

# Special Education MEd, Behavior Principles and Interventions Emphasis

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 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 learn how to evaluate research and data and translate best practices to their own practice and classrooms. The M.Ed. Program in Special Education consists of required core courses, and three courses in the chosen emphasis area.

## Required Foundation Courses

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

## Special Education Foundation Courses

SPEC ED 5303	Instructional Practices	3
SPEC ED 6325	Positive Behavior Interventions for Individual, Classroom, and School-wide Systems	3
SPEC ED 6415	Disability Law and Policy	3

**Total Hours** 21

## Specific 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

## Learning Outcomes

Upon completion of the program, graduates will be able to:

- Interpret and apply historic and current special education laws and policies related to student identification, rights and responsibilities, access, support, and transition.
- Design student-centered programming that facilitates the active involvement and empowerment of individuals with disabilities and their families in the educational planning process.
- Describe how abilities/disabilities may interact with development and learning and apply this knowledge to provide meaningful and

challenging learning experiences for individuals with disabilities across curricular content areas.

- Identify a variety of formal and informal assessments, data sources, and practices to implement and guide educational decisions for individuals with disabilities.
- Select, adapt, and implement a repertoire of evidence-based practices to advance learning and quality of life of individuals with disabilities.
- Collaborate with families as well as partners in the school system, service system, and community to improve student and post-school outcomes.
- Develop essential skills and dispositions (e.g., attitudes, perceptions, values, and beliefs) to guide professional practice, engage in lifelong learning, and advance positive change as leaders in classrooms and communities.
- Utilize inclusive frameworks, strategies, and practices, including alignment of individualized education program goals, in grade level curriculum/standards and assessments within an inclusive educational environment;
- Analyze policies and research to guide the use of inclusive education evidence-based practices as well as to support advocacy skills as a leader in the field;
- Develop collaborative partnerships with families, educators, related service providers, and paraprofessionals to support academic and social inclusion for individuals with disabilities.
- Identify and explain how behavioral concepts and principles can be used to inform intervention strategies in educational settings
- Conduct behavior assessments to guide the design and implementation of behavior-change procedures to address the behavioral and educational needs of students with disabilities