

# MEd in Special Education with Emphasis in Cross Categorical, Certification

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MU's cross-categorical disabilities program is tailored to graduate students who are receiving initial and secondary certification in cross-categorical special education. Upon completion of the degree, graduates are certified to teach students with mild disabilities (i.e., learning disabilities, emotional/behavior disorders, intellectual disabilities) and are certified to teach all grades K-12.

## Degree Requirements

In addition to enrolling in courses to fulfill general certification requirements, students are required to take graduate coursework (30 hours) in the area of cross-categorical disabilities.

The coursework represents a broad scope of content including language development, assessment, advanced behavior management, vocational education, collaboration and consultation, literacy instruction, mathematics instruction, research, and trends and issues in special education. In addition to the above requirements, students in the cross-categorical program also need to take a 3-hour characteristics of students with cross-categorical disabilities course and a 4-hour strategies for students with cross-categorical disabilities course.

To enhance the generalization of critical skills and knowledge to the classroom setting, students are also required to take two practica concurrent with the characteristics and methods courses that include field experiences and applications of key concepts. Students are required to have their practica represent the range of grade levels for which they will be responsible. More specifically, if their first practicum was in an elementary setting, then their second will be in a middle school, junior high or high school setting or vice versa.

## Admissions

Faculty selection committees review applications for admission into the various graduate programs. Factors considered in the graduate student review process include previous academic course work and performance, letters of recommendation from professors or professional supervisors and relevant professional work experiences. The letter of intent is evaluated for advising purposes and is an indication of the applicant's motivation, professionalism and writing competencies. Interviews with faculty are often arranged as part of the admissions review process.

The Special Education graduate program cannot assure admission to all applicants who meet minimum standards specified for the degree program. Resource constraints do not permit the admission of all qualified applicants.

A committee of faculty reviews the credentials of each applicant. It is the responsibility of this committee to exercise professional judgment related to the criteria that applicants must meet in order to be considered for admission to the program.

## Financial Aid from the Program

Some programs require an extra form or statement from those who wish to be considered for internal assistantships, fellowships or other funding

packages. Check the program website or ask the program contact for details.

## Retention

To remain in good standing in the master's program and earn a master's degree, each student must earn and maintain an overall grade point of 3.0 or higher in all required and elective course work each semester. If student's GPA falls below 3.0 for any semester, they will be dropped from the degree program. If students receive a grade of "C" in any core or required course, remedial activities will be required. Students must also complete course work assigned a grade of "I" prior to the end of the following semester.

## Degree Completion

Master's candidates must follow the guidelines of the Graduate School with respect to timeliness and committee formations and complete paperwork.

## Satisfactory Progress

For information on general progress guidelines and the dismissal policy, see the Special Education website.