



Student: _____ Date: _____

Address: _____ Student ID #: _____

City: _____ State: _____ Zip: _____

Home: _____ Work: _____ Cell: _____

Email(s): _____

CORE COURSE REQUIREMENTS

EDUC 5103 Educational Research & Academic Writing
EDUC 5123 Human Development Across the Lifespan

SPECIALIZATION COURSE REQUIREMENTS

SPED 5303 Universal Design for Learning
SPED 5413 Diagnosis of the Exceptional Child
SPED 5433 Research and Assessment in Special Education
SPED 5333 Policy and the IEP in SPED
SPED 5343 Education Law & Special Education Law
SPED 5353 Collaborative Consultation and Resources in SPED
SPED 5363 Delivery of Special Education & Transition Services
EDUC 5263 Capstone Project

	<u>CREDITS</u>	<u>TERM</u>	<u>GRADE</u>
	3	_____	_____
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TOTAL:	30		

MASTER OF EDUCATION (MSE)
SPECIAL EDUCATION (NON-LICENSURE)
COURSE LIST W/ COURSE DESCRIPTIONS

EDUC 5103 Educational Research & Academic Writing:

This course is an overview of research involving locating, analyzing, evaluation and educational research. Studies in current issues in education, development of skills in data collection and evaluation, and direct application to educational problems and decisions is included.

SPED 5303 Universal Design for Learning:

This course provides an overview of UDL (Universal Design of Learning) and includes strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies to organize, modify, and supplement curricula based on the individual needs of students with disabilities will be covered. In addition, a comparison of the full inclusion model and the continuum of services will be included.

SPED 5413 Diagnosis of the Exceptional Child:

An overview of the characteristics of students with mild, moderate, and severe disabilities to include eligibility criteria, assessment, program development, and design of learning environments. Focus will be on inclusionary/mainstreaming educational and family/community involvement. Learning theories, cognition, metacognition, and intellectual development will also be included.

SPED 5433 Research and Assessment in Special Education:

This course covers the principles of assessment in special education and inclusive education. Areas covered include assessment in social and educational contexts, decision-making to improve student learning, ethics related to assessment, cultural and linguistic needs of the student, test adaptation and accommodations, and assessing behavior. The course also reviews the management of classroom assessments, response to interventions (RTI), types of assessments and test protocols, and making special education eligibility decisions.

SPED 5333 Policy and the IEP in SPED:

This course explores major policy areas in special education including early screening, empowering students, partnerships with parents, better-informed educators, innovative and effective teaching and learning environments (e.g., UDL and multi-tier systems of support), and early intervention. Students examine the essential components for and the development of a program of instruction, supports, and services (i.e., the IEP) for a student with exceptionalities.

EDUC 5123 Human Development Across the Lifespan:

Human life span from conception to death including physical, cognitive, language, and socio-cultural development as well as childhood medical conditions. Emphasizes developmental stages/tasks and theories of learning.

SPED 5343 Education Law & Special Education Law:

This course covers the historical basis of special education and laws governing those services with an emphasis on litigation, legislation and laws pertaining to the delivery of special education support and services. Topics such as the six principles of IDEA, Section 504, parental rights and due process, and discipline will be covered in depth. **Crosslisted with EDUC 5343**

SPED 5353 Collaborative Consultation and Resources in SPED:

This course examines the evaluation of programs for special and inclusive education, the application of research-based practices, the focus on relevant special education laws, the use of instructional and assistive technologies, and supporting students with exceptionalities. In addition, the course explores the use of culturally responsive practices to collaborate with stakeholders to improve programs, services, and progress for students with exceptionalities.

SPED 5363 Delivery of Special Education & Transition Services:

An examination of the many aspects of the delivery of services at the preschool level, including early childhood transitions, IFSPs, and PPCD requirements, as well as the IEP requirements for students receiving services at the high school level, including CTE requirements, transition planning, graduation plans, etc. Special attention will be given to legal requirements such as transfer of rights, IEPs, community resources, and transition planning and inventories for the preparation of life after high school. **Crosslisted with EDUC 5363**

SPED 5263 Capstone Project:

In this final capstone course, candidates apply the acquired competencies by developing a graduate-level project to create meaningful change in schools. Candidates identify an issue impacting student learning and formulate a comprehensive plan to address it. Prerequisites include approval from the Program Coordinator.

NOTE: Teacher candidate seeking an education endorsement or licensure in Special Education must complete 15 weeks of apprenticeship under a Level II or 3A special education teacher. While completing the internship, the teacher candidate cannot be in any paid position within a school. See House Bill 266 (<https://legiscan.com/NM/text/HB266/2021>). This rule effective July 1, 2022.
