Special Education, M.Ed.

COLLEGE OF EDUCATION

About the Program

The master's degree program in Special Education is designed for those who already hold certification in Art Education, Early Childhood Education, Elementary Education, Middle Grades Education, Music Education, or Physical Education. The program is grounded in its commitment to the following principles:

• Evidence-based instructional practices and their implementation in the classroom.
• Recognition and amelioration of the impact of sociocultural factors on the education of children with disabilities.
• Preventative approaches that de-emphasize labels and traditional diagnostic categories to support improved teaching and learning.
• Implementation of inclusive practices both within schools and within society as a whole.

The M.Ed. in Special Education offers three concentrations: Applied Behavioral Analysis/Autism Spectrum Disorders, Mild Disabilities, or Severe Disabilities.

Time Limit for Degree Completion: 4 years

Campus Location: Main, Harrisburg

Full-Time/Part-Time Status: Students complete the degree program through classes offered after 5:30 p.m. The degree program can be completed on a full- or part-time basis.

Accreditation: The program is approved as a teacher certification program by the Pennsylvania Department of Education and is accredited by the Teacher Education Accreditation Council (TEAC).

Areas of Specialization: The program offers concentrations in Applied Behavioral Analysis/Autism Spectrum Disorders, Mild Disabilities, or Severe Disabilities. The scope of the Special Education certificate is grades PreK-8.

Job Prospects: The market for highly qualified special education teachers remains unabated. The U.S. Bureau of Labor Statistics reports an increased need for special education teachers. The shortage of special education teachers has been identified regionally (i.e., Pennsylvania and New Jersey) and is particularly prevalent in urban centers in the immediate environs of Temple University.

Licensure: Upon successful completion of the degree requirements and passing all required licensure examinations, candidates may apply for a Pennsylvania Instructional I Special Education PreK-8 Certificate.

Non-Matriculated Student Policy: Students may take up to, but not more than, 9 credits of graduate study in the program before being admitted to the program. The credits transfer into the program, if the student is admitted. Students completing certification courses before being admitted to the program are NOT guaranteed admission.

Financing Opportunities: Funding is considered for applicants who submit all required application documents by the priority application deadline.

Admission Requirements and Deadlines

Application Deadline:

Fall: March 1 (Priority)
Spring: November 1 (Priority)

Applicants should submit all required application documents by the priority application deadline for funding consideration. Those with applications completed after the priority deadline will be reviewed for admission, but are not eligible for funding consideration.

APPLY ONLINE to this graduate program.

Letters of Reference:

Number Required: 2, with a third submitted at the applicant's discretion. Please submit the "Reference Report for Graduate Study," found at http://www.temple.edu/grad/admissions/documents/Web_GRAD_REFERENCE_REPORT.pdf.

From Whom: Letters of recommendation should be obtained from college/university faculty members and others who can provide insight into the applicant's academic competence.
Coursework Required for Admission Consideration: All applicants must present credentials that are the equivalent of the appropriate baccalaureate degree at Temple University. Further, applicants must hold valid Pennsylvania teaching certification in Art Education, Early Childhood Education, Elementary Education, Middle Grades Education, Music Education, or Physical Education.

Bachelor's Degree in Discipline/Related Discipline: A bachelor's degree is required. Applicants who do not meet the 3.0 UGPA requirement may be considered for admission if they meet one of the following exceptions:

1. **Standard exception**: 3.5 UGPA during the last two years AND a minimum of 3.25 Graduate GPA for 9 credits (typically taken as a non-matriculated student in the program prior to application for admission).

2. **Special exception**: Applicants who do not meet regular admission criteria may be considered for a special exception if a compelling case can be made for admission on the basis of some additional source of data.

Statement of Goals: Two pages include your goals and objectives for obtaining teacher certification in Special Education and your reason for seeking a master's degree with a specific focus on the career to which you aspire; your interests; and your academic and job-related experiences that are relevant to the program. The statement is evaluated against the program's mission.

Standardized Test Scores:

TOEFL score (international applicants only): 88 iBT or 575 PBT minimum. Applicants with scores between 88 and 100 iBT or between 575 and 600 PBT must take an English refresher course.

Resume: Current resume required.

Additional Requirements: A copy of a valid certification in teaching Art Education, Early Childhood Education, Elementary Education, Middle Grades Education, Music Education, or Physical Education must be presented.

Transfer Credit: Courses may be transferred from an accredited institution provided they were completed less than five years ago and are relevant to the program. The academic advisor makes the decision about the relevancy of the courses that the student desires to transfer. The maximum number of credits a student may transfer is 6.

Coursework Waivers: Each student is assigned a faculty advisor at the time of admission. The advisor reviews the student's credentials and determines which, if any, of the required courses can be waived. In general, this waiver covers the beginning-level courses in the program. Waiving a specific requirement, however, does not reduce the total number of credits needed to graduate.

Clearances: A Pennsylvania criminal background check, a federal criminal history check, a child abuse clearance, and a TB test are required at admission.

Program Requirements

General Program Requirements:

*Number of Didactic Credits Required Beyond the Baccalaureate: 30*

**Required Courses:**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 5106</td>
<td>Literacy Instruction for Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5107</td>
<td>Understanding and Using Special Education Research</td>
<td>3</td>
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<tr>
<td>SPED 5108</td>
<td>Assistive Technology and Universal Design</td>
<td>3</td>
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<tr>
<td>SPED 5109</td>
<td>Classroom Management and Positive Behavior Support</td>
<td>3</td>
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<tr>
<td>SPED 5187</td>
<td>Graduate Assessment Practicum in Early Childhood Special Education</td>
<td>3</td>
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<tr>
<td>SPED 5211</td>
<td>Effective Instructional Strategies for Young Children with Disabilities</td>
<td>3</td>
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**Specialized Pedagogy Courses for Concentration**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPED 5301</td>
<td>Building Communication in Students with Autism Spectrum Disorder and Severe Disabilities</td>
</tr>
<tr>
<td>SPED 5302</td>
<td>Students with Autism Spectrum Disorders: Effective Teaching Strategies</td>
</tr>
</tbody>
</table>

**APPLIED BEHAVIORAL ANALYSIS/AUTISM SPECTRUM DISORDERS**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 5401</td>
<td>Students with Mild Disabilities: Effective Teaching Strategies</td>
</tr>
<tr>
<td>SPED 5402</td>
<td>Effective Transition Practices for Students with Mild Disabilities</td>
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</tbody>
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**MILD DISABILITIES**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SPED 5201</td>
<td>Students with Mild to Severe Disabilities: Effective Teaching Strategies</td>
</tr>
</tbody>
</table>
SPED 5301  Building Communication in Students with Autism Spectrum Disorder and Severe Disabilities

Practicum in Special Education  6

SPED 5587  Special Education Practicum ¹

or Electives in Teacher Education

Total Credit Hours  30

¹ Students who do not have one year of verified teaching experience with students with disabilities are required to take 6 credits of SPED 5587 Special Education Practicum.

Contacts

Program Web Address:
http://education.temple.edu/gradteach/specialeducation

Department Information:
Special Education Program
College of Education
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091
educate@temple.edu
215-204-8011

Mailing Address for Application Materials:
College of Education Office of Enrollment Management
150 Ritter Hall Annex (003-00)
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122-6091

Department Contacts:
Admissions:
Office of Enrollment Management
educate@temple.edu
215-204-8011

Courses

SPED 5106. Literacy Instruction for Young Children with Disabilities. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education
Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY
Repeatability: This course may not be repeated for additional credits.

SPED 5107. Understanding and Using Special Education Research. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5108. Assistive Technology and Universal Design. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5109. Classroom Management and Positive Behavior Support. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
SPED 5111. Educating Students with Disabilities in Inclusive Settings. 2 Credit Hours.
This course is an introduction to effective strategies for teaching students with disabilities. This course will identify strategies that will aid in student success throughout the middle grade years in the least restrictive environment. Emphasis is placed on evidence based strategies and activities specific to middle grades students, technology in the classroom, and ways to address diversity in today's classroom.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education
Co-requisites: MGRE 5102, SPED 5187
Repeatability: This course may not be repeated for additional credits.

SPED 5187. Graduate Assessment Practicum in Early Childhood Special Education. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education
Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY
Co-requisites: MGRE 5102, SPED 5111
Repeatability: This course may be repeated for additional credit.

SPED 5201. Students with Mild to Severe Disabilities: Effective Teaching Strategies. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5211. Effective Instructional Strategies for Young Children with Disabilities. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
College Restrictions: Must be enrolled in one of the following Colleges: Education
Student Attribute restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education
Cohort Restrictions: Must be enrolled in one of the following Cohorts: EDCNDCY
Repeatability: This course may not be repeated for additional credits.

SPED 5287. Integrated Literacy and Special Education Practicum. 2 Credit Hours.
This integrated practicum experience will provide opportunities for students to apply theoretical models and research-based instructional strategies in the area of literacy to middle grades students in inclusive classrooms. Focus will be placed on developmental, cognitive, physical, social, behavioral, processing and learning needs of students and how these needs relate to comprehending written text, specifically for students having disabilities. Particular emphasis will be focused on ways to connect information from the co-requisite literacy methods course and apply this knowledge to students with disabilities in the middle grades classroom. Differentiated instruction, response to intervention, appropriate curricular modification, and authentic assessment related to appropriate instructional decision-making are themes that run throughout this learning experience.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Co-requisites: MGRE 5102, SPED 5111
Repeatability: This course may be repeated for additional credit.
Pre-requisites:
(EDUC 5402|Minimum Grade of B-|May not be taken concurrently
AND MGRE 5101|Minimum Grade of B-|May not be taken concurrently).

SPED 5301. Building Communication in Students with Autism Spectrum Disorder and Severe Disabilities. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5302. Students with Autism Spectrum Disorders: Effective Teaching Strategies. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5303. Ethics and Applied Behavior Analysis. 3 Credit Hours.
This course provides the student with an overview of ethical practices and considerations for behavior analysts working across a variety of applied settings, including schools and agencies that support people with disabilities.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5304. Concepts and Principles of Behavior Analysis. 3 Credit Hours.
This course provides the student with an introduction to the concepts and principles of behavior analysis. Core concepts including motivation, reinforcement, punishment, extinction, and rule governed and verbal behavior will be covered, along with examples of behavior change techniques that employ these concepts.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
SPED 5305. Single Subject Research Design. 3 Credit Hours.
This course provides an overview of strategies for designing and conducting single-subject research in special education. Competencies include selection of independent and dependent variables for research, measurement tactics, research design, establishing generality of results, and ensuring the integrity of research procedures. The methods discussed are not specific to any disability or age level; rather, they are a general set of methods for conducting and interpreting single-subject research.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5401. Students with Mild Disabilities: Effective Teaching Strategies. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5402. Effective Transition Practices for Students with Mild Disabilities. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5501. Learning Environments. 3 Credit Hours.
Examination of the context in which exceptional persons learn. Consideration of the influence of multiculturalism, the family, school, social agencies, the media, courts, laws and forces such as inclusion as they affect the learning environment.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5511. Managing Learning Environments. 3 Credit Hours.
Provides students with the knowledge of a range of alternative management techniques appropriate for facilitating learning in classrooms, within families and in other environments. Multicultural aspects of learning environments are considered.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5512. Methods and Curriculum. 3 Credit Hours.
An introduction to the appropriate assessment and teaching of persons with disabilities at a variety of age levels. Particular emphasis placed upon the modification of the basic school curriculum.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5521. Issues in Social, Emotional, and Physical Development. 3 Credit Hours.
The nature, developmental problems, assessment, and educational intervention of physical, perceptual, motor, and socio-emotional problems are studied. Field application including observations, interviews, and trial interventions are required.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5522. Cognition, Language, and Literacy. 3 Credit Hours.
Deals with the following aspects of language and cognitive development: nature and theory, multicultural aspects, normal acquisition and development, problems in development, assessment and intervention strategies. An attempt is made to link theory and practice.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5587. Special Education Practicum. 6 Credit Hours.
The special education practicum experience is taken during the final semester of study before completion of the special education teacher preparation program requirements. Eligibility for graduation and recommendation for K-8 Special Education certification is contingent on the successful completion of this practicum. Students are provided with an opportunity to be in a classroom for an extended period of time and to put into practice what they have learned in their special education courses. Over the course of the semester, students will experience, in depth, the full role and meaning of teaching in special education and/or an inclusive classroom. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, participating in the development of IEPs, working collaboratively with other school personnel, and utilizing school and community resources in the instructional program.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPED 5611. Total Inclusion Seminar. 3 Credit Hours.
Course content focuses on inclusive practices in school, community, and employment settings for students with various degrees of disability.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 5666. Inclusive School Practices. 3 Credit Hours.
School restructuring efforts that are occurring nationwide are examined and established practices to accommodating students with a range of abilities are discussed.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.
SPED 8701. Proseminar in Individual Differences. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 8711. Seminar in Special Education Research. 3 Credit Hours.
A seminar on problems of research as applied to special education.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 8741. Seminar in Exceptionalities. 3 Credit Hours.
Current trends, problems, and issues in special education, teacher education, research, and administration.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 8742. Seminar in Exceptionalities. 3 Credit Hours.
Current trends, problems, and issues in special education, teacher education, research, and administration.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may not be repeated for additional credits.

SPED 9187. Practicum in Special Education. 3 to 9 Credit Hours.
Temple will place students at a site. One-half day of practice teaching, five days each week for the full semester.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPED 9287. Practicum in Special Education. 3 to 6 Credit Hours.
Temple will place students at a site. One-half day of practice teaching, five days each week for the full semester.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPED 9387. Practicum in Special Education. 3 to 6 Credit Hours.
Full-time summer practicum. Temple provides the practicum site. Five full days (mornings and afternoons) of practice teaching each week for the full summer semester.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPED 9485. Augmen Comm Empow Intern. 1 to 3 Credit Hour.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.

SPED 9489. Fld Exp Spec Ed Supervis. 3 Credit Hours.
Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate
Repeatability: This course may be repeated for additional credit.