

Special Education, MEd

The Master's Degree in Special Education is a program appropriate for K-12 teachers, specialists, and disability stakeholders. Candidates choose one of three emphasis areas (Behavioral Principles & Interventions, Inclusive Education, or Transition Studies) that will support their personal growth and development as a leader to impact the communities with which they work.

Candidates explore important core knowledge in special education and disability in a learner-centered environment that is committed to the success of historically marginalized and diverse students, research, and community engagement. ~~The M.Ed. Program in Special Education explores important core knowledge in Special Education.~~ The ~~program's primary goal is to empower~~ program develops professionals as thoughtful educators and stakeholders who use best practices when assisting and empowering students with disabilities. Research and data-based decision-making are emphasized throughout the program. Graduate students ~~will apply learned and evaluated~~ learn how to evaluate research and data ~~into practice in their courses,~~ and translate best practices to their own practice and classrooms. ~~learn to analyze multiple types of assessment data.~~ The M.Ed. Program in Special Education consists of ~~an initial~~ required core ~~of~~ courses, ~~a concentration area corresponding to the chosen emphasis area,~~ and three courses in the chosen emphasis area. ~~a capstone or exit course block.~~

~~When graduate students are accepted into the program, their transcripts may be reviewed, as necessary, to identify compliance with state education certification guidelines. Students who wish to be certified in the education of children with 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 practices~~
- ~~• using research to inform practice in the classroom~~
- ~~• diversity awareness~~
- ~~• contexts that affect student learning~~
- ~~• the powerful interactions between setting events and specific learner outcomes~~

- ~~a life perspective of students with exceptional learning needs, both young children who transition into kindergarten and those transitioning into adulthood.~~

Required Foundation Courses

~~Students are required to complete the following courses within the first 15 hours of study.~~

TCH ED 6010	Examining History, Community and Social Justice in Education	3
ED PSY 6030	Instruction, Learning, and Assessment	3
TCH ED 6909	Teacher Action Research I	3
TCH ED 6910	Teacher Action Research Capstone	3

Required Special Education Foundation Courses

ED PSY 6545	Consultation in Schools and Related Settings	3
SPEC ED 5303	Instructional Practices	3
SPEC ED 6325	Positive Behavior Interventions for Individual, Classroom, and School-wide Systems	3
or SPEC ED 6437	Applied Behavior Analysis: Functional Assessment and Interventions	
SPEC ED 6415	Disability Law and Policy	3

Special Education Concentration Electives 9

~~Choose one of the following concentrations:~~

~~Autism and Developmental Disabilities Concentration~~

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

~~Early Childhood Special Education Concentration~~

SPEC ED 6372	Screening and Diagnosis of Developmental Delays: Birth to 5 Years	
SPEC ED 6462	Introduction to Early Childhood Special Education	
SPEC ED 6463	Curriculum, Methods, and Materials for Early Childhood Special Ed	

Cross-Categorical Disabilities Concentration

Choose two courses from the following and an additional course from any concentration for a total of three courses.

SPEC ED 6315	Speech and Language Interventions for Children with Disabilities
SPEC ED 6345	Characteristics and Education of Students with High Incidence Disabilities
SPEC ED 6342	Transition Issues and Planning
SPED ED 6346	Reading Instruction and Intervention in Special Education
ED PSY 6542	Social-Emotional and Behavior Interventions

Required Research Courses (6 hours)

These two research courses should be taken in sequence (not concurrently) at the end of the program. Candidates will design and execute a piece of original practitioner research and present their findings in a public forum.

TCH ED 6909	Teacher Action Research I	3
TCH ED 6910	Teacher Action Research Capstone	3
Total Hours		30 21

Inclusive Education Emphasis

Specific Requirements for the Emphasis Area

SPEC ED 6410	Collaboration for Families and Schools in Inclusive Communities	3
SPEC ED 6413	Organizational Foundations and Practices for Inclusive Education	3
SPEC ED 6440	Research in Inclusive Education: Disability, School, & Culture	3
Total Hours		9

Transition Studies Emphasis

Specific Requirements for the Emphasis Area

SPEC ED 6342	Transition Issues and Planning	3
SPEC ED 6343	Advocacy and Leadership in Transition	3
SPEC ED 6344	Research in Transition: Practices for Postschool Success	3
Total Hours		9

Behavior Principles and Interventions Emphasis

Special Requirements for the Emphasis Area

SPEC ED 6641	Basic Principles and Concepts of Behavior Analysis	3
SPEC ED 6642	Behavior Assessment	3
SPEC ED 6644	Behavior Interventions in Applied Behavior Analysis	3

Justification for request:

Revisions reflection current program goals and updates to language appropriate to the field.