
SPECIAL EDUCATION AND COMMUNICATION DISORDERS

FACULTY

Chairperson: Associate Professor Robert MacMillan

Graduate Program

Coordinator: Dr. Kenneth Dobush

Professors: Tracy Baldrate, Lisa Battaglino,
Sandra Ciocci, Lidia Silveira

Associate

Professors: Mary Connor, Kenneth Dobush,
Jeri Katz

Department Telephone Number: 508.531.1226

Location: Hart Hall, Room 218

Web site: www.bridgew.edu/SpecEd

DEGREE PROGRAMS

- BSE in Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
 - BSE in Special Education (Teacher of Students with Severe Disabilities - all levels)
 - BSE in Special Education
Concentration: Communication Disorders
 - BSE in Elementary Education/MEd in Special Education (Teacher of Students with Moderate Disabilities PreK-8) 5-year Dual License program
 - MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
 - MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
 - MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
 - MEd in Special Education (Non-licensure)
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POST BACCALAUREATE LICENSURE PROGRAMS

- Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
 - Special Education (Teacher of Students with Severe Disabilities-all levels)
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UNDERGRADUATE MINORS

- Special Education
 - Communication Disorders
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UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN EDUCATION SPECIAL EDUCATION

The Department of Special Education and Communication Disorder offers undergraduate programs designed for students interested in obtaining Massachusetts initial licensure as a Teacher of Students with Disabilities.

MAJORS IN SPECIAL EDUCATION

The programs have been designed in accordance with Massachusetts Department of Education standards and include license reciprocity with signatory states under the Interstate Certification Compact. Programs meet standards of the Council for Exceptional Children (CEC). The School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

BSE IN SPECIAL EDUCATION-TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8 OR 5-12)

Admission Requirements

- 1.) Candidates are enrolled in two majors, Special Education and an Arts and Sciences major.
- 2.) Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL) and an undergraduate GPA of 2.8 (with C+ or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level coursework.

Program Requirements

- 1.) Through advisers, undertake appropriate coursework and activities.
- 2.) Candidates must complete appropriate Core Curriculum and Arts and Sciences requirements.
- 3.) A.) PreK-8 candidates must, prior to the student teaching experience,
 1. complete an appropriate psychology course (either PSYC 224 or 227 or equivalent)
 2. have passed the General Curriculum MTEL testB.) 5-12 candidates must, prior to the student teaching experience,
 1. complete an appropriate psychology course (PSYC 227 or equivalent)

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

2. have either passed a subject content MTEL™ test or the General Curriculum MTEL™ test
- 4.) Candidates will also be required to pass the MTEL™ Foundations of Reading Test prior to licensure

Licensure Requirements

*SPED 202	Introduction to Special Education	3 credits
SPED 203	Cultural Diversity Issues in Schools and Society	3 credits
SPED 302	Principles and Application of Behavioral Management for the Special Needs Learner	3 credits
SPED 303	Principles and Procedures of Assessment of Special Needs Learners	3 credits
SPED 402	Children with Reading Disability: Diagnosis and Teaching Strategies	3 credits
SPED 403	Curriculum Development and Implementation for Special Needs Learners	3 credits
SPED 406	Student Teaching Practicum: Mainstreamed Program (PreK-8) or	
SPED 407	Student Teaching Practicum: Special Education Program (5-12)	6-12 credits

BSE IN SPECIAL EDUCATION (TEACHER OF STUDENTS WITH SEVERE DISABILITIES – ALL LEVELS)

Admission Requirements

- 1.) Candidates are enrolled in two majors, Special Education and an Arts and Sciences major.
- 2.) Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™) and an undergraduate GPA of 2.8 (with C+ or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level course work.

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

Program Requirements

- 1.) Through advisers, undertake appropriate coursework and activities.
- 2.) Candidates must complete appropriate Core Curriculum and Arts and Sciences requirements.
- 3.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the student teaching experience.

Licensure Requirements

*SPED 202	Introduction to Special Education	3 credits
SPED 203	Cultural Diversity Issues in School and Society	3 credits
COMD 290	Language Acquisition and Development	3 credits
SPED 302	Principles and Application of Behavioral Management for the Special Needs Learner	3 credits
SPED 303	Principles and Procedures of Assessment of Special Needs Learners	3 credits
SPED 402	Children with Reading Disability: Diagnosis and Teaching Strategies	3 credits
SPED 410	Instructional and Curricular Strategies for Learners with Intensive Special Needs I	3 credits
SPED 411	Instructional and Curricular Strategies for Learners with Intensive Special Needs II	3 credits
SPED433	Student Teaching – Severe Disabilities	6 or 12 credits

BSE ELEMENTARY EDUCATION/MED SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM

The Dual License Program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The Dual License Program is a 5-year, 157 credit program that leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MED in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

Undergraduate Program Requirements:

- Students must complete a Liberal Arts or Sciences major

The following courses are required to complete the BSE Elementary Education/MEd Special Education Dual Licensure 5-Year Program:

- ENGL 254 Literature for Elementary Education Majors
- GEOG 151 Human Geography
- HIST 131 World History to 1500
- HIST 221 United States History and Constitutions to 1865
- MATH 107 Principles of Mathematics I
- POLI 172 Introduction to American Government
- PSYC 224 Child Psychology
- or
- PSYC 227 Development through the Life Cycle

Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements

- Additional undergraduate program requirements:
 - *SPED 202 Introduction to Special Education
 - ELED 310 Teaching Science and Social Studies in the Elementary School
 - ELED 330 Teaching Reading in the Elementary School
 - ELED 340 Teaching Language Arts in the Elementary School
 - ELED 350 Teaching Mathematics in the Elementary School
 - ELED 360 Teaching in a Standards-based Inclusive Elementary Classroom
 - or
 - SPED 217 Meeting the Needs of all Learners
 - ELED 492 Supervised Teaching in Public Schools: Elementary
 - SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8)

Graduate Program Requirements

- Students must complete the following courses:
 - EDMC 530 The Teacher as Researcher
 - SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

- SPED 517 Language Skills for Special Needs Learners
- SPED 518 Reading Strategies in Special Education
- SPED 530 Assessment Procedures in Special Education
- SPED 550 Seminar in Special Education
- SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 575 Behavior Interventions in Special Education
- SPED 594 Practicum: Moderate Disabilities (PreK-8)

MINOR IN SPECIAL EDUCATION

1. Students who wish to minor in special education, must complete a “Change/Declaration of Minor” card through the Academic Achievement Center.
2. Students interested in a minor should contact the Chairperson of the Department of Special Education and Communication Disorders to develop a program plan.
3. Candidates for the Special Education Minor must meet School of Education and Allied Studies Professional Program admission requirements prior to enrolling in SPED 300 or 400 level courses. Candidates will have a major in the liberal arts area and a minor in Special Education.

Required coursework (6 credits):

- SPED 202 Introduction to Special Education
- SPED 203 Cultural Diversity Issues in School and Society

Electives (12 credits):

- SPED 211 Early Childhood Learner with Special Needs
- SPED 217 Meeting the Needs of all Learners
- SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner
- SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies
- SPED 460 Topics in Special Education (may not be repeated for credit toward the minor)
- SPED 499 Directed Study in Special Education (may be repeated up to a maximum of 3 credits toward the minor)

COMMUNICATION DISORDERS

Program Coordinator: Dr. Sandra Ciocci

The department offers a preprofessional program in communication disorders for students interested in preparation for graduate study in speech-language pathology and/or audiology.

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

Specific information is available from the Department of Special Education and Communication Disorders. Contact Dr. Sandra Ciocci at 508.531.2628 or sciocci@bridgew.edu.

CONCENTRATION IN COMMUNICATION DISORDERS

The minimum requirements for the communication disorders concentration include:

- SPED 203 Cultural Diversity Issues in School and Society
- COMD 220 Introduction to Communication Sciences and Disorders
- COMD 281 Speech Anatomy and Physiology
- COMD 282 Speech and Hearing Science
- COMD 290 Language Acquisition and Development
- COMD 294 Phonetics
- COMD 312 Language Disorders in Children
- COMD 313 Phonology and Articulation Disorders
- COMD 351 Introduction to Audiology
- COMD 393 Aural Rehabilitation
- COMD 480 Clinical Procedures: An Overview
- One elective chosen from:
 - COMD 325 Voice Disorders in Children and Adults
 - or
 - COMD 352 Clinical Audiology

Required Cognates

- PSYC 227 Development Through the Life Cycle
- ENGL 323 Introduction to Linguistics

Once a student declares communication disorders as a concentration, he or she will be screened for adequate speech and language patterns to assure appropriate modeling of speech by therapists. Appropriate recommendations will be made for improvement, which the student will be required to follow if he or she wishes to pursue a practicum program sequence.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the “Undergraduate Academic Programs” section of this catalog. For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

MINOR IN COMMUNICATION DISORDERS

- COMD 220 Introduction to Communication Disorders

- COMD 281 Speech Anatomy and Physiology
- COMD 282 Speech and Hearing Science
- COMD 290 Language Acquisition and Development
- COMD 294 Phonetics
- COMD 351 Introduction to Audiology

GRADUATE PROGRAMS

SPECIAL EDUCATION

Graduate Program Coordinator: Dr. Kenneth Dobush

At the graduate level the Department of Special Education and Communication Disorders offers several programs designed to meet the needs of graduate students. Contact Dr. Kenneth Dobush at 508. 531.2270 or kdobush@bridgew.edu for specific information.

For information regarding graduate program application procedures and admission standards, students should consult the “School of Graduate Studies” section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled “School of Education and Allied Studies” for professional education admission and retention information and important institutional deadlines.

Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (12) that can be applied to their degree. Therefore, students are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit consult the “School of Graduate Studies” section of this catalog.

POST BACCALAUREATE INITIAL LICENSURE PROGRAMS

- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Teacher of Students with Severe Disabilities (all levels)

POST BACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8, 5-12) (INITIAL LICENSURE)

Admission Requirements

- 1.) Candidates must meet all School of Graduate Studies requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through an adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510, or an equivalent introductory class in special education.
- 2.) A) **PreK-8 Candidates** must, prior to the student teaching experience:
 - a. complete an appropriate psychology course (either PSYC 224 or 227 or equivalent).
 - b. have either passed a subject content MTEL™ test or the MTEL™ General Curriculum test.
 - c. complete SPED 402 Children with Reading Disabilities (or equivalent)
- B) **5-12 Candidates** must, prior to the student teaching experience:
 - a. complete an appropriate psychology course (PSYC 227 or equivalent).
 - b. have either passed a subject content MTEL™ test or the MTEL™ General Curriculum test.
 - c. complete SPED 402 Children with Reading Disabilities (or equivalent)
- 3.) Candidates will also be required to pass the MTEL™ Foundations of Reading Test prior to licensure.

Licensure Requirements

- SPED 504 Applied Curriculum Development for Learners with Special Needs (PreK-8)..... 3 credits
or
SPED 505 Applied Curriculum Development for Learners with Special Needs (5-12) 3 credits

- SPED 508 Strategies for Diversity..... 3 credits
SPED 530 Assessment Procedures in Special Education 3 credits
SPED 575 Behavioral Intervention in Special Education 3 credits
SPED 594 Practicum: Moderate Disabilities (PreK-8)..... 6 or 12 credits
or
SPED 595 Practicum: Moderate Disabilities (5-12)..... 6 or 12 credits

POST BACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH SEVERE DISABILITIES (ALL LEVELS) (INITIAL LICENSURE)

Admission Requirements:

- 1.) Candidates must meet all School of Graduate Studies requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).

Program Requirements

Through an adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510 (or equivalent), an introductory class in special education.
- 2.) Candidates must complete SPED 402 Children with Reading Disabilities (or equivalent) prior to enrollment in SPED 524.
- 3.) Candidates must complete an appropriate developmental psychology course.
- 4.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the practicum experience

Licensure Requirements

- SPED 508 Strategies for Diversity..... 3 credits
SPED 517 Language Skills for Special Needs Learners 3 credits
SPED 575 Behavioral Intervention in Special Education.....3 credits
SPED 530 Assessment Procedures in Special Education3 credits
SPED 524 Curriculum Development for Learners with Severe Disabilities I.....3 credits

- SPED 525 Curriculum Development for Learners with Severe Disabilities II3 credits
- SPED 593 Practicum: Severe Disabilities 6 or 12 credits

MASTER OF EDUCATION IN SPECIAL EDUCATION

- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- MEd in Special Education (Dual Licensure BSE and MEd) Moderate Disabilities and Elementary Education
- MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
- MEd in Special Education (Non-licensure)

MASTER OF EDUCATION IN SPECIAL EDUCATION MODERATE DISABILITIES (PREK-8 OR 5-12) (INITIAL LICENSURE)

Admission Requirements

1. Candidates must meet all Graduate Admissions Office requirements and have an undergraduate GPA of 2.8.
2. Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).

Program Requirements

1. Candidates must complete GRPP 501, Graduate Program Planning (1 credit), and SPED 202 or SPED 510, or an equivalent introductory class in special education.
2. A) **PreK-8 Candidates** must, prior to the student teaching experience,
 - a. complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent).
 - b. have passed the General Curriculum MTEL Test.
 - c. complete SPED 402 Children with Reading Disabilities

- B) **5-12 Candidates** must, prior to the student teaching experience,
 - a. complete an appropriate psychology course (PSYC 227 or equivalent).
 - b. have either passed a subject content MTEL test or the General Curriculum MTEL test.
 - c. complete SPED 402 Children with Reading Disabilities
3. All candidates are required to pass the MTEL Foundations of Reading Test prior to licensure.

Degree/Licensure Requirements

- SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)
- or
- SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)
- SPED 508 Strategies for Diversity (3 credits)
- SPED 530 Assessment Procedures in Special Education (3 credits)
- SPED 575 Behavioral Interventions in Special Education (3 credits)
- SPED 594 Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)
- or
- SPED 595 Practicum: Moderate Disabilities (5-12) (6 or 12 credits)
- 24 credit hour license program

Additional Degree Requirements

- EDMC 530 Teacher as Researcher (3 credits)
- SPED 517 Language Skills for Special Needs Learners (3 credits)
- SPED 518 Reading Strategies in Special Education (3 credits)
- SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)
- SPED 550 Seminar in Special Education (3 credits)

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION SEVERE DISABILITIES (ALL LEVELS) (INITIAL LICENSURE)

Admission Requirements

- 1.) Candidates must meet all graduate admissions Office requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510 or an equivalent introductory class in special education.
- 2.) Candidates must complete SPED 402, Children with Reading Disabilities (or equivalent) prior to enrollment in SPED 524.
- 3.) Candidates must have completed an appropriate Developmental Psychology course
- 4.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the internship/practicum experience.

License Requirements

- SPED 508 Strategies for Diversity (3 credits)
- SPED 517 Language Skills Special Needs Learners (3 credits)
- SPED 575 Behavior Intervention in Special Education (3 credits)
- SPED 530 Assessment Procedures in Special Education (3 credits)
- SPED 524 Curriculum Development for Learners with Severe Disabilities I (3 credits)
- SPED 525 Curriculum Development for Learners with Severe Disabilities II (3 credits)
- SPED 593 Practicum: Severe Disabilities (6 or 12 credits)

Additional degree requirements:

- EDMC 530 Teacher as Researcher (3 credits)
- SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)
- SPED 550 Seminar in Special Education (3 credits)

Degree requirement includes a minimum of 34 approved graduate credits and the successful completion of the comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION (NON-LICENSURE)

This program is designed for students who wish to earn a master's degree in special education. This program does not lead to licensure.

Admission Requirements

1. Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits that can be applied to their degree. Therefore, students are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the "Graduate and Continuing Education" section of this catalog.
2. All candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™) or have earned an acceptable score on the Graduate Record Examination as a criterion for admission.
3. Candidates must meet all Graduate Admissions Office requirements and have an undergraduate GPA of 2.8.

Program Requirements

- Through an adviser, undertake appropriate course work and activities including the following:
 - Candidates must complete GRPP 501 Graduate Program Planning (1 credit) and SPED 202 or SPED 510 or an equivalent introductory course in special education.
- Required Education Course (3 credits)
 - EDMC 530 The Teacher as Researcher (3 credits)
- Required Special Education Courses (18-21 credits)
 - SPED 504 Applied Curriculum Development for Learners with Special Needs PreK-8
 - or
 - SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)
 - SPED 522 The Inclusion Classroom : Philosophy and Implementation (3 credits)

- SPED 530 Assessment Procedures Special Education (3 credits)
 - SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)
 - SPED 575 Behavior Interventions in Special Education (3 credits)
 - SPED 550 Seminar in Special Education (3 credits)
 - SPED 555 Field Experience in Special Education (only for those without Special Education experience) (3 credits)
- Appropriate elective(s) as determined with an adviser. *Suggested* electives include, but are not limited to, the following: (6-9 credits):
 - SPED 508 Strategies for Diversity (3 credits)
 - SPED 516 Applied Collaborative Strategies (3 credits)
 - SPED 517 Language Skills for Special Needs Learners (3 credits)
 - SPED 518 Reading Strategies in Special Education (3 credits)
 - SPED 522 The Inclusion Classroom: Philosophy and Implementation (3 credits)

Degree requirements include a minimum of 31 approved graduate credits and successful completion of either written or oral comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION (PROFESSIONAL LICENSURE)

This program is a degree program for partial fulfillment of Massachusetts Department of Education professional licensure requirements.

Admission Requirements

- 1.) Candidates must meet all Graduate School of Graduate Studies admission requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy test of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through adviser, undertake appropriate coursework and activities including completion of GRPP 501, Graduate Planning (1 credit)

Note: Candidates who have enrolled in appropriate coursework prior to admission are limited in the number of credits that can be applied to their degree. Therefore, students are urged to complete the application for graduate

admissions as soon as possible. For details regarding transfer credit consult the “School of Graduate Studies” section of this catalog.

Degree Requirements

Professional Content Core (15 credits):

Appropriate content based coursework as determined with an advisor; coursework in Reading and/or other areas within the Arts and Sciences.

Professional Discipline Core (15 credits):

Required coursework (12 credits):

- EDMC 530 Teacher as Researcher (3 credits)
- SPED 550 Seminar in Special Education (3 credits)
- SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)
- SPED 518 Advanced Reading Strategies in Special Education (3 credits)

Elective (3 credits) as determined with an adviser; suggested electives include, but are not limited to, the following:

- SPED 517 Language Skills for Special Needs Learners (3 credits)
- SPED 522 The Inclusion Classroom (3 credits)

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

COMMUNICATION DISORDERS CONCENTRATION

The graduate-level concentration in communication disorders is presently inactive. For further information, contact the communication disorders program coordinator.

CONCENTRATION IN BILINGUAL SPECIAL EDUCATION

The concentration in bilingual special education is presently inactive. For further information contact the special education program coordinator.