

GRADUATE PROGRAM LEADING TO
THE M.S.E. IN SPECIAL EDUCATION
(Non-Licensure Option)

Name: _____ Evaluation Date: _____ By: _____

Address: _____

E-mail address: _____

Phone: H () _____ W () _____ I.D.#: _____

Present licensure(s): Elementary__ Secondary__ Special Education__ (Circle - EBD / SLD / ID(CD) / ECSE)

No License__ Other degrees_____

PART I - GENERAL SPECIAL EDUCATION REQUIREMENTS

A. The following are **required** for all students seeking M.S.E. Degree with the non-licensure option.

Please note that Spec Ed 352/552, Children and Youth with Disabilities in General Education, is a prerequisite for all of the courses listed below.

<u>Number</u>	<u>Course Name</u>	<u>Credits</u>	<u>Date Completed</u>
Spec Ed 581	Behavior Change and Management (evening section - Fall only)	3	_____
Spec Ed 680	Research-based Instructional Strategies	3	_____

B. Students must select **9 elective credits** from any of the following special education courses (provided prerequisite requirements unique to any particular course have been met):

<u>Number</u>	<u>Course Name</u>	<u>Credits</u>	<u>Date Completed</u>
Spec Ed 553	Collaborative Approaches to Teaching Students With Communication and Motor Needs (evening section - Spring only)	3	_____
Spec Ed 580	Inclusive Curriculum and Instruction (evening section - Spring only)	3	_____
Spec Ed 602	American Sign Language I	3	_____
Spec Ed 603	American Sign Language II	3	_____
Spec Ed 604	American Sign Language III	3	_____
Spec Ed 605	Manual Communications	3	_____
Spec Ed 606	Technology in Special Education (evening section - Fall only)	3	_____
Spec Ed 607	Deaf Culture	3	_____
Spec Ed 612	Assessment and Curriculum in Early Intervention: Birth to Three	3	_____
Spec Ed 613	Assessment and Curriculum for Children & Youth with Disabilities: Ages Three to Eight Years	3	_____
Spec Ed 614	Advocacy, Family Empowerment, and Special Education Law	3	_____
Spec Ed 631	Transition to Adulthood	3	_____
Spec Ed 663	Teaching Students with Significant Disabilities	3	_____
Spec Ed 670	Fundamentals in Special Education Assessment	3	_____
Spec Ed 671	Assessment for Instructional Planning in Special Education	3	_____
Spec Ed 681	Advanced Behavior Management and Instruction	3	_____
Spec Ed 767	Field Experience in Special Education	1-4	_____
Spec Ed 783	Issues in Special Education	1-3	_____
Spec Ed 796	Independent Study in Special Education	1-3	_____

PART II - M.S.E. DEGREE REQUIREMENTS

		<u>Credits</u>	<u>Date Completed</u>
A. Licensure Credits Applicable to Degree		15	_____
B. Admission to Candidacy			_____
C. Course Requirements			
Course Sequence			
1st, 2nd, 3rd)	Ed Found 770 Foundations of Education Research (Summer only)	3	_____
	Spec Ed 705 Administrative Organization Collaboration and Leadership (Every other Fall [Even years])	3	_____
in	Spec Ed 781 Introduction to Advanced Studies Special Education (Every other Spring [Odd years])	3	_____
(the above three courses can be taken in any order, but must be completed before taking 790 and 794/795)			
4th)	Spec Ed 790 Critical Analysis of Special Education Research and Literature (Every other Fall [Odd years])++	3	_____
5th)	Spec Ed 794 Field Report in Special Education (Every other Spring [Even years])	3	_____
	OR		
	Spec Ed 795 Thesis (Every other Spring [Even years])	3	_____

++ Spec Ed 790 & 794/5 are offered in tandem
 -those who register for 790 in Fall are expected to take 794/5 in the ensuing Spring

SPECIAL NOTES

1. Admission to Graduate School is required for post-baccalaureate students pursuing licensure OR the M.S.E. Annual endorsement for provisional/emergency licensure renewal requires admission to Graduate School and a minimum of 6 credits per year.
2. Please read the Graduate Bulletin each semester for updated information on relevant topics to completing your M.S.E. (e.g., time limits, admission to candidacy, field report or thesis requirements, etc.). You are ultimately responsible to know this information.

Upon completion of your M.S.E., the Special Education Department believes that you will:

1. Possess in-depth knowledge about special education laws.
2. Possess consultation and collaboration skills.
3. Be able to critically analyze research and literature in education.
4. Be consumers of research possessing the ability to synthesize from bodies of research information and from this information, conceptualize appropriate effective instructional practices.
5. Possess the abilities and motivation to become effective change agents, child advocates, and educational leaders.
6. Possess critical thinking skills.
7. Communicate competently in written and oral form.