SECONDARY EDUCATION M.ED.

Degree: Master of Education
https://www.towson.edu/coe/departments/secondary/gradsecondary/

Program Director: Dr. Ashley Lucas
Phone: 410-704-4956
Email: scedmed@towson.edu

The Master of Education degree in Secondary Education is an advanced program of study that provides opportunities for middle and high school teachers to deepen their understandings of research-based practices in teaching subject matter to diverse learners. The program is designed for teachers seeking advanced professional certification from the Maryland State Department of Education.

The program goals, based upon the core propositions endorsed by the National Board for Professional Teaching Standards, are as follows:

- To develop advanced competencies in curriculum development, assessment, evaluation and instructional design.
- To develop an understanding of the diverse nature of learners in society.
- To develop capacity for assuming teacher leadership roles.
- To use technology to enhance learning.
- To understand and use appropriate assessment and evaluation (assessment literacy).
- To engage in scholarly activities.
- To think and reflect critically about the educational process and professional practice (Essential Dispositions for Educators).

The degree can be completed through part-time study. Secondary Master of Education candidates include full-time teachers in area middle and high schools as well as international students. Courses are offered in the late afternoons, evenings, weekends and summers.

Admission Requirements

- Maryland teaching certification or permission of the program director.
- A 3.00 GPA based upon the last 60 units of undergraduate and post-baccalaureate study.

Please complete the online application (https://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: Applicants certified in another area (e.g., elementary education) but not certified as a secondary teacher should be aware that completion of the master’s degree is not accompanied by automatic state certification in grades 6-12.

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complyingj1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/isso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

Degree Requirements

- Maintain a 3.00 GPA (no more than two courses with “C” grade are allowed).
- Complete no more than three 500-level courses, including transfer courses.
- Complete no more than 12 units of special format courses (e.g., independent study).
- Complete program of study within seven years, including transfer courses.
- Complete the capstone course SCED 781 with a grade of “A” or “B” (the course may be repeated only once) or successfully complete 6 units of SCED 898.

Students choose one of the following program options: Master of Education with Seminar or Master of Education with Thesis.

Non-Thesis with Capstone Seminar Option

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Required Courses</td>
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</tr>
<tr>
<td>EDUC 601</td>
<td>CONCEPTS AND ISSUES IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>INFORMING EDUCATIONAL PRACTICE TO AFFECT CHANGE (to be completed within first 9 units of course work)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 761</td>
<td>INQUIRY FOR PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>SCED 647</td>
<td>ADVANCED PROCESSES OF TEACHING AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>SCED 741</td>
<td>CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 781</td>
<td>INTEGRATED PROFESSIONAL PRACTICE SEMINAR (to be taken in the last 6 units of course work)</td>
<td>3</td>
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</tbody>
</table>

Electives 1, 2

At least one course must be selected from the following, or by obtaining approval from the program director:

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDUC 660</td>
<td>MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES</td>
<td>15</td>
</tr>
<tr>
<td>SPED 601</td>
<td>SPECIAL EDUCATION: CURRICULUM &amp; METHODS OF INSTRUCTION FOR SECONDARY TRANSITION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 33

1 NOTE: Earn a Graduate Certificate in Family-Professional Collaboration with your elective units. See the Family-Professional Collaboration heading in the College of Liberal Arts section for more information.
All electives are planned in terms of the needs and goals of the individual student and must be approved by the program director.

**Thesis Option**

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<td>SCED 647</td>
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<td>3</td>
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<tr>
<td>SCED 741</td>
<td>CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>SCED 898</td>
<td>SECONDARY EDUCATION THESIS</td>
<td>6</td>
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</tbody>
</table>

**Electives**

At least one course must be selected from the following, or by obtaining approval from the program director.

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<td>MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES</td>
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<tr>
<td>SCED 649</td>
<td>SPECIAL EDUCATION: CURRICULUM &amp; METHODS OF INSTRUCTION FOR SECONDARY TRANSITION</td>
<td>3</td>
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</tbody>
</table>

**Total Units**

33

1 The thesis course is 3 units and must be taken twice (in consecutive terms) for a total of 6 units.

2 All electives are planned in terms of the needs and goals of the individual student and must be approved by the program director.

1. To develop advanced competencies in curriculum development, assessment, evaluation and instructional design.
2. To develop an understanding of the diverse nature of learners in society.
3. To develop capacity for assuming teacher leadership roles.
4. To use technology to enhance learning.
5. To understand and use appropriate assessment and evaluation (assessment literacy).
6. To engage in scholarly activities.
7. To think and reflect critically about the educational process and professional practice (Essential Dispositions for Educators).

**Courses**

**SCED 518 YOUNG ADULT LITERATURE (3)**

Literature as expression of basic needs and ideas of youth through independent reading; criteria and aids for evaluation and selection of books and other media. Not open to those who have completed EDUC 418/518.

**SCED 560 USING READING AND WRITING IN THE SECONDARY SCHOOL (4)**

Developmental reading and writing, assessment, vocabulary building, comprehension, special needs adaptations, and clinical practice. Prerequisites: SCED 341 (may be taken concurrently); written permission from the Department of Secondary Education chairperson (written permission not required for part-time evening students).

**SCED 561 TEACHING READING IN THE SECONDARY CONTENT AREAS (3)**

Application and assessment of reading strategies and instructional frameworks in secondary content classroom. Prerequisites: SCED 560 and currently teacher or student.

**SCED 594 TRAVEL AND STUDY IN SECONDARY EDUCATION (1-6)**

Study abroad of educational facilities, programs or practices, or selected projects in education topics. By special arrangement with program director and sponsoring instructor. Consent of graduate program director required for graduate credit.

**SCED 595 INDEPENDENT STUDY IN EDUCATION: SECONDARY (1-4)**

An opportunity for specially qualified students to undertake research problems or study projects relevant to their interest and training under the direction of a staff member. Prerequisite: Consent of graduate program director.

**SCED 625 TEACHING IN THE MIDDLE SCHOOL (3)**

Goals and objectives, planning, instructional procedures and materials, evaluation techniques, and special problems of instructing preadolescents. Prerequisite: Teaching experience.

**SCED 647 ADVANCED PROCESSES OF TEACHING AND LEARNING (3)**

Systems for analyzing teaching behavior, models of instruction for achieving cognitive, social, and personal learning objectives; and analysis of classroom application of teaching models. Prerequisite: Teaching experience or consent of instructor.

**SCED 670 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)**

In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: consent of graduate program director.

**SCED 701 GLOBAL CITIZENSHIP EDUCATION: THEORY, RESEARCH, AND POLICY (3)**

Key concepts, theories, research trends, and policy developments in global citizenship education.

**SCED 702 GLOBALIZATION AND GLOBAL ISSUES (3)**

Contemporary debates about the nature and limits of globalization; current events in relation to global issues such as population growth, human rights, refugees, environmental sustainability, food, water, and energy.

**SCED 703 TEACHING GLOBAL ISSUES (3)**

International programs, partnerships, curriculum frameworks, methods, and materials for teaching global issues including human rights and environmental sustainability.

**SCED 704 CAPSTONE SEMINAR IN GLOBAL CITIZENSHIP EDUCATION (3)**

Curriculum development and program development for selected aspects of global citizenship education. Prerequisites: SCED 701 and program admission.

**SCED 741 CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL (3)**

Principles and practices, significant historical and contemporary influences, objectives, content and evaluation, trends, and teachers as curriculum developers and implementers. Prerequisite: Consent of instructor.
SCED 770 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate instructor.

SCED 774 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate instructor.

SCED 781 INTEGRATED PROFESSIONAL PRACTICE SEMINAR (3)
Trends, issues, problems in education. Integrative investigations through quantitative/qualitative research, curriculum and instruction development or policy and program development for selected aspects of secondary education. Prerequisites: 27 credits of graduate work, EDUC 761 and permission of advisor.

SCED 897 SECONDARY EDUCATION THESIS (6)
Original investigation using acceptable research method and design under the direction of one or more faculty members.

SCED 898 SECONDARY EDUCATION THESIS (3)
Original investigation using acceptable research method and design under the direction of one or more faculty members. Taken over two consecutive semesters for a total of 6 units.