ELEMENTARY EDUCATION M.ED.

Degree: Master of Education
https://www.towson.edu/coe/departments/elementary/grad/

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The Master of Education degree in Elementary Education is an advanced curriculum and instruction program that provides leadership skills needed for teachers to navigate an ever more complex school and social system. The program is designed for those involved in instructional and curricular decision-making in schools and districts and those committed to quality professional growth. Course, program goals and learner outcomes are based on the professional setting to ensure transfer of theory to practice. The program of study helps the student achieve the following goals:

- Develop advanced capabilities in cultural competency, design thinking, action inquiry, equity, creative curriculum design, and innovative data-focused instruction.
- Understand the diverse nature of learners, society, and the impact on learning.
- Assume specialty roles in areas identified as important to the school community and the changing educational landscape.
- Use technology and media to enhance teaching and learning.
- Understand and use appropriate assessment and evaluation within the teaching process.
- Engage in scholarly activities to promote student achievement as well as one's own professional development.
- Think, reflect, and critically analyze the educational processes and professional practices.

The goals and objectives of the degree program are based on MSDE Professional Development Standards and the core propositions endorsed by the National Board for Professional Teaching Standards. The areas addressed by the standards are reflected in the required and elective courses.

Admission Requirements

- Completion of a bachelor’s degree from a regionally accredited college or university**
- An overall minimum undergraduate GPA of 3.00 based on the last 60 units of total undergraduate and post-baccalaureate study
- Maryland teaching certification, eligibility for teaching certification or permission of the program director
- Minimum one-year teaching/training experience beyond undergraduate program and internship

Please complete the online application (http://www.towson.edu/academics/graduate/admissions/apply), including the following:

- Resume
- Essay describing the student’s professional goals for advanced graduate study
- Two Letters of Recommendation
- A teaching certificate

NOTE: This master’s degree program is not accompanied by automatic state certification. Non-certified applicants should contact the director or their adviser prior to enrolling in course work.

Non-immigrant international students: See additional admission information in Graduate Admissions (http://www.towson.edu/academics/graduate/admissions/apply/international.html)

**See Exceptions to Policy in Graduate Admissions (http://www.towson.edu/academics/graduate/admissions/apply/policies.html)

Degree Requirements

- Completion of required prerequisite courses
- Completion of ELED 775/SCED 781, with a grade of “A” or “B” (the course may be repeated only once) or completion of 6 units of ELED 897 or ELED 898.
- Completion of 33 units of required courses and electives as specified.

Non-Thesis Option with Seminar

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>EDUC 605</td>
<td>INFORMING EDUCATIONAL PRACTICE TO AFFECT CHANGE</td>
<td>3</td>
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<td>EDUC 660</td>
<td>MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES</td>
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<td>EDUC 761</td>
<td>INQUIRY FOR PRACTICE</td>
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<td>ELED 665</td>
<td>CURRICULUM THEORY AND DEVELOPMENT</td>
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<tr>
<td>ELED 775</td>
<td>INTEGRATED PROFESSIONAL PRACTICE SEMINAR (By permission only. Students must meet with adviser one term prior to enrolling in this course)</td>
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Electives

Electives may be selected from one or more areas of focus, based on the graduate student’s professional goals. Areas of study include curriculum and instruction, leadership, technology, diversity and learning, assessment and evaluation, and content areas. Students may select electives from other departments in consultation with their adviser. A maximum of 6 units may be taken at the 500 level

Total Units 33

Thesis Option

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ELED 897 ELEMENTARY EDUCATION THESIS 1
or ELED 898 ELEMENTARY EDUCATION THESIS
Electives
Electives may be selected from one or more areas of focus, based on the graduate student’s professional goals. Areas of study include curriculum and instruction, leadership, technology, diversity and learning, assessment and evaluation, and content areas. Students may select electives from other departments in consultation with their adviser. A maximum of 6 units may be taken at the 500 level.

Total Units 33

1 Students must meet with adviser one term prior to enrolling in the thesis course.
ELED 898 is 3 units and must be taken twice (in consecutive terms) for a total of 6 units.

1. Develop advanced capabilities in cultural competency, design thinking, action inquiry, equity, creative curriculum design, and innovative data-focused instruction.
2. Understand the diverse nature of learners, society, and the impact on learning.
3. Assume specialty roles in areas identified as important to the school community and the changing educational landscape.
4. Use technology and media to enhance teaching and learning.
5. Understand and use appropriate assessment and evaluation within the teaching process.
6. Engage in scholarly activities to promote student achievement as well as one’s own professional development.
7. Think, reflect, and critically analyze the educational processes and professional practices.

Courses
ELED 557 ENGLISH FOR THE NON-ENGLISH SPEAKING CHILD (3)
Methods of teaching English to elementary school children whose native tongue is another language. Prerequisite: Elementary language-arts methods course or elementary teaching experiences or consent of instructor.

ELED 594 TRAVEL AND STUDY: ELEMENTARY EDUCATION (1-6)
Study abroad for educational facilities, programs or practices or selected projects in elementary education topics. By special arrangement with program chairperson and sponsoring instructors. Consent of graduate program director required for graduate degree credit; may be repeated for a maximum of 6 credits.

ELED 601 CRITICAL AND CREATIVE THINKING (3)
Past and current research and practices in the development of creative and critical thinking potential in children and adults. Examination of cognitive, psychological, and cultural influences and thinking processes; analysis and evaluation of models for differentiated instruction to promote higher level thinking; application and evaluation of various approaches to enhance critical and creative thinking in classroom setting and in personal endeavors.

ELED 611 PRINCIPLES AND PRACTICES OF LANGUAGE AND LITERACY (3)
Study of the theoretical foundations of reading and language arts in an elementary school setting. Exploration of theories and research perspectives on language and literacy development, the nature of reading and writing processes and factors influencing the acquisition of literacy.

ELED 613 READING AND OTHER LANGUAGE ARTS IN THE ELEMENTARY SCHOOL (3)
Application of principles and processes of language and literacy development to reading and language arts instruction. Examination of instructional models, approaches and strategies for supporting literacy development in diverse classroom settings. Prerequisite: Once course in reading instruction.

ELED 621 LITERACY ASSESSMENT IN THE ELEMENTARY CLASSROOM (3)
Examination of theories and principle of classroom literacy assessment. Practice using a range of formal and informal techniques for assessing reading and writing, and using assessment data to plan instruction. Prerequisite: ELED 611.

ELED 628 DESIGN THINKING IN INSTRUCTION AND LEARNING (3)
Introduction to design thinking and its application in education settings, including principles of design thinking; the design process and use of makerspaces in schools; use of design thinking for improving teaching, learning, and schools; and teaching design thinking to P-12 students. Prerequisite: current classroom teacher.

ELED 629 RETHINKING EDUCATION (3)
Explores the history of curriculum policy and development in elementary schools, including basic ethical and philosophical considerations, social implications, and patterns of organization. This course also examines the sociopolitical objectives of school curricula in relation to social theory and historical conflict. The central theme of this course is guided by the following questions: What are the functions and effects of school curricula in American and/or global contexts? How is social theory used to understand contemporary society and schools within these societies? What are the benefits and/or limitations of various curricular philosophies or frameworks? As such, this course emphasizes the principles and processes of curriculum development, as well as the exploration of alternative approaches to learning and schooling. Prerequisites: program admission; certification and teaching experience or consent of instructor.

ELED 631 INTRODUCTION TO EDUCATING THE GIFTED STUDENTS (3)
An introductory course that surveys the history of gifted education, characteristics, and educational needs of gifted children; identification issues, procedures for diverse populations of gifted and talented; current trends in identification of gifted students at the national, state, local levels; overview of curricular and program options for the gifted. Prerequisite: Teaching experience or consent of instructor.

ELED 632 SEMINAR IN SOCIAL AND EMOTIONAL DEVELOPMENT OF GIFTED CHILDREN AND ADOLESCENTS (3)
Course examines unique social, emotional need, characteristics, and development of diverse populations of gifted children, adolescents. Focus on current theories, research related to asynchronous development, psychological response, and promising practices and resources. Prerequisites: Teaching experience.
ELED 640 DISCIPLINE AND MANAGEMENT IN THE ELEMENTARY SCHOOL (3)
Classroom discipline in the elementary school and development of ways and means of implementing appropriate classroom management techniques. Prerequisite: Student teaching, teaching experience or consent of instructor.

ELED 646 DIFFERENTIATED CURRICULUM FOR ADVANCED LEARNING (3)
Examines curriculum, programs designed to promote advanced learning. Focuses on current research, practices addressing learning needs of gifted student, including underserved gifted; acceleration, enrichment options for curriculum; program, curricular models for advanced learning; practices for development, implementation, management, evaluation of curriculum, programs. Prerequisite: Teaching Experience.

ELED 647 ADVANCED PROCESSES OF TEACHING AND LEARNING (3)
Systems for analyzing teaching behavior, models of teaching for achieving cognitive, social and personal learning objectives; and analysis of classroom application of teaching models. Prerequisite: Teaching experience (students enrolling for this class should be teaching).

ELED 648 DIFFERENTIATING INSTRUCTION FOR ADVANCED LEARNING (3)
Current research and practices for development and modification of curriculum and instruction to address learning characteristics of students in the heterogeneous classroom, especially diverse populations of gifted and talented students; approaches for modification of basic curriculum, alternative models for differentiating curriculum and instruction; classroom management, resources for gifted student in the regular classroom. Prerequisite: Teaching Experience.

ELED 665 CURRICULUM THEORY AND DEVELOPMENT (3)
History of curriculum development in the elementary school: basic considerations affecting curriculum development, patterns of organization, objectives, practices and evaluation and problems in curriculum development. Prerequisite: Certification and teaching experience or consent of instructor.

ELED 670 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)
Study of a topic in elementary education. Requirements and prerequisites vary with each topic.

ELED 685 SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES (3)
Trends, content, issues and materials involved in the teaching of social studies. Students explore one aspect of the subject and present findings.

ELED 695 INDEPENDENT STUDY IN EDUCATION: ELEMENTARY (1-4)
Research problems or study projects relevant to student interest and training. Prerequisite: Consent of the graduate program director prior to registration.

ELED 712 CRITICAL CONVERSION: EARLY LITERACY RESEARCH, POLICY AND PRACTICE (3)
Critically examine current policies, research and instructional trends in early literacy instruction. Engage in personal and collaborative inquiry into important issues affecting all elementary teachers and reading professionals. Examine current professional literature, early literacy research, and key public policy documents representing a range of contrasting perspectives in the field. Prerequisites: Admission to a graduate program in education.

ELED 770 SPECIAL TOPICS IN ELEMENTARY EDUCATION (1-3)
Study of a selected topic in education. Requirements and prerequisites vary according to topic. May be repeated for a maximum of 12 units. Prerequisite: Consent of graduate program director.