

Elementary Education

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Program Mission: The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/~~creative~~/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in ~~education~~ Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning. The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Accreditation: National Council for Accreditation of Teacher Education and North Central Association.

Admission Requirements: To be eligible for degree candidacy, applicants must meet all of the requirements for admission to the Graduate School (see "[Admission to Graduate Degree and Certificate Programs](#)") In addition students must:

- Complete and submit the departmental admission application with additional information as outlined:
 1. A copy of transcripts showing the required 3.0 GPA within the last 60 hours of undergraduate study (or 3.0 GPA in ~~the~~ first 12 hours of graduate coursework).
 2. A copy of the applicant's current teaching certificate (including type, issuing state, and year granted.) If ~~you~~ the individual does not have certification at the appropriate level, ~~you~~ he/she will need to complete the course work necessary for certification, which may entail undergraduate and graduate credits.
 3. ~~2~~ Two letters of recommendation ~~provided~~ by professional sources, such as an immediate supervisor and/or co-worker, are required. The letters of recommendation should address such topics as the candidate's:
 - depth of content knowledge including effective technology skills and ethical behaviors/dispositions;
 - critical thinking and problem solving;
 - oral and written communication skills;
 - advanced scholarship (research and/or creative activity);
 - ability to work with diverse clientele; and
 - ability to collaborate and create positive relationships within the school, community and profession.
 4. ~~Resume~~ A professional resume that includes information regarding undergraduate education, work experience, recent professional development activities (i.e., workshops attended and/or workshops presented), involvement with professional education organizations, and volunteer work within the community (involving children/youth) must be developed and submitted.
 5. A formal (typed) letter of application (~~double-spaced, 2 pages maximum~~) expressing ~~your~~ the applicant's goals for the master's program is required. Within the letter of application, please describe a professional situation that required you (the applicant) to employ critical thinking and/or problem solving to select an appropriate course of action in order to resolve an issue.
 - 5-6. Complete and submit the "Advanced Candidate Self-Assessment Form" that is available on the Department website (<http://www.eiu.edu/~elegrad>).

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Study Plan Approval: The study plan shall be approved by the department and filed with the departmental graduate coordinator prior to the completion of 12 semester hours of graduate credit which count toward the graduate degree.

Degree Requirements

Degree requirements include those outlined for the master of science in education degree by the Graduate School (see "[Requirements for the Master of Science in Education Degree](#)"). Additional requirements include a minimum of 15 semester hours in an emphasis area from ~~EU~~ Early Childhood, Elementary Education, ~~or~~ Middle Level Education, ~~or~~ Reading courses, and a thesis or applied/action research requirement. Evening classes, off-campus classes, summer

sessions and independent study arrangements are offered, permitting students to pursue graduate degrees while meeting other personal and professional commitments.

The course of study consists of 35-36 semester hours of course credit with a thesis or applied/action research requirement; ~~or 32 semester hours for programs without a thesis.~~ The program is designed to encompass three areas: basic courses in education (these courses provide a background in fundamental educational theory), specific requirements in an area of emphasis and a research component.

The program is devoted to the field of elementary education with opportunities for study in the emphasis areas such as early childhood, elementary curriculum, ~~elementary-integrated-curriculum,~~ middle level, and reading. Students may choose courses according to individual needs, professional interests, and teaching level. Courses in reading may be selected which will lead to the Illinois ~~certification for~~ reading teacher endorsement and meet the standards of the International Reading Association.

Program of Studies

The program of studies for candidates requires minimally 35-36 semester hours of course work. The program is to be completed in three phases: Introduction, Area of Emphasis, and Culmination (research component).

Phase I Introduction

Credits: Minimum of ~~12-9~~

A 3.0 GPA is required to continue to Phase II. Prerequisites must be completed as needed for admission to Teacher Education for Post-Baccalaureate certification with Master's.

- ELE 5100 - Introduction to Graduate Studies in EC/ELE/MLE Credits: 3
- ~~ELE 5250 - Research in Education~~ Credits: 3
- ELE 5260 - Advanced Developmental Reading. Credits: 3

Basic Education Courses

Select 3 hours of Basic Education from the following:

- ~~EDF/ELE 5310 - Foundations: ESL-Bilingual Ed.~~ Credits: 3
- EDF 5500 - Theory Into Practice: Curriculum Development. Credits: 3
- EDF 5510 - Theory Into Practice: Social Foundations for Educational Practice. Credits: 3
- EDF 5530 - Theory Into Practice: Philosophy for Educational Practice. Credits: 2
- EDF 5535 - Philosophy of Education: Clinical. Credits: 2
- EDF 5540 - Theory Into Practice: History for Educational Practice. Credits: 2
- EDF 5550 - Comparative and International Education. Credits: 3
- EDP 5300 - Theory into Practice: Psychological Foundations for Educational Practice. Credits: 3

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Phase II Area of Emphasis

Credits: 15

Basic Education: Select 5-6 semester hours of Basic Education from listing above.

Select one Area of Emphasis: 15 semester hours.

Emphasis in Early Childhood

- ELE 5500 - Creativity, Play, and the Brain of the Young Child Credits: 3
- Select 6 hours of Special Education Courses from:
- SPE 5131 - Topics in Special Education. Credits: 1

- [SPE 5132 - Topics in Special Education](#), Credits: 2
- [SPE 5133 - Topics in Special Education](#), Credits: 3
- [SPE 5620 - A Family-Focused Approach for Providing Services to Families with Children Identified as Exceptional](#), Credits: 3
- [SPE 5840 - Infant and Toddler Assessment](#), Credits: 3

Guided Electives

Guided Electives: Select 6 hours from:

- [ELE 4770 - Methods and Curriculum in the Primary Grades](#), Credits: 3
- if not already completed for BSED
- [ELE 4775 - Language and Language Arts in Early Childhood](#), Credits: 3
- if not already completed for BSED
- [ELE 4776 - Early Childhood Education: History and Philosophy](#), Credits: 3
- if not already completed for BSED
- [ELE 5400 - Special Issues](#), Credits: 2 to 3
- [ELE 5700 - Seminar in Elementary Education](#), Credits: 1 to 3
- [FCS 4851 - Infant Development](#), Credits: 3
- [FCS 4854 - Parent-Child Study and Community Involvement](#), Credits: 3
- [PSY 5022 - Individual Intellectual Assessment](#), Credits: 4

Emphasis in Elementary Curriculum

Credits: 15

- [ELE 5640 - Teaching and Supervision of Social Studies in Elementary Schools](#), Credits: 3
- [ELE 5650 - Language Arts in the Elementary School](#), Credits: 3
- [ELE 5660 - Science Curriculum in the Elementary School](#), Credits: 3
- [MAT 5400 - The Teaching of Mathematics in Grades K-6](#), Credits: 3
- Guided Electives: Select 3 hours from ELE 5400 or ELE5700

Emphasis in Elementary Integrated Curriculum

Credits: 15

- ~~[ELE 5810 - Integrated Curriculum in the Elementary Classroom I](#)~~ Credits: 3
- ~~[ELE 5820 - Integrated Curriculum in the Elementary Classroom II](#)~~ Credits: 3
- ~~Guided Electives: Select 3 hours from ELE 5500, PSY 5170, or PSY 5550.~~
- ~~Guided Electives: Select 6 hours from: ELE 5400 and ELE 5700~~

Emphasis in Middle Level Education

Credits: 15

- Select 3 hours from:
- [ELE 5640 - Teaching and Supervision of Social Studies in Elementary Schools](#), Credits: 3
- [ELE 5650 - Language Arts in the Elementary School](#), Credits: 3
- [ELE 5660 - Science Curriculum in the Elementary School](#), Credits: 3
- [MAT 5400 - The Teaching of Mathematics in Grades K-6](#), Credits: 3
- Select a minimum of 6 hours from:
- [MLE 5110 - Principles and Procedures in the Middle-Level School](#), Credits: 3
- [MLE 5150 - Interdisciplinary Curriculum in the Middle-Level School](#), Credits: 3
- [MLE 5270 - Content Area Literacy Instruction](#) Credits: 3
- [MLE 5400 - Topics in School Middle Level Education](#), Credits: 1 to 3

- [MLE 5700 - Seminar in Middle/Junior High School Education](#). Credits: 1 to 3
- Select additional hours to total 15. Content area classes taken in content area subject matter: ENG 4903, 4905, 4906, 4801; MAT 5535, 5400, 5810; SCI 5000, 5002; HIS Special Topics Courses

Emphasis in Reading

Credits: 15

Reading Teacher Endorsement:

- Students need a total of 24 semester hours of reading instruction (graduate or undergraduate) in areas/topics that are aligned with the Reading Teacher Standards in order to receive the Reading Teacher endorsement.
- Students must also complete coursework (graduate or undergraduate) that addresses "literature **appropriate** to students across all grade ranges" in order to meet the [guidelines-guidelines](#) for the Reading Teacher endorsement. Any one of the following courses could be taken as an elective at the graduate level to meet this requirement: ENG 4903, 4905; ELE 5400, 5990.
- The Reading Teacher endorsement also requires the applicant to successfully complete the Reading Teacher content area test.

- [ELE 5600 - Diagnosis of Reading Problems](#). Credits: 3
- [ELE 5610 - Remediation of Reading Problems](#). Credits: 3
- [ELE 5620 - Remedial Reading Practicum](#). Credits: 3
- [ELE 5650 - Language Arts in the Elementary School](#). Credits: 3
- [ELE/MLE 5270 - Content Area Literacy Instruction](#) Credits: 3


Phase III Culmination

Credits: [3-6](#)

- [ELE 5250 - Research in Education Credits: 3](#)
- [ELE 5900 - Applied/Action Research in Education](#) Credits: 3
- OR
- [ELE 5250 - Research in Education Credits: 3](#)
- [ELE 5950 - Thesis](#). Credits: 1 to 3

Graduate Assistantships

Information on graduate assistantships may be obtained by contacting the Coordinator of Graduate Studies or Chair, Early Childhood, Elementary and Middle Level Education, 2220 Buzzard Hall, EIU.

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Date approved by the department or school:

EC/ELE/MLE Curriculum Committee – September 10, 2009

EC/ELE/MLE Faculty – September 11, 2009

Date approved by the CEPS Curriculum Committee: September 28, 2009

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:

CGS: