

Dear Prospective Graduate Student:

Thank you for your interest in the Masters Degree program in Special Education at Appalachian State University. Enclosed are program materials for your information. Appalachian State has long been recognized as an outstanding teacher education institution, and Special Education is one of the College's strongest programs. Students completing the Masters Degree in Special Education are well-trained and readily hired to teach special education in public and private schools across the country.

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

Requirements for this degree have been approved by the appropriate bodies at the state level to meet the advanced competencies mandated by the North Carolina Excellent Schools Act for Master-level teacher education programs.

See Educational Objectives of the Program

(http://www.ced.appstate.edu/departments/lre/g_SpecialEd_objectives.aspx).

For on-campus application, please contact the Graduate School

(<http://www.graduate.appstate.edu/>).

For off-campus application to the Master of Arts program please contact the Office of Extension and Distance Education (1-800-355-4084).

Sincerely,

Monica Lambert, Ed.D. (lambertma@appstate.edu)
Coordinator, Special Education

Note:

The Special Education Program has revised the current Master of Arts in Special Education: Cross Categorical from a major with no concentration to a Master of Arts in Special Education with concentrations in Intellectual Disabilities (Mental Retardation), Learning Disabilities, or Emotional/Behavioral Disorders.

In addition to the change in the title of the degree, the Special Education Program has modified program goals/competencies, added four courses, changed the title and descriptions of five courses, changed the title of one course, and the description of one course.

These program changes were made because NC DPI eliminated Cross Categorical as a licensure area in special education. The changes in our current MA degree will align our program with the state approved licensure areas of mentally handicapped, learning disabilities, and emotional/ behavioral disorders.

The four new courses are:

- SPE 5030 Research Informing Practice in Special Education
- SPE 5210 Psychoeducational Approaches to Emotional/ Behavioral Disorders
- SPE 5220 Characteristics, Assessment, and Identification of Individuals with Learning Disabilities
- SPE 5230 Assessment and Instruction of Individuals with Intellectual Disabilities

SPE 5210, 5220, and 5230 are prerequisites to the advanced categorical courses related to emotional/behavioral disorders, intellectual disabilities and learning disabilities. Adding these three categorical courses provides more in-depth study of the specific disability reflects the new requirements from NC DPI for advanced licensure. All of these courses require portfolio/action research projects that involves demonstrating competencies from the corresponding licensure area (Intellectual Disabilities, Emotional/Behavioral Disorders, or Learning Disabilities).

The seven courses that have titles or courses description changes are:

- SPE 5626 Advanced Studies in Mental Retardation (3) S. to SPE 5626 Advanced Studies in Intellectual Disabilities (3) and the course description has been changed.
- SPE 5584 Leadership and Professional Development (3) F. to SPE 5584 Special Education Law and Leadership (3) and the course description has been changed.
- SPE 5640 Longitudinal Planning: Transition to Adulthood and Secondary Special Education (3) to SPE 5640 Individualized Planning at the Secondary Level (3)
- SPE 5630 Collaboration and Curriculum (3) S. to SPE 5630 Collaboration and Advocacy (3) and the course description has been changed.
- The course description has been changed for SPE 5636 Advanced Studies in Learning Disabilities (3).
- The course description has been changed for SPE 5646 Advanced Studies in Emotional/ Behavioral Disorders (3).

MASTER OF ARTS IN SPECIAL EDUCATION (with Concentration in Intellectual Disabilities (Mental Retardation), Learning Disabilities, and/or Emotional/ Behavioral Disorders) Major Code: 476

Hours: 39 semester hours

Required Courses, All Special Education Majors

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

Intellectual Disabilities Concentration:

SPE 5230 Assessment and Instruction of Individuals with Intellectual Disabilities	3
SPE 5626 Advanced Studies in Intellectual Disabilities	3
Subtotal hours	6

Learning Disabilities Concentration

SPE 5220 Characteristics, Assessment, and Identification of Individuals with Learning Disabilities	3
SPE 5636 Advanced Studies in Learning Disabilities	3
Subtotal hours	6

Emotional/ Behavioral Disorders Concentration:

SPE 5210 Psychoeducational Approaches to Emotional/ Behavioral Disorders	3
SPE 5646 Advanced Studies in Emotional and Behavioral Disorders	3
Subtotal hours	6

Guided Electives

(Chosen in consultation with advisor from special education and related areas such as reading, curriculum and instruction, psychology, communication disorders, and child development) 3

Subtotal 3

TOTAL HOURS 39

Notes:

1. Each student is required to meet with their assigned advisor prior to enrolling in classes each term.

Thesis: None required

Language Proficiency: None required

Comprehensive: None required

Products of Learning: Professional Portfolio and Action Research Project

Students who choose to take all courses in the three concentrations will earn 48 credits and will be eligible to seek M level licensure in Mental Disabilities, Learning Disabilities, and Emotional/ Behavioral Disorders.

Criteria for consideration to the SPE program:

Admission to the Cratis Williams Graduate School (first step):

Baccalaureate degree from an accredited college or university

Applicant must complete the necessary application process as required by the Graduate School and the Special Education program. The grad school application is available online.

In addition to the above, the SPE criteria include:

Admission to the program in Special Education requires a North Carolina "A" license or the equivalent from another state

And:

An Essay* (*obtain prompt from graduate school)

And:

GPA of 3.0 or higher cumulative or in the last 60 hours of undergraduate work and official GRE scores from ETS or official MAT scores from The Psychological Corporation.

Or:

Cumulative GPA or last 60 hours GPA below 3.0 but above 2.69, and official MAT score of 33 or minimum GREV + GREQ = 800

Deadlines

1 July for Fall 1 November for Spring 1 April for Summer

Transfer Credits

A graduate student enrolled in a non-thesis degree program, or in the doctoral program, may be permitted to transfer from another approved graduate school up to nine (9) semester hours of appropriate graduate credit. A student in a thesis degree program may be permitted to transfer up to six (6) semester hours of appropriate graduate credit. Graduate work included in a previous degree at the other institution is not eligible for transfer credit. The grades earned must be at least "B" and the credit cannot be more than seven years old at the time the degree is awarded. Note that grades of "P" meaning "Passing" or "Pass/Fail" option and grades of "S", meaning "Satisfactory", will not be accepted for transfer credit.

Transfer credit will not be posted to the transcript until the semester of graduation. Non-thesis students who want to transfer more than nine (9) semester hours or thesis students who want to transfer more than six (6) hours may appeal to the Dean of Graduate Studies and Research.

http://www.registrar.appstate.edu/catalogs/pdfs_graduate/10_academic.pdf

Educational Objectives of the Program
Master of Arts in Special Education: (with Concentration in Intellectual Disabilities (Mental Retardation), Learning Disabilities, and/or Emotional/Behavioral Disorders)

Students completing the Master of Arts in Special Education will:

Adopt and model knowledge, skills, and attitudes of inquiry throughout professional careers, including advanced understanding of student's differences, effective translation of research and theory into practice, self-direction of professional growth, and engagement in collaborative leadership.

At the conclusion of the program, graduates will have gained the skills and knowledge to do the following:

1. Respond effectively to students' differences by:

- Respecting differences influenced by diversity and development
- Demonstrating advanced knowledge of typical learners and learners with special needs at the elementary and secondary levels
- Creating a classroom environment in which all students feel welcome, safe, and successful
- Promoting respect and acceptance of all students in classroom, school, and community
- Responding effectively to students' individual academic, social, emotional, and physical needs

2. Demonstrate advanced knowledge of curriculum and pedagogy appropriate to elementary and secondary students with special needs by:

- Demonstrating knowledge of the North Carolina Standard Course of Study (K-12), as well as other curriculum appropriate for students with special needs (e.g., social skills, vocational, tasks of daily living)
- Helping students develop language and literacy competencies across the curriculum
- Assisting students to acquire knowledge and skills through effective assessment, instruction, and modification
- Demonstrating advanced knowledge of pedagogical knowledge and skills including modification of instructional materials and curriculum for students with special needs
- Planning for and effectively managing students' behavior in schools and other settings.

3. Direct personal and professional growth as educators by:

- Taking responsibility for learning
- Setting and striving to meet personal and professional goals
- Initiating and engaging in professional inquiry (e.g., action research) with colleagues, parents, students, and other professionals for mutual growth
- Adopting and modeling knowledge, skills, and attitudes of inquiry throughout professional careers

- Critically reading professional literature and translating research and theory into practice
- Participate voluntarily in personal and professional development (e.g., participating in professional and parent organizations, conducting research, participating in conferences).

4. Demonstrate collaborative leadership in education by:

- Asking for and sharing successful instructional strategies, modifications and adaptations, and behavioral interventions with professionals, parents, and students
- Sharing responsibility for students' education with parents and students
- Participating in decision making for classroom, school, and district issues
- Participating actively as leaders in solving educational problems (e.g., school committees, state task forces, and committees in professional organizations)
- Mentoring and collaborating with colleagues, administrators, parents, and students to enhance teaching/learning, and to solve educational problems

Appalachian State University –Department of Special Education
Requirement Checklist for Master of Arts in Special Education:
Intellectual Disabilities

- _____SPE 5595 Individual Differences (3 hrs)
- _____SPE 5205 Inclusion (3 hrs)
- _____SPE 5030 Research Informing Practice in Special Education (3 hrs)
- _____CI/ SPE 5045 Advanced Topics in Diversity (3 hrs)
- _____SPE 5584 Special Education Law and Leadership (3 hrs)
- _____SPE 5610 Advanced Studies in Classroom Management (3 hrs)
- _____SPE 5630 Collaboration and Advocacy (3 hrs)
- _____SPE 5640 Individualized Planning at the Secondary Level (3 hrs)
- _____SPE 5900 Internship (6 hrs)

- _____SPE 5230 Assessment and Instruction of Individuals with Intellectual Disabilities (3 hrs)
- _____SPE 5626 Advanced Studies in Intellectual Disabilities (3 hrs)
- _____Guided Elective (3 hrs)

Total Hours: 39

**Appalachian State University –Department of Special Education
Requirement Checklist for Master of Arts in Special Education:
Emotional/Behavioral Disorders**

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

- _____ SPE 5210 Psychoeducational Approaches to Emotional/Behavioral Disorders (3 hrs)
- _____ SPE 5646 Advanced Studies in Emotional and Behavioral Disorders (3 hrs)
- _____ Guided Elective (3 hrs)

Total Hours: 39

**Appalachian State University –Department of Special Education
Requirement Checklist for Master of Arts in Special Education:
Learning Disabilities**

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

- _____ SPE 5220 Characteristics, Assessment, and Identification of
Individuals with Learning Disabilities (3 hrs)
- _____ SPE 5636 Advanced Studies in Learning Disabilities (3 hrs)
- _____ Guided Elective (3 hrs)

Total Hours: 39

Course Descriptions

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 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). This course provides in-depth study in assessment, curriculum, and the planning, implementation, and evaluation of instruction for students with intellectual disabilities. Prerequisites: SPE 5230 or permission of instructor.

SPE 5630. Collaboration and Curriculum/(3).S.

This course is designed to examine issues and effective practices of collaboration, consultation, and advocacy among families, community service representatives, and professional.

SPE 5636. Advanced Studies in Learning Disabilities/(3).F.

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 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 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.