M.S.ED. IN SPECIAL EDUCATION

https://tal.edu.miami.edu/graduate/masters/se-msed/index.html

Overview
This degree prepares individuals to work with students with disabilities in collaborative school environments. The course of study consists of 30-36 credits over six terms (one year that includes two summers). The program accommodates both working teachers and individuals seeking initial teacher certification in special education.

The initial certification option includes 6-credit hours of student teaching including related Florida Educator Accomplished Practices support. The State approved program provides competencies for initial certification in K-12 special education with reading and ESOL endorsement.

Application Requirements
Admission to all graduate-degree concentrations in the School of Education and Human Development is based on the recommendation of the faculty. Admissions decisions are based on faculty review of the following general requirements that apply to all Graduate Programs in the School as well as specific documents listed under each concentration.

Applicants must:
- Graduate Record Exam (GRE) requirements may be waived for applications, pending final approvals. However, if the GRE is required for admissions, applicants must achieve acceptable scores on the GRE taken within the past five years. International applicants whose native language is not English or applicants whose degrees are from a non-U.S. University must pass the Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS) and the GRE;
- provide official transcripts showing completion of a bachelor’s degree from an accredited institution and an acceptable undergraduate grade point average. A minimum of 3.0 undergraduate GPA is required. Official transcripts from every institution attended by an applicant, whether or not the applicant completed a degree program at the institution, are required;
- provide three letters of recommendation that address the issues and meet the criteria established by the program being applied to;
- provide a personal statement that addresses the mission and purpose of the program being applied to;
- resume;
- take part in an admissions interview (required by some programs); and
- exhibit personal and professional experiences and characteristics that are relevant to the profession and/or field and/or degree program for which the application is being submitted.

Master of Science in Education (M.S.Ed.)
In addition to the factors listed as general requirements for all applications to the SEHD’s graduate programs, consideration for admission to the M.S.Ed. program will include the following:
- For some M.S.Ed. programs in TAL: Teachers with at least three years full-time teaching experience may apply for a GRE waiver for programs in the Department of Teaching and Learning. An application for waiver of the GRE requirement may be found on the SEHD web site. Teachers who apply for a GRE waiver must submit a 3-page essay on an important topic in education.

International Applications
All international applications must provide additional information and meet additional requirements as required by the UM Graduate School and the Office of International Student and Scholar Services. For an appropriate link to these requirements, please visit the Graduate School website.

Admission Decision
Once an applicant has been admitted to graduate study, that individual should meet with the faculty advisor who was appointed to serve in that capacity and whose name appears in the admissions letter. This advisor will help the student enroll in courses that are appropriate to the program; to develop and to refine a Course Sequence Plan that must be on file in the Office of Graduate Studies by the end of the first semester of enrollment.

Honor Code/Handbook of Policies and Procedures
The School of Education and Human Development follows the Graduate School’s Honor Code. All students are required to review the Graduate Student Honor Code and the School of Education and Human Development’s Handbook of Policies and Procedures for Graduate Students and submit the signed Acknowledgement of Receipt located on page 3 by the end of their first semester of enrollment.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAL 606</td>
<td>Issues and Strategies for ESOL</td>
<td>3</td>
</tr>
</tbody>
</table>
Sample Plan of Study

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

### Year One

#### Fall
- TAL 606 Issues and Strategies for ESOL 3
- TAL 614 Assessment in Inclusive and Special Education Classrooms 3
- TAL 629 Educating Exceptional Students 3

#### Credit Hours
9

#### Spring
- TAL 608 Language Development for Linguistically and Culturally Diverse Students 3
- TAL 634 Language and Reading Instruction 3
- TAL 635 Inclusive Models of Teaching 3

#### Credit Hours
9

#### Summer
- TAL 668 Human Development, Learning and Schooling 3

#### Credit Hours
3

### Year Two

#### Fall
- TAL 636 Universal Design for Learning and Assistive Technology Strategies for Transition 3
- TAL 654 STEM Methods for Diverse Learners 3
- TAL 677 Applied Research in Education 3

#### Credit Hours
9

### Total Credit Hours
30

**Mission**

Over the last decade, special education has been a critical shortage area in teaching at the national, state, and district levels. The US Department of Education reported on the designated teacher shortage areas by State for 2017-2018 and noted that special education is a critical shortage area in the state of Florida, the site of this program (See http://www2.ed.gov/about/offices/list/ope/pol/tsa.doc). Further, the Miami-Dade County Public School district has issued a recruitment call for certified special educators to meet the critical shortage area demand. Almost 50% of the current MDCPS open
teaching positions require a special education teaching certification. This goal of this program is to address the critical shortage by producing certified special education teachers who possess the requisite knowledge and skills to pursue careers in special education.

Goals
The specific learning objectives for this program are to increase:

- Knowledge of foundations of special education including knowledge of the IEP and the transition process;
- Knowledge of assessment and evaluation including reading, language/communication, and behavioral assessments and supports; and
- Knowledge of effective instructional practices in special education.

Student Learning Outcomes
- Students will demonstrate knowledge of foundations of special education.
- Students will demonstrate knowledge of assessment and evaluation for special education.
- Students will demonstrate knowledge of instructional practices in special education.