



# Master of Education in Special Education

*Emphases Available in Cross Categorical Disabilities, Autism and Developmental Disabilities, and Early Childhood Special Education*

The *Master of Education* degree program provides a range of opportunities for practicing educators to develop their unique skills in order to increase their 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 and seek 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. Increase content and pedagogical knowledge about teaching/learning processes.
2. Develop professional dispositions and culturally and linguistically responsive strategies to engage all learners, recognizing inequalities in education opportunity.
3. Construct curriculum that demonstrates the knowledge and disposition to differentiate instruction.
4. Design instruction that integrates technology, and varied formative and summative assessment tools to inform practice.
5. Critically examine professional practice through systematic, reflective inquiry that can improve learning opportunities for all students.
6. Utilize character and citizenship education principles in decision-making and classroom management.
7. Cultivate leadership, student advocacy and community outreach knowledge and skills.
8. Renew commitment to ethical professional teaching and increase resilience through engaged dialogue with faculty and peer colleagues.

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.

# M.Ed. Special Education 2014

## 1) Required Core (9 hours)

It is recommended that students complete the following courses within the first 15 hours of study.

|             |  |   |
|-------------|--|---|
| TCH ED 6010 | Examining History, Community And Social Justice In Education | 3 |
| TCH ED 6020 | Teacher Action, Advocacy And Leadership                      | 3 |
| ED PSY 6030 | Instruction, Learning And Assessment                         | 3 |

## 2) Special Education Required Core (9 hours)

|   |  |   |
|---|--|---|
| ED PSY 6545   | Consultation In Schools And Related Settings                       | 3 |
| SPEC ED 6415  | The Law And Special Education                                      | 3 |
| SPEC ED 6325  | Advanced Studies in Classroom & Behavior Management                | 3 |
| OR  |  |   |
| SPEC ED 6437*   | Applied Behavior Analysis: Functional Assessment and Interventions | 3 |
| *(Spec Ed 6437 required for Autism Certificate & ABA Certificate) |  |   |

## 3) Concentration Choices (9 hours)

### CHOOSE one Concentration below

#### A. Cross Categorical Disabilities Concentration (9 hours)

CHOOSE 2 + 1 from this or another Concentration area below

|              |   |   |
|--------------|---|---|
| SPEC ED 6345 | Characteristics and Education of Students with High-Incidence Disabilities    | 3 |
| SPEC ED 6346 | Reading Instruction and Intervention in Special Education                     | 3 |
| SPEC ED 6443 | Characteristics and Education of Students with Learning Disabilities          | 3 |
| SPEC ED 6450 | Characteristics and Education of Students with Emotional/Behavioral Disorders | 3 |
| ED PSY 6542  | Social-Emotional and Behavior Interventions                                   | 3 |

#### B. Autism and Developmental Disabilities Concentration (9 hours)

**Please Note: SPEC ED 6610 must be taken prior to SPEC ED 6620**

|              |   |   |
|--------------|---|---|
| SPEC ED 6430 | Characteristics and Education of Individuals with Low-Incidence Disabilities      | 3 |
| SPEC ED 6610 | Foundations of Autism Spectrum Disorder: Research to Practice                     | 3 |
| SPEC ED 6620 | Assessment and Interventions for Children and Youth with Autism Spectrum Disorder | 3 |

#### C. Early Childhood Special Education Concentration (9 hours)

|              |   |   |
|--------------|---|---|
| SPEC ED 6372 | Screening And Diagnosis Of Developmental Delays: Birth To 5 Years | 3 |
| SPEC ED 6462 | Introduction To Early Childhood Special Education                 | 3 |
| SPEC ED 6463 | Curriculum, Methods, And Materials For Early Childhood Special Ed | 3 |

## 3) Research Courses (6 hours)

**Please Note: TCH ED 6910 is only offered in fall and spring semester**

The two research courses should be taken in sequence (not together) at the end of your program since the first course (TCH ED 6909) prepares you with the knowledge and skills to successfully complete an Action Research project in the capstone exit course (TCH ED 6910).

|             |                                  |   |
|-------------|----------------------------------|---|
| TCH ED 6909 | Teacher Action Research I        | 3 |
| TCH ED 6910 | Teacher Action Research Capstone | 3 |