

MASTER OF SPECIAL EDUCATION

On-Line Course Structure

<https://www.wilson.edu/master-special-education>

PROGRAM VISION

The Master of Special Education degree is designed for individuals who hold a bachelor's degree and are currently certified to teach in grades K-12. The program is based on the premise that successful teachers will need an in-depth knowledge of pedagogy, a mastery of current theory and an understanding of research-based practices and technology to move from being good teachers to becoming great teachers. The main focus of the Wilson program is to hone teaching skills through research and classroom practices, thereby fostering teaching excellence and teacher leadership.

MASTER OF EDUCATION PROGRAM OPTIONS

- **Master of Special Education No Certification** - This option is for certified educators who wish to expand their knowledge of Special Education in grades PK-12
- **Master of Special Education with PreK-8 Certification** - This option is for certified educators who wish to gain PA Special Education Certification in grades PK-8
- **Master of Special Education with 7-12 Certification** - This option is for certified educators who wish to gain PA Special Education Certification in grades 7-12

WILSON ADVANTAGES

- On-line Courses – Program can be completed totally on-line.
- Easy Entry – There is no specific sequence of courses. Students may jump in and out as their schedule permits. Graduate in 1 ½, 2, 3+ years (all course work and degree requirements must be completed within six years of taking the first class in the program).
- No Fees – Districts generally reimburse course tuition, but not fees. Many colleges charge fees for each course. Wilson has no course fees.
- Competitive Tuition – Tuition is among the lowest in the region and you can defer payment until the end of each course (\$25 to defer payment).
- Course Accommodations – We can transfer up to two graduate courses and make accommodations in other ways.

MSE PROGRAM ENTRANCE PREREQUISITES

MSE Degree Program Admission is based on the following criteria:

- Completion of bachelor's degree from a regionally accredited institution of higher education
- A minimum undergraduate cumulative grade point average of 3.0 on a 4.0 scale
- Submission of required application credentials
- A current certification for eligibility to teach in grades K-12

ADMISSION TO THE MASTER OF SPECIAL EDUCATION PROGRAM (MSE)

To earn the MSE degree, a student must submit application credentials / be formally admitted to the MSE Program during their first semester.

Required MSE Program application credentials:

- **Complete application/essay responses:**
<https://www.wilson.edu/master-special-education-application>
- **Resume**
- **\$35.00 non-refundable application fee** (check payable to Wilson College)
- **Official transcripts** from all undergraduate and graduate colleges and universities attended. E-transcripts are accepted. Transcripts must be sent directly to the Director of the MSE Program.
- **Praxis scores** (copies are accepted)
- **Copy of valid teaching certificate**
- **Two letters of recommendation** (specifically for entry into the Wilson College MSE Program) from educators or employers. One letter should be from applicant's current principal or supervisor.

Program Application Documents may be mailed or emailed to:

Wilson College, Office of Graduate Admissions
1015 Philadelphia Avenue, Chambersburg, PA 17201,
graduateadmissions@wilson.edu

ENROLLMENT OF NON-DEGREE STUDENTS IN MSE COURSES

Non-degree students may enroll in any MSE course for which they have the necessary prerequisites with the approval of the Director of the MSE Program.

TUITION

Set yearly by Wilson College. No additional² fees. Current graduate course tuition rates can be found at: <http://www.wilson.edu/graduate-tuition>

COURSE REGISTRATION INFORMATION

Course registrations can be completed/submitted on-line at:

www.wilson.edu/mse-course-registration-form

TRANSFER CREDITS

At the discretion of the program director, no more than two courses (six semester hours) may be transferred into the MSE program. In order for a course to transfer in to the MSE program, the grade in the course must be 3.0 or higher on a 4.0-point scale and the goals, outcomes and assessment results must be similar to that of the MSE course being fulfilled through transfer credit.

COURSE OFFERINGS (10-COURSE PROGRAM)

MSE candidates will plan their courses of study with their academic adviser.

See course descriptions for any course prerequisites/co-requisites.

Master of Special Education (no certificate) (30 credits)

SPE 526 - Advanced Studies in High Incidence Disabilities (includes field experiences)

SPE 527 - Advanced Studies in Low Incidence Disabilities (includes field experiences)

SPE 528 - Early Intervention (includes field experiences)

SPE 532 - Parent Conferencing and Collaboration for Special Educators (online)

OR SPE 529 - Conferencing and Collaboration (face-to-face)

SPE 533 - PreK-8 Instructional Methods (includes field experience)

OR SPE 534 - Secondary Instructional Methods (includes field experiences)

SPE 542 - Positive Behavioral Supports (includes field experiences)

SPE 543 - Transition Planning and Services

EDU 554 - Formal and Informal Classroom Assessment (online)

OR EDU 541 - Educational Assessment (face-to-face)

SPE 598 - Educational Research and Design

SPE 599 - Master's Project on Action Research

Master of Special Education (with certification (preK-8) (30 credits)

SPE 526 - Advanced Studies in High Incidence Disabilities (includes field experiences)

SPE 527 - Advanced Studies in Low Incidence Disabilities (includes field experiences)

SPE 528 - Early Intervention (includes field experiences)

EDU 532 - Education Perspectives in a Diverse Society (online)

OR EDU 512 - Teaching English Lang Learners (face-to-face)

SPE 532 - Parent Conferencing and Collaboration for Special Educators (online)

OR SPE 529 - Conferencing and Collaboration (face-to-face)

SPE 533 - PreK-8 Instructional Methods (includes field experiences)

SPE 542 - Positive Behavioral Supports (includes field experiences)

EDU 554 - Formal and Informal Classroom Assessment (online)

OR EDU 541 - Educational Assessment (face-to-face)

SPE 598 - Educational Research & Design

SPE 588 - PreK-8 Special Education Practicum

Master of Special Education (with certification (7-12) (30 credits)

SPE 526 - Advanced Studies in High Incidence Disabilities (includes field experiences)

SPE 527 - Advanced Studies in Low Incidence Disabilities (includes field experiences)

EDU 532 - Education Perspectives in a Diverse Society (online)

OR EDU 512 - Teaching English Lang Learners (face-to-face)

SPE 532 - Parent Conferencing and Collaboration for Special Educators (online)

OR SPE 529 - Conferencing and Collaboration (face-to-face)

SPE 534 - Secondary Instructional Methods (includes field experiences)

SPE 542 - Positive Behavioral Supports (includes field experiences)

SPE 543 - Transition Planning and Services

EDU 554 - Formal and Informal Classroom Assessment (online)

OR EDU 541 - Educational Assessment (face-to-face)

SPE 598 - Educational Research & Design

SPE 589 - Secondary Special Education Practicum

MASTER'S LEVEL COURSE DESCRIPTIONS

EDU 512 Teaching English Language Learners

Addresses methods and materials to prepare English language learners to enter and Succeed in elementary and secondary mainstream classrooms. ***(This is a 16-week face-to-face course.)***

EDU 532 Education Perspectives in a Diverse Society

Prepares students to deal with the conceptual, theoretical, political, and philosophical issues in multicultural education. It has been designed to clarify issues related to pluralistic education, adopting a philosophical position, designing and implementing effective teaching strategies that reflect ethnic and cultural diversity, and preparing sound guidelines for multicultural programs and practices. In this course, diversity refers to all ways in which people differ, including that of socio-economic status, ethnicity, sexual orientation, religious practices, and other differences.

EDU 541 Educational Assessment

This course provides pre-service educators with theory and practice of commonly used assessment tools including, but not limited to, formal, informal, authentic, and benchmark assessments. Content focuses on how to effectively interpret data and how to translate data into academic achievement. *(This is a 16-week face-to-face course.)*

EDU 554 Formal and Informal Classroom Assessment

Examines philosophical conceptions of curriculum, educational assessment, and principles of planning instruction. Students will construct assessment tools for the evaluation of student progress, teaching effectiveness, and curriculum alignment. Additionally, students will investigate state testing, interpretation, and the meaningful use of results.

SPE 526 Advanced Studies in High Incidence Disabilities

This course provides an in-depth study of the characteristics, identification procedures, and current research related to students with High Incidence Disabilities, including Learning Disabilities, Emotional/Behavioral Disabilities, Speech/Language Disabilities, and Mild Intellectual Disabilities. Seven (7) hours of field experience within a school setting are required.

Extended Course Description: Students will be required to complete 7 hours of observation/lesson teaching in environments that serve students with high incidence disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

SPE 527 Advanced Studies in Low Incidence Disabilities

Characteristics, identification, and current research related to students with Advanced Studies in Low Incidence Disabilities, including severe intellectual disabilities, low vision/blindness, physical/health disabilities, and Traumatic Brain Injuries will be examined. Seven (7) hours of field experience within a school setting are required.

Extended Course Description: Students will be required to complete 7 hours of observation/lesson teaching in environments that serve students with Low Incidence Disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

SPE 528 Early Intervention

This course provides an in-depth study of individuals with disabilities from birth to age 5. Typical and atypical child development theories will be studied. Methods of instruction/assessment and current research related to Early Intervention will also be examined. Seven (7) hours of field experience in an Early Intervention setting are required.

Extended Course Description: Students will be required to complete 7 hours of observation/lesson teaching in environments that serve as Early Intervention sites for students with disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: SPE 526 Advanced Studies in High Incidence Disabilities or SPE 527 Advanced Studies in Low Incidence Disabilities

OR

Course co-requisite: SPE 526 Advanced Studies in High Incidence Disabilities or SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 529 Conferencing and Collaboration

This course will prepare students to conference and collaborate with colleagues and parents. Students will also learn how to write Individualized Educational Plans (IEPs) for students with disabilities. *(This is a 16-week face-to-face course.)*

SPE 532 Parent Conferencing and Collaboration for Special Educators

This course will explore research relevant to conferencing with parents of students with special needs. Students will develop Individual Education Plans (IEPs) / Individualized Family Service Plans (IFSPs) for students with disabilities. Current trends and research related to advanced skills in collaboration with general education teachers, social service agencies, and other professionals will also be studied.

Course prerequisite: SPE 526 Advanced Studies in High Incidence Disabilities

OR

SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 533 PreK-8 Instructional Methods

Evidence-based instructional methods and assessments for students (PreK-8) with disabilities in academic, social and life skills settings will be investigated and applied

to student generated lesson plans, differentiated to meet the needs of students with disabilities. Progress monitoring and data collection related to Individualized Education Plans (IEPs) will also be investigated. Ten (10) hours of field experience in various instructional settings are required.

Extended Course Description: Students will be required to complete 10 hours of observation/lesson teaching in a variety of environments that serve PreK-8 students with disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

OR

Course co-requisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 534: Secondary Instructional Methods

Evidence-based instructional methods and assessments for students (grades 7-12) with disabilities in academic, vocational, and social settings will be investigated and applied to student generated lesson plans, differentiated to meet the needs of students with disabilities. Progress monitoring and data collection related to Individualized Education Plans (IEPs) will also be investigated. Ten (10) hours of field experience in various instructional settings are required.

Extended Course Description: Students will be required to complete 10 hours of observation/lesson teaching in a variety environments that serve secondary students with disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

OR

Course co-requisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 542 Positive Behavioral Supports

An in-depth study of classroom and behavioral management practices for students with disabilities. Emphasis will be placed on proactive approaches supported in the principles of Applied Behavior Analysis (ABA). Application of these principles will be

applied through conducting Functional Behavior Assessments (FBAs) and writing effective Behavior Intervention Plans (BiPs). Six (6) hours of field experience are required.

Extended Course Description: Students will be required to complete 6 hours of observation/lesson teaching in a variety environments that utilize principles of ABA And/or Behavior Intervention Plans for students with disabilities. These hours will be documented via the Wilson College Observation Verification Form and through completion of corresponding assignments. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

OR

Course co-requisite: **SPE 526** Advanced Studies in High Incidence Disabilities or
SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 543 Transition Planning and Services

This course will discuss the legal/ethical aspects of planning for students with disabilities transitioning from secondary to post-secondary life. Current trends and research in transition planning and designing transition plans for students with various disabilities will be studied. Agencies related to life-long services for individual needs will also be explored.

Course prerequisite: **SPE 526** Advanced Studies in High Incidence Disabilities

OR

SPE 527 Advanced Studies in Low Incidence Disabilities

SPE 588 PreK-8 Special Education Practicum

This course applies the knowledge, skills, and strategies to extensive field experiences in a variety of settings including community agencies, local education agencies and Intermediate Units under the supervision of Wilson College faculty and qualified educators/service providers serving individuals from PreK- Grade 8. A minimum of 120 hours of field experiences is required.

Extended Course Description: Students will be required to complete 120 hours of field experiences/ teaching in a variety of environments that serve PreK-8 students with disabilities. These hours/locations will be determined prior to the semester by the Field Placement Supervisor. Competency Mastery will be determined through completion of a portfolio and/or formal observations. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: Completion of all course work

OR

Course co-requisite: **SPE 598** Educational Research and Design PreK-8. A minimum of 120 hours of field experiences is required.

SPE 589 Secondary Special Education Practicum

The course applies the course work to extensive field experiences in a variety of settings including community agencies, local education agencies, and Intermediate Units under the supervision of Wilson College faculty and qualified educators/service providers serving individuals from grades 7-12. A minimum of 120 hours of field experience is required.

Extended Course Description: Students will be required to complete 120 hours of field experiences/ teaching in a variety environments that serve 7-12 grade students with disabilities. These hours/locations will be determined prior to the semester by the Field Placement Supervisor. Competency Mastery will be determined through completion of a portfolio and/or formal observations. These hours can be completed in public or private schools and/or related service providers as approved by the instructor.

Course prerequisite: Completion of all course work

OR

Course co-requisite: **SPE 598** Educational Research/Design

COMPLETION LEVEL COURSES

SPE 598 Educational Research and Design (Fall Semester)

Examines exemplary literature and research projects that represent examples of the systematic collection, evaluation, presentation and interpretation of research data in education. Various research designs and methodologies will be explored, emphasizing action research done in educational contexts. Student research projects will reflect a specific educational research style, such as experimental, correlational, survey, grounded theory, ethnography, narrative or mixed methods. Students will be guided in the selection of an appropriate master's project topic, in review and critique of relevant literature, and development of a design proposal for action research to be conducted in her/his own classroom.

SPE 599 Master's Project on Action Research (Spring Semester)

Represents the final stages in the completion of a Master's Project begun in EDU 598, where action research is conducted and a master's paper is completed and presented. Students will work closely with a research advisor to conduct the action research project and associated report.

Course prerequisite: EDU/SPE 598

GRADUATION REQUIREMENTS

The successful Master of Special Education without Certification candidate will complete 10 courses, including a Master's Action Research Project (Thesis), while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better.

The successful Master of Special Education with Certification (PreK-8, 7-12) candidate will complete 10 courses, including student teaching or practicum experience, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better. These students must also pass PRAXIS exams as listed under exit assessments.

Electronic Portfolio – MSE students will need to place THREE products/assignments from each MSE course on their Canvas e-portfolio site as a representation of the program when the MSE is complete. Canvas E-portfolio instructions can be found at:

<https://docs.google.com/document/d/1vH3ZtjlulDltce0kitQgHtDLiP6rHc4JguRql76hXw/edit>

Graduation Application - Students must complete and submit a **graduation application** to the registrar two semesters before the anticipated graduation date. A fee will be assessed for late applications. Students who fail to submit a graduation application will not be eligible for graduation.

EXIT ASSESSMENTS

Master of Special Education (no certification)

- Successful defense of Master's Thesis (Master's Project on Action Research)
- Completion of an Electronic Portfolio which will house three products completed in each course as a representation of the program when the Master of Special Education is complete.

Master of Special Education with PreK-8 Certification

- For PA certification, students must register for and pass the following PRAXIS exams: Special Education PreK-8 Module #1 (8011), Special Education PreK-8 Module #2 (8012). Additional information can be found at www.pa.nesinc.com.

- Completion of 14 weeks of Student Teaching in a Special Education Classroom
- OR**
- Completion of an Electronic Portfolio demonstrating mastery of required PDE competencies

Master of Special Education with 7-12 Certification

- For PA certification, students must register for and pass the following PRAXIS exams: Special Education 7-12 Module #1 (8015), Special Education 7-12 Module #2 (8016). Additional information can be found at www.pa.nesinc.com.
- Completion of 14 weeks of Student Teaching in a Special Education Classroom
- OR**
- Completion of an Electronic Portfolio demonstrating mastery of required PDE Competencies

PAYMENT OPTIONS

Students will not receive a hard copy of their bill in the mail.

Wilson College offers the following payment options:

Payment by Mail: Payment by check can be mailed to Wilson College, c/o Business Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201

Credit card or Electronic Check payments can be made through student's portal account. When choosing this payment option, the payment will be reflected in real time on their student account.

Payment Plan - Payment plans are available through Official Payments. Please visit <https://payplan.officialpayments.com> to set up a payment plan.

Deferred Payment – Wilson College students, whose employers do not reimburse for college courses until the course has been completed, may apply to the College for a deferred payment schedule.

- There is an up-front, non-refundable fee of \$25.00 per course that must be submitted with the Deferred Payment Agreement Form.
- Form/payment must be submitted no later than the end of the first week of the semester OR two weeks following course registration date.

- Payment in full is due to Wilson College no later than 30 days after the last class meeting.

The Deferred Payment Agreement Form can be located on the MSE Website: <http://www.wilson.edu> → Graduate → Special Education MSE → Deferred Payment Agreement (link is on the right side of the page).

Completed forms/payment should be sent to: Wilson College, Graduate Education Programs Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201.

For questions regarding payment information, please contact our Business Office (Student Accounts Receivable) at 262-2017, Option #1, Option #3.

REFUND POLICY

The current refund policy may be viewed at: <http://www.wilson.edu/refund-policy>

Cohort Courses (Fall & Spring Semesters 15-16 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First week of semester	100%	0%
Second week of semester	75%	25%
Third week of semester	50%	50%
Fourth week of semester	25%	75%
Fifth week of semester	0%	100%

On-Line Courses (7-8 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First class meeting	100%	0%
Second class meeting	75%	25%
Third class meeting	50%	50%
Fourth class meeting	25%	75%
Fifth class meeting	0%	100%

TEXTBOOKS

Course textbook information can be accessed at the Wilson College Virtual Bookstore: www.ecampus.com/wilson

(Order Textbooks → Choose Semester → EDU → Select your course # / Instructor → VIEW textbooks

Wilson College provides this service to make access of textbooks/course textbook information more convenient for students and professors. Students are under no obligation to order textbooks via this venue.

CONTACT INFORMATION

Wilson College, Office of Graduate Admissions
1015 Philadelphia Ave., Chambersburg, PA 17201
graduateadmissions@wilson.edu