

Master of Arts in Special Education**Master of Arts in Special Education: Teaching Parent Specialty****Department of Language, Reading, and Exceptionalities****Reich College of Education**

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<http://www.ced.appstate.edu/departments/lre/>

The Department of Language, Reading and Exceptionalities offers the following graduate programs related to special education:

- Master of Arts in Special Education (Major Code: 476*/13.1001), with three concentrations:
 - Intellectual Disabilities (Mental Retardation) (476B) [T]
 - Learning Disabilities (476C)[T]
 - Emotional/Behavioral Disorders (476D)[T]
- Master of Arts in Special Education: Teaching Parent Specialty (Major Code: 484A/13.1001)

In addition, the Department of Language, Reading and Exceptionalities houses programs in Communication Disorders and Reading Education; these programs are detailed in separate sections in this bulletin. The Department also cooperates with the Departments of Family and Consumer Sciences and Curriculum and Instruction to offer the M.A. degree in Child Development: Birth-Kindergarten. The degree is coordinated and conferred by the Department of Family and Consumer Sciences. See the Child Development program for information.

The Department of Language, Reading and Exceptionalities includes professionals in Communication Disorders, Reading/Language Arts, and Special Education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading, and specific areas of exceptionality. All students pursuing programs in the Department of Language, Reading and Exceptionalities must satisfy the Reich College of Education's and the Graduate School's requirements pertaining to admission, proficiencies, and licensure.

Courses in the following disciplines are offered through the Department of Language, Reading, and Exceptionalities:

- CD: communication disorders (see the Communication Disorders program for course descriptions)
- RE: reading education (see the Reading Education program for course descriptions)
- SPE: special education

In addition, the Special Education programs include coursework offered by other departments as follows:

- CI: curriculum and instruction courses (see the Curriculum Specialist program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)

The Master of Arts degree in Special Education with concentrations available in Intellectual Disabilities (Mental Retardation) (476B), Learning Disabilities (476C), and Emotional/Behavioral Disorders (476D), prepares teachers and others to work with students with intellectual disabilities (mental retardation), learning disabilities, and/or emotional or behavioral disorders. Persons graduating from the program will have fulfilled the competencies required for the advanced competencies licensure from the North Carolina Department of Public Instruction and be eligible for employment in a variety of special education settings to include public and private schools. Students will be expected to complete products of learning to demonstrate skills of a master teacher. Students complete a portfolio and action research project for the degree.

Location of Program 476*: The Special Education program (Intellectual Disabilities (Mental Retardation) (476B), Learning Disabilities (476C), and Emotional/Behavioral Disorders (476D)) is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education:

<http://www.ext-dl.appstate.edu>

The Master of Arts degree in Special Education: Teaching Parent Specialty (484A) is unique in the state. Individuals in the program are prepared to develop and carry out community-based programs for youths who are emotionally disturbed and delinquent. They are also prepared to act as surrogate parents and to provide in-service education for parents, teachers, and public agency personnel.

Location of Program 484A: The Teaching Parent Specialty is offered through the Appalachian Family Innovations Center. Courses are arranged through the Program Director, Dr. Timbers, and the location of coursework is determined in consultation with him.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN SPECIAL EDUCATION+ (Major Code: 476*/13.1001 [T])

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina "A" teaching license or the equivalent from another state; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended; a letter of intent addressed to the reading faculty specifying current teaching position, if applicable, and teaching goals, as well as reasons for seeking admission to the reading program.

Basic Criteria for Consideration:

GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. **OR** Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and minimum MAT score of 349 (old exam 33) or GREV + GREQ = 800; essay (Obtain prompt from the graduate school.)

Hours: 39 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

CI/SPE	5045	Advanced Topics in Diversity.....	3
SPE	5030	Research Informing Practice in Special Education	3
SPE	5205	Inclusion	3
SPE	5584	Special Education Law and Leadership	3
SPE	5595	Individual Differences.....	3
SPE	5610	Advanced Studies in Classroom Management	3
SPE	5630	Collaboration and Advocacy	3
SPE	5640	Individual Planning at the Secondary Level.....	3
SPE	5900	Internship	6
REQUIRED HOURS			30

Concentrations: (CHOOSE ONE)**EMOTIONAL/BEHAVIORAL DISORDERS CONCENTRATION (476B):**

SPE	5210	Psychoeducational Approaches to Emotional/Behavioral Disorders.....	3
SPE	5646	Advanced Studies in Emotional and Behavioral Disorders	3

INTELLECTUAL DISABILITIES (MENTAL RETARDATION) CONCENTRATION(476C):

SPE	5230	Assessment and Instruction of Individuals with Intellectual Disabilities.....	3
SPE	5626	Advanced Studies in Intellectual Disabilities	3

LEARNING DISABILITIES CONCENTRATION (476D):

SPE	5220	Characteristics, Assessment, & Identification of Individuals with Learning Disabilities	3
SPE	5636	Advanced Studies in Learning Disabilities	3

CONCENTRATION HOURS..... 6

Guided Electives (5000 level or above):

(Chosen in consultation with the advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development.)

ELECTIVE HOURS 3

TOTAL HOURS FOR THE MA DEGREE 39

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Professional Portfolio and Action Research Project

MASTER OF ARTS IN SPECIAL EDUCATION: TEACHING PARENT SPECIALTY (Major Code: 484A/13.1001)

Note: This special program has extremely limited enrollment; interested persons should contact the program director, Dr. Gary Timbers, 828-433-7176, prior to applying.

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration:

GPA of 3.0 cumulative or in the last 60 hours of undergraduate work and official GRE scores or official MAT scores. **OR** Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and minimum MAT score of 349 (old exam 33) or GREV + GREQ = 800.

Hours: 30 semester hours with thesis; 36 without thesis

Location: Off Campus

Required Courses:

RES	5000	Research Methods.....	3
SPE	5100	Field Training in the Teaching-Family Model.....	3
SPE	5101	Advanced Field Training in the Teaching-Family Model.....	3
SPE	5200	Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model.....	3
SPE	5400	Advanced Readings in Organization and Administration of Community-Based Treatment Programs	3
SPE	5500	Independent Study	0-3
SPE	5610	Advanced Studies in Classroom Management.....	3
SPE	5700	Introduction to the Teaching-Family Model	3
SPE	5900	Internship	6
REQUIRED HOURS			27-30

Thesis Options: (CHOOSE ONE)**WITH THESIS** (12 s.h. required)

SPE	5999	Thesis	3
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WITHOUT THESIS (15 s.h. required)

Guided Electives (5000 level or above).....		6-9
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Chosen with the graduate advisor's approval. See the Reading Education, Adult Literacy concentration checklist for a list of suggested elective courses.

THESIS OPTIONS HOURS..... 3 or 6-9

**TOTAL HOURS FOR MA DEGREE..... 30 (with thesis)
or 36 (without thesis)**

Thesis: Optional

Proficiency: None required

Comprehensive: Required

Product of Learning: None required

GRADUATE COURSES IN SPECIAL EDUCATION (SPE)

SPE 5030. Research Informing Practice in Special Education/(3).F. This course introduces areas of educational research and school improvement. The aim of this class is to develop educators' knowledge and skills in research techniques to use in classrooms. This course covers qualitative, quantitative, and single-subject design research methods, focusing on interpretation and application relating to special education classroom practice. In addition, this course gives students an understanding of how to interpret educational research and how to use it to develop evidence-based interventions in their classrooms. Students develop an action research project that will be implemented in their school/classroom during their internship.

SPE 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as CI 5040/FDN 5040/RE 5040.)

SPE 5045. Advanced Topics in Diversity/(3).F. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as CI 5045.)

SPE 5100. Field Training in the Teaching-Family Model/(3).On Demand. A field oriented course involving supervised implementation of the Teaching-Family Model treatment approach. Evaluations by both consumers and professionals in the field will be utilized as part of the training sequence.

SPE 5101. Advanced Field Training in the Teaching-Family Model/(3).On Demand. This field oriented course is offered for those successfully completing the prerequisite field training course. The course is aimed at helping the student refine and modify her/his use of the Teaching-Family Model Treatment program. Prerequisite: SPE 5100.

SPE 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as CI 5111/FCS 5111.)

SPE 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as CI 5112/FCS 5112.)

SPE 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as CI 5113/FCS 5113.)

SPE 5200. Teaching Communication and Problem Solving Strategies Within the Teaching-Family Model/(3).On Demand. Basic counseling strategies and problem-solving skills especially related to the Teaching-Family Model will be offered. Emphasis will be placed on working with emotionally disturbed and delinquent youths and their families in the context of residential treatment.

SPE 5205. Inclusion/(3).F;S. This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 5595 or permission of the instructor. [Dual-listed with SPE 4205.]

SPE 5210. Psychoeducational Approaches to Emotional/Behavioral Disorders/(3).F. This course covers theories of working with children and youth with behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined and applied through readings, small and large group discussions, and analysis of articles and media. A theoretical foundation is built through a review of contrasting perspectives.

SPE 5220. Characteristics, Assessment, and Identification of Individuals with Learning Disabilities/(3).F. This course provides advanced knowledge about the causes, definitions and identification of students with learning disabilities. Students receive in-depth instruction in the administration of both standardized and informal assessments and their modifications.

SPE 5230. Assessment and Instruction of Individuals with Intellectual Disabilities/(3).F. This course identifies, reviews, and analyzes current research and literature related to the study of intellectual disabilities/mental retardation. The course also provides in-depth study in ecological assessment and individualized curriculum development for individuals with intellectual disabilities/mental retardation, and it also provides in-depth study and examination of the social construction of mental retardation in society.

SPE 5400. Advanced Readings in Organization and Administration of Community-Based Treatment Programs/(3).On Demand. To expand the student's knowledge of the organization and administration of community based programs. Emphasis will be placed on the process of organizing, administering, and implementing treatment programs for troubled youths.

SPE 5500. Independent Study/(1-4).On Demand.

SPE 5530-5549. Selected Topics/(1-4).On Demand.

SPE 5562. Methods for Educating the Severely Handicapped/(3).On Demand. Principles and procedures used to program instruction for the severely handicapped are presented and evaluated as to their effectiveness. Students are required to design and implement an instructional program with a severely handicapped person. Corequisite: SPE 5564.

SPE 5564. Curriculum for the Severely Handicapped/(3).On Demand. The selection of instructional programs appropriate for use with the severely handicapped is emphasized. The student identifies strengths and weaknesses of educational programs and makes recommendations for their use with severely handicapped persons. Corerequisite: SPE 5562.

SPE 5584. Special Education Law and Leadership/(3).F. This course introduces the student to educational leadership and examines various leadership and organizational styles. Students will articulate their personal leadership philosophy and vision. The course also examines current research and literature on leadership in schools, educational reform initiatives, and legal issues. The process of IEP writing from both a legal and leadership perspective will be included.

SPE 5592. Advanced Medical Aspects of Disability/(3).On Demand. What constitutes severe disability, its effect on the individual and multidisciplinary approaches to amelioration. Disabilities will include epilepsy, spinal cord and brain injuries, degenerative diseases, and their sequelae.

SPE 5595. Individual Differences/(3).F;S. This course will provide an overview of the field of special education with emphasis on mental retardation, learning disabilities, and emotional disabilities.

SPE 5600. Seminar in Special Education/(3).On Demand. This course explores the current research in issues and controversies in the field of special education.

SPE 5610. Advanced Studies in Classroom Management/(3).On Demand. This course is an exploration of the literature and practices that are concerned with managing a classroom so that effective teaching can occur. This course discusses the theories developed for classroom control, then translates these theories into practical intervention techniques, both for individual students and classroom groups.

SPE 5620. Managing Curriculum for Mentally Retarded Students in Special and Regular Settings/(3).On Demand. The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

SPE 5626. Advanced Studies in Intellectual Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of intellectual disabilities (mental retardation). The course also provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with intellectual disabilities. Prerequisite: SPE 5230 or permission of the instructor.

SPE 5630. Collaboration and Advocacy/(3).F. This course is designed to examine issues and effective practices of collaboration, consultation, and advocacy among families, community service representatives, and professionals.

SPE 5636. Advanced Studies in Learning Disabilities/(3).S. This course is designed to identify, review and analyze current research and literature related to the study of learning disabilities. This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with learning disabilities.

Prerequisite: SPE 5220 or permission of the instructor.

SPE 5640. Individualized Planning at the Secondary Level/(3).F. In this course, current research and literature related to secondary special education and transition issues are identified, reviewed and analyzed. Longitudinal planning is explored through topics including drop-out prevention, career development theory, person-centered transition planning, assessment, and best practices.

SPE 5646. Advanced Studies in Emotional and Behavioral Disorders/(3).S. An advanced course designed to examine critically educational literature concerning teaching students with emotional and behavioral disorders. Relationships between theory, philosophy, research findings, and current practice are analyzed. Prerequisite: SPE 5210 or permission of the instructor.

SPE 5648. Psychoeducational Approaches in the Study of Emotional Disturbance/(3).On Demand. An investigation of psychoeducational explanations of behavior and the ways these explanations find expression in interventions with children. Emphasis placed on operational models and techniques to be utilized in a variety of settings with emotionally disturbed children.

SPE 5700. Introduction to the Teaching-Family Model/(3).On Demand. An introduction to the philosophy and implementation of the Teaching-Family Model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of emotionally disturbed and delinquent youth. [Dual-listed with SPE 4700.]

SPE 5900. Internship/(6).F;S. This course offers graduate students the opportunity to design, implement, and evaluate a research project with individuals with special needs. Graded on an S/U basis. Prerequisite: application and permission of the advisor.

SPE 5989. Graduate Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. Graded on an S/U basis. SPE 5989 does not count toward a degree.

SPE 5999. Thesis/(1-4).F;S. Graded on an S/U basis.

SPE 7120. Issues and Trends in Special Education/(3).On Demand. The examination of issues and trends in special education, with emphasis on categories and classifications; medical, psychological, technological, and socio-cultural factors; and, promising research and practices.

SPE 7121. Organizational Design and Implementation of Special Education Programs/(3).On Demand. The critical study of the design and implementation of public school special education programs, with emphasis on present and emerging program models, instructional leadership, legislation, and professionalism.

SPE 7989. Doctoral Research/(1-9).F;S. This course is designed to provide access to University facilities for continuing doctoral research. Graded on an S/U basis. SPE 7989 does not count toward a degree.