

SPECIAL EDUCATION (MEd, GRADUATE CERTIFICATE, POST-MASTER'S CERTIFICATE, TEACHER LICENSURE)

Faculty

Rhonda Goodale, PhD, *Boston College*

- Bilingual and Bicultural Special Education
- Assessment and Remediation • Program Evaluation (Part-time)

Mary Brady, PhD, *Boston College*

- Accessible Technology • Curriculum Development • Universal Design for Learning (Part-time)

MaryAnn Byrnes, EdD, *Rutgers University*

- Inclusion, Assessment in Special Education
- Special Education Policy • Language Acquisition • Legal Issues

Robert McCulley, MEd, *Boston College*

- Orientation and Mobility • Adult Rehabilitation

E Glenn Mitchell, PhD, *Boston College*

- Program Evaluation and Inclusionary Curriculums • Nondiscriminatory Assessment of Young Children with Special Needs

Amy McKenzie, MEd, *Texas Tech University*

- Visual Impairments
- Deafblindness

The Program

The graduate program in Special Education offers degree and certificate options with and without teacher licensure, in the broad field of special education and with particular specializations in visual impairments and orientation/mobility.

Special Education

Through courses, field-based experiences, and practica, the Special Education programs afford general education teachers, special educators, and other specialists in related fields an opportunity to acquire the necessary assessment, instructional, and consultation skills for working effectively with children and/or adolescents who are at risk and who have special educational needs, as well as with their families. Academic focus is on designing, implementing, and advocating for inclusionary learning settings for children with and without disabilities. The urban, multicultural school provides the central context within which graduate students are encouraged to reflect on their teaching practices and to view themselves as active contributors to the improvement of schools.

Specializations in Visual Impairments and Orientation and Mobility

Through courses, field-based experiences, and practica, these specializations afford general education teachers, special educators, and practitioners in related fields an opportunity to acquire the necessary assessment, instructional, and consultation skills for working effectively with students with visual impairments, as well as with their families.

The Track in Teaching Students with Visual Impairments and the Graduate Certificate in Orientation and Mobility share a common core curriculum and faculty, but have divergent emphases.

Students in the Orientation and Mobility program learn to evaluate needs and to teach the effective use of such adaptive equipment as the long cane and other low-vision aids, as well as integration of a professionally trained dog guide for independence and safe movement. They learn to teach travel skills in a variety of environments (indoors, residential, business, rural, and urban areas), instructing both school-aged children and adults, including those with additional disabilities, in how to utilize sensory information fully to orient themselves and travel safely with confidence in any environment.

The Track in Teaching Students with Visual Impairments equips practitioners to address the unique educational needs of students with visual impairments. Teachers of Students with Visual Impairments are trained to facilitate such students' academic inclusion through curricular modifications and assistance.

Qualified applicants are encouraged to apply for the limited tuition-reimbursement funds and stipends associated with the federally funded Orientation and Mobility Certificate program. For further information, contact the O/M certificate faculty or the program office.

Degree Requirements

MEd in Special Education: Track without Licensure (36 cr.)

This program is suitable for students with an interest in the field of special education who are not seeking licensure. Its curriculum is identical to that of the Initial Licensure Track (see below), with the exception that students substitute two approved 3-credit elective courses for SPE G 698: Moderate Practicum.

MEd in Special Education: Track with Initial Licensure, Pre K-8, 5-12 (36 cr.)

This program offers matriculated students a 36-credit sequence of coursework, including 75 hours of monitored pre-practicum, field-based experience and a practicum (300 clock hours minimum) leading to Initial Licensure as a Teacher of Children with Moderate Disabilities at either the Pre K-8 level or the 5-12 level. To receive the license, students must meet additional Department of Education requirements, as described in the section titled "State Licensure Requirements" below.

Courses required for the track include:

- SPE G 602: Language Acquisition and Theories of Reading
 - SPE G 607: Behavioral and Classroom Management
 - SPE G 621: Developmental Patterns
 - SPE G 624: Standardized Assessments for Students with Moderate Disabilities, Pre K-12
 - SPE G 629: Consultation and Interpersonal Skills I
 - SPE G 633: Legal and Political Issues in Special Education
 - EDU G 646: Understanding Reading
 - SPE G 691: Research Seminar in Special Education
 - SPE G 698: Moderate Practicum (6 cr.)
- For Pre K-8 License:
- SPE G 625: Literacy Assessment and Instruction for Students with Moderate Disabilities, Pre K-8
 - SPE G 626: Math, Science and Social Science Assessment and Instruction for Students with Moderate Disabilities, Pre K-8

For 5-12 License:

- SPE G 631: Clinical Teaching: Secondary
- SPE G 632: Alternative Strategies

Successful completion of a capstone experience (a final research paper with two readers) is also required; students complete it while registered for SPE G 691, normally in their final semester.

MEd in Special Education: Track with Professional Licensure (36 cr.)

This is a 36-credit clinical program for those who already hold initial licensure in special education and who wish to earn professional licensure in moderate disabilities. This program focuses on building literacy skills through data-based teaching practices, as well as on development of assessment techniques adapted for a range of learners, including those with disabilities and those

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whose first language is other than English. In the capstone project, students will implement units they have developed and document the impact of this instruction on their own students. For more information on Department of Education requirements for the professional license, see below under "State Licensure Requirements."

Courses required for the track include:

- SPE G 630: Building Collaborative Partnerships with Families of Students with Disabilities
- SPE G 647: Assessment-Based Instruction (Subject to final University approval)
- SPE G 684: Technologies in Special Education
- SPE G 685: Inclusive Interdisciplinary Curriculum Development for Pre K-12 Classrooms
- SPE G 691: Research Seminar in Special Education
- EDU G 617: Literacy Diagnosis and Instruction
- EDU G 621: Teaching Writing in the K-12 Classroom
- EDU G 622: Integrating Curriculum
- EDU G 640: Reading in the Content Areas
- EDU G 663: Assessment in Teaching
- APLING 625: Second Language Acquisition
- APLING 671: The Bilingual Child with Special Needs

Successful completion of a capstone experience (a final research paper with two readers) is also required; it is normally completed in the student's final semester.

Special Education Post-Master's Certificate with Professional Licensure (18 cr.)

For those who hold Initial Licensure as a Teacher of Students with Moderate Disabilities and who wish to go on to earn professional licensure in moderate disabilities, the University offers an 18-credit post-master's certificate. The course of study in this certificate emphasizes cross-disciplinary instruction and informed assessment practices adapted for a range of students, including those whose first language is other than English.

Courses required for the certificate include:

- SPE G 647: Assessment-Based Instruction (Subject to final University approval)
- SPE G 685: Inclusive Interdisciplinary Curriculum Development for Pre K-12 Classrooms
- EDU G 622: Integrating Curriculum
- EDU G 640: Reading in the Content Areas
- APLING 671: The Bilingual Child with Special Needs

Choice of:

- EDC G 621: Teaching Writing in the K-12 Classroom *or*
- SPE G 684: Technologies in Special Education

MEd in Special Education: Track in Teaching of Students with Visual Impairments (37 cr.)

The program offers matriculated students a 37-credit sequence of coursework, including 75 hours of monitored pre-practicum, field-based experience and a practicum (300 clock hours minimum), leading to licensure as "Teacher of the Visually Impaired." For more details on Department of Education requirements for licensure, see below under "State Licensure Requirements."

Courses required for the TVI track include:

- SPE G 514: Visual Functioning (3 cr.)
- SPE G 515: Braille I (3 cr.)
- SPE G 516: Implications of Low Vision (3 cr.)
- SPE G 541: Methods of Orientation and Mobility (4 cr.)
- SPE G 619: Braille II (3 cr.)
- SPE G 620: Education of Students with Visual Impairments (3 cr.)
- SPE G 621: Developmental Patterns (3 cr.)
- SPE G 622: Technology for Individuals with Visual Impairments (3 cr.)
- SPE G 642: Assessment and Instructional Strategies Visual Impairments (4 cr.)
- SPE G 643: Strategies for Assessing Students with Multiple Disabilities (4 cr.)
- SPE G 698B: TVI Practicum (4 cr.) (Subject to final University approval)

Students in the TVI Track must submit a capstone portfolio, normally in the final semester of their program. Students seeking initial licensure must pass all teaching test requirements of the state in which they seek licensure before being placed in an Internship.

Special Education Graduate Certificate in Orientation and Mobility (19 or 28 cr.)

This certification-qualifying program provides students with a sequence of coursework, field-based experiences, and practicum-fulfilling requirements prescribed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AERBVI). Successful completion of the curriculum, along with faculty recommendation, qualifies students to sit for the national Professional Examination in Orientation and Mobility offered by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

1. O/M Certification for vision professionals (19 credits)

Required courses:

- SPE G 511: Physical and Functional Aspects of Orientation and Mobility (3 cr.)
 - SPE G 512: Orientation and Mobility Assessment and Instructional Strategies: Children (4 cr.)
 - SPE G 513: Orientation and Mobility Assessment and Instructional Strategies: Adults (4 cr.)
 - SPE G 541: Methods of Orientation and Mobility (4 cr.)
 - SPE G 598: Internship in Orientation and Mobility (4 cr.)
2. O/M certification, expanded curriculum for related services professionals (28 credits)

Required courses:

- The five courses (19 credits) required in (1) above, plus 9 more credits, as follows:
- SPE G 514: Visual Functioning (3 cr.)
 - SPE G 515: Braille I (3 cr.)
 - SPE G 516: Implications of Low Vision (3 cr.)

Please note: Students may combine the 28-credit O/M Certificate with the 12 core credits required for the MEd in Teacher Education: Track without Licensure, to create a 40-credit Master of Education degree with a specialization in Orientation and Mobility. See the director of the Orientation and Mobility Certificate Program for details.

State Licensure Requirements

The licensure of educational personnel requires a bachelor's degree and the completion of a program that has been approved by the Massachusetts Department of Education, with course- and fieldwork that includes at least 75 hours of pre-practicum field observations and a supervised student teaching experience or internship. In addition, the Massachusetts Department of Education requires satisfactory performance on a test of proficiency in written and spoken English, and on competency examinations in a field of knowledge. For individuals seeking licensure in Moderate Disabilities at the elementary level, and Teacher of Students with Visual Impairments, the field of knowledge is covered in the General Curriculum Test, which addresses the range of subjects covered in the elementary curriculum. Individuals seeking licensure in Moderate Disabilities at the secondary level may take either the General Curriculum Test or a subject area test in a specific discipline taught at that

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level. Candidates must also pass a Foundations of Reading Test. Individuals who have completed such a program and have passed the Massachusetts Tests for Teacher Licensure will be granted "Initial Licensure," and are eligible to teach in a public school.

Those holding initial licensure have up to five years from the time they are first employed to complete the additional requirements for "Professional Licensure." These include a master's degree and successful teaching experience. Professional Licensure is renewable every five years; re-licensure requires the accumulation of "Professional Development Points" and the payment of a fee. More details concerning licensure and re-licensure are available in a booklet available from the Department of Education, 350 Main Street, Malden, Massachusetts 02148-5023, or at www.doe.mass.edu.

Admission Requirements

Please see the general statement of admission requirements for all graduate studies programs in the "Admissions" section of this publication, and the "Special Instructions for Applicants to Individual Programs" section at the back of this publication.

Please see also the description of admission requirements listed under "Professional Preparation Programs for Education" in the "Regulations, Procedures, and Degree Requirements" section of this publication.

The MEd Program in Special Education will recommend for admission those applicants who present evidence of their ability to do graduate work with distinction. Such evidence will normally include

1. A distinguished undergraduate transcript with a minimum grade point average of 3.0.
2. Submission of scores on the Communications and Literacy portion of Massachusetts Tests for Educator Licensure (MTEL). Out-of-state applicants may submit scores from either the Miller Analogies Test or the Graduate Record Examination (this requirement may be waived if the applicant already holds a graduate degree in a related field).
3. Three letters of recommendation submitted by persons who are knowledgeable about teaching special-needs students, who have worked closely with the applicant, and who have direct knowledge of the applicant's teaching potential and/or skills.

4. A writing sample indicating the applicant's ability to write in a clear, concise, and professional manner. This sample may be in the form of a recent term paper or a narrative report of a student evaluation based on the use of formal/informal tests. The Graduate College of Education has as its basic goal the preparation of thoughtful and responsive educators, committed to change for social justice. Please ensure that your writing sample demonstrates how you and your work fit such a definition. NOTE: This writing sample is in addition to the statement of intent required as part of the general application.
5. A personal interview with a member of the faculty may be requested.

Courses

SPE G 511 Physical and Functional Aspects of Orientation and Mobility

The student is introduced to the structure and function of the main systems of the human body and to chronic conditions which may affect them. Emphasis is given to disabilities most frequently seen in conjunction with visual impairments, and how the combined impact can affect O/M instruction. The course also explores the sensory systems, the mechanics of locomotion, and the psychomotor factors influencing mobility.

3 Credits

SPE G 512 Orientation and Mobility Assessment and Instructional Strategies: Children

This course is the first of two instructional strategy courses. It applies foundations and methods to the specific populations of preschool, elementary, and transition-age visually impaired children, including those with additional disabilities. Assessment tools are introduced and applied with an emphasis on the development of participants' skills in observation, information gathering, and task analysis. Participants develop specific objectives and design lessons for instructing children. This course requires an additional minimum daytime participation of six to eight hours per week to acquire 80 hours of instructional experience.

4 Credits

SPE G 513 Orientation and Mobility Assessment and Instructional Strategies: Adults

This course addresses assessment and instructional strategies of teaching visually impaired adult populations, including persons over age sixty-five, those with additional disabilities, and those from diverse cultural backgrounds. Case studies provide the basis for discussion and the foundation for the practical experience of student teaching. The course focuses on assessment, observation, information gathering, and task analysis through lesson design. It also addresses the advanced O/M systems in greater depth. This course requires minimum daytime participation of six to eight hours per week to acquire 80 hours of instructional experience.

4 Credits

SPE G 514 Visual Functioning

This course begins with a practical look at the functional impact of visual impairment through the use of simulated exercises. This is followed by a series of medically-related lectures by affiliated ophthalmologists.

Topics include the structure of the eye, the assessment of normal and abnormal vision, optics, and the functional implications of common pathologies. Students discuss low-vision services and participate in "hands-on" training within a low-vision clinic.

3 Credits

SPE G 515 Braille I

This course prepares participants to teach the reading and writing of Grade 2 Braille.

Students learn to write literary Braille using both a Perkins Braille and a slate and stylus. Topics include reading-readiness, tracking, tactile discrimination, and reading methods.

3 Credits

SPE G 516 Implications of Low Vision

This course goes beyond the physical aspects of vision loss introduced in SPE G 511 to look at functional and psychological aspects. The course includes a review of clinical procedures and the interpretation of clinical reports. Emphasis is given to conducting individualized functional vision assessments. The previous study of optics is applied to optical low-vision devices. The course provides a practical, hands-on approach to learning through vision-simulation activities and the development of a functional vision-assessment kit.

3 Credits

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SPE G 541

Methods of Orientation and Mobility

This course examines the foundations of learning and teaching orientation and mobility. The weekly lectures provide an introduction to the principles of concept development, spatial orientation, and environmental analysis as these topics relate to independent travel by visually-impaired individuals. In addition, a teacher-guided practicum lab meets for weekly sessions, totaling 120 hours throughout the semester. 4 Credits

SPE G 598

Internship in Orientation and Mobility

This course is for students who have completed coursework and student-teaching labs with both children and adults. It may be full or part-time, but the student must complete the clinical requirements set by AERBVI totaling 340 hours. The student is encouraged to assist in the design of the program with the assistance and guidance of the program advisor, based on the number of direct teaching hours completed by the student to date. Interns are required to keep an ongoing log of their experiences and to attend special-topics lectures. 4 Credits

SPE G 602

Language Acquisition and Theories of Reading

The focus on theory in this course is designed to help the pre-service special educator understand the relationship between oral-language development and reading. The course looks first at language acquisition in the normally developing child, with particular emphasis on the developmental stages of communicative competence and other factors, including second-language learning and influences of varying disabilities, that may affect language structure. The course goes on to examine the role of oral language as part of both learning-to-read and reading-to-learn. Field-work components are included. 14 Pre-practicum Hrs, 3 Credits

SPE G 607

Behavioral and Classroom Management

This course identifies major theorists, techniques, and procedures for facilitating constructive behavior in the classroom. Topics include observational recording systems, contingency contracting, and monitoring of behavioral progress. Emphasis is on pro-

social skill development and classroom structures conducive to collaborative learning. Field-work components are included. 15 Pre-practicum Hrs, 3 Credits

SPE G 619

Braille II

This course is designed for vision teachers to expand their current level of Braille competency. Students will study tools used in mathematics, including Nemeth Code, Scientific Notebook software, and the abacus. Braille formats typical of educational materials will be studied. Students will review the Literary Braille code with a focus on memorization while investigating the national literacy issues that are driving public policy. *Prerequisite: SPE G 515.*

3 Credits

SPE G 620

Education of Students with Visual Impairments

This course examines the philosophical, historical, and legal foundations of special education services to students with visual impairments. This course overviews the wide array of services and resources available to support students with visual impairments. Topics include legislation, service systems, roles and responsibilities of specialized service providers, and the impact of visual impairments on child development. In addition to the class assignments, students are required to observe and assist with a student who is visually impaired, one day per week for five weeks.

3 Credits

SPE G 621

Introduction to Disabilities for Educational Professionals

This course focuses on the physical, cognitive, behavioral, and psychological aspects of the atypical developmental patterns of children and adolescents with varying disabilities. Emphasis is given to the conceptual frameworks for understanding normalcy, including cultural, racial, ethnic and linguistic expectations, family, community, and peer group norms, and gender roles and stereotypes within the context of today's urban schools. Legal definitions of disabilities are stressed as well as the range of learning differences within typical development. This course includes a fieldwork component

5-7 Pre-practicum Hrs, 3 Credits

SPE G 622

Technology and Visual Impairments

This course will assist participants in understanding assistive technology to meet the educational needs of children who are blind and visually impaired. The goal is to educate the participants about assessment, acquisition, and implementation of assistive technology to foster academic independence in their students who are blind or visually impaired. In addition, participants will identify the latest and most appropriate technology for the needs of the Pre K-12 child with visual impairments. Legal issues, funding, inclusion of technology on the IEP, and resources for support and training also will be examined.

Prerequisites: SPE G 514 and 516.
3 Credits

SPE G 624

Standardized Assessments for Students with Moderate Disabilities, PreK-12

This course examines standardized assessment procedures and tools for nondiscriminatory screening and identification of students with special educational needs (PreK-8 and 5-12). Primary emphasis is given to appropriate administering, scoring, and interpreting norm-referenced and criterion-referenced tests designed to assess student learning styles and academic achievement. Through field-based experiences participants administer a test battery to an individual student and learn how to analyze patterns of strength and weakness, how to synthesize findings into professional reports, and how to determine appropriate goals, objectives, and instructional recommendations.

16 Pre-practicum Hrs, 3 Credits

SPE G 625

Literacy Assessment and Instruction for Students with Moderate Disabilities, Pre K-8

This course explores the major causes of difficulties in reading, spelling and perceptual motor functioning (Pre K-8). Topics include the description and evaluation of a variety of effective teaching approaches and methods and materials used in teaching students with diverse special needs in these areas. Attention is given to matching appropriate methods of teaching to the student's learning style; to models of teaching and learning in inclusionary settings; and to the mechanics of writing an effective IEP. The course includes a field-work component. 15 Pre-practicum Hrs, 3 Credits

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SPE G 626

Math, Science, and Social Science Assessment and Instruction for Students with Moderate Disabilities – Pre K-8

This course explores the major causes of difficulties in writing, math, and the content areas (Pre K-8). Topics include the description and evaluation of a variety of effective teaching approaches, methods, and materials used in teaching students with diverse special needs in these areas. Attention is also given to career education and social-skills training and their infusions within an across-the-curriculum framework. The course includes a field-work component. 15 Pre-practicum Hrs, 3 Credits

SPE G 629

Consultation and Interpersonal Skills

Students demonstrate an understanding of the principles involved in consultation and interpersonal skills. Intervention strategies and interviewing techniques will be stressed. Discussions include dynamics of the team process, roadblocks to communication, and analysis of a school system, with subsequent in-service recommendations. Students have an opportunity to apply these learned skills while examining theory concurrently. The course includes a fieldwork component. 5 Pre-practicum Hrs, 3 Credits

SPE G 630

Building Collaborative Partnerships with Families of Students with Disabilities

The course focuses on implementing effective strategies in working with parents of exceptional children. Participants become sensitive to the issues of parenting a child with special needs and learn to establish a collaborative relationship with parents that makes the best possible use of available resources. 3 Credits

SPE G 631

Clinical Teaching: Secondary

This course focuses on the development of teaching strategies to be used with the secondary learner with special needs (5-12) in the basic academic skill areas. The mechanics of writing an effective IEP are addressed. In addition, the critical issues of adolescent development are examined with respect to choosing appropriate alternative strategies. The course includes a fieldwork component. 14 Pre-practicum Hrs, 3 Credits

SPE G 632

Alternative Strategies

This course presents an overview of the vocational assessment process and alternative vocational training programs for the secondary special needs learner. A central strand examines transition to work and adult life. The course includes a fieldwork component. 9 Pre-practicum Hrs, 3 Credits

SPE G 633

Legal and Political Issues in Special Education

The field of special education is governed by laws (Chapter 766, PL 94-142, PL 101-476, and PL 99-457) and is thus subject to the political process. This course addresses the critical legal aspects of special education, with an in-depth review of legislation, regulations, and current practice issues. The major goal of the course is to clarify for special education teachers their obligations under the law, and to develop strategies for implementing the law with full compliance. 3 Credits

SPE G 642

Assessment and Instructional Strategies for Students with Visual Impairments

This course explores the unique educational needs of students with visual impairments and the skills related to teaching these students in a full array of educational settings from Pre K through grade 12. Topics include: assessment and teaching strategies, material modification and program planning for the learner with visual impairments. Issues related to direct-service provision, consultation roles and team approaches to assessment, evaluation and teaching are also presented. This course requires a field-based placement, one-half day per week of pre-practicum experience. *Prerequisites: SPE G 514, 515, 516, 541, 619, 629, and 622.* 4 Credits

SPE G 643

Strategies for Assessing and Teaching Students with Visual Impairments

This course comprehensively examines the unique assessment and teaching methodologies that may be used by Teachers of Visually Impaired Students when the student has multiple disabilities. Topics include: functional assessments, program planning, adaptive techniques, and diverse communication systems. In order to generalize the information for use with a heterogeneous population, this course emphasizes the edu-

cational implication of neurological insult. The necessity for a transdisciplinary approach is also stressed. The course requires (a) classroom lectures, discussions and group work, (b) reading and video assignments, (c) research assignments, (d) varying field-based experiences, and (e) completion of several case studies. *Prerequisites: SPE G 514, 515, 516, 541, 622, 619, 620, 642.* 4 Credits

SPE G 646

The Gifted and Talented Student

This course provides students with an overview of the gifted and talented student. Topics include definitions of "gifted," identification of the gifted and talented, and methods and programs geared to these students. Special areas to be addressed are the gifted and talented minority student, as well as the gifted and talented underachiever. 3 Credits

SPE G 647 (Subject to final University approval)

Assessment-Based Instruction

This course focuses on using formal and informal assessment information to plan and evaluate instruction for diverse learners in urban classrooms. Primary emphasis is given to the interactive literacy elements of language, reading, writing, and spelling. Students will examine and assess the relationships between the learner, the learner's history, home and school environment, and school instructional practices. Formal and informal assessments will be critiqued within the context of building an assessment/instruction cycle as a foundation for instructional practice. Students will be expected to have access to K-12 student work, which will be the basis of course assignments and projects. 3 Credits

SPE G 653

Assessment Issues in Bilingual/Multicultural Special Education

This course focuses on culturally sensitive and appropriate assessment tools, both formal and informal. Assessment is viewed within a larger context in order to ensure that critical issues are addressed with respect to the overrepresentation and inappropriate retention of bilingual/multicultural students in special education settings. 3 Credits

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SPE G 684

Technologies in Special Education

This course focuses on curriculum applications of technologies that can increase curriculum access for students with disabilities and enhance their problem-solving capabilities, organizational skills, and social competence. Primary emphasis is on evaluating technologies used for teaching and learning, on developing instructional modules that effectively incorporate technology-supported instruction into participants' classes, and on field-based application of selected technologies.

3 Credits

SPE G 685

Inclusive Interdisciplinary Curriculum Development: Pre K-12 Classrooms

This course examines validated inclusion practices—in assessment, curriculum, instruction, and program evaluation—that promote the education of culturally, racially, and linguistically diverse students with mild to moderate special needs (Pre K-12). Particular emphasis is placed on the collaborative structures and processes for building the capacity for inclusion in urban school settings. Major topics include organizational structures that support inclusion in the delivery of both building-based and classroom services; models of alternative assessment; interdisciplinary and thematic project-based learning; and inclusive instructional strategies for reading, language arts, math, and content-area subjects. Participants collaborate with general education teachers and related service providers in field-based assignments and a culminating project.

3 Credits

SPE G 686

Clinical Teaching Experience and Seminar: Special Needs (Pre K-8, 5-12)

This is a required, supervised clinical teaching field experience (400 clock hours minimum) and weekly seminar. Participants are given opportunities to demonstrate proficiency in the pedagogical content-knowledge and the standard common teacher competencies required for standard certification in Massachusetts. They demonstrate such proficiency through field-based projects, reflective journal entries, the assessment and teaching of students identified with mild to moderate special needs, collaborative work with general educators, and related service providers and seminar participation. The practicum site must be approved by program faculty.

6 Credits

SPE G 691

Research Seminar in Special Education

This course includes seminar presentations that address current problems and issues in special education. It examines the principles and methodologies of conducting various types of educational research, including quantitative and qualitative research methods. Students design and implement an original research project which represents the final capstone experience required for the MEd degree.

3 Credits

SPE G 696

Independent Study

Faculty-directed course of study in a particular area of interest or a fieldwork experience. A detailed proposal of intent must be submitted to the faculty member prior to registration.

Prerequisite: Permission of instructor and student's advisor.

Hrs by arrangement, 3-6 Credits

SPE G 697

Special Topics in Special Education

An advanced course involving intensive study of selected topics in special needs education. Course content will vary according to the topic and will be announced prior to registration.

3-6 Credits

SPE G 698

Moderate Practicum

A supervised practicum and seminar for trainees working with school-aged children identified as having mild to moderate special needs (Pre K-8, 5-12) who are receiving Chapter 766 services. Pre-registration is required one semester prior to enrollment. Seventy-five state-required pre-practicum clock hours must be documented prior to entering first-level practicum. The practicum site must be approved by program faculty.

6 Credits

SPE G 698B (Subject to final University approval)

TVI Practicum

The TVI Practicum consists of a supervised practicum and capstone experience for pre-service professionals within the TVI program working with students with visual impairments, ranging from Pre K through Grade 12. Pre-registration for the TVI practicum is required one semester prior to enrollment, along with documentation of 75 clock hours of pre-practicum experiences.

Additionally, all required licensure exams must be successfully completed prior to enrollment. The practicum site must be approved by the Program Coordinator.

4 Credits

Descriptions of other courses required for the MEd Track with Professional Licensure may be found in the course description sections for Teacher Education (EDC G) and Applied Linguistics (APLING)