

MEd Secondary Education

Master of Education: Secondary Education

- General
- Curriculum and Instruction
- Reading
- Teaching English to Speakers of Other Language
- Middle Level Education

~~The M.Ed. general program is appropriate for secondary teachers, department chairpersons, and those who work in informal or international educational settings. Programs must be planned with the academic advisor and meet the approval of the advisor, College of Education, and Graduate School!~~

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. The M-1 Program of Study form should be completed in the first year of study (12 hours) and signed by your advisor before submitting to program (departmental) chairs.

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 choice. Finally, those who want to take 9 graduate hours in an academic content area may use the Discipline Content Area Concentration to integrate this advanced work into their M.Ed. program.

Students who wish to focus intensively (18 hrs) in one area of expertise may choose a concentration that has two sequential Concentration blocks I & II. Emphasis areas offered in SEC ED include Reading, Teaching English to Speakers of Other Languages (TESOL), Teaching of Writing, and Middle Level Education. Reading and TESOL require signing up for two 9 hour sequenced concentrations (Literacy I and II and TESOL I and II, respectively) and may require additional coursework for licensure, as noted. For a C & I emphasis, students just select the C & I concentration and an additional choice concentration. The Middle Level Education emphasis curriculum follows.

Required 15 hours of M.Ed. core courses plus two 9-Hour Concentrations

Required Core		
Students are required to complete the following courses within the first 15 hours of study:		
<u>TCH ED 6010</u>	Examining History, Community And Social Justice In Education	3
<u>TCH ED 6020</u>	Teacher Action, Advocacy And Leadership	3

<u>ED PSY 6030</u>	Instruction, Learning And Assessment	3
Teaching Field Concentration		
<u>SEC ED 6415</u>	Curriculum Leadership in Education	3
Additionally, students should select at least nine hours in their teaching field (mathematics; chemistry; biology; physics; social studies; English; physical education; speech and theatre; educational technology or other) or in secondary education, as identified in consultation with the faculty advisor.		9
Specialization Areas (Optional):⁴		
An interest in a specialization may develop during one of the core courses such as:		
Educational Technology Option		
<u>ED TECH 5340</u> & <u>ED TECH 6452</u>	Selection And Utilization Of Educational Multimedia and Educational Multimedia Design.⁵	
<u>ED TECH 6452</u>	Educational Multimedia Design	3
Educational Psychology Option		
<u>ED PSY 6210</u>	Life-Span: Individual and Family Development	
or <u>ED PSY 6448</u>	Technology-Supported Inquiry Learning	
or <u>ED TECH 6448</u>	Technology-Supported Inquiry Learning	
Select one of the following:		
<u>ED PSY 6215</u>	Psychology Of Early Childhood Development	
<u>ED PSY 6220</u>	Psychology Of The Elementary School Child	
<u>ED PSY 6225</u>	The Psychology Of Adolescence	
Teaching of Writing Option		
<u>TCH ED 5850</u> & <u>TCH ED 6890</u>	Topics In The Teaching Of Writing and Seminar In Professional Writing For Teachers	
or <u>TCH ED 6880</u>	Gateway Writing Project	
Required Research Courses		
These two research courses should be taken in sequence (not together) at the end of your program since the first course prepares you with the knowledge and skills to successfully complete an Action Research project in the capstone exit course. You will design and execute a piece of original practitioner research and present your findings in a public forum.		
<u>TCH ED 6909</u>	Teacher Action Research I (Take semester prior to Teacher Action	3
Action Research Capstone Course		
<u>TCH ED 6910</u>	Teacher Action Research Capstone ¹	3
Total Hours		15

¹ This course not offered in summer sessions.

² This course not offered in summer sessions.

³ The prerequisite for this course is ED PSY 6030.

Students seeking a professional Masters in Education Degree choose two 9-hour concentrations in consultation with their advisors that will enhance teacher leadership capacity in practice. 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 (Social Justice in Education Certificate available)
- e.) Assessing & Documenting Learning Concentration
- f.) Media and Learning in a Digital Society Concentration
- g.) Leadership in Education Concentration
- h.) Supporting Language Learners: TESOL Concentrations I and II (DESE TESOL endorsement available)
- i.) Character and Citizenship Education Concentration (Certificate available through ED PSYdepartment.)
- j.) STEM Concentration
- k.) Experiential Education Concentration
- l.) Physical Education/Health and Wellness Concentration
- m.) Discipline Content Area Concentration
- n.) Elective Concentration
- o.) Middle School Education 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.

<u>SEC ED 6415</u>	Curriculum Leadership in Education	3
<u>SEC ED 6416</u>	Curriculum Design for Educational Programs	3
<u>SEC ED 6420</u>	Improving Teaching and Learning	3

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:

<u>ELE ED 6387</u>	Literacy Acquisition And Learning For Diverse Students	3
<u>ELE ED 6684</u>	Instructional Strategies For Teaching Reading	3
<u>ELE ED 6686</u>	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.

<u>ELE ED 6493</u>	Reading Specialist Practicum I	3
<u>ELE ED 6494</u>	Reading Specialist Practicum II	3
<u>TCH ED 4391</u>	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.

<u>TCH ED 6880</u>	Gateway Writing Project	6
<u>TCH ED 6890</u>	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:		
<u>SPEC ED 6325</u>	Advanced Studies in Classroom & Behavior Management	3
<u>SPEC ED 6345</u>	Characteristics and Education of Students with High-Incidence Disabilities	3
<u>SPEC ED 6415</u>	The Law And Special Education	3
<u>SPEC ED 6610</u>	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:		
<u>TCH ED 6350</u>	Gender, Language & Identity	3

<u>EDUC 6420</u>	Critical Race Theory in Education	3
<u>CNS ED 6850</u>	Social Class and Poverty Issues In Counseling	3
<u>ED ADM 6203</u>	Political Contexts Of Education	3
<u>ED TECH 6434</u>	Technology and Privilege	3
<u>GS 5053</u>	Advanced Studies In African-American History	3
<u>TCH ED 6230</u>	Cross-Cultural Communication In The Classroom	3

Assessing & Documenting Learning:

Educators need to continue to update their knowledge and skills in assessment theory and processes to build teacher leadership capacity and improve outcomes for learners. Deep knowledge of how to leverage formative and summative assessment practices to document learning, how to differentiate instruction, how to help learners to become self-directed by setting goals and tracking progress are essential to optimized learning outcomes. This set of courses will provide information on how to manage assessment strategies.

Required Courses:		
<u>ED REM 6707</u>	Classroom Measurement And Evaluation	3
<u>ED REM 6716</u>	Academic Assessment and Intervention	3
Choose one of the following:		
<u>ED TECH 6449</u>	Using Technology In Administration Processes	3
<u>ELE ED 6448</u>	Diagnosis And Remediation Of Disabilities In Learning Mathematics	3
<u>SEC ED 6686</u>	Analysis And Correction Of Reading Disabilities	3

Media and Learning in a Digital Society:

As today's students increasingly grow up in a media saturated world, teachers need to think creatively about how to harness the affordances of media and technology for learning while helping consumers become critical about the sources of information and how to verify Internet information in responsible ways. This concentration insures that educators will be up-to-date in technology integration as well as being able to share this learning with colleagues.

Required Courses:		
<u>ED TECH 5340</u>	Selection And Utilization Of Educational Multimedia	3
<u>ED TECH 6436</u>	Computer-Mediated Communication In Education	3
Choose one of the following:		
<u>ED TECH 6435</u>	Instructional Technology And Education Reform	3
<u>ED TECH 6444</u>	Cognition And Technology	3
<u>ED TECH 6448</u>	Technology-Supported Inquiry Learning	3
<u>ED TECH 6452</u>	Educational Multimedia Design	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:		
<u>ED ADM 6503</u>	Organizational Change In Education	3
Choose two of the following:		
<u>ED ADM 6200</u>	Demographic Contexts of Education	3
<u>ED ADM 6203</u>	Political Contexts Of Education	3
<u>ED ADM 6205</u>	Legal Contexts Of Education	3
<u>ED ADM 6401</u>	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:

<u>TCH ED 6210</u>	Foundations Of Teaching English To Speakers Of Other Languages	3
<u>TCH ED 6220</u>	Principles Of Second/Foreign Language Acquisition	3
<u>TCH ED 6230</u>	Cross-Cultural Communication In The Classroom	3

TESOL Concentration II:

<u>TCH ED 6240</u>	Assessment for Teaching English to Speakers of Other Languages	3
<u>TCH ED 6250</u>	Methods and Materials for Teaching English to Speakers of Other Languages	3
<u>TCH ED 6260</u>	Practicum in Teaching English to Speakers of Other Languages	3

Character and Citizenship Education:

The Character and Citizenship Education concentration is designed for those interested in understanding and applying the theory and practice of character and citizenship education by analyzing research on effective character and citizenship practice. Students who complete this 9-hour concentration can apply these hours to the 18 hour Character and Citizenship Education Certificate if desired. Details can be found under the [Department of Educational Psychology, Research & Evaluation website](#).

Choose three of the following:		
<u>ED PSY 6217</u>	Foundations Of Citizenship Education	3
<u>ED PSY 6218</u>	Coaching Sports For Character	3
<u>ED PSY 6417</u>	Current Perspectives On Citizenship Education	3
<u>ED PSY 6440</u>	Moral Development And Education	3
<u>ED PSY 6445</u>	Character Education And Development	3
<u>TCH ED 6200</u>	Building Character and Competence with Diverse Learners	3

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.

Choose three of the following:		
<u>SEC ED 6426</u>	Secondary School Curriculum Reform In The Earth/Space Sciences	1-4
<u>SEC ED 6428</u>	Secondary School Curriculum Reform In The Life Sciences	1-4
<u>SEC ED 6441</u>	Problems And Research In Teaching Secondary School Science	3
<u>SEC ED 6485</u>	Secondary School Curriculum Reform In The Physical Sciences	1-4

Experiential Education:

Increasingly it is important to connect students to the physical world and to intentionally build the skills, knowledge and dispositions of leadership by challenging oneself in new ways. Open new pathways to learning for you and your students through taking this concentration area in experiential education – you will have a great adventure as well with like-minded educators. This concentration is especially relevant for those wanting to use hands-on, experiential and outdoor approaches to education at any level.

<u>TCH ED 6440</u>	Experiential Education	3
<u>TCH ED 6442</u>	Outdoor Education Leadership	3
<u>TCH ED 6444</u>	Environmental Education	3

Physical Education / Health and Wellness:

Healthful physical and motor development of children and youth has become a focus in the US with high obesity rates, emotional stress levels, and poor nutrition and exercise habits. Educators are on the forefront of re-educating children, youth and their families about holistic approaches to life-long wellness. This concentration offers a range of topics to be explored.

Choose three of the following:		
<u>PHY ED 5380</u>	Nutrition For Human Performance	3
<u>PHY ED 6462</u>	The Physical Education Curriculum	3
<u>PHY ED 6464</u>	Analysis Of Teaching In Physical Education	3
<u>PHY ED 6478</u>	Problems And Research In Physical Education	3
<u>PHY ED 6482</u>	Life Span Perceptual And Motor Development	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.

Middle School Education Concentration:

This concentration in the middle level education is designed for graduate students who would like to further their competencies as a middle level educator.

Choose three of the following:

<u>ED ADM 6303</u>	Middle School Administration	3
<u>ED ADM 6315</u>	Middle School Educational Philosophy	3
<u>ED ADM 6317</u>	Supervision and the Middle School Child	3
<u>ED PSY 6225</u>	The Psychology Of Adolescence	3

Sign-offs from other departments affected by this proposal

None

Rationale Students need to have an organized list of options for completing their degrees. These options are broader and more useful to the needs of practicing teachers.