

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.
6/09

I understand that if I do not complete the requirements of this program by December 31, 2012, I will be required to declare my major in early childhood education (Pre-K-Grade 4) due to the implementation of PA State Board of Education regulatory changes to Chapter 49 for teacher certification.

Student's signature

Master of Arts in Teaching Program: Exit Requirements:

1. The completion of 33 hours of graduate course work;
2. Pass scores on the Praxis I and Praxis II tests
3. Successful completion of Student Teaching

Master of Education (M.Ed.) In Special Education

The master's degree program in special education is primarily, though not exclusively, designed for students who have earned a bachelor's degree and have had partial or no special education training prior to admission. A full complement of courses will help students acquire the requisite competencies for teaching five exceptionalities covered by mentally and/or physically handicapped certification: mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain-injured.

In keeping with the philosophy on which the undergraduate special education program was founded, the content of the graduate program will comprise three areas of teaching competencies: (1) teaching psychosocial skills to help children successfully adapt to interpersonal relations and organized situations; (2) teaching developmental skills needed for semi and fully independent living, and (3) generalists training intended to prepare students for teaching in self-contained classes and resource rooms.

The program is designed to encompass three major areas of competency development for teaching exceptional children—teaching psychosocial skills, developmental skills, and cognitive skills. These three areas cover knowledge and performance skills required for teaching children from infancy and pre-school years through the twelfth grade. Students are prepared to teach five categories of exceptional children—the mentally retarded, emotionally disturbed, physically handicapped, learning disabled, and brain injured.

36 Semester Hours

Professional Core..... 9 semester hours
Concentration..... 21 semester hours

Electives.....3 semester hours
Research.....3 semester hours

**Cheyney University of Pennsylvania
Department of Education and Leadership Studies**



“The Educator as a Reflective Decision Maker, Collaborative Change Agent, and Effective Practitioner”

Curriculum Requirements for Master of Education Degree in Special Education

STUDENT'S NAME _____ STUDENT I.D. # _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

TELEPHONE _____ E-MAIL ADDRESS _____

DATE OF ENTRY INTO PROGRAM _____

PROFESSIONAL CORE REQUIREMENTS.....9 CREDITS

- ___ XEF 500 ELEMENTS OF RESEARCH (3)
 - ___ XSH 520 SEMINAR IN HUMANITIES (3)
 - ___ XPS 500 PROBLEMS IN HUMAN GROWTH AND DEVELOPMENT (3)
- (OR)

CONCENTRATION..... 18 CREDITS

- ___ XSE 507 INTRODUCTORY CONSIDERATIONS FOR TEACHING PSYCHOSOCIAL, DEVELOPMENTAL AND COGNITIVE SKILLS (3)
- ___ XSE 514 BEHAVIOR MODIFICATION
- ___ XSE 515 COGNITIVE SKILLS
- ___ XSE 516 PRINCIPLES AND PRACTICES OF DIAGNOSTIC TEACHING (3)

___ XSE 517 CURRICULUM DESIGN AND DEVELOPMENT (3)

___ XSE 518 INTERVENTION APPROACHES (3)

___ XEE 524 ELEMENTARY/MIDDLE SCHOOL CURRICULUM (3)

___ XEE 525 SUPERVISION IN ELEMENTARY/MIDDLE SCHOOLS (3)

___ XEE 506 CURRENT PRACTICES IN READING (3)

SUPPORT COURSES AND

ELECTIVES.....9 CREDITS (TO BE

APPROVED BY THE CHAIR/ADVISOR)

SUGGESTED COURSES:

___ XEE 504 SEMINAR IN EDUCATIONAL MEDIA (3)

___ XEE507 SEMINAR IN INNOVATIVE TEACHING (3)

___ XEE 508 CHILDREN'S LITERATURE AND LITERARY EXPRESSION (3)'

___ XEE 509 STRATEGIES/TECHNIQUES IN ELEMENTARY /MIDDLE SCHOOL SOCIAL STUDIES (3)

___ XEA 514 ORGANIZATION AND ADMINISTRATION OF PUBLIC SCHOOLS (3)

___ XEF 518 INTERGROUP EDUCATION (3)

___ XEE523 DIAGNOSTIC AND REMEDIAL READING (3)

___ XEE 541 ISSUES IN CONTEMPORARY EDUCATION (3)

___ XED 542 SCHOOL LAW (3)

___ XEE 511 ADVANCED EDUCATIONAL MEASUREMENT AND ASSESSMENT (3)

RESEARCH.....3 CREDITS

___ XEF 601 SEMINAR THESIS* (3)

***PREREQUISITES: ELEMENTS OF RESEARCH AND CANDIDACY**

TOTAL.....39 CREDITS

STUDENTS MAY TRANSFER A MAXIMUM OF SIX (6) CREDITS. ATTACH REQUEST FOR TRANSFER CREDIT FORM FOR DEPARTMENT CHAIR APPROVAL.

APPROVALS:

DATE: _____

GRADUATE STUDENT'S

SIGNATURE

DATE: _____

ADVISOR'S SIGNATURE

DATE: _____

DEPARTMENT CHAIR'S SIGNATURE

Students who enroll in XEE 523 may use it toward the Support Course requirement or the Concentration, but not both.

Disclaimer: No Candidates will be admitted into the current Early Childhood, Elementary, Special Education or Principal Certification program after Fall 2010, as they must be able to complete all existing certification requirements by August 2012. The present teacher and principal certificate programs will be replaced by new certificate programs in January 2011. Chapter 49-2 states that candidates graduating on or after January 1, 2013 must meet the requirements of a new certification program.

**Cheyney University of Pennsylvania
Department of Education and Leadership Studies**



“ Reflective Decision-makers Who Are Collaborative and Effective Practitioners”

Curriculum Requirements for Master of Education Degree in Educational Leadership

STUDENT'S NAME _____ STUDENT I.D. # _____

HOME ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

TELEPHONE _____ E-MAIL ADDRESS _____

DATE OF ENTRY INTO PROGRAM _____

PROFESSIONAL CORE REQUIREMENTS.....9 CREDITS

- ___ XEF 500 ELEMENTS OF RESEARCH (3)
- ___ XPS 500 HUMAN GROWTH AND DEVELOPMENT (3) (OR)
- XEF 519 SOCIO-PSYCHOLOGICAL VALUES VS TEACHING AND LEARNING (3)
- ___ XEF 501 PHILOSOPHY OF EDUCATION (3)

CONCENTRATION..... 21 CREDITS

- ___ XEA 506 ADMINISTRATIVE THEORY (3)
- ___ XEA 515 SCHOOL AND COMMUNITY RELATIONS (3)
- ___ XED 542 SCHOOL LAW (3)
- ___ XEA 501 SCHOOL FINANCE (3)
- ___ XEA 525 SUPERVISION OF INSTRUCTION (3)