Elementary Education MEd, Reading Emphasis

Emphasis in Reading

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 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. Students must complete the first two levels of the Required Core, an educational psychology course, an approved educational research course, 18 hours of literacy courses, and an action research capstone course. The minimum required and recommended courses are as follows:

Required Core (9 hours)

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 (3 hours)

Choose one course. Dependent on student needs and interests.  3
ED REM 6707  Classroom Measurement and Evaluation  3
ED REM 6709  Academic Assessment and Intervention  3
ED REM 6716

Reading Concentration (18 hours):

Required Courses

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
ELE ED 6493  Reading Specialist Practicum I  3
ELE ED 6494  Reading Specialist Practicum II  3

And at least one course from the literacy-related elective list or from the certification-related elective list below (min. 3 hrs):

Literacy Related Electives

ELE ED 6436  Children's Literature I: Survey and Analysis  3
ELE ED 6688
ENGL 6880  Gateway Writing Project  3-6
TCH ED 5312  Teaching Reading in the Content Areas  4

Capstone Course (3 hours)

ELE ED 6482  Problems and Research in Teaching Elementary School  3

1 A graduate level course in child psychology or adolescent psychology may be substituted if needed for certification.

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.

Certification Related Electives

CNS ED 3220  Counseling Individuals with Special Needs  3
ED PSY 6225  The Psychology of Adolescence  3
ED REM 6707  Classroom Measurement and Evaluation  3

*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.
• 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.