Master of Education in Special Education

The Master of Education (M.Ed.) in Special Education has two options:

- Special education concentration
- Special education administration concentration — admission suspended

The M.Ed. in Special Education with a special education concentration is designed for individuals who desire advanced professional preparation in special education. The program encompasses theory, research and practice relating to individuals who experience disabilities.

The M.Ed. in Special Education provides candidates with the knowledge and application of assessment and intervention strategies that support the learning of children with exceptional learning for grades K-8 (Elementary) or 7-12 (Secondary), and aims to prepare scholarly practitioners grounded in purpose and research.

Admission Requirements

- Complete the Admission Requirements for Graduate Degrees (http://catalog.uaa.alaska.edu/academicpoliciesprocesses/admissions/graduate/) and the School of Education (SOE) M.Ed. Admission Requirements (http://catalog.uaa.alaska.edu/graduateprograms/soe/#medrequirementstext).
- Submit an application to the M.Ed. in Special Education Program. Contact the Graduate Studies Department at (907) 786-4450.
- Submit proof of current teaching certification.

The SOE allows access to coursework through a variety of methodologies and delivery formats, including distance education. Candidates must have the technological knowledge, skills, and access to engage in distance learning. The following courses are required for completion of the program.

Graduation Requirements

- Complete the General University Requirements for Graduate Degrees. (http://catalog.uaa.alaska.edu/graduateprograms/degreerequirements/)
- Complete the School of Education M.Ed. Graduation Requirements (http://catalog.uaa.alaska.edu/graduateprograms/soe/#medrequirementstext).
- Complete the program requirements below.
- Prior to graduation, students must also satisfactorily complete a Special Education Praxis II, related to the student's area of focus, and approved by their advisor.

Candidates admitted or seeking admission to the M.Ed. in Special Education must receive approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDSE A610</td>
<td>Clinical Assessment: Eligibility and Program Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A612</td>
<td>Curriculum and Strategies I: Low Incidence</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A622</td>
<td>Curriculum and Strategies II: High Incidence</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A623</td>
<td>Language and Literacy: Best Practices in Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A624</td>
<td>Social/Emotional Development, Assessment, and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A625</td>
<td>Teaching Mathematics to Special Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDSE A632</td>
<td>Special Education Law: Principles and Practices</td>
<td>3</td>
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Research Courses

- EDRS A660 Fundamentals of Research in Education                      | 3       |
- Research Elective by Advisement                                      | 3       |

Concentration

Complete one of the following concentrations: 9

Elementary Special Education

- EDSE A674 Family Partnerships in Early Childhood Special Education   |         |
- EDSE A695E Advanced Internship in Special Education: Elementary      |         |

or

- EDSE/PSY A611Y Assessment in Preschool Special Education              |         |

and

- EDSE/PSY A623Y Strategies and Interventions: Preschool Special Education |         |

Secondary Special Education

- EDSE A686 Transition Services for Secondary Students with Disabilities|         |
- EDSE A695S Advanced Internship in Special Education: Secondary        |         |

or EDSY A661 Assessment in Secondary Classrooms                      |         |

Total 36

1 EDRS A660 and research credits by advisement may be waived for candidates entering the program with a master’s degree. Candidates admitted or seeking admission to the M.Ed. in Special Education must receive approval from their advisor prior to taking coursework from another institution intended to satisfy requirements for the master’s degree.

A total of 36 credits is required for the degree.
Field Placements

Some courses in the special education program require field placements and/or internship placements. The School of Education does not guarantee placements as they are contingent on school district and agency partners. The university offers placements across the state of Alaska. Out-of-state placements will require additional approvals and are not guaranteed.

Requirements for administrative certification within the state of Alaska can be found at the Alaska Department of Education and Early Development (http://www.eed.state.ak.us/).

This program is designed to meet the educational requirements for professional licensure or certification in the State of Alaska. However, the program might not meet the educational requirements for professional licensure or certification in other states. Please see UAA’s Licensure and Certification website (https://www.uaa.alaska.edu/academics/office-of-academic-affairs/licensure.cshtml/) for more information.

Program Student Learning Outcomes

Student outcomes for the program are based on the professional standards of the Council for Exceptional Children (CEC) located at www.cec.sped.org.

Students who complete this program will be able to:

• Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
• Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
• Support and promote inclusiveness and equity for students
• Apply the legal and ethical principles associated with special education.
• Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
• Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
• Critically analyze and apply principles of research.
• Demonstrate literacy regarding theoretical perspectives associated with human development and learning.