SPECIAL EDUCATION M.ED.

Degree: Master of Education
https://www.towson.edu/coe/departments/specialed/grad/special-education/

Special Education Concentration:
Program Director: Michelle Pasko
Phone: 410-704-3835
Email: mpasko@towson.edu

Teacher as Leader in Autism Spectrum Disorder Concentration:
Program Coordinator: Katherine Holman
Phone: 410-704-3613
Email: kholman@towson.edu

The Master of Education degree in Special Education is an applied professional program designed to meet the critical need for special educators. Two concentrations support this offering: Special Education Certification and Special Education Teacher as Leader in Autism Spectrum Disorder.

Please note that only one degree in Special Education can be awarded; students who complete more than one concentration in Special Education will not receive two different degrees.

Special Education Concentration
The degree program is for professionally certified teachers seeking a graduate degree in the area of special education. The Special Education Certification program is an initial certification/endorsement in the area of special education. It provides the skill development and knowledge base established by the Council for Exceptional Children's Standards for Beginning Special Educators and will meet the requirements for the Maryland State Department of Education's Special Education Generic Certification at the infant/primary (birth-grade 3), elementary/middle (grades 1-8) or secondary/adult (grades 6-12) levels. The degree program emphasizes the following themes: collaboration and consultation, translation of effective, research-based instructional and management strategies into practice, and cross-categorical, rather than disability-specific, approaches. A majority of the graduate students in the Special Education program are full-time working professionals, taking classes in the afternoon or evenings.

Admission Requirements
- A baccalaureate degree from a regionally accredited college or university**
- An overall minimum GPA of 3.00 for full admission to the program and a 2.75 GPA for conditional admission, based on the last 60 units of total undergraduate and post-baccalaureate study
- Current professional teaching certificate

NOTE: A valid professional teaching certificate is a prerequisite for admission to the M.Ed. program. Prior to enrolling in any course work, applicants who do not hold a current teaching certificate should contact the MAT program office at 410-704-5388 to obtain information about earning a professional teaching certificate. A special education track is available in the MAT program.

International students must have passing TOEFL scores and have completed the Praxis Core.

Non-immigrant International Students
Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complying-j1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/ioso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

**See Exceptions to Policy in Graduate Admissions (https://www.towson.edu/academics/graduate/admissions/policies.html).

Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 637</td>
<td>INCLUSION FOR THE CLASSROOM TEACHER</td>
<td>3</td>
</tr>
<tr>
<td><strong>Program Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED 525</td>
<td>FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)</td>
<td>3</td>
</tr>
<tr>
<td>SPED 527</td>
<td>CURRICULUM/METHODS OF SOCIAL EMOTIONAL AND MOTOR DEVELOPMENT FOR STUDENTS WITH DISABILITIES PREK-12 (EC/EL)</td>
<td>3</td>
</tr>
<tr>
<td>or SPED 601</td>
<td>SPECIAL EDUCATION: CURRICULUM &amp; METHODS OF INSTRUCTION FOR SECONDARY TRANSITION</td>
<td></td>
</tr>
<tr>
<td>SPED 604</td>
<td>ACTION RESEARCH IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 605</td>
<td>WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 607</td>
<td>CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 631</td>
<td>CLASSROOM STRATEGIES AND INTERVENTIONS FOR DIVERSE STUDENT POPULATIONS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 632</td>
<td>ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 641</td>
<td>EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>SPED 646</td>
<td>USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At least two courses must be selected from the following, or by obtaining approval from the Program Director:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 607</td>
<td>LEARNER DIVERSITY, CULTURAL RESPONSIVENESS, AND INCLUSION IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ECED 609</td>
<td>GROWTH AND DEVELOPMENT OF YOUNG CHILDREN</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 740</td>
<td>EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 742</td>
<td>TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
Special Education: Teacher as Leader in Autism Spectrum Disorder Concentration

The Teacher as Leader in Autism Spectrum Disorder is an applied professional program designed to meet the increasing and specific needs related to educating students with an autism spectrum disorder (ASD). The degree program is designed for professionals who currently hold certification in special education or a related field (psychology, speech-language pathology, occupational therapy, physical therapy, social work) and are seeking specialized knowledge and opportunities to apply this knowledge to better meet the educational needs of students with ASD. The degree program emphasizes the following themes related to ASD: specific knowledge about core areas of impairment, application of research-based instructional and classroom management strategies, effective collaboration and consultation, action research, and leadership. Each course includes an "application project" to allow the student hands-on experience with implementation and reflection of teaching and leadership practices as related to ASD.

General Admission Requirements
- A baccalaureate degree from an accredited college or university
- An overall minimum GPA of 3.00 for full admission to the program and a 2.75 GPA for conditional admission, based on the last 60 units of total undergraduate and post-baccalaureate study
- Letter of Recommendation
- Admission essay

Note: Successful completion of this program will yield a master's degree, but no additional certification from MSDE. Certification in special education or a related field is highly recommended, but not required.

Degree Requirements

Special Education: Teacher as Leader in Autism Spectrum Disorder (36 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 604</td>
<td>ACTION RESEARCH IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Passing Praxis II: Special Education Specialty 0354 or 5354 is a graduation requirement. A copy of scores must be submitted to the Special Education graduate director prior to graduation.

Maryland State Department of Education teacher recertification requirements are the student's responsibility and are not a requirement of this program.

The development and presentation of a portfolio that demonstrates and aligns with the professional association accreditation standards of the Council for Exceptional Children will take the place of the master's thesis.

Teacher as Leader in Autism Spectrum Disorders

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 605</td>
<td>WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 620</td>
<td>EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 621</td>
<td>FORMAL AND INFORMAL ASSESSMENT TECHNIQUES FOR STUDENTS WITH ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPED 622</td>
<td>SOCIAL THINKING AND CONNECTEDNESS FOR STUDENTS ON THE AUTISM SPECTRUM</td>
<td>3</td>
</tr>
<tr>
<td>SPED 623</td>
<td>BEHAVIOR MANAGEMENT FOR STUDENTS WITH ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPED 624</td>
<td>EVIDENCE-BASED STRATEGIES AND INTERVENTIONS FOR STUDENTS WITH ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPED 644</td>
<td>UNIVERSAL DESIGN FOR LEARNING AND DIFFERENTIATED INSTRUCTION</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum/Methods Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 625</td>
<td>CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD I</td>
<td>3</td>
</tr>
<tr>
<td>SPED 626</td>
<td>CURRICULUM AND METHODS OF INSTRUCTION FOR STUDENTS WITH ASD II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 627</td>
<td>CO-TEACHING AND INCLUSION OF STUDENTS WITH ASD II</td>
<td>3</td>
</tr>
<tr>
<td>SPED 628</td>
<td>INTEGRATING INSTRUCTIONAL AND ASSISTIVE TECHNOLOGIES TO SUPPORT STUDENTS WITH ASD</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 36

Teacher as Leader in Autism Spectrum Disorders

CEC Advanced Preparation Standard 1 Assessment
1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

CEC Advanced Preparation Standard 2 Curricular Content Knowledge
2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.
CEC Advanced Preparation Standard 3 Programs, Services, and Outcomes
3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

CEC Advanced Preparation Standard 4 Research & Inquiry
4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

CEC Advanced Preparation Standard 5 Leadership and Policy
5.0 Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

CEC Advanced Preparation Standard 6 Professional and Ethical Practice
6.0 Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

CEC Advanced Preparation Standard 7 Collaboration
7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Certification
1. Learner Development and Individual Learning Differences - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2. Learning Environments - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
3. Curricular Content Knowledge - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.


5. Instructional Planning and Strategies - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

6. Professional Learning and Ethical Practice - Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. Collaboration - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.