Secondary Education MEd, Reading Emphasis

The M.Ed. program with emphasis in reading (literacy) is designed to enable candidates to further their competencies as teachers of reading, writing and other communication arts. The program also prepares them 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. The following program enables the student to earn a M.Ed. with an emphasis in Reading while fulfilling the Department of Elementary and Secondary Education’s requirements for special reading certification in Missouri. A course in reading in the content area is required for secondary certification. If this has not been taken as an undergraduate, it must be selected as an elective in the program for a Masters in Secondary Education with a Reading Emphasis. The minimum required and recommended courses are as follows:

**Required Core requirements**
Students are required to complete the following courses within the first 15 hours of study:

- **TCH ED 6010** Examining History, Community and Social Justice in Education 3
- **TCH ED 6020** Teacher Action, Advocacy and Leadership 3
- **ED PSY 6030** Instruction, Learning and Assessment 3

**Required Research Course - Evaluation of Abilities and Achievement**
Select one of the following:

- **ED REM 6707** Classroom Measurement and Evaluation
- **ED REM 6709**
- **ED REM 6716** Academic Assessment and Intervention

**Reading Concentration**

- **ELE ED 6684** Instructional Strategies for Teaching Reading 3
- **ELE ED 6686** Analysis and Correction of Reading Disabilities 3
- **SEC ED 6387** 3
- **SEC ED 6493** 3
- **SEC ED 6494** 3

And at least one course from the literacy-related elective list or from the certification-related elective list below:

**Literacy Related Electives include:**

- **ELE ED 6436** Children’s Literature I: Survey and Analysis
- **ELE ED 6688**
- **ENGL/TCH ED 6880** Gateway Writing Project
- **TCH ED 4391** Literacy for Adolescent Learners in Content Areas

One course needed to complete certification 1

**Certification Related Electives include:**

**CNS ED 3220** Counseling Individuals with Special Needs
**ED PSY 6220** Development of School-Age Students
**ED PSY 6225** The Psychology of Adolescence
**ED REM 6707** Classroom Measurement and Evaluation
**ED REM 6709**
**SPEC ED 4315** Language and Communication of Children with Special Needs

**Capstone Course**
**SEC ED 6482** 3

Total Hours 33

1 To be recommended for Missouri Department of Elementary and Secondary Education special reading certification, teachers must have a valid Missouri teacher’s certificate and two years of classroom teaching experience, and they must have had the following at either the undergraduate or graduate level: two additional courses in reading; language acquisition or development; classroom management techniques; counseling techniques (to include exceptional children and their families; child AND adolescent psychology; and testing, evaluation, and achievement. These certification requirements might be in addition to the courses listed in the program of study above. See your graduate advisor for information about these courses. M.Ed. Students needing any of the above can elect to take these courses at the graduate level where available and apply them to their concentration area.

Note: Only one 4000 level course can be applied to the M.Ed.

**Learning Outcomes**

Upon completion of the program, graduates will be able to:

- Continually and systematically reflect on professional growth to enhance student learning.
- Integrate technology to create meaningful student learning within the context of a global digital society.
- Apply advanced content and pedagogical knowledge to create authentic and deep learning experiences.
- Extend learning science principles to design, implement, and evaluate curriculum based on learning standards.
- Design and establish a safe, inclusive, and respectful learning environment that nurtures the intellectual, social, and personal development of all students.
- Utilize equitable frameworks and inclusive practices to expertly create a variety of instructional and assessment opportunities adapted to diverse learners to encourage all students’ critical thinking, problem solving, and performance skills.