

# SPECIAL EDUCATION, MASTER OF EDUCATION

The M.Ed. degree program in Special Education leads to the T-5 certification in Interrelated Special Education (mildly disabled) and Intellectual Disabilities (MR). Any person who has T-4 certification in a teaching field or who has completed a four-year degree program outside the field of teaching and meets the other admission criteria may pursue the master's-level programs. A degree in intellectual disabilities leads to certification in mental retardation. (Add-on verification requires a passing score on Praxis I/GACE Basic for admission and a passing score on Praxis II/GACE Content prior to the practicum.)

The purpose of the M.Ed. Special Education is to promote leadership for K-12 populations. Candidates complete 36 hours of courses designed to augment resourceful and imaginative problem-solving skills for K-12 populations. All classes implement the College of Education's conceptual framework: Reflective transformative practitioner, culturally-responsive practitioner, technologically-competent practitioner. Candidates have to be admitted by the Graduate Admissions Office before being admitted into the program.

## Objectives

The objectives of the Masters of Special Education program in Special Education is to provide teachers with the opportunities to:

1. Use teaching practices that align with current research
2. Expand their knowledge and skills in a chosen area of educational interest;
3. Present academically-challenging instructions to K-12 to students;
4. Integrate new materials and methods of teaching practices for diverse K-12 populations;
5. Encourage interest in conducting research;
6. Increase competencies in research techniques; and
7. Encourage relevant action research, which they can use to become more effective in their classrooms.

## Comprehensive Examination

The purpose of the comprehensive examination is to assess the student's knowledge of learning experiences that have been introduced in the M.Ed. degree Special Education. The exam will address specific objectives from the middle grades curriculum and both content concentrations.

In partial fulfillment of the M.Ed., Special Education, students are required to pass a comprehensive examination. This examination is administered the semester of expected graduation or upon completion of required coursework. A student is eligible to take the comprehensive examination only if his/her grade-point average is 3.0 or higher and no course grade is lower than "B" in Area C of the program. Students may not take the comprehensive examination more than once in an academic semester. A third failure on the comprehensive examination results in automatic termination from the degree program.

Admission to the Special Education Program requires an undergraduate degree in Special Education, or the equivalent, from an accredited college. In addition, the following is required

- a clear renewable state of GA teaching certificate in the discipline
- three letters of recommendations
- writing sample
- College of Education Disposition Statement

If students lack a sufficient background in Special Education, they may be required to take additional undergraduate courses before beginning the M.Ed. program in Special Education. Students are also governed by the general admission procedures and requirements for the graduate school and the M.Ed. degree program, and they may matriculate in the Special Education program under the same categories of admission.

## PROGRAM OF STUDY

Code	Title	Semester Hours
<b>AREA A: Nature of the Learner and Behavior Problems (3 Hours)</b>		<b>3</b>
SPED 5501	Exceptional Child	
SPED 5542	Behavior Modification for Special Education Students	
EDUC 5550	Foundation Principles in Education, Growth Development	
<b>AREA B: Programs and Problems of the Schools</b>		<b>3</b>
EDUC 5504	History of Education	
EDUC 5509	Philosophy of Education	
EDUC 5540	Curriculum Principles	
<b>AREA C: Teaching Field (18 Hours)</b>		
SPED 5510	Characteristics & Instruc Stra	3
SPED 5545	Educational Assessment of Exceptional Children <sup>1</sup>	3
SPED 5563	Issues in Interrelated Special Education	3
SPED 5570	Practicum in Interrelated Special Education	3
SPED 5590	Teaching of Reading and Math to Exceptional Learners	3
EDRG 5595	Diagnostic & Prescriptive Procedures in Reading Education <sup>3</sup>	3
EDUC 5199	Orientation to Adv Prof Educ	0
<b>AREA D: Educational Research and Statistics (3 Hours)</b>		<b>3</b>
EDUC 5500	Educational Statistics <sup>2</sup>	
EDUC 5502	Action/Classroom Research	
EDUC 5592	Applied Research in Teacher Education	
<b>AREA E: Educational Electives (Minimum 9 Hours)</b>		<b>9</b>
EDRG 5594	Introduction to Theory & Pedagogy in Reading Education <sup>3</sup>	
EDRG 5596	Content Area Literacy <sup>3</sup>	
ESOL 5501	Meth & Mat of Tchng ESOL	
ESOL 5502	Instructional Strategies	
ESOL 5503	Applied Linguistics	
ESOL 5504	Multicultural Educ Issues	
SPED 5516	Nature & Charac of Gifted	
SPED 5529	Instr Methods in Gifted Edu	
SPED 5536	Curriculum for Gifted Edu	

SPED 5545 Educational Assessment of Exceptional Children

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Total Semester Hours 36

<sup>1</sup> SPED 5545-if not taken in Area C can be taken for credit in Area E

<sup>2</sup> Prerequisite for EDUC 5502

<sup>3</sup> Eligible to receive Reading Endorsement with the completion of all three courses: EDRG 5594, EDRG 5595, EDRG 5596.