

MASTER OF EDUCATION IN SPECIAL EDUCATION

The Master of Education in Special Education degree is designed for those who hold a bachelor's degree and wish to earn an initial Ohio teaching license at the graduate level in conjunction with a master's degree. Students in this program earn a master's degree and complete requirements for an initial Ohio educator license in Intervention Specialist for grades for K through grade 12 in mild/moderate or moderate/intensive needs.

The ME in Special Education is a 36 semester hour program. Students take courses in teacher education that include practicum and internship experiences in PK-12 schools along with supporting education courses. The program culminates with the completion of a master's culminating seminar. Coursework is completed through a combination of on-campus, online, and field-based courses.

Admission to the ME in Special Education

In addition to admission requirements of the College of Graduate Studies, admission to the master's program requires the following:

- A baccalaureate degree from an accredited four-year institution
- A well-written statement of purpose describing your background and goals as well as the importance of this degree in achieving those goals
- One letter of recommendation regarding your potential for doing master's level work from professionals such as an undergraduate major advisor, current employer, school principal or others who are knowledgeable about your ability to engage in graduate work in this degree program
- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work is preferred
- A content area grade point average (GPA) of at least 2.7 on a 4.0 scale for coursework for the selected licensure area is preferred
- Undergraduate content area and literacy-related coursework for the selected licensure area
 - Literacy courses CI 3400, CI 3430, and CI 3460 are required prior to beginning the master's program

The master's program has selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

What to Submit with Your Application

- Official transcripts from all institutions of higher education
- Statement of purpose
- Resume
- One letter of recommendation

- Course Review Worksheet

Requirements for the ME in Special Education

For the Master of Education degree, students must complete the following program requirements:

- A minimum of 36 semester credit hours of approved graduate course work
- An area of specialization in teacher education that includes practicum and internship experiences in PK-12 schools
- Supporting coursework with courses pre-approved by the faculty advisor
- A master's culminating experience

For the Ohio licensure, students must complete additional requirements to fulfill the credential requirements as well as the degree requirements.

No more than six semester hours of credit from any combination of workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

All coursework and requirements of the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.

Master's Coursework

Code	Title	Hours
Specialization in Teacher Education		
SPED 5000	Issues In Special Education	3
SPED 5150	Advanced Practicum For Teaching Students With Moderate Educational Needs	1
SPED 5160	Advanced Instructional Methods For Teaching Students With Moderate Educational Needs	3
SPED 5260	Family And Professional Relations In Special Education	3
SPED 5340	Effective Management of Students with Special Needs in Educational Settings	3
SPED 5380	Transition Process from High School to Post-Secondary Settings for Students w Disabilities	3
SPED 6330	Internship/Student Teaching for Intervention Specialist	4
CI 5470	Literacy Assessment and Remediation	3
CI 6190	Ambitious Teaching in PK-12 Classrooms	3
Select ONE of the following sets:		4,
		7
Mild/Moderate		
SPED 5310	Advanced Instructional Methods For Teaching Students With Mild Educational Needs	
SPED 5320	Advanced Field Practicum For Students With Mild Educational Needs	

Moderate/Intensive		
SPED 5180	Advanced Instructional Methods For Teaching Students With Intensive Educational Needs	
SPED 5190	Advanced Practicum For Students With Intensive Needs	
SPED 5210	Augmentative and Alternative Communication	
Supporting Coursework		
EDP 5340	Classroom Engagement and Behavioral Supports	3
Master's Culminating Experience		
Select the following:		3
CI 6900	Master's Culminating Seminar In Teacher Education	
Total Hours		36-39

Additional Requirements

Students should consult with their faculty advisor for detailed information.

Prior to Beginning Classroom Experiences

- Current Ohio preservice teacher permit or other permit as specified by The State of Ohio are required prior to beginning classroom experiences.
- All undergraduate content area and literacy-related courses

Prior to Applying for Ohio Teaching License

- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com/>) (OAE) Content Assessment(s) for the licensure area
- Acceptable scores on the edTPA (<https://www.edtpa.com/Home.aspx>) Portfolio Assessment or the Ohio Assessment for Educators (<http://www.oh.nesinc.com/>) (OAE) Pedagogy Assessment for the licensure area
- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com/>) (OAE) Foundations of Reading Assessment for the licensure area

GUIDE FOR DEVELOPING A PLAN OF STUDY

Below is a guide for developing a Plan of Study for the Master of Education. Students should review their degree audit and work with their faculty advisor to identify specific courses to fulfill program requirements.

First Term		Hours
Select the following:		
EDP 5340	Classroom Engagement and Behavioral Supports	3
SPED 5150	Advanced Practicum For Teaching Students With Moderate Educational Needs	1
SPED 5160	Advanced Instructional Methods For Teaching Students With Moderate Educational Needs	3

SPED 5260	Family And Professional Relations In Special Education	3
Hours		10

Second Term

Select the following:

SPED 5340	Effective Management of Students with Special Needs in Educational Settings	3
CI 5470	Literacy Assessment and Remediation	3
Select ONE of the following sets:		4

Mild/Moderate

SPED 5310	Advanced Instructional Methods For Teaching Students With Mild Educational Needs	
SPED 5320	Advanced Field Practicum For Students With Mild Educational Needs	

Moderate/Intensive

SPED 5180	Advanced Instructional Methods For Teaching Students With Intensive Educational Needs	
SPED 5190	Advanced Practicum For Students With Intensive Needs	
Hours		10

Third Term

Select the following:

SPED 5000	Issues In Special Education	3
SPED 5380	Transition Process from High School to Post-Secondary Settings for Students w Disabilities	3
CI 6900	Master's Culminating Seminar in Teacher Education	1

Moderate/Intensive Only

SPED 5210	Augmentative and Alternative Communication	3
Hours		10

Fourth Term

Select the following:

SPED 6330	Internship/Student Teaching for Intervention Specialist	4
CI 6190	Ambitious Teaching in PK-12 Classrooms	3
CI 6900	Master's Culminating Seminar In Teacher Education	2

Hours		9
Total Hours		39

- PLO 1. 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.
- PLO 2. 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.

- PLO 3. Special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- PLO 4. Special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- PLO 5. Special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities leading to a high quality of life in their communities.
- PLO 6. 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.
- PLO 7. 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.