



MASTER OF EDUCATION in SPECIAL EDUCATION

36-42 Credits

Dr. Charletta Barringer-Brown, Interim Chair, Department of Middle Grades, Secondary, and Special Education

Fayetteville State University, 1200 Murchison Road, Fayetteville, North Carolina 28301

G. L. Butler Building, Room 240/241, Office: 910-672-1181, cbarringerbrown@uncfsu.edu, <http://www.uncfsu.edu/mgss/index.htm>

Master of Education in Special Education PROGRAM INFORMATION SHEET



A member of the NCATE accredited School of Education, the Master of Education in Special Education Program is approved by the NC State Department of Public Instruction to offer a K-12 license in specific learning disabilities, mental disabilities and behavioral-emotional disabilities and is approved by the UNC Board of Governors to offer the Master of Education degree (M.Ed.).

The program leading to the M.Ed. degree in Special Education provides professional training for students who already have an undergraduate degree and licensure in some area of education and are seeking a master's degree and advanced (M) level teacher licensure. Students enrolling in the M.Ed. program must select one of the following concentration areas: Specific Learning Disabilities, Mental Disabilities, Behavioral-Emotional Disabilities. Upon completion of the program students are recommended for "M" level licensure in the appropriate concentration area. The 36-42 hour program consists of specialization core courses, concentration courses and elective(s) with the number of hours required depending on entering credentials. Also included are a series of field experiences and a culminating Product of Learning experience. For persons holding a license in an area other than Special Education, the program combines initial (A) license requirements in SPED: General Curriculum and advanced (M) level licensure requirements in a two-phase process. The time of program completion is an estimated 2-3 years when taking from 3-6 hours of credit per semester.

Students should see the Chairperson of the Department of Middle Grades, Secondary, and Special Education for further information regarding specific coursework requirements and creating a plan of study.

Admission Requirements

To the Department

NOTE: No more than 12 semester hours to be counted toward the degree may be completed prior to formal admission to the M. Ed. degree program.

All applicants must submit the following for admission to Graduate Studies:

- A completed application to the M.Ed. Program to the FSU Office of Admissions and Enrollment Management with a non-refundable application fee
- One official baccalaureate transcript and transcript(s) of any previous graduate study
- Official test scores, as required for the program (Official test scores must be sent directly to the Director of Admissions and Enrollment Management from the testing agency or be recorded on an official transcript)
- Two letters of recommendation from persons qualified to evaluate the applicant's abilities to pursue graduate work, as required for the M.Ed. program.

Test Administration Requirements/Passing Scores

- Graduate Record Examinations (GRE) Minimum passing score: 750 OR
- Miller Analogies Test (MAT) Minimum passing score: 368

Test scores more than five (5) years old at the time of application will not be considered.

PROGRAM REQUIREMENTS

(36-42 Credits)

Program tracks are available for candidates who hold an existing license in special education and for those who hold licensure in non-special education areas.

Persons who do not hold a special education teaching license must first complete Phase 1 courses and initial licensure requirements in SPED: General Curriculum, including PRAXIS tests. Phase 1 must be completed prior to completing the degree (Phase 2) and advanced licensure in SLD, MD or BED, including PRAXIS II tests.

Phase 1: Initial SPED Licensure (30-33 credits)

Professional Core Courses (12 credits)

EDUC 641 Advanced Studies in Human Development and Learning Communities	3 credits
EDUC 690 Applied Research in Education [Must be taken in first 6 sh]	3 credits
EDUC 610 Planning and Implementing Instruction for Diverse Learners	3 credits
EDUC 650 Effective Practices for Teaching, Learning and Collaborative Leadership	3 credits

Specialization Core Courses (15 credits)

SPED 615 Issues and Trends in Special Education	3 credits
SPED 646 Advanced Assessment Practices in Special Education	3 credits
SPED 580 Adv. Manage. Learning Environments	3 credits
SPED 600 Practicum in Special Education [a 300-hour field experience]	6 credits

Guided Elective (3-6 credits)

(Students without SPED license will take SPED 515 and SPED 518 as their electives unless they have previously fulfilled the competencies for these courses in teaching reading, mathematics and written expression to special education students through previous credentials)

NOTE: Upon completion of the Phase 1 and PRAXIS II requirements, a candidate should make application for A-level licensure through the Office of Teacher Education.

Phase 2: Program Completion (9 credits)

Concentration Courses ** (6 credits) [Select 1 area]

Specific Learning Disabilities

SPED 523 Advanced Studies in Specific Learning Disabilities	3 credits
SPED 635 Curriculum and Effective Practices for Teaching Students with	

Specific Learning Disabilities OR Mental Disabilities

SPED 536 Advanced Studies in Mental Disabilities	3 credits
SPED 634 Curriculum and Effective Practices for Teaching Students with Mental Disabilities Behavioral-Emotional Disabilities	3 credits
SPED 538 Advanced Studies in Behavioral-Emotional Disabilities	3 credits
SPED 639 Curriculum and Effective Practices for Teaching Students with Behavioral-Emotional Disabilities	3 credits

Product of Learning Course (3 credits)*

SPED 698 Advanced Research Products of Learning [a 100- hour field experience; should be taken in the last regular semester]	3-6 credits
---	-------------

- *If Thesis option selected, credit will be 6 hours, extending length of program by 3 credits
- **One concentration required of all students licensed in SPED: GC
- PRAXIS II tests required for licensure in concentration

■ Upon completion of the Phase 2 M.Ed. requirements above, candidates should contact the Office of Teacher Education to request a recommendation for a change of license to the M- level license in the concentration area.

“The preparation of knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Fayetteville State University is a Constituent Institution of the University of North Carolina





SCHOOL OF EDUCATION
FAYETTEVILLE STATE UNIVERSITY