

SPECIAL EDUCATION MAJOR - SECONDARY/ADULT TRACKS

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Students majoring in Secondary Special Education must choose one of the following Secondary/Adult (grade 6-adult) tracks: English, Math (Middle School or *High School Concentration), Social Science or Middle School General Science. To meet the requirements of the College of Education and the Maryland State Department of Education, students must complete all required Core Curriculum and professional education courses for their track to earn a total of 127–135 units.

*The High School Math Concentration is currently not accepting applications.

Major Requirements

This is a screened program. Please see the admission requirements for additional information.

Special Education majors must select one of the following tracks: Elementary/Middle; Secondary/Adult English; Secondary/Adult General Science; Secondary/Adult Math; Secondary Adult High School Math; or Secondary/Adult Social Science.

The following courses are required for all Special Education majors. In addition, students must complete the requirements of their track, and all Special Education professional courses. All courses must be completed with a minimum C (2.00) grade equivalent. major. The Pass (PS) grading option may not be used for any of the courses listed below.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Code	Title	Units
Required for all Special Education Majors		
Any Core 5 (Arts & Humanities) Course		3
BIOL 120 & 120L	PRINCIPLES OF BIOLOGY [LECTURE] and PRINCIPLES OF BIOLOGY [LAB]	4
ENGL 102	WRITING FOR A LIBERAL EDUCATION	3
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY	3
EDUC 301	WRITING AND COMMUNICATION SKILLS FOR TEACHERS	3
ELED 322	FOUNDATIONS OF READING AND OTHER LANGUAGE ARTS	3
GEOG 102	WORLD REGIONAL GEOGRAPHY	3
or GEOG 105	GEOGRAPHY OF INTERNATIONAL AFFAIRS	
or GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY	
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3

or HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	
PHSC 101	PHYSICAL SCIENCE I	4
PSYC 101	INTRODUCTION TO PSYCHOLOGY	3
PSYC 203	HUMAN DEVELOPMENT	3
TSEM 102	TOWSON SEMINAR ¹	3
SCED 304	EDUCATION, ETHICS AND CHANGE	3
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Total Units		47

¹ TSEM 102 is not required for transfer students.

Professional Course Requirements

Students majoring in Special Education must complete the following Professional Education courses (33 units). These are in addition to the courses required for all SPED majors, and the requirements of the selected track.

Code	Title	Units
SPED 413	UNIVERSAL DESIGN FOR LEARNING: ADDRESSING LEARNER VARIABILITY	3
SPED 425	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 428	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 429	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 430	INFORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 441	CURRICULUM/METHODS OF INSTRUCTION FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 493	SEMINAR IN INTERNSHIP	3
SPED 498	INTERNSHIP: SPECIAL EDUCATION	12
Total Units		33

Track Requirements

Secondary/Adult English Track

Code	Title	Units
ENGL 221	BRITISH LITERATURE TO 1798	3
or ENGL 222	BRITISH LITERATURE SINCE 1798	
ENGL 238	SURVEY OF AMERICAN LITERATURE	3
ENGL 251	APPLIED GRAMMAR	3
ENGL 283	INTRODUCTION TO CREATIVE WRITING	3
or ENGL 311	WRITING POETRY	
ENGL 300	METHODS AND RESEARCH	3
ENGL xxx	300 or 400-level English course	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 357	TEACHING ENGLISH IN THE SECONDARY SCHOOL	3

SCED 419	YOUNG ADULT LITERATURE	3
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SPED 453	CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION	3
SPED 496	INTERNSHIP. STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)	3
Total Units		43

Secondary/Adult General Science Track

Code	Title	Units
Any Core 4 (Creativity & Creative Development) Course		
		3
CHEM 131 & 131L	GENERAL CHEMISTRY I LECTURE and GENERAL CHEMISTRY I LABORATORY (Core 7 & 8)	4
GEOL 121	PHYSICAL GEOLOGY (Core 7 & 8)	4
MATH 111	FINITE MATHEMATICS (Core 3)	3
MATH 237	ELEMENTARY BIOSTATISTICS (Core 3)	4
PHSC 303	EARTH SPACE SCIENCE	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SCIE 380	TEACHING SCIENCE IN THE SECONDARY SCHOOLS	3
Any approved 300/400 level science course ¹		
		3-4
SPED 453	CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION	3
SPED 496	INTERNSHIP. STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)	3
Total Units		46-47

¹ Acceptable subjects are: ASTR, BIOL, CHEM, GEOL, MBBB, PHSC, PHYS, SCIE.

Secondary/Adult Math Track—Middle School

Code	Title	Units
Any Core 4 (Creativity & Creative Development) Course		
		3
MATH 115	COLLEGE ALGEBRA ¹	3
MATH 215	RATIONAL NUMBERS AND PROPORTIONAL REASONING FOR MIDDLE SCHOOL MATHEMATICS TEACHERS	4
MATH 225	ALGEBRA AND NUMBER CONCEPTS FOR MIDDLE SCHOOL TEACHERS	4
MATH 231	BASIC STATISTICS	3
MATH 236	PROBABILITY AND STATISTICS FOR MIDDLE SCHOOL TEACHER PREPARATION	1

MATH 255	GEOMETRY FOR MIDDLE SCHOOL TEACHERS	4
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SPED 453	CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION	3
SPED 496	INTERNSHIP. STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)	3
Total Units		41

¹ MATH 115 is required for students who do not score 61 or better on a proctored ALEKS test. For students who score 61 or higher, an additional 1 credit course will be required in order for them to reach 120 units for graduation

Secondary/Adult Math Track—High School

Code	Title	Units
Any Core 4 (Creativity & Creative Development) Course		
		3
MATH 223	PEDAGOGICAL CONTENT KNOWLEDGE FOR MIDDLE SCHOOL MATHEMATICS	2
MATH 231	BASIC STATISTICS	3
MATH 236	PROBABILITY AND STATISTICS FOR MIDDLE SCHOOL TEACHER PREPARATION	1
MATH 255	GEOMETRY FOR MIDDLE SCHOOL TEACHERS	4
MATH 273	CALCULUS I (Core 3)	4
MATH 310	FUNCTIONS AND MODELING FOR SECONDARY SCHOOL TEACHERS	3
MATH 423	TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SEMS 130	INTRODUCTION TO STEM TEACHING I & II COMBINED	2
SEMS 240	CLASSROOMS INTERACTIONS	3
SPED 453	CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION	3
SPED 496	INTERNSHIP. STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)	3
Total Units		47

Adult/Secondary Social Science Track

Code	Title	Units
Any Core 3 (Mathematics) Course		3
Any Core 4 (Creativity & Creative Development) Course		3
ECON 201 or ECON 202	MICROECONOMIC PRINCIPLES MACROECONOMIC PRINCIPLES	3
HIST 102	EUROPE: FROM THE AGE OF CAESAR TO THE AGE OF CALVIN, FIRST TO SEVENTEENTH CENTURY	3
HIST 103	HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY	3
POSC 103	AMERICAN NATIONAL GOVERNMENT	3
Two approved social science courses ¹		6
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 355	TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL	3
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SPED 453	CURRICULUM/METHODS OF SECONDARY SPECIAL EDUCATION:PREVOCATIONAL AND VOCATIONAL INSTRUCTION	3
SPED 496	INTERNSHIP STUDENTS WITH DISABILITIES (SECONDARY/ADULT PROGRAMS)	3
Total Units		46

¹ Select two social science courses not previously completed: GEOG 102, GEOG 105, GEOG 109, HIST 102, HIST 103, HIST 145, HIST 146, ECON 201, ECON 202, POSC 103

Four-Year Plan of Study Secondary/Adult English Track Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year		
Term 1	Units Term 2	Units
GEOG 102, 105, or 109 (Core 12)	3 EDUC 202 (Core 10)	3
HIST 145 or 146 (Core 11)	3 ENGL 221 or 222	3
PSYC 101 (Core 6)	3 PSYC 203	3
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
Core 3	3 Core 5	3
	15	15

Second Year		
Term 1	Units Term 2	Units
BIOL 120 & 120L (Core 7)	4 EDUC 301 (Core 9)	3
EDUC 203 (Core 13)	3 ENGL 283 or 311 (Core 4)	3
ENGL 238	3 ENGL 300	3
ENGL 251	3 PHSC 101 (Core 8)	4
SCED 305	3 SPED 301	3
	16	16

Third Year		
Term 1	Units Term 2	Units
SCED 304 (Core 14)	3 SCED 419	3
SCED 341	4 SPED 413	3
SCED 460	3 SPED 430	3
SPED 425	3 SPED 441	3
SPED 428	3 SPED 453	3
	300/400 Level English Course	3
	16	18

Fourth Year		
Term 1	Units Term 2	Units
ELED 322	3 SPED 493	3
SCED 357	3 SPED 498	12
SCED 461	3	
SPED 429	3	
SPED 496	3	
	15	15

Total Units 126

Secondary/Adult General Science Track Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year		
Term 1	Units Term 2	Units
BIOL 120 & 120L (Core 7)	4 EDUC 202 (Core 10)	3
HIST 145 or 146 (Core 11)	3 PHSC 101 (Core 8)	4
MATH 237 (Core 3)	4 PSYC 101 (Core 6)	3
SCED 305	3 SCED 304 (Core 14)	3
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
	17	16

Second Year		
Term 1	Units Term 2	Units
CHEM 131 & 131L	4 EDUC 301 (Core 9)	3
EDUC 203 (Core 13)	3 GEOG 102, 105, or 109 (Core 12)	3
MATH 111	3 GEOL 121	4

PSYC 203	3 SPED 301	3
Core 4	3 Core 5	3
16		16
Third Year		
Term 1	Units Term 2	Units
SCED 341	4 PHSC 303	3
SCED 460	3 SPED 413	3
SPED 425	3 SPED 430	3
SPED 428	3 SPED 441	3
Any approved 300/400 Level Science Course	3 SPED 453	3
16		15
Fourth Year		
Term 1	Units Term 2	Units
ELED 322	3 SPED 493	3
SCED 461	3 SPED 498	12
SCIE 380	3	
SPED 429	3	
SPED 496	3	
15		15

Total Units 126

¹ Acceptable subjects are: ASTR, BIOL, CHEM, GEOL, MBBB, PHSC, PHYS, SCIE.

Secondary/Adult Math Track - Middle School Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year		
Term 1	Units Term 2	Units
BIOL 120 & 120L (Core 7)	4 MATH 115 (or 2-3 unit course)	2-3
HIST 145 or 146 (Core 11)	3 MATH 225	4
MATH 255	4 PHSC 101 (Core 8)	4
PSYC 101 (Core 6)	3 PSYC 203	3
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
17		16-17
Second Year		
Term 1	Units Term 2	Units
EDUC 202 (Core 10)	3 EDUC 203 (Core 13)	3
EDUC 301 (Core 9)	3 GEOG 102, 105, or 109 (Core 12)	3
SCED 305	3 MATH 215	4
MATH 231 (Core 3)	3 SPED 301	3
MATH 236	1 Core 5	3
Core 4	3	
16		16

Third Year		
Term 1	Units Term 2	Units
SCED 341	4 ELED 322	3
SCED 460	3 SCED 304 (Core 14)	3
SPED 413	3 SPED 425	3
SPED 430	3 SPED 453	3
SPED 441	3	
16		12

Fourth Year		
Term 1	Units Term 2	Units
SCED 461	3 SPED 493	3
SPED 428	3 SPED 498	12
SPED 429	3	
SPED 496	3	
12		15

Total Units 120-121

Secondary/Adult Math Track - High School Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year		
Term 1	Units Term 2	Units
BIOL 120 & 120L (Core 7)	4 EDUC 202 (Core 10)	3
HIST 145 or 146 (Core 11)	3 EDUC 301 (Core 9)	3
MATH 273 (Core 3)	4 SPED 301	3
PSYC 101 (Core 6)	3 MATH 223	2
Core 1 (or Core 2)	3 Core 2 (or Core 1)	3
Core 5		3
17		17

Second Year		
Term 1	Units Term 2	Units
EDUC 203 (Core 13)	3 GEOG 102, 105, or 109 (Core 12)	3
PHSC 101 (Core 8)	4 SCED 305	3
MATH 231	3 SEMS 130	2
MATH 236	1 SEMS 240	3
MATH 255	4 PSYC 203	3
Core 4		3
15		17

Third Year		
Term 1	Units Term 2	Units
SCED 341	4 SCED 304 (Core 14)	3
SCED 460	3 SPED 413	3
SPED 428	3 SPED 430	3
SPED 425	3 SPED 441	3
SPED 453		3
13		15

Fourth Year		
Term 1	Units Term 2	Units
ELED 322	3 SPED 493	3
MATH 423	3 SPED 498	12
SCED 461	3	
SPED 429	3	
SPED 496	3	
15		15
Total Units 124		

Adult/Secondary Social Science Track Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

First Year		
Term 1	Units Term 2	Units
HIST 145 or 146 (Core 11)	3 EDUC 202 (Core 10)	3
PSYC 101 (Core 6)	3 GEOG 102, 105, or 109 (Core 12)	3
Core 1 (or Core 2)	3 HIST 102	3
Core 3	3 PSYC 203	3
Core 5	3 Core 2 (or Core 1)	3
15		15

Second Year		
Term 1	Units Term 2	Units
BIOL 120 & 120L (Core 7)	4 ECON 201 or 202	3
EDUC 203 (Core 13)	3 EDUC 301 (Core 9)	3
HIST 103	3 PHSC 101 (Core 8)	4
SPED 301	3 POSC 103	3
Core 4	3 SCED 305	3
16		16

Third Year		
Term 1	Units Term 2	Units
SCED 341	4 SCED 304 (Core 14)	3
SCED 460	3 SPED 413	3
SPED 428	3 SPED 430	3
SPED 425	3 SPED 441	3
Approved Social Studies Course	3 SPED 453	3
16		15

Fourth Year		
Term 1	Units Term 2	Units
ELED 322	3 SPED 493	3
SCED 355	3 SPED 498	12
SCED 461	3	
SPED 429	3	

SPED 496	3	
15		15
Total Units 123		

Learning Outcomes

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

CEC Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

CEC Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5: Instructional Planning and Strategies

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with

exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.