

Education MEd, Elementary Teacher Certification

The Master's Degree in Education is an accredited program appropriate for K-12 teachers, specialists, department chairpersons, and those who work in informal learning or international educational settings. Candidates choose electives that will support their personal growth and development as an educational leader to impact the communities with which they work.

Diverse candidates will engage in a learner-centered environment committed to the success of historically marginalized and diverse students, research, and community engagement. Within diverse education settings, candidates will: advance pedagogical knowledge, recognize inequalities in educational opportunity, design differentiated assessments to inform practice, critically examine professional practice, and demonstrate commitment to ethical professional practice.

This program of study is for individuals with a bachelor's degree who would like to pursue elementary teacher certification and the Master's Degree in Education. This option leads to Missouri Initial Teacher Certification in Elementary Teaching 1-6. It is important that both candidates and advisors plan ahead to ensure courses are taken when they are offered in the schedule. Programs must be planned with an academic advisor and meet the approval of the faculty advisor, adhering to the College of Education and UMSL Graduate School policies.

Admission Requirements

Applicants must meet the general graduate admission requirements of the Graduate School, described in the UMSL catalog. Students are considered for admission to the graduate program in Education only after they have formally applied for admission through the Graduate School. Applications may be completed on-line.

Degree Requirements

Curricular Program

The M.Ed. in Education consists of 4 required courses (12 hours) plus candidate choice from emphasis areas and electives (18 hours) for a total of 30 hours. Program requirements are met by:

- (a) completing 2 required foundation courses (6 hours) toward the beginning of the M.Ed. program
- (b) completing the coursework for an emphasis area and/or electives (18 hours)
- (c) completing the 2 exit research capstone classes (6 hours)

Most emphasis areas indicate 3-6 required courses. In addition, electives allow candidates to construct an individualized set of target courses. Transfer graduate credit from another institution may also fit into elective hours.

Candidates seeking certifications with the master's program may require additional coursework and State of Missouri assessments (Reading, TESOL, initial teacher certification).

Required Core

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 6030	Instruction, Learning, and Assessment ¹	3

Required Research Courses

These two research courses should be taken in sequence (not concurrently) at the end of the program. Candidates will design and execute a piece of original practitioner research and present their findings in a public forum.

TCH ED 6909	Teacher Action Research I	3
TCH ED 6910	Teacher Action Research Capstone	3

Total Hours **12**

¹ Students earning the TESOL emphasis area will be required to take TCH ED 6240 instead of TCH ED 6030 in order to meet state certification requirements.

Specific Requirements for the Emphasis Area

In addition to the admission requirements above, candidates must meet the following admission requirements for the Option in Teacher Certification:

1. A passing score on the designated Missouri Content Examination or an approved program of study
2. A 2.75 or higher overall GPA
3. Approved results of the Family Care Safety Registry
4. A clear TB test or chest x-ray, if appropriate

Applicants must meet all deadlines as set by the Graduate School.

In addition to the required courses above (12 hours), candidates seeking an Elementary Teacher Certification Emphasis are required to complete the following coursework:

Required Certification Core Courses

TCH ED 5001	Advanced Mid-Level Clinical Experience: Diverse Learners	1
TCH ED 6565	Integrating the Fine Arts into Elementary Classrooms	2
TCH ED 6566	Teaching Health and Physical Education Skills and Concepts for the Elementary Teacher	2
TCH ED 6030	Instruction, Learning, and Assessment	3
ED PSY 6222	Advanced Studies in Child and Adolescent Development	3
TCH ED 5310	Instructional Design and Technology Integration for Educators	3
ELE ED 6337	Teaching and Learning Literacy in the Elementary Classrooms: Teaching Reading and Writing	3
SPEC ED 6412	Foundations of Inclusive Education	3
SPEC ED 6325	Positive Behavior Interventions for Individual, Classroom, and School-wide Systems	3

ELE ED 6338	Literacy Assessment for Guided Instruction	3
ELE ED 6253	Teaching Social Studies through Reading, Writing, and English Language Learning	3
ELE ED 6246	Math Content Pedagogy, Inquiry-Based Instruction, and Assessment	3
ELE ED 6241	Science Content, Inquiry-Based Instruction, and Assessment: STEM-Integrated Pedagogy	2
ELE ED 5989	Practicum I: Elementary/Special Education Site-Based Experience	2
ELE ED 5990	Practicum II: Elementary/Special Education Site-Based Experience	8
Total Hours		44

Learning Outcomes

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

- Demonstrate professionalism through (a) reflective practice for professional growth, (b) effective communication and collaboration, and (c) commitment to upholding ethical and professional standards.
- Evaluate, design, and implement curriculum, instruction, and assessment that apply advanced understanding of (a) content and pedagogical knowledge, (b) learning science principles, and (c) equitable frameworks and inclusive practices.
- Integrate technologies to create meaningful student learning in the context of a (a) digital and (b) global society.
- Design and implement a supportive, inclusive, and culturally responsive classroom environment that nurtures the intellectual, social, and emotional development of all students.
- Partner with families and communities to develop relationships and build networks of support to enhance student learning and well-being.