Special Education MEd, Cross Categorical Disabilities Emphasis

The M. Ed. Program in Special Education explores important core knowledge in Special Education. The program's primary goal is to empower professionals as thoughtful educators 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 research into practice in their courses, and 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 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 may be reviewed, as necessary, to identify compliance with state education certification guidelines. Students who wish to be certified 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 research into practice in their courses, and 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 a capstone or exit course block.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>TCH ED 6010</td>
<td>Examining History, Community and Social Justice in Education</td>
<td>3</td>
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<tr>
<td>ED PSY 6030</td>
<td>Instruction, Learning and Assessment</td>
<td>3</td>
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Required Special Education Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED PSY 6545</td>
<td>Consultation in Schools and Related Settings</td>
<td>3</td>
</tr>
<tr>
<td>SPEC ED 6325</td>
<td>Advanced Studies in Classroom &amp; Behavior Management</td>
<td>3</td>
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<tr>
<td>or SPEC ED 6437</td>
<td>Applied Behavior Analysis: Functional Assessment and Interventions</td>
<td>3</td>
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<tr>
<td>SPEC ED 6415</td>
<td>The Law and Special Education</td>
<td>3</td>
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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 Understanding/Implementing Speech and Language Interventions that Assist Children with Special Needs
SPEC ED 6345 Characteristics and Education of Students with High-Incidence Disabilities
SPEC ED 6342 Transition Education for Adult Life
SPEC 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

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.