

## Master of Education in Elementary Education Graduate Program Information

This graduate program is for educators who are already licensed (or soon to be) in elementary education or are licensed in another certification area (such as K-12 Art, Music, PreK etc) that are interested in pursuing an advanced degree in Elementary Education with the additional licensure for Elementary (a K-6 add-on licensure option is available). The major purpose of this degree is to improve the quality of teaching at the elementary level by broadening the background of teachers in the areas of study related to elementary teaching and preparing teachers as action researchers.

### A few things to consider before you apply:

- The M. Ed. in Elementary Education program consists of **thirteen courses** (37 credit hours total).
- The attached program of classes is only for illustrative purposes only. The course sequence can change depending on your enrollment date and status. The *one-year full-time course sequence cohort* is pending (on interest and enrollment).
- Most of the courses are held **ONLINE**. If a course meets face-to-face (i.e. hybrid – some online some meetings) then the occasional meeting time will be in the evening time frame.
- The *one-year full-time course sequence cohort* utilizes all summer terms, winter terms, and special five-week sessions (one course at a time) during the Fall and Spring terms.
- You need a 3.0 GPA and a submitted essay to be considered for acceptance into the program. If you have less than a 3.0 GPA you may be asked to participate in an interview process and/or take the GRE at the discretion of the Program Coordinator.
- Undergraduates graduating in May 2017 can apply for conditional admission in advance of your graduation date. Interested students should consider applying for the program ASAP due to the May start.
- The GRE (Graduate Record Exam) is not required for those with a 3.0 GPA.
- Financial Aid is available through the Office of Financial Aid. See <http://www.etsu.edu/finaid/>

### Think this program is for you?

**Ready to apply?** Admission is two-fold. First, apply to the **ETSU School of Graduate Studies** via the online application or the paper application. You'll also include transcripts, essay, etc. as the application directs. You do not need to collect letters of recommendation for this program. The graduate school will then forward your completed application to the College of Education. Then, the department will consider your application and make an admittance decision.

For more information:

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**Graduate Program Coordinator, Master of Education in Elementary Education**

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DEPARTMENT of  
CURRICULUM and INSTRUCTION  
Claudius G. Clemmer College of Education  
EAST TENNESSEE STATE UNIVERSITY

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**One-Year M. Ed. - Summer Cohort Start 2017 (full-time) – Tentative Proposed Path**

Session	Course
<p><b>Pre-Summer Session</b> (5/15 – 6/2) 3 week session</p>	<ul style="list-style-type: none"> <li>CUAI 5121 Elementary Social Studies (3 cr.)</li> </ul>
<p><b>Summer Session #1</b> (6/5 -7/7) 5 week session</p>	<ul style="list-style-type: none"> <li>CUAI 5119 Elementary School Science (3 cr.)</li> <li>READ 5120 Teaching Reading (3 cr.)</li> </ul>
<p><b>Summer Session #2</b> (7/10 – 8/11) 5 week session</p>	<ul style="list-style-type: none"> <li>EDFN 5950 Methods of Research (3 cr.)</li> <li>MEDA 5628 Children’s Materials (3 cr. elective)</li> </ul>
<p><b>Fall Semester 2017</b> 3 five-week courses (one course at a time)</p>	<ul style="list-style-type: none"> <li>CUAI 5116 Elementary School Math (8/28 – 9/29, first five weeks, 3 cr.)</li> <li>READ 5027 Diag &amp; Rem Procedures in Reading (10/2 – 11/3, middle five weeks, 3 cr.)</li> <li>CUAI 5440 Elementary Curriculum &amp; Assessment (11/6 – 12/7, last five weeks, 3 cr.)</li> </ul>
<p><b>Winter Session 2017</b> (12/15 – 1/14) 4 week session</p>	<ul style="list-style-type: none"> <li>MEDA 5400 Integrating Technology in Teaching &amp; Learning (3 cr.)</li> <li>EDFN 5010 Interdisciplinary Seminar (1 cr.)</li> </ul>
<p><b>Spring Semester 2018</b> 3 five-week courses (one course at a time)</p> <p>*Comprehensive Exam (Portfolio Presentation)</p>	<ul style="list-style-type: none"> <li>READ 5750 Literacy Inst in Linguistically Div Classrooms (1/16 – 2/16, first five weeks, 3 cr.)</li> <li>CUAI 5199 Teaching in a Diverse Society (2/19 – 3/23, middle five weeks, 3 cr.)</li> <li>CUAI Elective TBD (3/26 – 4/27, last five weeks, 3 cr. elective)</li> </ul>

## About the Courses in the Program

### Core Courses (10 semester hours)

**EDFN 5010            Interdisciplinary Seminar (1 hr)**

This course is required of all M. Ed. candidates in the College of Education. Current topics pertaining to the profession of education will be presented by local, state, regional, and national authorities. Issues that directly impact education such as political, economic, legal, sociological, health, and psychological will be discussed.

**EDFN 5950            Methods of Research (3 hr)**

This course includes the study of research as an approach to problem solving, methods of conducting qualitative and quantitative research, research designs, statistics used in experimental and descriptive research, principles of research interpretation, and the effective communication of research results. The course includes the preparation of a research prospectus or action research plan.

**CUAI 5199            Teaching in a Diverse Society (3 hr)**

Through a broadening of the students' knowledge base on issues related to diversity, this course will prepare teachers for the changing demographics of U. S. society. The course will examine and synthesize theories of teaching and how they can be applied to diverse student populations. This course will enable students to become effective action researchers.

**MEDA 5400            Integrating Technology in Teaching and Learning (3 hr)**

Foundations of instructional technology appropriate to educational applications, including computers, other related media, and instructional design. Stresses knowledge, skills, and attitudes needed to implement and manage technology in educational environments. Hands-on experience is provided through the course laboratory. Students plan, implement, and evaluate educational technology for use in education.

### Professional Development Courses (21 semester hours)

**CUAI 5440            Elementary Curriculum and Assessment (3 hr)**

This course is designed to investigate issues and trends related to curriculum development and assessment in grades K-6. Students examine the structure, development, and changing nature of the K-6 curricula and examine the role of assessment as it supports teaching and learning.

**READ 5120            Teaching Reading (3 hr)**

Current methods and theories of teaching: phonics, other word recognition and analysis skills, comprehension.

**READ 5750            Literacy Instruction in Linguistically Diverse Classrooms (3 hr)**

This course is designed for classroom teachers who wish to supply extra support to English Language Learners (ELL) and to native English speaking students who lack optimal academic language proficiency and facilitation of content learning through informed literacy curriculum and methodology.

**READ 5027            Diagnostic and Remedial Procedures in Reading (3 hr)**

Emphasis on case study procedure; direct contact with children in diagnostic situations; formal and informal procedures for diagnosing reading skills, abilities, and aptitudes; methods and materials for the correction or improvement of diagnosed reading difficulties.

**CUAI 5116            Elementary School Mathematics (3 hr)**

This course is designed to integrate research on the teaching and learning of elementary school mathematics and to address current issues and topics in grades K-6. Students will be required to design an action research project for this course.

**CUAI 5119            Elementary School Science (3 hr)**

This course provides elementary teachers (K-6) with innovative approaches to organizing, teaching, and assessing science learning. Emphasis is placed on understanding how students learn science and exploring strategies that enable students to have successful learning experiences.

**CUAI 5121            Elementary School Social Studies (3 hr)**

This course is designed to investigate the current trends and issues that affect methodology and content in a social studies curriculum.

### Elective Content Courses (6 semester hours, some room to modify with coordinator input)

**MEDA 5628            Children's Materials (3 hr)**

This course deals with the analysis, evaluation, and use of library media for children. It strives to relate these media to the needs and interests of children as well as to the school curriculum.

**CUAI 5407            Integrating the Creative Arts K-8 (3 hr)**

Strategies for promoting the creative processes in children K-8 will be studied. Areas of focus will include visual arts, music, dance, and theatre. The importance of the arts in the development of children and their capacity for expression will be emphasized. The arts will lead to interdisciplinary study with authentic connections among and across other disciplines.

## Additional Information about the Master of Education in Elementary Education Program

### **Admission Requirements:**

Individuals seeking admission to graduate programs in the Department of Curriculum and Instruction must first meet general requirements of the School of Graduate Studies. In addition, the following specific admission criteria apply:

1. A candidate who has an undergraduate GPA of 3.0 or above on a 4.0 scale for all work completed is eligible for admission. (If candidate has above a 3.0 – no GRE is required.)
2. A candidate who has an undergraduate GPA of less than 3.0 on a 4.0 scale may be granted admission by either of the following two (2) procedures:
  - a. Obtaining a minimum of 2400 points based on the following formula:
    - \*the sum of the GRE aptitude scores (V+Q+AW);
    - GPA x 500; and
    - the sum of number (1) and (2). \* Scores on the GRE-AW will be substituted for the Analytical (A) scores using a scaled transfer.
  - b. Participating in an interview with the appropriate admission committee. The candidate will be responsible for providing the admission committee with information for consideration in admission decisions. Factors to be considered include teaching experience; scores on standardized tests; GPA during the entire undergraduate experience, during the last two years of undergraduate school, and in the major; performance in graduate courses taken; recommendations of supervisors and colleagues; quality of undergraduate school(s) attended; oral communication skills; and skill in writing, which will be determined in part by the candidate's extemporaneous writing during the interview process.

### **Matriculation:**

The coordinator of the program to which the prospective candidate has been admitted serves as the initial advisor. When students become eligible for candidacy, their advisory committees are selected by the student and approved by the program coordinator. Students who anticipate candidacy for a degree are strongly encouraged to take courses based on guidelines provided by their advisor.

Students working toward the Master of Education degree in Elementary Education are required to meet with the chair of their advisory committee to plan the sequence of courses leading to the degree. They must successfully complete the required core and professional development courses.

### **Culminating Event:**

A comprehensive oral examination is required of all students completing graduate programs in elementary education. Presentation of a Professional Portfolio is a required part of the oral examination. Degree candidates meet with their advisor at the beginning of the final semester to plan for these examinations.