Master of Science in Education
Secondary Education for Licensed Teachers (MSEd)
3101 Education Building
757-683-3284

Brandon Butler, Graduate Program Director

The Master of Science in Education, Secondary Education program for licensed teachers is designed for those who wish to improve and update their professional competency in teaching and enrich their teaching expertise for becoming master teachers. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful educational research that has a direct impact upon their individual practice and school settings. Completion of the program requirements leads to the upgrade of the teaching license to the Postgraduate Professional level. The program of study consists of 30-credit hours, with 18 credit hours taught in a cohort model with shared courses for students from the early childhood, elementary and secondary advanced master’s degree programs. An additional three credit hours are completed as independent research/internship. The remaining nine credit hours focus explicitly on teaching and learning in the secondary grades. The MSEd - Secondary Education program for licensed teachers is offered online only.

The graduate program associated with this major is intended to meet the needs of the individual student. Program options are designed to accomplish three primary goals:

1. to enhance classroom instruction by enriching the knowledge and skills of practicing teachers;
2. to train and encourage classroom teachers to conduct in-school research so that significant findings in the learning-teaching process can be applied to the classroom situation; and
3. to permit teachers to upgrade their teaching credentials to the Postgraduate Professional License level.

Curricula for the program include specific courses that emphasize the interdisciplinary nature of teaching in diverse settings. Topics addressed in courses include curricular and pedagogical principles, assessment, English language learners, teaching in the digital age, and culturally responsive teaching. Students also learn to engage in reflective inquiry and how to conduct practitioner inquiry that directly transforms instructional practice and beliefs about teaching. The program has four component areas:

1. General core;
2. Research core;
3. Elementary emphasis area; and
4. Capstone experience.

Students must choose one of two capstone options – a research thesis and associated 3-credit hour thesis course (Thesis Option); or an internship experience and associated 3-credit hour internship course (Internship Option). The thesis option requires a successful defense of the thesis prospectus. The non-thesis internship option requires successful completion of a comprehensive examination covering program coursework.

Admission
Students must:
1. hold a bachelor’s degree from a regionally accredited college/university;
2. hold the Virginia Collegiate Professional License or an equivalent from another state for middle school or secondary education;
3. have a general undergraduate grade point average of at least 2.80;
4. submit an application letter of interest;
5. submit official copies of all transcripts;
6. submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
7. submit two letters of professional reference for this program of study; and
8. have an interview with the graduate program director.

Curriculum

**Common Core**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TLED 731</td>
<td>Instructional Technology Trends in Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TLED 618</td>
<td>Assessment and Evaluation in PK-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>TLED 775</td>
<td>English Language Learners in the PK-12 Classroom</td>
<td>3</td>
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<tr>
<td>TLED 701</td>
<td>Teacher as Leader</td>
<td>3</td>
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**Research Core**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TLED 638</td>
<td>Researching Teaching in Elementary and Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 671</td>
<td>Practitioner Inquiry in Elementary and Secondary Grades</td>
<td>3</td>
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**Electives**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TLED 735</td>
<td>Problems of Teaching in the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TLED 745</td>
<td>Diversity and Equity in Secondary Education</td>
<td>3</td>
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**Capstone Experience - Choose 1 of 2 Options**

<table>
<thead>
<tr>
<th>Option</th>
<th>Title</th>
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<tbody>
<tr>
<td>Thesis</td>
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<tr>
<td>Intern</td>
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Additional Requirements

Continuance

Students must:

1. complete the Responsible Conduct of Research (RCR) modules during the first twelve graduate credit hours at Old Dominion University;
2. maintain a grade point average of 3.00

Exit

Students must:

1. have a 3.00 grade point average;
2. pass an oral thesis proposal defense (thesis option only);
3. pass a comprehensive examination (internship option only);
4. successfully complete the thesis/internship requirement;
5. have an exit interview (online);
6. have completed all course requirements; and
7. submit an application for graduation.

Program Requirements

Students enrolled in the Advanced Master’s Degree program are expected to be dedicated to the goal of becoming master classroom teachers who can address dynamic issues in the profession through an in-depth understanding of research and practice. Students must successfully complete all elements of the 30 credit hour program of study. After admission to provisional or regular degree status, the student must meet with the graduate program director who will assist in the identification of a permanent advisor from the graduate faculty of the Darden College of Education and Professional Studies. It is the responsibility of the student to confer with the assigned advisor for the purpose of determining a thesis/internship committee, and preparing and defending the thesis/internship as a requisite for graduation.