

# SPECIAL EDUCATION, MASTER OF SCIENCE

Candidates for the Master of Science (MS) in Special Education may be recent college graduates or professionals experienced in fields other than teaching who wish to develop special education careers. The School of Education offers candidates the following options:

- Part-time master's program with focus in Mild-to-Moderate Disabilities which leads to teacher certification. Students may begin this program in either fall or summer semesters and have a maximum of five years to complete the program requirements.
- Part-time master's programs in two special education areas of focus (Severe Disabilities with Emphasis in Autism Spectrum Disorders and Severe Disabilities with an Emphasis in Applied Behavior Analysis) that do not lead to teacher certification (for students who choose to pursue the Master of Science in Special Education degree but who do not wish to qualify for teacher certification). Students begin during the fall semesters and have a maximum of five years to complete the program requirements.

## Master's Programs Leading to Teacher Certification

The following Master of Science in Special Education programs have been approved by the Maryland State Department of Education (MSDE) for Generic Special Education certification:

- Mild to Moderate Disabilities (Elementary/Middle)—grades one through eight.
- Mild to Moderate Disabilities (Secondary/Adult)—grades six through twelve.

### Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (MSDE Certification—Generic Special Education)

This 39-credit program is designed for individuals who are seeking teacher certification to work with students who have mild to moderate disabilities, including learning disabilities, emotional disturbances, and mild intellectual disabilities. Candidates can start the program during the summer or fall semester and complete the program at their own pace. Candidates in the part-time program option must complete all program requirements within five years.

Special Educator certification options are available at the elementary/middle school (grades one through eight) or secondary/adult levels (grades six through 12). The teacher certification program options provide instruction and applied experiences in legal issues, educational assessment, data-based decision making, instructional programming, behavior management, and collaborative programming among general and special educators. Students learn to apply specialized techniques within a continuum of educational settings, with a particular emphasis on urban settings.

## Non-Certification Master's Programs

The School of Education offers a number of program options for students not seeking certification but who want to enhance their skills in a specialized area of special education.

Currently, the School offers two non-certification specializations:

- Severe Disabilities with an Emphasis in Autism Spectrum Disorders option
- Severe Disabilities with an Emphasis in Applied Behavior Analysis

### Severe Disabilities with an Emphasis in Autism Spectrum Disorders Option

This 36-credit master's degree program option prepares individuals to teach students on the autism spectrum—ages birth through adult—whose educational priorities include specialized instruction and support in areas of communication, social/emotional skills, cognitive skills, and adaptive/independence skills.

### Severe Disabilities with an Emphasis in Applied Behavior Analysis

This 36-credit master's degree program option is designed for educators (special educators, general education teachers, behavior specialists, instructional specialists, paraprofessionals, teaching assistants, registered behavior technicians) who are seeking specialized training in special education and evidence-based practice of ABA. Professionals who earn the MS in Special Education-Severe Disabilities with an Emphasis in Applied Behavior Analysis will acquire the competencies to meet the growing needs of students requiring special education and behavioral supports.

## Admission Requirements

### Master's Programs Leading to Teacher Certification

To be fully admitted, applicants must have earned at least a bachelor's degree from an accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress). Applicants must complete the online application and submit official transcripts from all accredited post-secondary institutions attended, a resume or curriculum vitae, an essay indicating the candidate's professional goals, and two letters of recommendation, plus achieve passing scores on one of the following tests: Praxis I/Core, SAT, ACT, or GRE. (Please visit the Maryland State Department of Education (MSDE) website at [http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing\\_info/praxis1.aspx](http://www.marylandpublicschools.org/about/Pages/DEE/Certification/testing_info/praxis1.aspx) to view the current state requirements.)

### Non-Certification Master's Programs

To be fully admitted, applicants must have at least a bachelor's degree from an accredited college or university and have earned a minimum cumulative average GPA of 3.0 (out of 4.0) in all previous undergraduate and graduate studies (including for incomplete programs of study and for programs still in progress). Applicants must complete an application and submit official transcripts from all accredited post-secondary institutions attended, a résumé or curriculum vitae, an essay indicating your professional goals, dispositions survey, and two letters of recommendation.

## Program Requirements

Depending on the specific focus area, students complete 36 to 39 graduate credits for their master's degrees. Students must work with a faculty advisor to develop a program of study that includes required and elective courses. All face-to-face classes are offered at the JHU Applied Physics Lab, in Laurel MD.

## Master's Programs Leading to Teacher Certification

### Internship Requirements

Students seeking State certification are required to complete two internships during their program. Prior to the first internship, students will be required to undergo a criminal background check. Students wishing to enroll in an internship course must let the special education program coordinator know at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to each internship and should frequently review the information shared on the Special Education Program Community Page on our Learning Management System (LMS). The final internship should be completed during the last semester of classes and cannot be taken without first achieving a passing score on the two Praxis II exams.

Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship. If a student earns a grade below B in subsequent internships, the student may be dismissed from the program.

### Program of Study

Depending on the specific area of focus, students complete 36 to 39 graduate credits for their master's degree. Students must work with a faculty advisor to develop a program of study that includes required and prerequisite courses. (*Note: Students who take courses outside their approved program of study do so at their own risk—there is no guarantee that credits earned from unapproved courses will be accepted.*) In addition to coursework, students must successfully complete the internships and graduate student project (with presentation), pass the two Praxis II exams and comprehensive examinations, and fulfill any other program-specific requirements prior to graduation. Upon graduation, students will be eligible to apply for Maryland State certification under the appropriate specialization area.

### Mild to Moderate Disabilities: Elementary/Middle and Secondary/Adult (MSDE Certification—Generic Special Education)

Graduates of this program are eligible for certification in generic special education in Maryland. Along with the required coursework, graduate students must achieve qualifying scores on the Praxis/Core I exam (or one of the alternative State approved tests) prior to admission (if not acquired 3.0 GPA in Undergraduate Studies) and pass the Special Education Praxis II exams (Special Knowledge and TRE) prior to the second internship. All students must complete two internships, a Graduate Project (with presentation), and pass all required Praxis and Comprehensive exams before program completion.

### Program Plan

Code	Title	Credits
<b>Prerequisite Courses</b> <sup>1</sup>		
ED.871.501	Introduction to Children and Youth with Exceptionalities	3
ED.884.502	Assessment of Literacy	3
ED.884.505	Materials for Teaching Literacy (required for Elementary/Middle candidates only)	3
	Introductory Processes and Acquisition of Reading	3
	Human Growth and Development: A Lifespan Perspective	3
<b>Focus</b>		
Select one of the following:		39
Elementary/Middle Focus (p. 2)		

Secondary/Adult Focus (p. 2)	
<b>Total Credits</b>	<b>54</b>

<sup>1</sup> Prerequisite Courses for both Elementary/Middle (15 credits) and Secondary/Adult Focus (12 credits) (may be taken elsewhere)

### Elementary/Middle Focus

Code	Title	Credits
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.513	Applied Behavioral Programming	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3
ED.874.513	Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle	3
ED.874.524	Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities	3
ED.874.525	Mathematics: Methods for Students with Mild to Moderate Disabilities	3
ED.874.526	Classroom Management: Methods for Students with Mild to Moderate Disabilities	3
ED.874.541	Reading: Methods for Students with Mild to Moderate Disabilities	3
ED.874.860	Mild to Moderate Disabilities Internship: Induction - Elementary/Middle	3
ED.874.861	Mild to Moderate Disabilities Internship: Culmination - Elementary/Middle	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations (online course)	3
<b>Total Credits</b>		<b>39</b>

### Secondary/Adult Focus

Code	Title	Credits
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.513	Applied Behavioral Programming	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult	3
ED.874.526	Classroom Management: Methods for Students with Mild to Moderate Disabilities	3
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities	3
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities	3

ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities	3
ED.874.870	Mild to Moderate Disabilities Internship: Induction - Secondary/Adult	3
ED.874.871	Mild to Moderate Disabilities Internship: Culmination - Secondary/Adult	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations (online course)	3
<b>Total Credits</b>		<b>39</b>

**Non-Certification Master’s Programs Internship Requirements**

Students will be required to complete an internship as part of their master’s program. Prior to the internship, students will undergo a criminal background check. Students wishing to enroll in an internship course must let the special education program coordinator know at least one semester prior to the one in which they plan to complete the internship. Students are responsible for completing all requirements prior to each internship and should frequently review the information shared on the Special Education Program Community Webpage in our Learning Management System (LMS).

Students must earn a grade of B or better in each required internship. If a student earns a grade below B in an internship, the student must repeat the internship, and earn a grade of B or A. Students may not register for any other course until they complete the repeated internship. If a student earns a grade below B in subsequent internships, the student may be dismissed from the program.

**Practicum Elective Requirements (ABA program only)**

Students enrolled in the ABA focus area, will have the opportunity to complete 4 elective practicum courses during which candidates can accrue hours toward the experience requirements for *Concentrated Fieldwork Experience* as outlined by the Behavior Analyst Certification Board; BACB (<https://www.bacb.com> (<https://www.bacb.com/>)). The practicum electives provide supervised experiences in the application of behavior analytic services in a variety of educational setting and includes a face-to-face seminar with an instructor. Placements for each student are coordinated through the Practicum Coordinator and the faculty advisor. Practicum is completed during the second and third year of the program. The option to enroll in practicum is limited to candidates in the Maryland/DC area.

**Program Requirements**

Depending on the specific focus area, students complete 36 to 39 graduate credits for their master’s degree. Students must work with a faculty advisor to develop a program of study that includes required and elective courses. All students (with the exception of ABA program candidates) must complete a Graduate Student Project (with presentation) and pass Comprehensive exams before program completion.

**Severe Disabilities with an Emphasis in Autism Spectrum Disorders Option Program Plan**

Code	Title	Credits
<b>Prerequisite or Corequisite Courses <sup>1</sup></b>		
ED.871.501	Introduction to Children and Youth with Exceptionalities	3
	Human Growth and Development: A Lifespan Perspective	3

<b>Required Courses</b>		
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education (online course)	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.513	Applied Behavioral Programming	3
ED.877.513	Education of Students with Severe Disabilities: Augmentative Communication Systems (online course)	3
ED.877.514	Community and Independent Living Skills	3
ED.877.550	Inclusive Practices for Autism Spectrum Disorders	3
ED.877.551	Survey of Autism and Other Pervasive Developmental Disorders (online course)	3
ED.877.553	Classroom Programming for Students with Autism (online course)	3
ED.877.555	Teaching Communication and Social Skills (online course)	3
ED.877.810	Internship in Severe Disabilities: Induction	3
ED.87x.xxx	Elective <sup>2</sup>	3

<sup>1</sup> May be taken elsewhere.

<sup>2</sup> Subject to the approval of the faculty adviser.

**Severe Disabilities with an Emphasis in Applied Behavior Analysis Program Plan**

Code	Title	Credits
<b>ABA Required Coursework</b>		
ED.873.601	Introduction to Applied Behavior Analysis and Special Education	3
ED.873.602	Research Methods: Evaluation, Measurement and Single Case Design	3
ED.873.603	Behavioral Assessment and Intervention for Challenging Behaviors	3
ED.873.604	Behavioral Assessment and Instructional Strategies	3
ED.873.605	Ethics and Professional Conduct for Behavior Analysts	3
ED.873.606	Applications of Applied Behavior Analysis in the Classroom	3
ED.873.607	Supervision and Consultation in ABA	3
<b>Special Education Coursework (5 courses/12 credits required)</b>		
ED.871.510	Legal Aspects, Service Systems, and Current Issues in Special Education	3
ED.871.512	Collaborative Programming in Special Education	3
ED.871.511	Instructional Planning and Management in Special Education	3
ED.877.551	Survey of Autism and Other Pervasive Developmental Disorders	3
ED.877.555	Teaching Communication and Social Skills	3
ED.877.550	Inclusive Practices for Autism Spectrum Disorders	3
ED.877.513	Education of Students with Severe Disabilities: Augmentative Communication Systems	3
ED.874.512	Characteristics of Students with Mild to Moderate Disabilities: Learning Disabilities, Behavioral Disorders, and Intellectual Disabilities	3

ED.874.513	Educational Assessment of Students with Mild to Moderate Disabilities: Elementary/Middle	3
ED.874.514	Educational Assessment of Students with Mild to Moderate Disabilities: Secondary/Adult	3
ED.874.524	Spoken and Written Language: Methods for Students with Mild to Moderate Disabilities	3
ED.874.525	Mathematics: Methods for Students with Mild to Moderate Disabilities	3
ED.874.527	Career Assessment and Programming: Education of Students with Mild to Moderate Disabilities	3
ED.874.528	Diversifying the General Education Curriculum: Methods for Secondary Students with Mild to Moderate Disabilities	3
ED.874.541	Reading: Methods for Students with Mild to Moderate Disabilities	3
ED.874.542	Reading, English, and Language Arts: Methods for Secondary Students with Mild to Moderate Disabilities	3
ED.892.562	Access to General Education Curriculum with Technology Accommodations	3

#### Electives

ED.873.610	Applied Behavior Analysis Practicum I	3
ED.873.611	Applied Behavior Analysis Practicum II	3
ED.873.612	Applied Behavior Analysis Practicum III	3
ED.873.613	Applied Behavior Analysis IV	3

## Learning Outcomes

### Master's Programs in Special Education

#### Program Goals

The goals of the School of Education's Master of Science in Special Education certification programs are to:

- Secure recognition from the Council for Exceptional Children (CEC) and approval by the Maryland State Department of Education (MSDE).
- Graduate highly qualified special educators, as measured by the successful completion of coursework, comprehensive exams, graduate projects and presentations, and required state Praxis exams.
- Graduate highly qualified special educators who possess the requisite competencies to effectively educate students with exceptionalities from a diverse range of backgrounds and needs in a variety of educational settings.

#### Program Objectives

The learning objectives of the School of Education's MS in Special Education certification programs are to:

- To prepare qualified and credentialed special education professionals who are able to apply evidenced-based strategies across settings in which students with disabilities are served.
- To provide multiple opportunities to bridge research and theory with reflective practice.
- To prepare qualified and credentialed special education professionals who possess and exhibit collaborative and ethical behaviors with students and colleagues.
- To prepare qualified and credentialed special education professionals who have acquired the knowledge to access necessary resources

and the professional networks that will further their professional development and support their advocacy for children with disabilities and their families.

- To provide cutting edge research and excellent instruction, as evidenced by faculty scholarship and teaching evaluations.

#### Learning Outcomes

The learning outcomes for graduates of the School of Education's MS in Special Education certification programs are measured across seven content standard areas, as outlined by the Council for Exceptional Children (CEC, 2015).

#### ADDITIONAL OUTCOMES FOR THE MS SEVERE DISABILITIES IN EMHISIS IN APPLIED BEHAVIOR ANALYSIS

The broad educational objectives of the Master of Science in Special Education-Applied Behavior Analysis are to prepare educators to become effective teachers and leaders in applied behavior analysis and special education. The specific program learning outcomes are listed below:

- Candidates will define, demonstrate, and apply the concepts and principles of behavior analysis within an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will utilize research methods to evaluate and measure the effectiveness of intervention and instructional procedures within an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will conduct and complete behavioral assessments in order to identify the effective instructional program or behavior reduction plan in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will design, implement, and evaluate an instructional program based on assessment results to increase a desired behavior/skill for an individual student or a group of students in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will design, implement, and evaluate a behavior reduction program based on assessment results to decrease inappropriate behaviors for individual students or a group of students in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will define and practice within the Professional and Ethical Compliance Code for Behavior Analysts, as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will be able to implement, manage, and practice applied behavior analysis in an educational setting as evidenced by successful completion of coursework and when elected, practicum requirements.
- Candidates will be able to demonstrate knowledge and skills as outlined by the CEC's Advanced Specialty Set: Special Education Behavior Intervention Specialist
- With the successful completion of coursework and practicum requirements, candidates will take and successfully complete the Behavior Analyst Certification Board (BACB) exam as evidenced by a passing score (set by the BACB).