SECONDARY EDUCATION
M.ED.

Degree: Master of Education
Program Director: Todd Kenreich
410-704-5897
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 (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: 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: See additional admission information in Graduate Admissions (http://www.towson.edu/academics/graduate/admissions/apply/international.html)

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>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 601</td>
<td>CONCEPTS AND ISSUES IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>RESEARCH AND INFORMATION TECHNOLOGY (to be completed within first 9 units of course work)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 761</td>
<td>RESEARCH IN EDUCATION</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>
</tr>
</tbody>
</table>

Electives 1, 2

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

- EDUC 660 TEACHING IN A MULTICULTURAL SOCIETY
- SCED 649 TEACHING GIFTED STUDENTS IN THE SECONDARY SCHOOL
- SPED 601 SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION

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.

2 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 601</td>
<td>CONCEPTS AND ISSUES IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 605</td>
<td>RESEARCH AND INFORMATION TECHNOLOGY (to be completed within first 9 units of course work)</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 761</td>
<td>RESEARCH IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SCED 647</td>
<td>ADVANCED PROCESSES OF TEACHING AND LEARNING</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 33
SCED 741  CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL  3
SCED 898  SECONDARY EDUCATION THESIS  1  6
Electives  2
At least one course must be selected from the following, or by obtaining approval from the program director:
EDUC 660  TEACHING IN A MULTICULTURAL SOCIETY
SCED 649  TEACHING GIFTED STUDENTS IN THE SECONDARY SCHOOL
SPED 601  SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION

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 563 DEVELOPMENTAL READING FOR THE EARLY ADOLESCENT (3)
Methods of designing and teaching developmental reading programs for the middle or junior high school student. Attention to the following: providing for individual differences, teaching students to read critically, developing and extending reading interests. Prerequisite: SCED 460 or equivalent reading methods course.

SCED 570 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 571 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 572 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 573 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 574 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 575 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 576 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 577 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.

SCED 578 SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)
In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 579</td>
<td>SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)</td>
<td>In-depth study of a selected topic in secondary or adult education. Specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Graduate credit only with approval of the graduate program director. Each topic may be taken as a separate course.</td>
</tr>
<tr>
<td>SCED 594</td>
<td>TRAVEL AND STUDY IN SECONDARY EDUCATION (1-6)</td>
<td>Study abroad of educational facilities, programs or practices, or selected projects in education topics. By special arrangement with program chairperson and sponsoring instructor. Consent of graduate program director required for graduate credit.</td>
</tr>
<tr>
<td>SCED 595</td>
<td>INDEPENDENT STUDY IN EDUCATION: SECONDARY (1-4)</td>
<td>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.</td>
</tr>
<tr>
<td>SCED 596</td>
<td>DIRECTED READING IN SECONDARY EDUCATION (1-4)</td>
<td>Independent reading in selected areas of secondary education in order to provide a comprehensive coverage for the individual, or to meet special needs. By invitation of the department to qualified students. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 603</td>
<td>TEACHING WRITING ACROSS THE CURRICULUM (3)</td>
<td>The process of writing, given for specific school systems, by the Maryland Writing Project. Small group and assessment techniques included. Prerequisites: Bachelor's degree and teaching experience. Graduate credit only with approval of the graduate program director.</td>
</tr>
<tr>
<td>SCED 611</td>
<td>INCLUSION/INTEGRATION STRATEGIES FOR SPECIAL NEEDS ADOLESCENT &amp; ADULTS (3)</td>
<td>In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 621</td>
<td>INDIVIDUALIZING LEARNING IN THE SECONDARY SCHOOL (3)</td>
<td>Philosophical and psychological bases; goal development; organizational patterns; assessment; teaching strategies in content areas; grading and evaluation; programming for classroom, departmental and school levels. Prerequisite: Teaching experience.</td>
</tr>
<tr>
<td>SCED 623</td>
<td>THE MIDDLE SCHOOL (3)</td>
<td>Functions and characteristics, historical development, philosophical and psychological bases, nature of youth, and curriculum and organizational patterns.</td>
</tr>
<tr>
<td>SCED 625</td>
<td>TEACHING IN THE MIDDLE SCHOOL (3)</td>
<td>Goals and objectives, planning, instructional procedures and materials, evaluation techniques, and special problems of instructing preadolescents. Prerequisite: Teaching experience.</td>
</tr>
<tr>
<td>SCED 627</td>
<td>TRAINING STRATEGIES IN THE WORKPLACE (3)</td>
<td>Teaching/learning dimensions of adults in nontraditional settings - business, industry, government and the nonprofit sector. Prerequisite: Business or personnel experience, or consent of instructor.</td>
</tr>
<tr>
<td>SCED 631</td>
<td>THE COMMUNITY COLLEGE (3)</td>
<td>Historical development, purposes and goals, curriculum evaluation, finance, accreditation and trends, state and national patterns and current student needs. Prerequisite: Consent of instructor.</td>
</tr>
<tr>
<td>SCED 633</td>
<td>CURRICULUM AND INSTRUCTION IN THE COMMUNITY COLLEGE (3)</td>
<td>Educational programs, curricula, instructional techniques, evaluative procedures, community involvement and societal expectations, concerns and trends affecting programs, and objectives as related to institutional goals. Prerequisite: SCED 631 or equivalent.</td>
</tr>
<tr>
<td>SCED 635</td>
<td>DISCIPLINE AND CLASSROOM MANAGEMENT IN SECONDARY SCHOOLS (3)</td>
<td>Theories of pupil behavior and effective discipline, procedures and routines for efficient classroom management, discipline problems in urban and suburban schools, and solutions to discipline problems. Prerequisite: Teaching experience or completion of student teaching.</td>
</tr>
<tr>
<td>SCED 641</td>
<td>SECONDARY TEACHING METHODS (3)</td>
<td>Philosophy and purposes of constructivist secondary education; principle of teaching and learning; basic techniques of lesson planning and instructions. Course restricted to conditionally certified teachers enrolled through the Towson Learning Network. Prerequisites: None.</td>
</tr>
<tr>
<td>SCED 647</td>
<td>ADVANCED PROCESSES OF TEACHING AND LEARNING (3)</td>
<td>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.</td>
</tr>
<tr>
<td>SCED 649</td>
<td>TEACHING GIFTED STUDENTS IN THE SECONDARY SCHOOL (3)</td>
<td>Characteristics of gifted adolescents, role of the gifted in society, educational programs, identification procedures, administrative arrangements, curriculum and methodology.</td>
</tr>
<tr>
<td>SCED 651</td>
<td>TECHNIQUES FOR TEACHING SPECIAL-NEEDS ADOLESCENTS AND ADULTS (3)</td>
<td>Assessment, diagnostic and remedial strategies, and motivational devices for adolescents and adults of below-average mental ability as defined under IDEA. Prerequisite: Teaching experience, student teaching or consent of instructor.</td>
</tr>
<tr>
<td>SCED 670</td>
<td>SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)</td>
<td>In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 671</td>
<td>SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)</td>
<td>In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 672</td>
<td>SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)</td>
<td>In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 673</td>
<td>SPECIAL TOPICS IN SECONDARY EDUCATION (1-3)</td>
<td>In-depth study of a selected topic. Specific requirements and prerequisites vary as designated by the department. Prerequisite: Consent of graduate program director.</td>
</tr>
<tr>
<td>SCED 695</td>
<td>INDEPENDENT STUDY IN EDUCATION: SECONDARY (1-4)</td>
<td>Independent study in selected areas of secondary education. Prerequisite: Consent of instructor.</td>
</tr>
<tr>
<td>SCED 696</td>
<td>DIRECTED READING IN SECONDARY EDUCATION (1-4)</td>
<td>Independent reading in selected areas of secondary education. Prerequisite: Consent of instructor.</td>
</tr>
<tr>
<td>SCED 731</td>
<td>FIELD EXPERIENCES IN ADOLESCENT OR ADULT LEARNING DISABILITIES (3)</td>
<td>Observation and analysis of adolescents or adults with learning disabilities, assessment strategies, design of remedial activities, evaluation of observed teaching/learning strategies, and preparing written reports of observations. Prerequisites: One course in special education or learning disabilities, and approval of instructor.</td>
</tr>
</tbody>
</table>
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 751 SEMINAR IN MIDDLE SCHOOL CURRICULUM (3)
Curriculum designs and programs, organization for instruction, teacher preparation programs, guidance and nature of middle school students, community involvement and evaluation. Prerequisite: Middle school teaching experience or consent of instructor.

SCED 753 SEMINAR IN SECONDARY SCHOOL CURRICULUM (3)
Theories, research and evaluation; analysis of present programs; rationale for program development and change. Prerequisite: Graduate course in curriculum.

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 779 SEMINAR IN SECONDARY SCHOOL SOCIAL STUDIES (3)
Current research, trends, practices, issues, content, materials and problems. Prerequisite: Teaching experience in social studies.

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 898 SECONDARY EDUCATION THESIS (3)
The previous course, SCED 897, taken over two consecutive semesters.