The Elementary Education program provides an M.Ed. degree and leads to certification for those who wish to teach in elementary schools. The basic program to achieve these ends is the five-year program in which students begin preparation for teaching at the undergraduate level with a semester of field experience and professional course work in education. Students complete a baccalaureate degree outside of education and move into a fifth year of study and full-year internship which lead to either the M.Ed. degree and licensure for teaching. Students who have already completed a baccalaureate degree may also enter the teacher preparation program at the graduate level. With no prior course work in education, these programs 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. The undergraduate record. The undergraduate overall minimum grade point average for admission is 3.0. The undergraduate grade point average of students admitted to the graduate programs in teacher education is approximately 3.55 (based on 2020 admissions).
2. Positive recommendations from EDUC 500 Exploring Teaching, EDUC 935A Seminar and Practicum in Teaching or the equivalent and from those able to relay information about a candidate’s performance in teaching situations or related areas.
3. Praxis Core Academic Skills for Educators (Core) exam scores are required. Applicants must obtain, at a minimum, a qualifying score (as set by the state of New Hampshire at the time of testing) on all three (Reading, Writing, and Mathematics) Core exams in order to be considered for admission. Current NH qualifying scores may be found at the [ETS Praxis Website](https://praxis.ets.org) under the “Tests required for all licensure areas” page.

**Requirements**

The M.Ed. degree requires a minimum of 32 graduate credits. The exact number of credit hours will depend on the student’s academic background, competencies, and professional goals, and will be determined by the adviser.

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**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 500</td>
<td>Exploring Teaching</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 935A</td>
<td>Seminar and Practicum in Teaching</td>
<td></td>
</tr>
</tbody>
</table>
• GOAL FIVE. OUR GRADUATES ARE THOUGHTFUL AND REFLECTIVE PRACTITIONERS WHO LEARN FROM EXPERIENCE. Outcomes. 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. Outcomes. 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. Outcomes. 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.