SPECIAL EDUCATION - M.ED.

College of Education, Health and Human Services
School of Lifespan Development and Educational Sciences
405 White Hall
Kent Campus
330-672-2294
www.kent.edu/ehhs/ldes

Description
The Master of Education degree in Special Education prepares students to work with exceptional learners in a variety of settings. The National Center on Personnel Studies in Special Education reports a critical national shortage of special education teachers, administrators and related personnel. More than 50,000 teachers are needed to solve this shortage, with 98 percent of the nation’s largest school districts reporting shortages. Students do not need to have an undergraduate degree in special education (or education) to be successful in the master’s degree; however, they do need to have a strong desire to work with the special needs population in an educational setting.

The degree program does not lead to consideration for teacher licensure; however, some of the coursework required for the M.Ed. may count toward licensure preparation requirements contained in the Special Education non-degree graduate preparation for licensure programs (Deaf Education, Early Childhood Intervention, Mild to Moderate Educational Needs, or Moderate to Intensive Educational Needs). The ASL/English Interpreting non-degree graduate preparation for licensure programs (Deaf Education, Early Childhood Intervention, Mild to Moderate Educational Needs) prepares candidates to work effectively with pre-school aged children with disabilities in a variety of settings.

The Special Education major comprises the following concentrations:

- The Deaf Education concentration prepares candidates to work with deaf and hard-of-hearing students across inclusion, itinerant, resource room and self-contained public and residential classroom settings. Extensive field and teaching lab experiences optimize the preparation in combination with coursework in literacy, mathematics, science and social studies that result in eligibility to be designated as a “highly qualified” teacher in deaf education, reading and mathematics. Instructional methods are comprehensive in nature and provide the unique strategies necessary to address issues concomitant with hearing loss including language development in both English and American Sign Language, use of bilingual-bicultural methodologies and various assistive and instructional methodologies and various assistive and instructional technologies. The hierarchical coursework sequence concludes with thematic unit instruction that prepares candidates to work with the Core Curriculum to address all academic content areas as well as transition and student with additional needs. Students must pass the Sign Language Proficiency Interview at the Intermediate level prior to graduation and are eligible for pre K-12 teaching licensure through the Ohio Department of Education.
- The Early Childhood Intervention Specialist concentration is designed to train professionals to work with young children with diverse abilities (including those with severe disabilities) from age three to grade three, primarily in inclusive non-categorical settings. Training is provided on collaborating with general educators, special educators, related service providers, parents, and the community members. The program is grounded in pedagogy that is multi-paradigmatic and provides a variety of theoretical perspectives related to teaching young children. A family-guided and culturally responsive framework to serve young children with disabilities and their families is also followed and provides students with the skills necessary to participate in the global community, serve as critical consumers and lifelong learners, and operate as effective transdisciplinary team members.
- The Pre-Kindergarten Special Needs concentration qualifies students to apply for an endorsement which can be added to any Special Education license, the Early Childhood Education license and/or the Pre-K validation. The endorsement provides teachers with the coursework and field experiences necessary to work effectively with pre-school aged children with disabilities in a variety of settings.
- The ASL/English Interpreting concentration - admission to this concentration has been temporarily suspended.
- The General Special Education concentration prepares professionals who are interested in working with individuals who have a wide range of disabilities. It provides an opportunity for students to learn research, support and collaboration skills that can be applied in multiple settings, including the classroom and community.
- The Mild/Moderate Educational Needs concentration includes coursework focused on legal, ethical, research policy and practice frameworks for providing special education to learners with mild/moderate disabilities (e.g., learning disabilities, emotional and behavioral disorders, ADHD, mild intellectual disabilities, high-functioning autism) in K-12 schools.
- The Moderate/Intensive Educational Needs concentration provides students with coursework and field experiences designed to enable them to teach individuals who, because of the severity of their disabilities, require intensive and ongoing support. These include but are not limited to individuals with intellectual disabilities, autism, physical disabilities and emotional behavior disorders.
- The Transition to Work concentration is for teachers and service providers who wish to prepare students with moderate-to-intensive disabilities for transitions that occur throughout life.

Fully Offered At:
- Online (General Special Education concentration only)
- Kent Campus

Accreditation
The Council of Education of the Deaf

Admission Requirements
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- Questions in Anticipation of Licensure form
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following (effective spring 2018):
  - Minimum 550 TOEFLPBT score - paper-based version
  - Minimum 79 TOEFL IBT score - Internet-based version
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score

Special Education - M.Ed. 1
For more information about graduate admission, please visit the graduate admission website. For more information on international admission, visit the Office of Global Education’s admission website.

Program Learning Outcomes

Graduates of the program will be able to:

1. Understand the instructional methodology to be applied to students with special needs.
2. Understanding the theories of student and adult service provision that guide the profession.
3. Understand and have a conversant knowledge of the legal issues facing special education today.
4. Understand the area in which they choose to specialize in special education (e.g., transition, mild/moderate, deaf education)
5. Be skilled in the instructional and training functions performed by teachers and program leaders in special education.

Program Requirements

Major Requirements

Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EVAL 65511</td>
<td>RESEARCH IN EDUCATIONAL SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63201</td>
<td>CONTEMPORARY ISSUES IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 63300</td>
<td>RESEARCH APPLICATIONS IN SPECIAL EDUCATION</td>
<td>3</td>
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</table>

Multidisciplinary Electives, choose from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CULT 69522</td>
<td>ETHICS IN PROFESSIONAL PRACTICE</td>
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</tr>
<tr>
<td>EVAL 65510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
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<tr>
<td>EVAL 68807</td>
<td>PROGRAM EVALUATION</td>
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<tr>
<td>RHAB 57712</td>
<td>INTRODUCTION TO REHABILITATION</td>
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</tr>
<tr>
<td>SPED 53309</td>
<td>INTRODUCTION TO DEAF STUDIES</td>
<td></td>
</tr>
<tr>
<td>SPED 63030</td>
<td>PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION</td>
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</tr>
<tr>
<td>SPED 63956</td>
<td>FOUNDATIONS IN EARLY CHILDHOOD SERVICES</td>
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<tr>
<td>SPSY 67973</td>
<td>CONSULTATION IN THE HELPING PROFESSIONS</td>
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</table>

Any other graduate level courses agreed upon by faculty advisor

Concentrations

Choose from the following: 18-27

<table>
<thead>
<tr>
<th>Concentration</th>
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<tbody>
<tr>
<td>Deaf Education</td>
</tr>
<tr>
<td>Early Child Interventional Specialist</td>
</tr>
<tr>
<td>Pre-Kindergarten Special Needs</td>
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<tr>
<td>ASL/English Interpreting (Admission Suspended)</td>
</tr>
<tr>
<td>General Special Education</td>
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<tr>
<td>Mild/Moderate Educational Needs</td>
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<tr>
<td>Moderate/Intensive Educational Needs</td>
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<tr>
<td>Transition to Work</td>
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Thesis Option

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<thead>
<tr>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>EVAL 65511</td>
<td>RESEARCH IN EDUCATIONAL SERVICES</td>
<td></td>
</tr>
<tr>
<td>SPED 60199</td>
<td>THESIS I</td>
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</table>

Minimum Total Credit Hours: 33

1 Students in the Deaf Education concentration should not take SPED 53309.

Graduation Requirements

- The Master of Education (M.Ed.) degree requires a minimum of 33 credit hours of graduate coursework including at least 16 credit hours at the 60000 level or above. A major consisting of 18 or more credit hours in the College of Education, Health, and Human Services is required. M.Ed. students have six years from the term of first enrollment to complete the degree.
- Students in the Deaf Education and ASL/English Interpreting concentrations must also pass the Sign Language Proficiency Interview (SLPI) at the intermediate level for graduation. ASL/English Interpreting students may also pass the American Sign Language Proficiency Interview (ASLPI) at level 2 as an alternative to the SLPI.
- Admission to the ASL/English interpreting concentration has been temporarily suspended as of fall 2016.
- More than 50% of total credits must be taken at the 60000-level.
- Students seeking a Reading Endorsement must see advisor before beginning ANY coursework.

Licensure Information

Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.

Deaf Education Concentration Requirements

[EH-MED-SPED-DFED]

Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EVAL 65510</td>
<td>STATISTICS I FOR EDUCATIONAL SERVICES</td>
<td>3</td>
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</tbody>
</table>

Choose 15 credit hours of SPED Deaf Education coursework, as approved by advisor

Minimum Total Credit Hours: 18

Early Childhood Intervention Specialist Concentration Requirements

[EH-MED-SPED-ECIS]

Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SPED 63301</td>
<td>SINGLE SUBJECT RESEARCH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 15 credit hours of SPED Early Childhood Intervention coursework, as approved by advisor

Minimum Total Credit Hours: 18

Pre-Kindergarten Special Needs Concentration Requirements

[EH-MED-SPED-PKSP]

Concentration Requirements

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>SPED 63950</td>
<td>CURRICULUM AND INTERVENTION IN EARLY CHILDHOOD SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 63958</td>
<td>EARLY CHILDHOOD INTERVENTION METHODS</td>
<td></td>
</tr>
<tr>
<td>SPED 63952</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD</td>
<td></td>
</tr>
<tr>
<td>SPED 63953</td>
<td>PRACTICAL APPLICATIONS:BIRTH TO FIVE</td>
<td>3</td>
</tr>
</tbody>
</table>
SPED 63955  TYPICAL AND ATYPICAL DEVELOPMENT IN YOUNG CHILDREN  3
SPED 63956  FOUNDATIONS IN EARLY CHILDHOOD SERVICES  3
SPED 63957  ASSESSMENT AND EVALUATION OF EARLY CHILDHOOD SERVICES  3
SPED 64892  ADVANCED PRACTICUM  3
SPED 64951  DEVELOPING IFSPS AND IEPS FOR YOUNG CHILDREN  3

Minimum Total Credit Hours: 24

- The courses prescribed in this concentration apply toward consideration by ODE for the Pre-Kindergarten Special Needs Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.

ASL/English Interpreting Concentration Requirements (Admission Suspended)
[EH-MED-SPED-ASEI]

Concentration Requirements
SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3
General Electives, as approved by advisor  15

Minimum Total Credit Hours: 18

General Special Education Concentration Requirements
[EH-MED-SPED-GSED]

Concentration Requirements
SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3
General Electives, as approved by advisor  15

Minimum Total Credit Hours: 18

Mild/Moderate Educational Needs Concentration Requirements
[EH-MED-SPED-MLDM]

Concentration Requirements
SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3
Mild/Moderate Educational Needs Electives, as approved by advisor  15

Minimum Total Credit Hours: 18

Moderate/Intensive Educational Needs Concentration Requirements
[EH-MED-SPED-MDIN]

Concentration Requirements
SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3
Moderate/Intensive Educational Needs Electives, as approved by advisor  15

Minimum Total Credit Hours: 18

Transition to Work Concentration Requirements
[EH-MED-SPED-TRTW]

Concentration Requirements
SPED 63301  SINGLE SUBJECT RESEARCH METHODS  3
Transition-to-Work electives, as approved by advisor  15

Minimum Total Credit Hours: 18

- The courses prescribed in this concentration apply toward consideration by ODE for the Transition to Work Endorsement and can be added to any existing Ohio teaching license (general education or special education). Please see advisor for more information.