

ELEMENTARY EDUCATION (M.ED.)

<https://cola.unh.edu/education/program/med/elementary-education>

Description

The Elementary Education program provides an M.Ed. degree and leads to licensure for those who plan to teach in elementary schools.

- UNH students can begin preparation for teaching at the undergraduate level. In their second semester junior year or first semester senior year, qualified students can apply to the Accelerated Master's Program.
- If accepted, Accelerated Master's students can potentially complete both their bachelor's and master's degrees in as few as five years. This includes a full year of internship with additional course work in education.
- Students who have previously completed a baccalaureate degree at UNH or another institution may also apply to the elementary education teacher preparation program at the graduate level. Without prior course work in education, this program will normally require two years to achieve licensure and a degree.

Admission Criteria

In determining admission of students to teacher education graduate programs, several criteria are used:

1. Undergraduate record and GPA
2. Recommendations
3. Basic Academic Skills Assessment
4. Clearance on a Criminal History Records Check
5. Additional required application materials can be found at the Graduate School website under *Programs*.

Requirements

Degree Requirements

The M.Ed. degree requires a minimum of **32 graduate credits**. Some students will require more than 32 credits, depending on the coursework they have completed prior to entering the program.

Any Education course taken for a teacher licensure requirement must be completed with a grade of B- or better. This applies to any courses from other departments that have been designated as equivalent to an Education course.

Core Requirements (may be taken at the undergraduate or graduate level).

Code	Title	Credits
EDUC 500 or EDUC 935A	Exploring Teaching Seminar and Practicum in Teaching	4
EDUC 605 or EDUC 959	Educational Perspectives in Critical Times Issues in Education	4
EDUC 801	Human Development & Learning: Cultural Perspectives ¹	4
EDUC 803F	Teaching Elementary School Science	4
EDUC 803M	Teaching Elementary Social Studies	4

EDUC 806	Teaching & Learning Literacy in the Elementary Classroom	4
MATH 801 or MATH 601	Exploring Mathematics for Teachers I Exploring Mathematics for Teachers I	3
MATH 703	Teaching of Mathematics in Grades K-5	4
EDUC 851A	Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4
Internship (Select one of the following options) ²		
EDUC 900A & EDUC 808	Internship and Seminar in Teaching and Literacy Assessment for Elementary Classroom Teachers (Fall semester)	8
EDUC 901A & EDUC 809	Internship and Seminar in Teaching and Supporting Readers in Elementary Classrooms (Spring semester)	8
OR		
EDUC 900A & EDUC 812 or ENGL 815	Internship and Seminar in Teaching and Teaching Multilingual Learners ³ Teaching English as a Second Language: Theory and Methods	8
EDUC 901A & ENGL 816	Internship and Seminar in Teaching and Curriculum, Materials and Assessment in English as a Second Language ³	8
Note: All coursework listed above must be completed, therefore some students may exceed the minimum credit requirement while completing the required coursework.		

¹ At the undergraduate level, students who take both HDFS 525 Human Development and and HDFS 623 Infant and Child Development meet the requirement for EDUC 701.

² Students need to have completed at least 12 graduate-level credits by the start of their internship year. Students wishing to seek an exception to this policy need to 1) meet with their advisor to outline a plan of study that is feasible to balance coursework and the full-time teaching internship, and 2) meet with the Director of Educator Preparation for approval.

A Master's Inquiry Project is required during the internship year.

³ ENGL 815 & ENGL 816 are to be taken during the internship year as an alternative sequence to EDUC 808 & EDUC 809. If one or both of these courses is taken prior to the internship year, students must take the EDUC 808/EDUC 809 sequence during the internship.

Accelerated Master's

This graduate program is approved to be taken on an accelerated basis in articulation with certain undergraduate degree programs.

General Accelerated Master's policy, note that some programs have additional requirements (e.g. higher grade expectations) compared to the policy.

Please see the Graduate School website and contact the department directly for more information.

In order to be eligible for an internship the following Fall, students must be admitted by November 1st to the Graduate School.

Student Learning Outcomes

Program Learning Outcomes

Goal One: Our graduates are knowledgeable in the subjects they teach. Our graduates:

- demonstrate depth of knowledge in their subjects.
- recognize how knowledge in their subjects is created, organized, and linked to other disciplines.

- identify the organizing themes and central concepts necessary for understanding a subject.
- identify associated content necessary for students to understand these themes and concepts.

Goal Two: Our graduates are committed to knowing their students and cultivating a community of learners. Our graduates:

- understand how students develop and learn.
- treat students equitably and work diligently to help each student reach his or her potential.
- create and maintain an atmosphere conducive to learning.
- recognize diversity among their students and adjust their practice accordingly.
- create and maintain an atmosphere fostering mutual respect and caring.
- cultivate within their own students a recognition and valuing of diversity.

Goal Three: Our graduates know how to teach subject matter to students. Our graduates:

- demonstrate specialized knowledge of how to teach subject matter to their students.
- use multiple approaches to facilitate student learning.
- create lessons that are engaging and motivating for students.
- create learning experiences that are appropriately challenging for all students.
- involve students in thoughtful inquiry and reflection.
- ensure that students understand the purpose of activities within and across lessons and units.

Goal Four: Our graduates effectively monitor student learning. Our graduates:

- use multiple strategies to assess students.
- regularly assess student progress using appropriate measures.
- demonstrate the ability to make informed decisions about students and their learning based on classroom, district, and state assessments.

Goal Five: Our graduates are thoughtful and reflective practitioners who learn from experience. Our graduates:

- make well-reasoned choices and decisions within the complex and demanding conditions of teaching.
- analyze the effects of their actions and make appropriate changes.
- take into account the moral and philosophical implications of educational decisions.
- improve their practice by reflecting on their own experience, observing others, seeking advice, and drawing upon educational research and scholarship.

Goal Six: Our graduates understand the nature of school reform and their roles as agents of change. Our graduates:

- assess the relative merits of educational reform efforts and determine their appropriateness to the classroom, school, and broader societal contexts in which teaching and learning occur.
- develop and articulate their own conceptual and philosophical perspective on teaching and learning based on professional experience and current theories and research in education.
- develop an understanding of how leadership is informed by varied perspectives on the structure of public education, the nature of educational change, and the teacher's role in the change process.
- are willing to take risks as advocates for the benefit of students, teachers, and the profession.

Goal Seven: Our graduates are active members of learning and professional communities. Our graduates:

- work with colleagues to enhance their own teaching, learning, and professional development.
- work collaboratively with students, peers, and community members to create and contribute to effective learning environments.
- participate in professional organizations.
- continue to pursue avenues of inquiry into the teaching and learning process through study, research, and dialogue.

Disclosures

Professional Licensure/Certification Disclosures

The University of New Hampshire offers a number of academic programs designed to lead to professional licensure or certification in New Hampshire. However, completing a UNH degree/program does not guarantee professional licensure or certification. Eligibility may also depend on factors like years of work experience, professional examinations, passing a background check, and other criteria.

UNH does not guarantee that its professional licensure programs will satisfy the criteria of professional licensure boards in other states. Some states maintain different requirements for professional licensure or certification and requirements can change frequently. Federal regulations require the University to make public disclosure of certain information regarding professional licensure or certification programs, regardless of the modality the program is offered (i.e., in-person or online). The University provides guidance below but recommends students contact their state/territory licensing or certification board to ensure a program meets specific state/territory requirements.

Visit the Office of the Registrar's [website](#) for information about whether this program meets professional licensure requirements in your state.