

MASTER OF EDUCATION SPECIAL EDUCATION

Overview

Washburn University offers a Master's Degree in Special Education High Incidence, K-6 and 6-12. The requirements for provisional endorsement by the Kansas State Department of Education may be met prior to completion of the Master's Degree. An added endorsement is granted following successful completion of the approved sequence of courses.

Provisional licensure may be obtained with the completion of nine specified hours of graduate credit, including an appropriate practicum experience and admission to the Graduate Program.

The Licensure-Only Program in Special Education is available for teachers with an elementary, secondary, or P-12 teaching license who wish to pursue a teaching license in special education high incidence without earning a master's degree. Candidates who already have a master's degree or those not interested in obtaining a master's degree will be required to submit:

1. an application to the Department of Education,
2. a copy of their current teaching license,
3. submission of a University/Professional Reference form,
4. declaration of graduate program form and
5. complete a plan of study with their advisor. Licensure-only candidates can earn a provisional license which will be good for two years and can reapply for a second provisional license with successful completion of coursework. Candidates completing all coursework can apply for an added endorsement in special education high incidence. Candidates who are pursuing licensure-only can opt to apply for the master program no later than the date at which they apply for the second provisional license. All degree-seeking students must complete a capstone experience. See the advisors for details.

Student Learning Outcomes for MEd – Special Education

At the conclusion of the Special Education High Incidence Program, candidates are expected to have:

- The special educator understands the historical and philosophical foundations of special education, the characteristics of the disability, the impacts of the disability on education, and the legal parameters appropriate for each learner's educational needs.
- The special educator uses a variety of assessment instruments, procedures, and technologies for learner screening, evaluation, eligibility decisions, instructional planning, progress monitoring, and technology considerations.
- The special educator uses Individual Educational Programs (IEPs), learning environments, individual learner characteristics, assessments, teacher knowledge of subject matter, and technology for effective instructional planning and implementation.
- The special educator uses a variety of evidence-based instructional strategies; including effective adaptations, learner performance, and transitions; to promote learning and improve learner outcomes.
- The special educator demonstrates effective communication skills to enhance collaboration and consultation among school professionals, to improve learner outcomes while planning for and implementing

effective instruction and services; to implement the IEP, deliver instruction, and evaluate IEP implementation; and, to plan for and implement effective transition services.

- The special educator understands the critical elements of language and literacy; identifies and uses evidence-based interventions to meet the instructional needs specific to reading, writing, math and other content areas; and includes the principles of universal design for learning and the use of technology to support literacy and to make data-based decisions.
- The special educator demonstrates knowledge and skill in the use of problem solving models, including Positive Behavioral Interventions and Supports (PBIS) within the Multi-Tier System of Support (MTSS) framework; conducts Functional Behavioral Assessments (FBA) and develops Behavior Intervention Plans (BIP) to manage behavior and facilitate appropriate behavioral responses; demonstrates cultural sensitivity in the development and use of social skills curricula; and promotes the self-determination skills of learners.
- The special educator understands the importance of family and community engagement in the special education process; includes families in special education program development and implementation; understands the legal rights of families; and works to actively engage and empower families as partners in the education of the learner.

| Code | Title | Hours |
|-------------------------|--|-----------|
| Required Courses | | |
| ED 665 | Introduction to Educational Research | 3 |
| ED 667 | Curriculum Development and Evaluation - Elementary Education | 3 |
| SE 610 | Learning and Behavioral Problems of Children and Youth with Mild-Moderate Disabilities | 3 |
| SE 621 | Educational Planning | 3 |
| SE 631 | Methods & Materials | 3 |
| SE 635 | Conferencing and Consulting in Special Education | 3 |
| SE 640 | Individual and Group Management for Children and Youth with Mild-Moderate Disabilities | 3 |
| SE 656 | Special Education Practicum I (Pre-Elementary) | 3 |
| or SE 658 | Special Education Practicum I (Middle/Secondary) | |
| SE 657 | Special Education Practicum II (Pre-Elementary) | 3 |
| or SE 659 | Special Education Practicum II (Secondary) | |
| SE 660 | Assessment in Special Education (Pre-Elementary) | 3 |
| or SE 662 | Assessment in Special Education (Middle/Secondary) | |
| SE 680 | Resources for Families with Disabilities | 3 |
| RD 622 | Literacy/ESOL Instructional Strategies | 3 |
| Total Hours | | 36 |