



MEd Online Middle Grades Education
Degree Checklist

I. Middle Grades Education/Young Adolescents (15 hours) 5 Required Courses

Required: Please choose 5. Please approve all courses with faculty advisor. Possibilities include, but are not limited to:

Semester	Hours	Course
	3	EDMG 7030E: The Middle Grades (4-9)
	3	EDMG 7050E: Teaching Young Adolescents – Ages 9-15
	3	EDMG 7080E: Curriculum Planning for the Middle Grades (4-9)
	3	EDMG 7090E: Instructional Strategies for the Middle Grades (4-9)
	3	EDMG 7100E: Assessment in the Middle Grades
	3	ETAP 7610E: Classroom Management in Culturally Responsive Classrooms
	3	EDMG 7060S: Theory and Practice of Service-Learning in P-12 Settings

II. Science Education, English/Language Arts Education, or Social Studies Education (9 hours) 3 Required Courses

Please choose only 3 courses in 1 content area: Science Education, English/Language Arts Education, and Social Studies Education

Semester	Hours	Course
	3	
	3	
	3	

III. Research (3 hours) 1 Required Course

Please choose 1

Semester	Hours	Course
	3	ETAP/QUAL 7500E: Action Research
	3	ERSH 6200E: Methods of Research in Education

IV. Graduate Electives (9 hours) 3 Required Courses

Possibilities include, but are not limited to: Endorsements, Certificates, additional EDMG or ETAP courses, EDIT, EPSY, EDAP, LLED. Please approve all electives with faculty advisor.

Semester	Hours	Course
	3	
	3	
	3	

Total:	12 Required Courses	36 Credit Hours
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Course Descriptions

EDMG 7030E: The Middle Grades (4-9) (3 hours)

Research supporting the concept of targeted programs for children/youth nine to fifteen years of age, types of curricular plans for the middle grades, aspects of teaching in the middle grades, and the organization and staffing of middle grades schools.

EDMG 7050E: Teaching Young Adolescents – Ages 9-15 (3 hours)

Examines literature about research and practice to develop a repertoire of teaching strategies for young adolescents, children ages 9 to 15.

EDMG 7080E: Curriculum Planning for the Middle Grades (4-9) (3 hours)

Curriculum development based on interests and concerns of the middle grades learner (4th-9th grades) and content appropriate to physical, intellectual, social, and emotional development.

EDMG 7090E: Instructional Strategies for the Middle Grades (4-9) (3 hours)

Instructional strategies to meet the needs of young adolescents, curricular approaches as related to instructional strategies and program development, major curricular models, and research on instructional strategies for the middle grades.

EDMG 7100E: Instructional Strategies for Early Childhood Education (3 hours)

Curricular approaches and research on instructional strategies to meet the needs of children in prekindergarten through grade five.

EDMG 7060S: Theory and Practice of Service-Learning in P-12 Settings (3 hours)

Service-learning with P-12 students in diverse communities and/or schools. Consideration of history, definitions, and rationale of service-learning and analysis of research and outcomes. Required service-learning project implemented with P-12 students. Emphasis on how service can be incorporated into curriculum, with a primary focus on learning.

ETAP/QUAL 7500E: Action Research (3 hours)

Action research and participatory action research across diverse contexts. The course includes a consideration of history and definitions of action research and participatory action research, and an analysis of their purposes, processes, and theoretical foundations. Students will engage in practitioner-based research strategies such as observations, interviewing, and document analysis.

ETAP 7610E: Classroom Management in Culturally Responsive Classrooms (3 hours)

Exploration of proactive approaches to creating respectful classroom communities, maximizing student engagement, and minimizing classroom disruptions.

ETAP 8150: Research and Theory in Family-School-Community Interactions (3 hours)

Interactive relationships among families, schools, and communities from the interdisciplinary perspectives of anthropology, education, sociology, history, political science, and psychology.

ESOL Endorsement:

LLED 7040: Language and Culture in the Classroom (3 hours)

Exploration of topics on the relationship between language and culture and on pedagogical principles of multicultural education.

LLED 7630: ESOL, Grades P-12 (3 hours)

Foundations of second language learning, curriculum, materials design, and methods of teaching non-native speakers of English in grades P-12. This course provides an introduction to curricula, methods, and materials in P-12 classrooms. Students will gain experience tutoring and/or observing English-language learners in P-12 schools.

LLED 7730: First and Second Language Acquisition and Development (3 hours)

Native and second language acquisition processes, with attention to regional, social, and functional variation in language and contrasts between English and other selected languages.

Gifted Endorsement:

EPSY 7060: Assessment of Gifted Children and Youth (3 hours)

Measurement of intellectual and creative abilities for identification and evaluation, with a focus on administering and scoring the Torrance Tests of Creative Thinking; assessment of abilities in special populations of the gifted.

EPSY 7110: Characteristics of Gifted Children and Youth (3 hours)

Psychological characteristics of gifted children and youth, including studies of the lives of eminent persons, empirical studies of gifted children and youth today, and models for identifying gifted children.

EPSY 7230: Strategies and Materials for the Gifted (3 hours)

Teaching strategies and related instructional materials for the gifted student.

EPSY 7250: Program and Curriculum Development for the Gifted (3 hours)

Program planning for gifted students, including curriculum inventory and development, program, models, and evaluation.

Reading Endorsement:

LLED 6020: Practicum in Reading Instruction and Assessment (3 hours)

Formal and informal assessments, instructional procedures, and materials for children experiencing reading difficulties. This is a reading endorsement course. Tutoring required.

LLED 6060: Content Area Literacies (3 hours)

Theory and instructional strategies for enhancing reading, writing, speaking, and listening across various subjects in the school curriculum for grades K-12. This is a reading endorsement course for elementary, middle, and high school teachers.

LLED 6420: Literacy Development and Instruction in Early Childhood (3 hours)

Emergent literacy development of preschool through grade three children; theory and research relevant to instructional approaches and practice. This is a reading endorsement course for elementary teachers.

Preschool Special Education Endorsement:

SPED 7100: Foundations and Assessment in Early Childhood Special Education (3 hours)

Seminar in early childhood special education, including history of and rationale for early intervention from birth through age five, typical and atypical early development, family and diversity issues. Emphasis is on assessment, including screening and play-based assessment.

SPED 7200: Methods and Curriculum in Early Childhood Special Education (3 hours)

Program models, instructional methods, and curricula in early childhood special education. Emphases are on developmentally appropriate practice, family systems, diversity, transitions, and methods for collaboration.

SPED 7160: Communication and Language Development in Young Children (3 hours)

Examines typical and atypical communication development in children 0-5 years, and is designed specifically for the early childhood special educator. Issues in communication development for young children with special needs will be highlighted, including assessment, intervention, and issues specific to children with diagnosed developmental disorders.

Interdisciplinary Certificates:

*Requires application.

<p><u>The College of Education:</u></p> <ul style="list-style-type: none">• Certificate in Diversity, Equity, and Inclusion (15 hours)• Certificate in Diversity, Equity, and Inclusion (15 hours)• Education Policy and Law (15 hours)• Certificate in STEM (12 hours)	<p><u>The College of Family and Consumer Sciences:</u></p> <ul style="list-style-type: none">• Interdisciplinary Disability Studies (18 hours)
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