Secondary Education MEd

The Masters in Secondary Education, General emphasis program, is appropriate for secondary teachers, specialists, department chairpersons, and those who work in informal learning or international educational settings. Candidates choose concentration areas that will support their personal growth and development as an educational leader. It is important that both students and advisors plan ahead to insure courses in concentration areas are taken when they are offered in the schedule. Programs must be planned with the academic advisor and meet the approval of the faculty advisor, adhering to the College of Education and UMSL Graduate School policies.

Concentration area choices will appear at the end of the M.Ed. transcript.

General Curricular Program for SEC ED areas

The M.Ed. in Secondary Education consists of 15 required hours (5 courses) plus student choice of two 9 hour concentrations from the list below. The general program option requirements are met by (a) completing three required foundation courses (9 hrs.) toward the beginning of the M.Ed. program, (b) completing the coursework for two choice concentration areas (18 hrs.), and (c) completing the two exit research capstone classes (6 hrs.) for a total of 33 hours.

Most concentration areas indicate 0-3 REQUIRED courses; a list of course CHOICE selections are then provided as a menu to choose your remaining hours for that concentration. In addition, an Elective Concentration allows students, with advisor sign-off, to construct an individualized set of target courses for 1 of their 2 concentration areas. Transfer graduate credit from another institution could also fit into this concentration area provided the student meets the guidelines below. The following 9-hour concentrations include an interdepartmental range of concentration areas that can support a candidate's development of a broad range of skills, knowledge, and dispositions.

3) 9 hour Concentration Choices

a.) Curriculum and Instruction Concentration
b.) Literacy Concentrations I and II (Certificates in Reading and Writing available)
c.) Special Education Concentration
d.) Social Justice Issues Concentration (College of Education Social Justice Certificate available)
e.) Leadership in Education Concentration
f.) Supporting Language Learners: TESOL Concentrations I and II (DESE TESOL endorsement available)
g.) STEM Concentration
h.) Discipline Content Area Concentration
i.) Elective Concentration

Curriculum and Instruction:

In order for all students to optimally achieve, teachers must develop integrated, standards based, innovative curriculum delivered as engaging instruction that equips students to develop the knowledge and skills for a global society. This concentration explores common issues in curriculum design and implementation. Educators will create curriculum and design instruction for their own educational settings.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SEC ED 6415</td>
<td>Curriculum Leadership in Education</td>
<td>3</td>
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<tr>
<td>SEC ED 6416</td>
<td>Curriculum Design for Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>SEC ED 6420</td>
<td>Improving Teaching and Learning</td>
<td>3</td>
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Literacy Concentrations I and II: 9 hours Each

Concentration I is designed for educators who want a deeper understanding of reading and writing processes across the lifespan. This area emphasizes the preparation of leaders in a wide range of school and community settings, including literacy coaches or grade-level leaders. Concentration I emphasizes cutting-edge theory, research and instructional practices in literacy education. Concentration II, for those wanting a Literacy endorsement, applies these understandings through a variety of readings, writings and experiences, both in Clinical and online settings. There are two choices for Concentration II: Writing and Reading.
Students who complete Concentrations I and II in Literacy can apply these courses to a K-12 DESE Reading Certificate or the UMSL Graduate Certificate in the Teaching of Writing, but additional coursework may be required.

**Literacy Concentration I:**

- **ELE ED 6387** Literacy Acquisition and Learning for Diverse Students 3
- **ELE ED 6684** Instructional Strategies for Teaching Reading 3
- **ELE ED 6686** Analysis and Correction of Reading Disabilities 3

**Concentration II: Choice A:**

**Courses to complete the Reading Certification 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 the other communication arts. The program also prepares them for positions as literacy coaches, reading specialists, curriculum specialists in communication arts and reading areas, consultants in areas of communication arts, and/or for further graduate study. Concentration II enables a student to earn a master’s degree in education with credit towards an emphasis in reading as per requirements laid out by the Department of Elementary and Secondary Education (DESE) for special reading certification in Missouri. Students must complete the required 15 hours of M.Ed. courses, an educational psychology course, plus 18 hours of literacy courses.

- **ELE ED 6493** Reading Specialist Practicum I 3
- **ELE ED 6494** Reading Specialist Practicum II 3
- **TCH ED 4391** Literacy for Adolescent Learners in Content Areas 3

**Concentration II: Choice B:**

**Courses to complete the Graduate Certificate in the Teaching of Writing**

Admission

Applicants who wish to earn a Graduate Certificate in the Teaching of Writing must apply for admission to the certificate program. Applicants must have a 2.75 GPA in undergraduate coursework to be admitted. A background in K-12 or adult education is desirable.

- **TCH ED 6880** Gateway Writing Project 6
- **TCH ED 6890** Seminar in Professional Writing for Teachers 3

**Special Education:**

For educators who are not receiving a degree in Special Education, but would like to expand their understanding of Special Education law and the needs of students with cross-categorical disabilities and those with Autism Spectrum Disorders, this concentration offers coursework on the characteristics and effective strategies for teaching students with varied abilities in educational settings. Those interested in the M.Ed. in Special Education or the Graduate Certificate in Autism and Developmental Disabilities should choose concentrations in those designated programs under the Masters in Special Education.

Choose three of the following:

- **SPEC ED 6325** Advanced Studies in Classroom & Behavior Management 3
- **SPEC ED 6345** Characteristics and Education of Students with High-Incidence Disabilities 3
- **SPEC ED 6415** The Law and Special Education 3
- **SPEC ED 6610** Foundations of Autism Spectrum Disorder: Research to Practice 3

**Social Justice Issues:**

Educators need to challenge themselves to understand the variety of assets diverse students and their families bring to educational contexts. An interdisciplinary group of courses is offered for this concentration that invite personal growth and academic knowledge in the area of social justice. An emphasis on engagement and action permeates the course activities.

With completion of TCH ED 6010, TCH ED 6020 and TCH ED 6910 and these 9 hours, students will meet the requirements for the Social Justice in Education Certificate. Applicants who wish to earn a Graduate Certificate in Social Justice in Education must apply for admission to the certificate program.

Choose three of the following:

- **CNS ED 6820** Counseling Women Toward Empowerment 3
- **CNS ED 6850** Social Class and Poverty Issues in Counseling 3
- **ED FND 6203** Political Contexts of Education 3
- **GS 5053** Advanced Studies In African-American History 3
- **TCH ED 6230** Cross-Cultural Communication in the Classroom 3

**Leadership in Education:**

Organizations need leaders who understand the complexities of systems and working with diverse staff and families within situated communities in a dynamic and changing educational environment. Leadership skills can be taught and nurtured. This Leadership in Education concentration allows educators in various roles and career levels to apply principles of leadership to creating effective communities of practice.

**Required Courses:**

- **ED ADM 6503** Organizational Change in Education 3

Choose two of the following:

- **ED ADM 6205** Legal Contexts of Education 3
- **ED FND 6200** Demographic Contexts of Education 3
- **ED FND 6203** Political Contexts of Education 3
- **ED ADM 6401** School Staff Development and Supervision 3

**Supporting Language Learners: TESOL Concentrations I and II: 9 hours each**

This concentration is designed for those who want to better understand Second Language Acquisition (SLA) and Teaching English to Speakers of Other Languages (TESOL) processes. Courses emphasize the theoretical foundations of Second Language Acquisition and TESOL and their
practical application to practice. Concentration I is open to all Masters in Education students.

In order to get a Missouri TESOL endorsement, complete BOTH Concentration I and Concentration II (18 hours). The graduate certificate in Teaching English to Speakers of Other Languages (TESOL) is intended for individuals with a bachelor’s degree who would like to advance their knowledge about language learning in culturally and linguistically diverse classrooms. The program is a combination of theory and practice, covering the key concepts, issues and innovative strategies required to apply this knowledge. Students may seek this Graduate Certificate simultaneously with the M.Ed. in Secondary Education with a specialization in TESOL.

Admission

Applicants who wish to earn a Graduate Certificate in TESOL must apply for admission to the certificate program and to the Graduate School at the UM-St. Louis as a non-degree student or as a master’s or doctoral student. Applicants must have a 2.75 GPA in undergraduate coursework to be admitted. A background in K-12 or adult education is desirable.

Requirements

Students must maintain a minimum GPA of 3.0 to remain in the certificate program. The DESE endorsement is awarded after completion of Concentrations I and II. A program of study, or M-1, should be filed in the first one-third of the program. Students should file the Intent to Complete a Graduate Certificate form at the beginning of their last semester. The Graduate Certificate in TESOL requires 18 credit hours of course work, including an entry course.

TESOL Concentration I:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TCH ED 6210</td>
<td>Foundations of Teaching English to Speakers of Other Languages</td>
<td>3</td>
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<tr>
<td>TCH ED 6220</td>
<td>Principles of Second/Foreign Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6230</td>
<td>Cross-Cultural Communication in the Classroom</td>
<td>3</td>
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TESOL Concentration II:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TCH ED 6240</td>
<td>Assessment for Teaching English to Speakers of Other Languages</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6250</td>
<td>Methods and Materials for Teaching English to Speakers of Other Languages</td>
<td>3</td>
</tr>
<tr>
<td>TCH ED 6260</td>
<td>Practicum in Teaching English to Speakers of Other Languages</td>
<td>3</td>
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STEM Concentration:

Many challenges remain in the attraction and preparation of youth for the careers in fields of science, technology, engineering and mathematics (STEM). Those who teach in these areas need to continually work toward developing and implementing relevant curricula and develop new instructional strategies as well as revise and upgrade current methodology. The STEM Concentration focuses on professional development with respect to instructional research and best practices for all involved in enhancing STEM literacy.

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<tr>
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<tbody>
<tr>
<td>SEC ED 6431</td>
<td>STEM Instruction in Secondary Education</td>
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<tr>
<td>or ELE ED 6431</td>
<td>STEM Instruction in Elementary Education</td>
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<tr>
<td>ED TECH 5340</td>
<td>Selection and Utilization of Educational Multimedia</td>
<td>3</td>
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<tr>
<td>ED TECH 6436</td>
<td>Computer-Mediated Communication in Education</td>
<td>3</td>
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ED TECH 6448  Technology-Supported Inquiry Learning  3  
Graduate Level Science or Math Course  3

**Discipline Content Area Concentration:**

Educators recognize the importance of staying current in their field of teaching. This Discipline Content Concentration allows for 9 hours of graduate level credit in a content area related to one’s field of practice. This includes graduate credit in areas such as history, English, math, science, foreign language, health and PE, and art and music. Courses for this concentration need to be approved by advisors before they are included on the M-1 program form.

**Elective Concentration:**

To insure maximum flexibility in course selection to meet the individual needs of professional educator’s development, this concentration represents an opportunity to select three unique courses from the various concentration areas in an eclectic and personalized way. Choices to include in this concentration need to be approved by advisors and signed off on by the program director.

**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.
- Create and foster effective working relationships with students, school colleagues, families, and community members to enhance student learning and well-being.
- 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.