The Department of Curriculum and Instruction offers coursework leading to a Master of Science in Education with a major in Elementary Education. The degree program enables candidates to acquire in-depth knowledge in an area of specialization, enhance their understanding of student diversity, apply theory and research to the classroom setting, and develop the ability to serve as a leader in schools or programs.

**Admission Requirements**
Applicants for admission to the Master of Science in Education (MSEd) degree program with a major in Elementary Education must hold a bachelor’s degree from an accredited institution and be accepted by the School of Graduate Studies, with a cumulative undergraduate GPA of 2.75.

The graduate program in Elementary Education does not lead to teacher licensure and is designed for individuals who already have earned an education degree. All candidates are required to teach children/students during the capstone course. This program does not lead to initial teacher licensure.

Students who do not meet the graduate school and department requirements for regular admission may be recommended for probationary admission.

**Degree Requirements**
The MSEd degree in Elementary Education requires a minimum of 30 semester hours (sh) of coursework. In addition to a capstone course, students will complete 9 sh in core requirements and 12 sh in an area of specialization. Six hours of electives complete the program.

**Career Opportunities**
Graduates of the program enhance their professional expertise and are eligible for leadership positions within their schools and districts. They may serve as lead or mentor teachers. Alumni also seek positions as curriculum consultants, learning strategists, and district coordinators. With a master’s degree, graduates may seek employment at the community college level.

**Faculty Expertise**
The faculty members in the Department of Curriculum and Instruction have a strong interest in helping teachers enhance their effectiveness and their ability to promote student learning. All faculty have practical experience in public schools. Professors in the department have a doctorate in their field. Faculty are actively involved in a variety of professional organizations; provide continuing education workshops for teachers; and publish books and articles in state, national, and international journals. Our literacy faculty serves as authors and editors of the *Illinois Reading Council Journal*.

**Assistantship Opportunities**
Graduate assistantships are available for those pursuing an MSEd degree with a major in Elementary Education. This position offers the opportunity for graduate students to provide instructional, research, and clerical support for faculty. A graduate assistant completes at least 9 sh of coursework each semester and works with one or more faculty members for 20 hours each week. Graduate assistants do not pay tuition, and they receive a monthly stipend. Assistantships are awarded for a single year but may be renewed for one additional year. Positions are available on both the Macomb and Quad Cities campuses.

**Distinctive Features**
The MSEd degree in Elementary Education combines the rigor of an outstanding academic program with the personal attention of caring departmental faculty. Courses are offered in a variety of formats, including online classes. Areas of specialization that may be pursued within the program include Early Childhood Education, Literacy Education, Elementary Curriculum, and Math.
The graduate program in Elementary Education offers candidates the opportunities to fulfill the following goals:

• Understand how learners grow and develop; recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, psychosocial, and physical areas; and design and implement developmentally challenging learning experiences.

• Provide developmentally appropriate environments that incorporate cognitive, linguistic, psychosocial, and physical dimensions of learning where students take intellectual risks, practice democracy, work collaboratively and independently, and feel a sense of autonomy. Learning environments are arranged in ways that are caring, inclusive, stimulating, and safe.

• Understand that learners bring into the classroom different abilities, talents, prior learning experiences, and different sets of values, so they know how to access information about the values of diverse cultures and communities to assist learners as they develop attitudes of respect and appreciation for others.

• Utilize content knowledge and curricular innovations to create sound, research-driven, and integrative learning experiences across the disciplines.

• Understand and use a variety of instructional strategies and resources to encourage learners to develop a deep understanding of current areas and their connections, and to build skills to apply knowledge in meaningful ways.

• Design and implement learning opportunities within and across the disciplines that engage learners purposefully in applying content knowledge.

• Employ formative and summative assessments to systematically observe, monitor, and document student learning.

• Initiate positive, interactive relationships with families and communities as they support children’s learning and development.

• Systematically analyze, evaluate, and reflect upon teaching and learning experiences to incorporate best practices as they strive to improve instruction in their classrooms.

• Collaborate to improve schools and advance knowledge and practice in their field.

**Featured Alums**

As an educator, I have always believed that learning never ends. After teaching for 20 years, I made the decision to further my education and pursue a master’s degree. Western offered a well-developed program, with a variety of schedule options. Whether I took a class online, on the Macomb campus, or at the QC campus, the quality of the curriculum was excellent. I met and worked with talented, knowledgeable professors who took an interest in my learning. What I learned in each class had a direct connection to what I was doing in my own classroom. Through my master’s program, I feel I am now a more confident and effective teacher.

— Meredith Johnson

I believe the grad program at WIU offered me exactly what I needed to become a more effective classroom teacher. The program offered me practical strategies to implement directly in my classroom as well as timely and effective discussions and research on topics of interest to today’s practicing educator. I was also able to easily work the classes and coursework into my busy schedule.

— Kathy Felt

**Accreditation**

The department offers programs accredited by the National Association of Colleges of Teacher Education (NCATE). The goals of the Elementary Education graduate program are aligned with the core propositions of the National Board for Professional Teaching Standards. Courses within the program are designed to reflect the tenets of the CAEP standards.

**Contact Information**

For admissions process and general program information, contact the School of Graduate Studies, Western Illinois University, 1 University Circle, Macomb, IL 61455, (309) 298-1806, (877) WIU GRAD toll-free, Grad-Office@wiu.edu, wiu.edu/grad.

For specific program questions, contact Dr. Barry Witten, Graduate Coordinator, Department of Curriculum and Instruction, Western Illinois University, 1 University Circle, Macomb, IL 61455, (309) 298-1789, BL-Witten@wiu.edu.