

ELEMENTARY EDUCATION (MEd)

The MEd in Elementary Education is designed for individuals looking to make a difference in the lives of children.

The program is designed for maximum flexibility to complete coursework on your schedule with courses offered in the evening using a hybrid format, allowing you to keep working while pursuing your degree.

In this program, you will focus on inclusive education and develop pedagogical and advocacy skills to promote equity and social justice for all learners in your classroom. Graduates receive a Professional Educator License (PEL) with elementary and ESL endorsements with the potential to add bilingual, learning behavior specialist (LBS1), and middle grades endorsements.

This program is designed for individuals seeking to secure an initial teaching license to teach in elementary schools, whether that be in general education, special education, or ESL and bilingual education. An integral component of our teacher preparation program is classroom experience where candidates engage directly with students and educators while developing their pedagogical expertise.

CURRICULUM

Completion of the MEd degree program in Elementary Education requires 42 semester hours. Upon successful completion of the program, candidates are eligible for an Illinois Professional Educator License with endorsements in elementary education and an English-as-a-Second Language (ESL) endorsement.

Coursework listed in order taken in program of study (42 credit hours)

All courses are hybrid, meaning that some class sessions are held in-person while other sessions are conducted on-line. Cohorts will meet one evening per week across the semester; this will be established prior to the start of the cohort.

Code	Title	Hours
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 406	Educational Policy for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
TLSC 450	Teaching and Learning in an Area of Specialization (required)	3

Additional coursework for endorsements in bilingual, special education, and middle grades can be taken across the summer sessions

TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3
TLSC 470A	Student Teaching for Change	4
TLSC 470B	Student Teaching for Change	4

Total Hours 42

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
Year 1		
Summer		
TLSC 403	Teaching for Social Justice and Equity	3
TLSC 401	Language, Learning & Development Theories in Practice	2
TLSC 406	Educational Policy for Diverse Students	3
Hours		8
Fall		
TLSC 440	Language and Literacy	3
TLSC 442	Disciplinary Literacy	3
Hours		6
Spring		
TLSC 420	Teaching Mathematics in Elementary Grade Classrooms	2
TLSC 421	Teaching Science in Elementary Grade Classrooms	2
TLSC 422	Teaching Social Studies in Elementary Grade Classrooms	2
Hours		6

Year 2

Summer

TLSC 450	Teaching and Learning in an Area of Specialization	3
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Additional coursework for endorsements in bilingual, special education, and middle grades can be taken across the summer sessions.

Hours 3

Fall		
TLSC 404	Constructive Learning Environments for Diverse Students	3
TLSC 407	Individualized Assessment and Instruction for Diverse Students	3
Hours		6

Spring		
Beginning of student teaching experience		
TLSC 460	Developing Rigorous and Relevant Instruction and Assessment	2
TLSC 461	Designing and Implementing Rigorous and Relevant Instruction	3

TLSC 470A	Student Teaching for Change	1-6
Hours		9
Year 3		
Summer		
Ending with close of K-12 school year in June		
TLSC 470B	Student Teaching for Change	1-6
Hours		4
Total Hours		42

- Harness the power of consistent, purposeful reflection on their knowledge, practice, and dispositions in an effort to promote continuous growth as an educator.

Program Length

This is a 2-year program beginning in the summer, designed for flexible options for you to complete your coursework and fieldwork in a variety of ways. With a blend of in-person and online sessions, as well as evening coursework, the program allows working professionals to seek out their degree and teaching licensure while remaining in current positions. Students will receive placement in school settings for fieldwork alongside related coursework. Students have five years from acceptance to complete the program.

Graduation Requirements

- Maintain overall GPA of 3.0 for graduation
- Complete student teaching experience
- Complete all degree requirements
- Complete comprehensive assessments

Licensure Requirements

- Complete coursework with related fieldwork
- Complete student teaching experience
- Complete required assessments

Continuous Enrollment

Master's students in Elementary Education are required to maintain continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/>) under their school. Any additional University Policies supercede school policies.

LEARNING OUTCOMES

1. Apply learning theories and research-based instructional practices to plan for and reflect on classroom decisions.
2. Learn how to collect and analyze data in equitable ways to inform teaching and learning effectiveness.
3. Become proficient in culturally sustaining teaching and leading pedagogies towards meeting the needs of a diverse student population, including emergent multilingual students.
4. Effectively engage in communication with families, communities, and other stakeholders to support students' overall well-being.