

SECONDARY EDUCATION M.ED.

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

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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 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.

Requirements Admission Requirements

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

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

Code	Title	Units
Required Courses		
EDUC 601	CONCEPTS AND ISSUES IN EDUCATION	3
EDUC 605	INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE (to be completed within first 9 units of course work)	3
EDUC 761	INQUIRY FOR PRACTICE	3
SCED 647	ADVANCED PROCESSES OF TEACHING AND LEARNING	3
SCED 741	CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL	3

SCED 781	INTEGRATED PROFESSIONAL PRACTICE SEMINAR (to be taken in the last 6 units of course work)	3
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Electives^{1, 2}
 At least one course must be selected from the following, or by obtaining approval from the program director.

EDUC 660	MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES	3
ELED 648	DIFFERENTIATING INSTRUCTION FOR ADVANCED LEARNING	3
SPED 601	SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION	3
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3

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

Code	Title	Units
Required Courses		
EDUC 601	CONCEPTS AND ISSUES IN EDUCATION	3
EDUC 605	INFORMING EDUCATIONAL PRACTICE TO EFFECT CHANGE (to be completed within first 9 units of course work)	3
EDUC 761	INQUIRY FOR PRACTICE	3
SCED 647	ADVANCED PROCESSES OF TEACHING AND LEARNING	3
SCED 741	CURRICULUM DEVELOPMENT IN THE SECONDARY SCHOOL	3
SCED 898	SECONDARY EDUCATION THESIS ¹	6

Electives²
 At least one course must be selected from the following, or by obtaining approval from the program director.

EDUC 660	MATTERS OF DIVERSITY, EQUITY, AND EMPOWERMENT IN LEARNING COMMUNITIES	3
ELED 648	DIFFERENTIATING INSTRUCTION FOR ADVANCED LEARNING	3
SPED 601	SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION	3
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3

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.

Learning Outcomes

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).