

Special Education MEd, Transition Studies Emphasis

Degree Requirements

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
TCH ED 6030	Instruction, Learning, and Assessment	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 6342	Advanced 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

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.
- Develop person-centered plans informed by age-appropriate transition assessments; data-based decisions; and the preferences, interests, needs, and strengths of individuals with disabilities and their families
- Apply evidence-based secondary transition practices that connect individuals with disabilities and their families with the individualized services, supports, skills, and experiences needed to achieve their post-school goals
- Evaluate the range of post-school options and the educational, cultural-ethnic, and socioeconomic factors that influence (positively and negatively) post-school success