action research project that is presented in a poster session at the conclusion of the semester. Students should begin planning their project early in their programs and continue refining their plans in the Reading Concentration courses. Students should enroll in:

ELE ED 6482: Problems and Research in Teaching Elementary School Reading (3)

Total Credit Hours Required: 33

Prospective Students:

For more information or an application, call the Graduate Education Office at 314-516-5483, come to 23 So. Campus Classroom Building on the UM-St. Louis South Campus, or e-mail gradeduc@umsl.edu. You can apply online (this is the fastest way to have your paperwork processed) from the University web site:

www.umsl.edu. For a good choice of class times, apply and have transcripts sent by May 1st for the summer session, July 1st for the fall semester, and December 1st for the spring semester.

To contact faculty members who teach courses in this program, call the Teaching & Learning Division, 369 Marillac Hall, at 314-516-5791.