## SPECIAL EDUCATION

## COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT LEADING TO THE DEGREE OF MASTER OF EDUCATION (M.ED.)

To be considered for admission to the Master of Education Degree in Special Education an applicant must:

- 1. Meet all University admission requirements.
- 2. Have at least 1350 points based on the formula of 200 times the undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Examination for regular status. A student not eligible for regular admission may be admitted with conditional status if the student has 1250 points based on the formula of 200 times the last 60 hours undergraduate cumulative grade point average plus the General Test (Verbal and Quantitative) score of the Graduate Record Exam.

This program does not lead to initial certification.

## **CURRICULUM**

## MASTER OF EDUCATION, SPECIAL EDUCATION

To be considered for admission to the Master of Education Degree in Special Education, an applicant must:

- 1. Meet all University admission requirements.
- 2. Have at least a 2.5 undergraduate GPA.
- Please submit a GRE Score of the verbal, quantitative and written portions. ETS has changed the GRE scoring methodology, please check with your graduate advisor for details regarding GRE requirements for admission.
- 4. Hold a baccalaureate degree in special education (or equivalent) from an accredited university.
- 5. Possess a valid teaching certificate in special education.
- Provide a letter of application delineating the applicant's rationale for pursuing the graduate degree to the Graduate Coordinator, Department of Teaching and Learning.
- Provide two letters of recommendation from persons with knowledge of the applicant's potential for success to the Graduate Coordinator, Department of Teaching and Learning.
- Submit curriculum vitae delineating academic and related work experiences, degrees held, honors
  and awards, and special interests to the Graduate Coordinator, Department of Teaching and Learning
- Complete the PEC survey, a self-assessment to identify Knowledge, Skills, and Dispositions consistent with the COEHD Conceptual Framework, and a special education self-assessment.

Core Courses (Mild/Moderate)	
EDUC 601	3 hours
SPED 612	
SPED 767	
SPED 602	
ETEC 620	
Total	
Concentration Courses (Mild/Moderate)	
SPED 664	
SPED 608	
SPED 663	
SPED 641	
SPED 603	
Total	
Electives, 2 courses	6 hours
Program Total, Mild/Moderate	
Core Courses (Early Intervention)	
EDUC 601	
SPED 767	
SPED 602	
Total	9 hours
<b>Concentration Courses (Early Intervention)</b>	
SPED 682	3 hours
SPED 689	

SPED 685		3 hours
SPED 688		3 hours
SPED 683		3 hours
ECE 601		3 hours
EDUC 657		3 hours
EDUC 677		3 hours
	ıl, Early Intervention	
Ö	•	
Core Courses (Gifted	1)	
EDUC 601		3 hours
EDUC 660		3 hours
EDUC 693		3 hours
EDUC 695		3 hours
SPED 667		3 hours
Total		15 hours
Concentration	Courses (Gifted)	
EDUC 648		3 hours
EDUC 649		3 hours
EDUC 618		3 hours
EDUC 647		3 hours
EDUC 646		3 hours
ETEC 620		3 hours
Total		18 hours
Electives, 1 cou	ırse	3 hours
	l	
O		
Core Courses (Inclus	sive Practices, Educational Diagnostician, Instruction	nal/Assistive Technology)
EDUC 601		3 hours
SPED 686		3 hours
SPED 708		3 hours
SPED 763		3 hours
SPED 767		3 hours
SPED 770		3 hours
Total		18 hours
	Courses (Inclusive Practices)	2.1
,	urses	
Program Tota	վ	36 hours
Concentration	Courses (Educational Diagnostician)	
	- courses (Zaucutoniii Zingnosticiii)	3 hours
	al	
		50 nours
	Courses (Instructional and Assistive Technology)	
,	urses	
Program Tota	1	36 hours