



Overview & Purpose: *Preparing World-Class Teachers for an Interdependent World*

The 39-credit Master of Education program in the Department of Curriculum and Instruction, with a concentration in Elementary Education consists of a curriculum that meets state and professional standards and prepares candidates for certification as elementary education teachers. The program is grounded in cutting-edge empirical research and best practices for addressing the educational needs of underserved children and youth, especially African American and other children of color in urban and other diverse settings. Core components of the program include: (a) an interdisciplinary approach that highlights human development sciences and an asset-focused approach to teaching culturally and linguistically diverse children; (b) an emphasis on strong content and sound pedagogical practices; and (c) extensive field-based experiences. Full-time students may complete the program in one year.

Admission Criteria	
Undergraduate GPA	2.7 or higher
Bachelor's Degree	✓
*Praxis Core Academic Skills for Educators (Core) Reading	156 or higher
*Praxis Core Academic Skills for Educators (Core) Writing	162 or higher
*Praxis Core Academic Skills for Educators (Core) Mathematics	150 or higher
Goals Statement	✓
Biographical Sketch	✓
Three letters of recommendation	✓

* Test score requirements are subject to change per the Office of State Superintendent (OSSE) requirements. Visit OSSE's teacher licensure page for approved substitutes (<http://osse.dc.gov>).

Note: Candidates pursuing teacher certification will complete a 39-credit hour program. Fully certified teachers will complete a modified 36-hour plan of study, **in consultation with an assigned advisor**.



School of Education

Department of Curriculum & Instruction

Master of Education (M.Ed.)
Elementary Education Concentration
36-39 Hours



Name: _____ ID#: _____

SUMMER (12 semester hours)	Grade	Student Initials (after completion)
Courses		
EDUC 501 Diversity in American Education* (3)		
EDUC 530 Foundations and Processes of Reading/Literacy (3) <i>or Elective**</i>		
EDUC 653 Behavior and Classroom Management* (3)		
EDUC 671 Educational Psychology: Learning and Development* (3)		
Non-credit Professional Development Modules / Co-Curricular Requirements		
Foundations of Education and Urban Schooling		
Professionalism <i>or not required for certified teachers</i>		

FALL (9-10 semester hours)	Grade	Student Initials (after completion)
EDUC 691 Integrated Methods I: Language Arts, Social Studies, & Technology (3) <i>or HUDE 205 Introduction to Statistics**</i>		
EDUC 550 Survey of Exceptional Populations* (3) <i>or EDUC 551 Teaching English Language Learners (3)**</i>		
EDUC 699 Internship (4) <i>or EDUC 672 Assessment and Measurement in Schools (3)**</i>		
Non-credit Professional Development Modules / Co-Curricular Requirements		
Instructional and Assistive Technology		
Writing Workshop		

SPRING (9-11 semester hours)	Grade	Student Initials (after completion)
EDUC 673 Research Methods in Curriculum and Teaching* (3) <i>and EDUC 601 Advanced Instructional Technology**</i>		
EDUC 692 Integrated Methods II: Mathematics, Science, & Technology (4) <i>or HUDE Psychoeducational Assessment (3)**</i>		
EDUC 699 Internship (4) <i>or EDUC 695 Teaching Exceptional Children (3)**</i>		
Non-credit Professional Development Modules / Co-Curricular Requirements		
Engaging Families, Communities, and School Personnel		
TESOL <i>or not required for certified teachers</i>		

SUMMER (6 semester hours)	Grade	Student Initials (after completion)
EDUC 532 Literature for Children and Adolescents (3) <i>or Elective**</i>		
EDUC 633 Diagnostic and Remedial Techniques in Reading (3)		
Non-credit Professional Development Modules / Co-Curricular Requirements		
Teacher-made Classroom Assessments		

EXIT CRITERIA	Timing	Student Initials (after completion)
Expository Writing Examination	Completed during first fall or spring semester of enrollment	
Comprehensive Examination	Completed one semester before graduation or during final semester	
Action Research Paper	Completed concurrently with EDUC 673	
Minimum G.P.A of 3.0	Ongoing	
Praxis II (Specialty/Subject area and Pedagogy)	Completed one semester before graduation or during final semester	
Reflective Journals	Completed during Internship or in consultation with advisor	
Professional Portfolio	Ongoing	
Internship Evaluation	Completed during Internship or in consultation with advisor	

Signatures below confirm understanding and acceptance of proposed Plan of Study for the M.Ed. degree. Student understands that **he/she must meet with his/her advisor at least once per semester before registering.**

Advisor: _____ Student: _____
Date: _____ Date: _____

*Core Course

**For candidates already holding a teaching license in elementary education