

M.Ed. in Elementary Education Degree Requirements

PHASE I. Developing Perspectives. Complete Phase I core requirements according to your approved plan before beginning Phase II. Note prerequisite for ELED 6220 (ELED 6101).

Requirements (13 hrs.)

Documentation of Approvals

Sem/Yr? Compd. Grade

ELED 6101: App. Theor./Hum. Dev./Lrng. (3) (F, S) _____

RSCH 6101: Educ. Research Methods (3) (F, S, SS) _____

ELED 6111: Critical Iss. in Elem. Educ. (3) (SS, F) _____

ELED 6220: Integrating the Elem. Prgm. (3) (SS, S) _____

ELED 6691A: Sem./Profssnl. & Ldrshp. Dev. (1) (S) _____

(1) Planning contract and (2) Initial plan for Master's Research Project or Comprehensive Portfolio approved:

Advisor Date

ELED 6691 instructor Date

PHASE II: Content and Pedagogy. Complete requirements of Phase II according to your approved plan before Phase III.

Requirements (16 hrs.)

Documentation of Approvals

Sem/Yr? Compd. Grade

EDUC 6254: Individ. Inst. for Diverse Learners (F, S) _____

ELED 6221: Tchg/Lrng K-6 Science (3) (F) or equiv. _____

ELED 6241: Tchg/Lrng K-6 Soc. Stu. (3) (S) or equiv. _____

ELED 6252: Tchg/Lrng K-6 Math (3) (F, S) or equiv. _____

READ 6250: Lang. Dev./Rdg. (3) (F, S, SS) or equiv. _____

ELED 6691B: Sem./Profssnl. & Ldrshp. Dev. (1) (S) _____

(1) Master's Research Project Proposal or Four entries in Comprehensive Portfolio and (2) completion of Basic Portfolio approved:

Advisor Date

ELED 6691 instructor Date

ELECTIVES. To be taken any time after planning contract is approved.

Elective Categories and Exemplar Courses (6 hrs.)

Planning and documentation

Assessment/Research: RSCH 6109, RSCH 6110

Content for Elem. Sch.: ENGL 6103, MAED 5141, HIST 6250, ESCI 4000

Development/Diversity: ANTH 5110, ENGL 5165, SOCY 5632, SPED 6100

Pedagogy for Elem. Sch.: EDUC 6000, ELED 6000, READ 6000, CURR 6150

Courses Sem/Yr? Compd. Grade

Teacher-Leadership: EDUC 5000/6000, ADMN 6100, ADMN 6120 Technology: EIST 5100, EIST 6121, EIST 6130	(Indicate categories of choice as well as specific courses taken.)
PHASE III. Collaborative Leadership. Complete all Phase I and II Requirements before Phase III.	
Core Requirements (4 hrs.)	Documentation of Approvals
<u>Sem/Yr? Compd. Grade</u> ELED 6474: Adv. Prac./Tchg., Lrng., Ldrshp (3) (F) _____ ELED 6991C: Sem./Profssnl. & Ldrshp. Dev. (1) (S) _____	Successful Capstone Exp. (Comp. Exam): _____ Advisor Date _____ ELED 6691 instructor Date

Basic Portfolio: M.Ed. in Elementary Education

The Basic Portfolio is designed as a vehicle for graduate students to demonstrate partial fulfillment of program goals in a reflective, self-directed manner. The Basic Portfolio will be evaluated by the candidate's advisor and instructors in ELED 6691. Be sure to check course syllabi for ways to coordinate Basic Portfolio entries with course requirements.

Introduction	Write a statement of your philosophy of education, including your theoretical framework for your role as a teacher, the students' role, and the missions of elementary education. Using your planning contract as a foundation, develop a plan of study for the choices and sequencing of activities in your program that includes a rationale grounded in your theoretical framework, teaching experiences, and self-evaluation.
Goal #1:	One summary, self-reflection, and supporting artifact of a session at a local, state, regional, or national professional conference (beyond school-level or school system staff development).
Goal #1&2:	One summary, self-reflection, and supporting artifact of a cross-cultural experience that is new to the teacher, such as the following: an artistic performance or gallery show a home visit in an unfamiliar community participation in a language learning experience being a support person for someone learning English volunteer work at International House A Child's Place A homeless shelter Charlotte Circle Project

	A battered women's shelter Boy's Club
Goal #3:	Technology - One summary, self-reflection, and supporting artifact of using technology in a new way in their classroom.
Goal #3:	Assessment - One summary, self-reflection, and supporting artifact of (a) using a familiar assessment tool differently, or using a new assessment tool, or inventing and using an assessment tool and (b) evaluating its usefulness.
Goal #3&4:	Evaluation of Classroom Practice - A summary, self-reflection, and videotape of the teacher's classroom community with focus on a change in instructional practice which enhances respect for and responsiveness to diversity.
Goal #4:	A self-reflection and report of a data-based classroom instructional improvement project.
Goal #4 & 5:	A self-reflection and report of a data-based educational improvement project beyond the classroom.
Goal #5:	A summary, self-reflection, and supporting artifact of collaborative work with others in support of children's learning.
Conclusion	When all coursework has been concluded, revisit and refine your educational philosophy and theoretical framework. Explore changes, confirmations, and taken-for-granted that have been revealed to you through readings, class discussions, research projects, dialogues with colleagues, and other experiences.