# SPECIAL EDUCATION M.ED. - SPECIAL EDUCATION CONCENTRATION

Degree: Master of Education
https://www.towson.edu/coe/departments/specialed/grad/special-education/

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## Requirements

## Admission Requirements

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

The degree program is for professionally certified teachers seeking a graduate degree in the area of special education. The Special Education MEd program provides the skill development and knowledge base established by the Council for Exceptional Children to prepare students to meet the requirements for the Maryland State Department of Education's Special Education endorsement at the infant/primary (birth-grade 3), elementary/middle (grades 1-8) or secondary/adult (grades 6-12) levels. The degree program emphasizes the following themes: collaboration and consultation, translation of effective, research-based instructional and management strategies into practice, and cross-categorical, rather than disability-specific, approaches. A majority of the graduate students in the Special Education program are full-time working professionals, taking classes in the afternoon or evenings.

## Degree Requirements

| Code | Title | Units |
|---|---|---|
| **Required Courses** | | |
| SPED 525 | FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12) | 3 |
| SPED 527 | CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES PREK-12 (EC/EL) | 3 |
| or SPED 601 | SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION | |
| SPED 605 | WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES | 3 |
| or SPED 633 | SCHOOL, FAMILY AND COMMUNITY COLLABORATION FOR DIVERSE POPULATIONS | |
| SPED 607 | CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES | 3 |
| SPED 631 | CLASSROOM STRATEGIES AND INTERVENTIONS FOR DIVERSE STUDENT POPULATIONS | 3 |
| SPED 632 | ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS | 3 |
| SPED 641 | EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION | 3 |
| SPED 646 | VARIABILITY, ASSISTIVE TECHNOLOGY AND EVIDENCE BASED PRACTICES ACROSS LEARNING ENVIRONMENTS | 3 |
| **Electives** | | **12** |
| Four courses must be chosen from the list below or with approval from the program director | | |
| ECED 607 | LEARNER DIVERSITY, CULTURAL RESPONSIVENESS, AND INCLUSION IN EARLY CHILDHOOD EDUCATION | |
| ECED 609 | GROWTH AND DEVELOPMENT OF YOUNG CHILDREN | |
| ILPD 740 | EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION | |
| ILPD 742 | TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT | |
| ILPD 743 | LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE | |
| ISTC 541 | FOUNDATIONS IN LEARNING TECHNOLOGY AND DESIGN | |
| ISTC 731 | THEORY AND PRACTICE FOR INTEGRATING DIGITAL RESOURCES INTO LEARNING AND TEACHING | |
| REED 609 | READING ASSESSMENT | |
| REED 621 | LITERACY ASSESSMENT FOR DIVERSE LEARNERS | |
| REED 652 | INTRODUCTION TO LINGUISTICS FOR TEACHERS OF LANGUAGE AND LITERACY | |
| REED 714 | ADOLESCENT LITERACY | |
| SPED 630 | CULTURALLY AND LINGUISTICALLY RESPONSIVE SPECIAL EDUCATION PRACTICES | |
| SPED 633 | SCHOOL, FAMILY AND COMMUNITY COLLABORATION FOR DIVERSE POPULATIONS | |
| SPED 670 | SPECIAL TOPICS IN SPECIAL EDUCATION | |
| **Total Units** | | **36** |

Maryland State Department of Education teacher recertification requirements are the student's responsibility and are not a requirement of this program.

## Learning Outcomes

1. **Learner Development and Individual Learning Differences** - 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.
2. **Learning Environments** - 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.

3. **Curricular Content Knowledge** - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. **Assessment** - Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
5. **Instructional Planning and Strategies** - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.
6. **Professional Learning and Ethical Practice** - 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.
7. **Collaboration** - 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.