

Middle Grades and Special Education/Language Arts, M.Ed.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Learn more about the Master of Education in Middle Grades and Special Education.

About the Program

The M.Ed. program in Middle Grades and Special Education prepares students for initial teacher certification in Middle Grades Education (grades 4-8) and Special Education (pre-Kindergarten through grade 8). This program prepares high-quality professional educators who go on to embrace innovation, equity, excellence, and leadership opportunities as teachers in diverse educational settings.

This newly designed program stands out as cutting edge because our graduate students are prepared to teach in both elementary and middle grades classrooms. In addition to becoming certified to teach all elementary subjects in grades 4-6 and special education in pre-K to grade 8, all students pursue certification for grades 7 and 8 in one of the following concentrations:

- Language Arts/English
- Mathematics
- Mathematics and Language Arts/English
- Mathematics and Science
- Science
- Science and Language Arts/English
- Social Studies

Middle grades teachers, particularly those who hold double certifications, are increasingly sought out and in high demand in Pennsylvania as well as across the country. This degree program is designed to ensure not only that there are certified teachers to fill the growing vacancies, but that our students graduate highly knowledgeable about learning and teaching as well as committed to pre-adolescent learners from diverse ethnic, economic, and geographic backgrounds. Toward that end, our program focuses on building deep content-specific pedagogical knowledge aligned to the breadth of academic standards and the wide-ranging developmental needs of middle grades students.

Time Limit for Degree Completion: 4 years

Campus Location: Main

Full-Time/Part-Time Status: The degree program can be completed on a full- or part-time basis. Classes are offered to accommodate working adults.

Accreditation: The program is approved as a teacher certification program by the Pennsylvania Department of Education (PDE).

Job Prospects: Graduates typically pursue teaching positions in elementary or middle schools for grades 4 to 8.

Licensure: Upon successful completion of the degree requirements and passing all *Praxis*® examinations, candidates may apply for a Pennsylvania Instructional I Teaching 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 non-matriculated courses before being admitted to the program are NOT guaranteed admission.***

Financing Opportunities: Financial support opportunities may include scholarships, tuition remission, and other financial aid such as grants, loans, and federal work study.

Admission Requirements and Deadlines

Applications for the Middle Grades and Special Education M.Ed. with a concentration in Language Arts closed on March 1, 2020 for Fall 2020, the last term of admission.

Program Requirements

General Program Requirements:

Number of Credits Required Beyond the Baccalaureate: 43

Required Courses:

| Code | Title | Credit Hours |
|---|--|--------------|
| Core Courses | | |
| EDUC 5402 | Child and Adol Develop | 3 |
| MGRE 5101 | Citizenship, Cultures, and Social Studies Education | 3 |
| Pedagogy Courses | | |
| MGRE 5102 | Reading and Writing in the Middle Grades | 3 |
| MGRE 5404 | Teaching Math in the Middle Grades | 3 |
| MGRE 5405 | Teaching Science in the Middle Grades | 3 |
| SPED 5106 | Literacy Instruction for Students with Disabilities | 3 |
| SPED 5666 | Introduction to Special Education | 3 |
| TESL 5631 | Foundations of Language Teaching: Meeting the Needs of English Language Learners | 3 |
| Technology Integration Course | | |
| EDUC 5255 | Tech in Classrooms: TPCK | 3 |
| Additional Special Education Courses | | |
| SPED 5109 | Classroom Management and Positive Behavior Support | 3 |
| SPED 5187 | Graduate Assessment Practicum in Early Childhood Special Education | 3 |
| SPED 5211 | Effective Instruction for Students with Disabilities | 3 |
| Student Teaching and Seminar | | |
| EDUC 5409 | Research Methods and Induction Capstone | 3 |
| EDUC 5888 | Supervised Teaching | 4 |
| Total Credit Hours | | 43 |

Culminating Events: Student teaching and its related seminar constitute the culminating events for this program.

During their student teaching term, Middle Grades Education students should take the *Praxis*® PA Grades 4-8 Core Assessment (5152) test.

Contacts

Program Web Address:

<https://www.temple.edu/academics/degree-programs/middle-grades-and-special-education-med-ed-mgse-med>

Department Information:

Dept. of Teaching and Learning
 College of Education and Human Development
 1301 Cecil B. Moore Avenue
 Philadelphia, PA 19122-6091
 educate@temple.edu
 215-204-0999

Submission Address for Application Materials:

<https://apply.temple.edu/COE/>

Department Contacts:

Admissions:
 Office of Enrollment Management
 educate@temple.edu
 215-204-0999

Middle Grades Education Courses

MGRE 5101. Citizenship, Cultures, and Social Studies Education. 3 Credit Hours.

This course examines ways to teach about diversity and dialogue in the practice of democracy. Using the social studies content areas and research in social justice, special attention is paid to the areas of multicultural and citizenship education as well as other compelling topics that influence the public or common good in a diverse society such as race relations, gender socialization, language differences, immigration, religious freedom, equality of economic and social opportunities, and global interdependence.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

MGRE 5102. Reading and Writing in the Middle Grades. 2 to 3 Credit Hours.

The purpose of this course is to prepare pre-service teachers to teach reading and writing in the upper elementary and middle level settings. Students will be introduced to theories and current views of practice in the literacy field. The areas of language, listening, reading and writing are presented throughout this course as interrelated and integrated literacy processes. Emphasis will be on providing pre-service teachers with the competencies to implement strategic instructional practices and engage in ongoing assessment for a diverse middle grades population. We will also identify ways to build classroom communities through literacy practices.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

MGRE 5404. Teaching Math in the Middle Grades. 3 Credit Hours.

This course will focus on numbers, operations, and algebra, as appropriate for the middle grades. Special attention will be paid to understanding the conceptual difficulties students have in moving from whole numbers to rational numbers, additive thinking to multiplicative thinking, and arithmetic to algebra. Problem-solving, connections, and concrete models are emphasized. The particular content knowledge needed for teaching will be integrated in this course with general and content-specific pedagogies. Issues of planning, instruction, and assessment will be discussed. Field experiences in the form of small group instruction will support these discussions.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

MGRE 5405. Teaching Science in the Middle Grades. 3 Credit Hours.

This course will focus on the "big ideas" in the sciences as appropriate for the middle grades. Special attention will be paid to understanding the pre- and mis-conceptions that middle-level students hold. Scientific inquiry and its associated process skills will be emphasized. The particular content knowledge needed for teaching will be integrated in this course with general and content-specific pedagogies. Issues of planning, instruction, and assessment will be discussed. Field experiences in the form of small-group instruction and isolated whole-group instruction will support these discussions.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

Special Education Courses

SPED 5105. Assessment in Special Education. 3 Credit Hours.

This course is designed to provide students with an understanding of assessment theory, the purposes of assessment and specific assessment techniques as they relate to the education of struggling students and students with disabilities. Emphasis is placed both on how assessment is used to identify students with disabilities and how assessment can be used to plan and monitor the effectiveness of instructional practices related to student learning and development in the classroom. We use a problem-solving approach in this course.

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 & Human Development.

Repeatability: This course may not be repeated for additional credits.

SPED 5106. Literacy Instruction for Students with Disabilities. 3 Credit Hours.

The focus of this graduate level course is to provide knowledge of language and literacy for pre-service PreK-12 teachers. In turn, this knowledge will serve as grounding for effective literacy instruction for struggling readers in inclusive settings including students with a wide range of abilities and disabilities. Emphasis will be placed on understanding theories and interventions that surround language acquisition and literacy development for children in Pre-Kindergarten to grade 12 settings, with an additional exploration of how language and literacy are impacted by diversity, various disabilities and atypical behaviors. Attention will be given to basic knowledge about literacy and language development with information on such important topics as: reading components and building-blocks, writing and spelling elements, reading fluency, reading comprehension, and the facilitation of language in the classroom. An equally important theme will be how to actually implement this knowledge in inclusive classrooms through: appropriate assessment practices, research validated literacy interventions, developmental reading programs, evidence-based instructional practices, and content area materials. Other integral parts of literacy and language development, such as co-teaching, collaboration with paraprofessionals and other related support staff, spoken language, communication skill development through assistive technology, and universal design in inclusive classrooms will be examined at the instructor's discretion.

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 & Human Development.

Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education.

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 & Human Development.

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.

This course is field-based with classroom/online experiences and designed to provide students with an understanding of assessment theory, the purposes of assessment and specific assessment techniques as they relate to the education of struggling students and students with disabilities. Emphasis is placed both on how assessment is used to identify students with disabilities as well as how assessment can be used to plan and monitor the effectiveness of instructional practices related to student learning and development in the classroom. We use a problem-solving approach in this course.

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 & Human Development.

Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education.

Co-requisites: MGRE 5102, SPED 5111.

Repeatability: This course may be repeated for additional credit.

SPED 5201. Students with Moderate to Severe Disabilities: Effective Teaching Strategies. 3 Credit Hours.

This course is an introduction to best instructional practices and strategies for teaching students with a range of moderate to severe disabilities in varied educational settings. The purpose of this course is to identify and understand specific evidence-based strategies that positively impact student success based on student profiles including abilities, disabilities, interests, assessment data, and needs for supports. Emphasis is placed on strategies and activities specific to learners spanning from Pre-Kindergarten through 12th grade. We emphasize and practice collaboration and communication strategies which will be expected of us as professional special educators. In addition, we discuss/analyze appropriate applications of instructional, adaptive and assistive technology in the classroom. Finally, we focus on ways to incorporate/encourage family participation and embrace diversity in contemporary classrooms comprised of diverse learners having diverse abilities and needs.

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 Instruction for Students with Disabilities. 3 Credit Hours.

This course is an introduction to effective instruction and strategies for teaching students with disabilities across Pre-K to 12th grade. The purpose of this course is to identify specific strategies that will aid in student success in the inclusive setting. Emphasis will be placed on strategies and activities specific to pre-kindergarten and elementary students, collaboration and communication strategies among professionals, technology in the classroom, and ways in which to address family participation and 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 & Human Development.

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. Effective Teaching Strategies and Academic Interventions. 3 Credit Hours.

This course overviews assessment and intervention strategies for learners with skill deficits. Learners with a diverse set of needs will be discussed in the course (e.g., neurotypical, autism, intellectual disability, emotional and behavioral disturbance, among others). The link between assessment and intervention will be emphasized throughout the course, with attention to effective practices for learners with diverse needs. Students enrolled in the course will learn how to select, administer, score, interpret, and report results for a variety of behavioral assessment methods that will be related to selecting interventions, monitoring student progress, and making decisions based upon data.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Student Attribute Restrictions: Must be enrolled in one of the following Student Attributes: Clearance for Education.

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. Introduction to Special Education. 3 Credit Hours.

This class is a preliminary overview of inclusion and its pervasive, on-going impact on both special and general education. Special emphasis will be placed on: the legal ramifications of inclusion, related terminology, and IEPs; various disability categories; adapting the classroom environment, especially in terms of various behavioral concerns and positive behavioral supports; teaching strategies and assessment practices appropriate to inclusion; and collaborative relationships with parents in inclusive settings. Other topics and miscellaneous resources/best practices will be highlighted at the instructor's discretion.

Level Registration Restrictions: Must be enrolled in one of the following Levels: Graduate.

Repeatability: This course may not be repeated for additional credits.

SPED 8101. Trends and Issues in Special Education. 3 Credit Hours.

Discussion and examination of current topics in special education. We will examine controversial and/or critical issues in special education, which may include: current IDEA definitions (e.g., LD, OHI, ED, and CI), controversial treatments and evidence-based practices, issues with evaluation of students (e.g., RTI, over-representation, testing), special education laws and policies, the role that research plays in education, as well as other topics relating to special education or inclusion.

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.