ELEMENTARY EDUCATION M.ED.

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

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The Master of Education degree in Elementary Education is an advanced curriculum and instruction program that provides 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.

Requirements

Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

Degree Requirements

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

Non-Thesis Option (33 units)

Code	Title	Units
Foundation Courses		
Select four of the following:		12
EDUC 605	INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE	
EDUC 660	MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES	
ELED 594	TRAVEL AND STUDY: ELEMENTARY EDUCATION	
ELED 628	DESIGN THINKING IN INSTRUCTION AND LEARNING	
ELED 629	RETHINKING EDUCATION	
Specialization Area - English Language Learners		
Select two of the following:		6
REED 650	SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING	
REED 651	INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS	
REED 652	INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY	
Specialization Area - Technology		
Select two of the following:		6
ISTC 603	FOUNDATIONS OF DISTANCE EDUCATION	
REED 660	INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION	
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION	
Specialization Area – Family and Community Outreach		
Select two of the following:		6
ILPD 746	CULTURES AND CONTEXTS OF EQUITABLE SCHOOLS	
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	
Capstone		**3**
ELED 775	INTEGRATED PROFESSIONAL PRACTICE SEMINAR	
Total Units		**33**

Thesis Option (33 units)

Code	Title	Units
Foundation Courses		
Select four of the following:		12
EDUC 605	INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE	
EDUC 660	MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES	
ELED 594	TRAVEL AND STUDY: ELEMENTARY EDUCATION	
ELED 628	DESIGN THINKING IN INSTRUCTION AND LEARNING	
ELED 629	RETHINKING EDUCATION	
Specialization Area – English Language Learners		
Select two of the following:		6
REED 650	SOCIAL, CULTURAL, AND CURRICULAR CONTEXTS FOR SECOND LANGUAGE LEARNING	
REED 651	INSTRUCTION AND ASSESSMENT FOR SECOND LANGUAGE LEARNERS	
REED 652	INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY	
Specialization Area – Technology		
Select two of the following:		6
ISTC 603	FOUNDATIONS OF DISTANCE EDUCATION	
REED 660	INTEGRATING TECHNOLOGY IN LITERACY INSTRUCTION	
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION	
Specialization Area – Research Methods		
Select one of the following:		3
EDUC 761	INQUIRY FOR PRACTICE	
EDUC 789	RESEARCH METHODS, DESIGN, AND ANALYSIS	
Thesis		**6**
ELED 897	ELEMENTARY EDUCATION THESIS	

	or ELED 898	ELEMENTARY EDUCATION THESIS
Total Units		**33**

[1] Students must meet with adviser one term prior to enrolling in the thesis course. ELED 897 is a 6 unit course taken in one term, ELED 898 is a 3 unit course, taken in two consecutive terms for a total of 6 units.

Learning Outcomes

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.

The program of study helps the student achieve the following goals:

1. Develop advanced capabilities in design thinking, creative curriculum design and innovative data-focused instruction.
2. Understand the diverse nature of learners, family and community and develop advanced capabilities in (inter)cultural competency.
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 including action inquiry to promote student achievement as well as one's own professional development.
7. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations and parents.
8. Think, reflect, and critically analyze the educational processes and professional practices.