

Master of Education in Special Education

General Emphasis

The *Master of Education* degree program provides a range of opportunities for practicing teachers and other educators to develop their unique skills in order to increase teachers' impact on students. This degree has been developed to build a solid foundation of knowledge, skills, and understanding for *dedicated experienced professionals*. This program is founded on a deep respect for practicing educators and is committed to strengthening and renewing their teaching through a process of increasing knowledge and professional capacity, self-evaluation and reflection on their own practice. We seek to foster teachers who care deeply about students, create appropriate learning environments, and develop their own skills in order to nurture the greatest human potential in each learner. The graduate of this program will have a deep commitment to the professional education community, a focused association with the school community and a strong connection to educational research.

Program Goals

1. Enhance the depth of knowledge relating to the teaching and learning processes.
2. Further develop the tools of inquiry and knowledge of research methods necessary to improve their practice throughout their career.
3. Critically examine professional practice from the standpoint of effectiveness with all students.
4. Refine and develop capacity for critical thinking and investigation.
5. Construct dynamic processes and resources that promote the development of quality learning programs for all learners.
6. Develop interpersonal qualities that engage a wide range of learners and personally connect to individual students.
7. Examine and refine professional ethics so as to influence the community toward social justice and increased equity for all students.
8. Increase professional resilience and proficiency in teaching to become an accomplished teacher.

The **M.Ed. Program in Special Education** includes a representation of the important core knowledge in Special Education. The primary goal is to empower professionals to be thoughtful teachers who use best practice when working with students with disabilities. Research and data-based decision making are emphasized throughout the program. Graduate students will translate research into practice in multiple courses and learn to analyze multiple types of assessment data.

When graduate students are accepted into the program they are required to have their transcripts analyzed for state certification discrepancies. Students who wish to be certified in cross-categorical disabilities will be required to fulfill general certification requirements as well as graduate coursework. Upon completion of this advanced degree, professionals will have developed an in-depth knowledge base related to

- various learning contexts within and outside of the school setting
- the multiple influences on educational practices in schools
- the characteristics and instructional needs of learners with disabilities
- assessment strategies for monitoring instruction
- instructional best practice
- using research to direct practice in the classroom
- diversity
- contexts that affect student learning
- the powerful interactions between setting events and specific learner outcomes
- a life-perspective of students with exceptional learning needs that addresses the need to successfully meet the needs of young children who transition into kindergarten as well as preparing older students for their transition into adulthood.

The Master of Education in Special Education (effective Fall, 2007)

Required Core Below:

Tch Ed 6010

Examining History,
Community, & Social Justice
In Education (3)



Tch Ed 6020

Teacher Action,
Advocacy & Leadership (3)



Tch Ed/Ed Psy 6030

Instruction, Learning
& Assessment (3)



Ed Rem/Tch Ed 6040

Teacher Research (3)

Special Education Concentration (12 hours)

Spc Ed 6325, Advanced Behavior Management (3)
Spc Ed 6415, The Law & Special Education (3)
Ed Psy 6545, Consultation in Schools and Other Settings (3)
Spc Ed 6441, Instructional Methods for Exceptional Learners (3)

Special Education Concentration Electives (6 hours)

Students may select at least 6 hours in one of the following concentration areas or any combination of 6 hours of special education electives with the approval of their advisor.

Positive Behavior Support

Spc Ed 6435, Schoolwide Systems of Positive Behavior Support (3)
Spc Ed 6436, Individual Systems of Positive Behavior Support (3)
Cross Categorical

Spc Ed 6345, Characteristics of Cross Categorical Disabilities (3)

Spc Ed 6349, Education of Learners with Cross Categories Disabilities (3)
Developmental Disabilities

Spc Ed 6430, Characteristics of Developmental Disabilities (3)

Spc Ed 6431, Education of Learners with Developmental Disabilities (3)

Learning Disabilities

Spc Ed 6443, Characteristics of Learning Disabilities (3)

Spc Ed 6444, Education of Learners with Learning Disabilities (3)

Emotional/Behavioral Disorders

Spc Ed 6450, Characteristics of Emotional/Behavioral Disorders (3)

Spc Ed 6452, Education of Learners with Emotional/Behavior Disabilities (3)

Early Childhood Special Education

Spc Ed 6462, Introduction to Early Childhood Special Education (3)

Spc Ed 6463, Curriculum, Methods, & Materials for Early Childhood Spec Ed Disability Studies

Spc Ed 6410, Families and Schools in Inclusive Communities (3)

Spc Ed 6411, Law, Policy & Bureaucracy in Education and Disability Studies (3)

33 credit
hours

Required
Capstone Course
Tch Ed 6910
Teacher
Research (3)

For more information, call the Graduate Education Office at 314-516-5483, come to 123 So. Campus Classroom Building on the UM-St. Louis South Campus, or e-mail gradeduc@umsl.edu. You can apply online by going to www.umsl.edu/admission/ then Clicking under "Graduate Students." To contact faculty about the courses in this curriculum, call the Teaching & Learning Division, 369 Marillac Hall, at 314-516-5791. For a good choice of class times, apply and have transcripts sent by May 1st for the summer session, July 1st for the fall semester, and December 1st for spring semester.