

# MEd Special Education

## Master of Education: Special Education

- Cross Categorical Disabilities
- Autism and Developmental Disabilities
- Early Childhood Special Education

The M. Ed. Program in ~~special education~~ **Special Education** includes a representation of the important core knowledge in Special Education. The primary goal is to empower professionals to be thoughtful ~~teachers~~ **educators** who use best practices 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 their courses, and learn to analyze multiple types of assessment data. The ~~M.-Ed.~~ **M.Ed.** Program in Special Education consists of an initial required core of courses; ~~an opportunity to develop an area of specialization;~~ **a concentration area corresponding to the chosen emphasis area**, and a capstone or exit course **block**.

When graduate students are accepted into the program ~~they are required to have their transcripts analyzed for state certification discrepancies,~~ **their transcripts are analyzed 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 ~~direct~~ **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 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,~~ **both young children who transition into kindergarten and those transitioning into adulthood.**

### 1) Required **Foundation** Courses (9 hours)

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

<u><a href="#">TCH ED 6010</a></u>	Examining History, Community And Social Justice In Education	3
<u><a href="#">TCH ED 6020</a></u>	Teacher Action, Advocacy And Leadership	3
<u><a href="#">ED PSY 6030</a></u>	Instruction, Learning And Assessment	3

### 2) Required Research Courses (~~3~~ **6** hours)

**These two research courses should be taken in sequence (not together) at the end of your program since the first course prepares you with the knowledge and skills to successfully complete an Action Research project in the capstone exit course. You will design and execute a piece of original practitioner research and present your findings in a public forum.**

<u><a href="#">TCH ED 6909</a></u>	Teacher Action Research I <sup>4</sup>	3
<u><a href="#">TCH ED 6910</a></u>	Teacher Action Research Capstone <sup>2 1</sup>	3

<b>3) Special Education Concentration (9 hours)</b>		
<b>3) 9-hour Concentration Choices</b>		
<b>A. Special Education Concentration I: 9 hours</b>		
<a href="#">ED PSY 6545</a>	Consultation In Schools And Related Settings	3
<a href="#">SPEC ED 6325</a>	Advanced Studies in Classroom & Behavior Management	3
<a href="#">SPEC ED 6415</a>	The Law And Special Education	3
<b>4) Special Education Concentration Electives (9 hours):</b>		
<b>Cross-Categorical Disabilities (6 hours)</b>		
B. Special Education Concentration II Electives 9 hours		
Students have the option of enrolling in a 3 credit hour course from either the Early Childhood Special Education, <b>or</b> Autism Studies concentrations, <b>or enrolling in</b> an additional course in the Cross-Categorical concentration, in order to meet the 9 credit hour course requirement <b>for Concentration II.</b>		
<b><a href="#">SPEC ED 6437</a></b>	<b>Individual and Schoolwide Systems of Positive Behavior Support</b>	<b>3</b>
<b>i. Cross Categorical Disabilities Concentration II: 6 +3 hours from i, ii, or iii.</b>		
<b>CHOOSE 2 + 1 from this or another designated Concentration II area</b>		
<a href="#">SPEC ED 6345</a>	Characteristics and Education of Students with High-Incidence Disabilities	3
<a href="#">SPEC ED 6346</a>	Reading Instruction and Intervention in Special Education	3
<a href="#">SPEC ED 6443</a>	Characteristics and Education of Students with Learning Disabilities	3
<a href="#">SPEC ED 6450</a>	Characteristics and Education of Students with Emotional/Behavioral	3
<a href="#">ED PSY 6542</a>	Social-Emotional and Behavior Interventions	3
<b>Autism and Developmental Disabilities (9 hours)</b>		
<b>ii. Autism and Developmental Disabilities Concentration II (9 hours)</b>		
<a href="#">SPEC ED 6430</a>	Characteristics and Education of Individuals with Low-Incidence Disabilities	3
<a href="#">SPEC ED 6610</a>	Foundations of Autism Spectrum Disorder: Research to Practice	3
<a href="#">SPEC ED 6620</a>	Assessment and Interventions for Children and Youth with Autism	3
<b>Early Childhood Special Education (9)</b>		
<b>iii. Early Childhood Special Education Concentration II (9 hours)</b>		
<a href="#">SPEC ED 6372</a>	Screening And Diagnosis Of Developmental Delays: Birth To 5 Years	3
<a href="#">SPEC ED 6462</a>	Introduction To Early Childhood Special Education	3
<a href="#">SPEC ED 6463</a>	Curriculum, Methods, And Materials For Early Childhood Special Ed	3
<b>5) Capstone Course (3 hours)</b>		
<b>Students must enroll in the capstone course during their last semester and after completing TCH ED 6909 for practicing teachers.</b>		
<b><a href="#">TCH ED 6910</a></b>	<b>Teacher Action Research Capstone<sup>2</sup></b>	<b>3</b>

<sup>+</sup> ~~Take semester prior to Teacher Action Research Capstone (TCH ED 6910%7C). For non-teacher candidates, ED REM 6040%7C or TCH ED 6909%7C can be taken.~~

<sup>2</sup> This course is not offered in summer sessions.

Total hours: minimum 33 credit hours

---

Sign-offs from other departments affected by this proposal

None

Rationale                      Align language with format of other M.Ed. revised courses.