SPECIAL EDUCATION - M.ED.

College of Education Health and Human Services
School of Lifespan Development and Educational Sciences
www.kent.edu/ehhs/ldes

Contact Information
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Rob Cimera | (Moderate/Intensive Educational Needs and Transition to Work concentrations) | rcimera@kent.edu | 330-672-2294
• Chat with an Admissions Counselor

Fully Offered
• Delivery:
  • Online (General Special Education concentration only)
  • In person
• Location:
  • Kent Campus

Admission Terms
• Fall
• Spring
• Summer

Examples of Possible Careers*
Community and social service specialists, all other
• 11.7% much faster than the average
• 105,200 number of jobs
• $46,770 potential earnings

Social and community service managers
• 17.0% much faster than the average
• 175,600 number of jobs
• $69,600 potential earnings

Special education teachers, kindergarten and elementary school
• 2.9% slower than the average
• 193,000 number of jobs
• $60,620 potential earnings

Special education teachers, middle school
• 2.6% slower than the average
• 84,700 number of jobs
• $61,820 potential earnings

Special education teachers, preschool
• 8.3% much faster than the average
• 23,000 number of jobs
• $61,400 potential earnings

Special education teachers, secondary school
• 3.2% about as fast as the average
• 143,000 number of jobs
• $62,320 potential earnings

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics’ Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

Description
The Master of Education degree in Special Education provides students with advanced understanding of contemporary research and practice issues in special education. Students in the program are typically interested in pursuing enhanced professional competence, career advancement, leadership roles, advocacy and systems change; or they may be wanting to prepare for doctoral-level study. Students do not need to have an undergraduate degree in special education (or in education) to be successful in the master’s degree; however, should be motivated to develop a deeper understanding of the field of special education.

The M.Ed. degree program does not prepare students for teacher licensure; however, some of the coursework required for the degree may count toward licensure. Students interested in both licensure and a M.Ed. degree will need to apply and be fully admitted into both the master’s degree and the non-degree graduate licensure preparation program.

The Special Education major comprises the following concentrations:
• The Deaf Education concentration focuses on needs of students who are deaf or hard of hearing.
• The Early Childhood Intervention Specialist concentration focuses on needs of young children with or at risk for developmental delays or disabilities, birth to grade 5 (birth to age 10) and their families.
• The General Special Education concentration provides a broad focus on special education across all ages and types of student needs. Students work with a graduate adviser to develop a personalized plan of study.
• The Mild/Moderate Educational Needs concentration focuses on needs of students with mild to moderate educational needs who most often participate in the general education academic curriculum with special education supports.
• The Moderate/Intensive Educational Needs concentration focuses on students with moderate to intensive educational needs who most often require modifications to the general academic curriculum and/or other extensive special education supports.
The Pre-Kindergarten Special Needs concentration focuses on the needs of preschool children with or at risk for developmental delays or disabilities.

The Transition to Work concentration focuses on needs of students with disabilities transitioning to adulthood.

Accreditation
The Deaf concentration is accredited by the Council of Education of the Deaf.

Admission Requirements
- Bachelor's degree from an accredited college or university
- Minimum 2.750 undergraduate GPA on a 4.000 point scale
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 550 TOEFL PBT score - paper-based version
  - Minimum 79 TOEFL IBT score - Internet-based version
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score
  - Minimum 110 Duolingo English Test score

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

Program Learning Outcomes
Graduates of the program will be able to:
1. Develop advanced skills in designing, implementing and evaluating research-based practices that meet the special education needs of learners with disabilities.
2. Understand the conceptual underpinnings of special education, as well as policies that guide its implementation in school and community settings.
3. Analyze contemporary issues surrounding special education and the impact of exceptionality on individuals and their families.
4. Understand the roles that research plays in special education theory.
5. Demonstrate mastery of special education content within a particular specialization (e.g., transition-to-work, mild/moderate, deaf education).

Program Requirements

Major Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SPED 63201</td>
<td>CONTEMPORARY ISSUES IN SPECIAL EDUCATION</td>
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<tr>
<td>SPED 63204</td>
<td>LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION</td>
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</tr>
<tr>
<td>SPED 63300</td>
<td>RESEARCH APPLICATIONS IN SPECIAL EDUCATION</td>
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Multidisciplinary Electives, choose from the following:
- CES 67712 ORIENTATION AND ETHICS: CLINICAL REHABILITATION COUNSELING
- CULT 69522 ETHICS IN PROFESSIONAL PRACTICE
- RMS 65510 STATISTICS I FOR EDUCATIONAL SERVICES
- RMS 68807 PROGRAM EVALUATION
- SPED 53309 INTRODUCTION TO DEAF STUDIES
- SPED 63030 PHARMACOLOGICAL INTERVENTIONS IN SPECIAL EDUCATION
- SPED 63956 FOUNDATIONS IN EARLY CHILDHOOD SERVICES
- SPSY 67973 CONSULTATION IN THE HELPING PROFESSIONS
- Any other graduate level courses agreed upon by faculty advisor

Thesis Option (not required for graduation)
- RMS 65511 RESEARCH IN EDUCATIONAL SERVICES
- SPED 60199 THESIS I

Concentrations
- Choose from the following: 18-24
  - Deaf Education
  - Early Child Interventional Specialist
  - General Special Education
  - Mild/Moderate Educational Needs
  - Moderate/Intensive Educational Needs
  - Pre-Kindergarten Special Needs
  - Transition to Work

Minimum Total Credit Hours: 33-39

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

Deaf Education Concentration Requirements

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Minimum Total Credit Hours: 18

Early Childhood Intervention Specialist Concentration Requirements

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Minimum Total Credit Hours: 18

General Special Education Concentration Requirements

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Minimum Total Credit Hours: 18
### Mild/Moderate Educational Needs Concentration Requirements

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### Moderate/Intensive Educational Needs Concentration Requirements

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### Pre-Kindergarten Special Needs Concentration Requirements

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<td>or SPED 63958</td>
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<td>SPED 63952</td>
<td>FAMILY AND PROFESSIONAL COLLABORATION IN EARLY CHILDHOOD</td>
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<td>SPED 63953</td>
<td>PRACTICAL APPLICATIONS:BIRTH TO FIVE</td>
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<td>SPED 63955</td>
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<td>SPED 63956</td>
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<td>SPED 63957</td>
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<td>SPED 64892</td>
<td>ADVANCED PRACTICUM</td>
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<td>SPED 64951</td>
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### Transition to Work Concentration Requirements

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### Graduation Requirements

- No more than one-half of a graduate student's coursework may be taken with 50000-level courses.
- Students have six years from the term of first enrollment to complete the degree.
- Students in the Deaf Education concentration must also pass the Sign Language Proficiency Interview (SLPI) at the intermediate level for graduation.

- Students seeking a Reading Endorsement must see their advisor before beginning ANY coursework.