

# SPECIAL EDUCATION MODERATE DISABILITIES LEVELS 5-12/AUTISM SPECTRUM DISORDERS (INITIAL) LICENSURE CONCENTRATION, MS

The Master of Science in Education is designed to prepare professionals for careers in education and related fields. The degree includes options for individuals with a bachelor's degree that leads to careers in education in pre-school through secondary levels. While the M.S. in Education seeks to provide graduates with the skills, knowledge, and creativity needed for success in the classroom, community, and organizations, the specializations, certifications and licensure provide depth in a particular area of educational practice, policy, curriculum, and state-of-the-art inclusionary best practices.

Coursework for the Moderate Disabilities program provides practitioners with age-appropriate strategies for education students with disabilities in the least restrictive environment. The program focuses on current issues in special education, best practices for inclusive education, including law nondiscriminatory assessment, issues of cultural and linguistic diversity, classroom and behavioral adaptations, integration of new technologies and collaboration with families and service providers. This program includes a yearlong practicum.

## Program Requirements

The Master of Science in Education degree with a concentration in Moderate Disabilities Levels 5- 12/Autism Spectrum Disorders or Moderate Disabilities Levels PreK-8/Autism Spectrum Disorders both require the completion of 45 credit hours and a practicum or internship experience to meet degree requirements. The Master of Science in Education degree with a concentration in Severe Disabilities: All Levels/ Autism Spectrum Disorders requires the completion of 42 credit hours and a practicum or internship experience to meet degree requirements. Students who complete any of these three concentrations will also earn a certificate in Autism Spectrum Disorders.

## Additional Program Information

### Title II of the Higher Education Act

Title II (Section 207 of the Higher Education Act) requires that institutions with teacher preparation programs that enroll students receiving federal financial assistance prepare annual reports on teacher preparation and licensing. The full report is distributed with admissions materials and is also available upon request.

## M.S. Education: Moderate Disabilities Levels 5-12/Autism Spectrum Disorders (Initial) Licensure Requirements (45 credits):

Code	Title	Hours
SPE 510	Managing Challenging Behaviors	3
SPE 511	Applied Behavior Analysis	3

SPE 515	Foundations for Promoting Inclusive Schools	3
SPE 520	Learners with Special Needs	3
SPE 525	Multisensory Language and Literacy Strategies	3
SPE 529	Curriculum I: English, Reading, History/Social Science 5-12	3
SPE 530	Curriculum Design and Assessment	3
SPE 539	Curriculum II: Math, Science, Technology and Engineering 5-12	3
SPE 546	Teaching Children with Autism Spectrum Disorders	3
SPE 548	Reading and Language Arts for English Language Learners	3
SPE 552	Advocacy, Collaboration and Problem Solving for Students with Autism	3
SPE 555	Pre-Practicum	0
SPE 556	Supporting Comm. and Social Development for Students with Autism	3
SPE 559	Practicum Moderate Disabilities (taken twice)	6

**Total Credits Required:** 42

## Student Learning Outcomes

Graduates of the Master of Science in Education program are expected to demonstrate achievement in all areas of the program. Specifically, graduates will be able to:

- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Curriculum, Planning, and Assessment standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Teaching All Students standard.
- Prepare students to meet the Massachusetts Department of Elementary and Secondary Professional Standards for Teachers Professional Culture standard.
- Demonstrate effective oral and written communication skills through in-class assignments and presentations, to be applied in the teaching-learning process.