

# Secondary Education MEd

The master's degree in Secondary Education is an accredited program appropriate for secondary 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.

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.

## Curricular Program for Secondary Education

The M.Ed. in Secondary Education consists of 4 required courses (12 hours) plus candidate choice from emphasis areas and electives. The general program option requirements are met by (a) completing 2 required foundation courses (6 hrs.) toward the beginning of the M.Ed. program, (b) completing the coursework for an emphasis area (9-18 hrs.), and (c) completing the 2 exit research capstone classes (6 hrs.) for a total of 30 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.

Emphasis areas offered in SEC ED include General, Reading, Teaching English to Speakers of Other Languages (TESOL), Teaching of Writing, Curriculum & Instruction, and Special Education. For the General emphasis, students take 18 hours of electives. Reading and TESOL may require additional coursework for licensure, as noted. For a Curriculum & Instruction emphasis, students select the 3 Curriculum & Instruction courses and an additional 3 electives. Those who want to take 9 graduate hours in an academic content area may use the additional 3 electives to integrate this advanced work into their M.Ed. program. Required 12 hours of M.Ed. core courses plus an additional 18 hours of graduate level courses.

### 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
ED PSY 6030	Instruction, Learning, and Assessment	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 (Take semester prior to Teacher Action Research Capstone, TCH ED 6910.)	3
TCH ED 6910	Teacher Action Research Capstone	3
<b>Total Hours</b>		<b>12</b>

## 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.