



Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Address: \_\_\_\_\_ Student ID #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
 Home: \_\_\_\_\_ Work: \_\_\_\_\_ Cell: \_\_\_\_\_  
 Email(s): \_\_\_\_\_

**CORE COURSE REQUIREMENTS**

<u>COURSE</u>	<u>CREDITS</u>	<u>TERM</u>	<u>GRADE</u>
EDUC 5183 Instructional Leadership	3	_____	_____
EDUC 5123 Human Development Across the Lifespan	3	_____	_____
EDUC 5283 Current Trends & Issues in Education	3	_____	_____
EDUC 5113 Ensuring Equity Through Cultural Responsiveness	3	_____	_____
EDUC 5103 Educational Research & Academic Writing	3	_____	_____
EDUC 5223 Teaching & Learning Theories & Models	3	_____	_____
EDUC 5483 Innovation in Education	3	_____	_____

**SPECIALIZATION COURSE REQUIREMENTS**

**Students select 4 courses from the list below:**

_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
_____	3	_____	_____
EDUC 5263 Capstone Project	3	_____	_____

**TOTAL: 36**

**Possible Courses for Self-Design Emphasis:**

- |  |   |
|--|---|
| EDUC 5173 Data-Driven Continuous Improvement                   | SPED 5303 Universal Design for Learning                       |
| EDUC 5213 Curriculum Design & Implementation                   | SPED 5333 Policy & the IEP in SPED                            |
| EDUC 5233 Instructional Coaching & Mentoring                   | SPED 5343 Education & Special Education Law                   |
| EDUC 5253 Teacher Leadership                                   | SPED 5353 Collaborative Consultation & Resources in SPED      |
| EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities | SPED 5363 Delivery of Special Education & Transition Services |
| EDUC 5313 Adapting Curriculum for Exceptional Learners         | SPED 5413 Diagnosis of the Exceptional Child                  |
| EDUC 5333 Behavior Management                                  | SPED 5433 Research and Assessment in Special Education        |
| EDUC 5343 Education & Special Education Law                    |   |
| EDUC 5353 Introduction to Psychoeducational Assessment         |   |
| EDUC 5363 Delivery of Sped Services in Preschool & HS Settings |   |
| EDUC 5423 Assessment & Evaluation of Learning                  |   |
| EDUC 5433 School Law & Ethical Decision-Making                 |   |
| EDUC 5443 Operations & Fiscal Management                       |   |
| EDUC 5453 School Culture & Family & Community Engagement       |   |
| EDUC 5463 Developing Human Capital in Learning Organizations   |   |
| EDUC 5473 Leadership in Learning Organizations                 |   |

**MASTER OF EDUCATION (MSE)**  
**SELF DESIGN (NON-LICENSURE)**  
**COURSE LIST W/ COURSE DESCRIPTIONS**

**Core Courses**

**EDUC 5183 Instructional Leadership:**

This course examines the school leader's role in promoting the learning and success of all students within a learning organization. Candidates will explore their role in facilitating professional learning and collaboration, using data to improve learning, and aligning curriculum, assessment and instruction. Emphasis is placed on holding self and others accountable for high academic achievement for all students and establishing a commitment to equity. 10 hours of field work is required.

**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.

**EDUC 5113 Ensuring Equity Through Cultural Responsiveness in Diverse School Contexts:**

Examination of the literature on cultural competence, culturally responsive teaching practices as well as the importance of and strategies for establishing a school culture that is inclusive, equitable and supports learning. Strategies for incorporating an asset-based framework and providing meaningful, relevant, and coherent instruction that supports the success of all learners will be covered. Emphasis will be placed on collaboration with parents/families to support optimal access and opportunity for PK-12 learners.

**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.

**EDUC 5223 Teaching & Learning Theories & Models:**

This course provides an overview of learning theories and theoretical perspectives on learning, cognition, and cognitive development and an examination of theoretical constructs and models for teaching and learning in diverse and complex school contexts.

**EDUC 5283 Current Trends & Issues in Education:**

A course that examines the current landscape of public education including the social, legal, and ethical issues in education that impact teaching and learning. The professional roles and responsibilities of the educator in relation to these issues will also be examined.

**EDUC 5483 Innovation in Education:**

An examination of emerging technologies in education and ways to leverage technology to support innovations that lead to advancements and improvements in learning. Topics include creativity, inquiry-based learning, critical thinking, problem-solving, collaboration, the networked/connected teacher, establishing a culture of innovation, and personalized learning frameworks.

**Specialization Courses**

**EDUC 5173 Data-Driven Continuous Improvement:**

This course focuses on the school leader's role in creating a data-driven school culture to support the success of all students by facilitating and supporting data collection and analysis to understand student achievement, assess teaching practices, and make informed decisions about teaching and learning. An action research project and 10 hours of field work is required.

**EDUC 5213 Curriculum Design & Implementation:**

This course provides an overview of instructional design theories and frameworks for PK-12 learning environments. Topics include: Backwards Design Framework, gradual release of responsibility, scaffolding, instructional coherence, and instructional alignment.

**EDUC 5233 Instructional Coaching & Mentoring:**

This course examines the theories, principles, frameworks, methods and strategies for instructional coaching and mentoring. Adult learning theory will serve as the lens that grounds the exploration of instructional coaching constructs and applications.

**EDUC 5253 Teacher Leadership:**

This course provides an examination of the processes that utilize collaboration, mentoring and instructional coaching as a way to initiate innovations that lead to sustainable advancements and improvement in learning in PK-12 learning environments. These topics will be examined through the perspective of teachers as reflective leaders.

**EDUC 5303 Introduction to Mild, Moderate & Severe Disabilities:**

This course provides an overview of theories, methods and strategies for teaching and assessing reading in diverse school contexts.

**EDUC 5313 Adapting Curriculum for Exceptional Learners:**

A course that provides strategies to modify the general education curriculum and support the exceptional learner in the least restrictive and most inclusive setting. Strategies will be covered to organize, modify, and supplement curricula based on the individual needs of students with mild and moderate disabilities. In addition, a comparison of the full inclusion model and the continuum of services will be examined to determine the strengths and weaknesses associated with each.

**EDUC 5333 Behavior Management:**

Focuses on the theories and methods for promoting behavior change for students with emotional/behavioral disorders. This course will address current research and best practices in behavior interventions and support. Students will learn proactive techniques to create a safe and effective learning environment. Emphasis will be placed on the development of functional behavior assessments and behavior change plan.

**EDUC 5343 Education & 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 SPED 5343**

**EDUC 5353 Introduction to Psychoeducational Assessment:**

This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEA. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm-referenced and criterion-referenced test scores. Factors that affect assessment results, such as culture, linguistics, behavior, and socioeconomic status, will also be examined. Multiple assessment techniques, such as interviews, behavior rating scales, behavior observations, and specific standardized instruments designed to aid in the identification of disabilities in children and adolescents, will also be examined.

**EDUC 5363 Delivery of Sped Services in Preschool & HS Settings:**

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 SPED 5363**

**EDUC 5423 Assessment & Evaluation of Learning:**

This course is an examination of assessment and evaluation methods, strategies and tools, emphasizing authentic learning and assessment and the importance of ensuring instructional alignment through a Backwards Design approach to planning for instruction.

**EDUC 5433 School Law & Ethical Decision-Making:**

This course examines legal and ethical issues related to equity, diversity, and accessibility in schools. Emphasis is placed on case analyses affecting school-based practices, identifying the legal responsibilities of school employees, ethical decision-making, and understanding the rights of students.

**EDUC 5443 Operations & Fiscal Management:**

This course focuses on strategic allocation of resources, effective management of school operations, and mission/vision drive strategic planning to support the success and well-being of all students. Emphasis is placed on establishing a legally sound framework to promote a safe, efficient and effective learning environment. 10 hours of field work is required.

**EDUC 5453 School Culture & Family & Community Engagement:**

This course supports candidates in the development of strategies for cultivating an inclusive, caring, and supportive school community that supports the academic success and well-being of all students. Candidates will explore ways to engage families and the community in meaningful, reciprocal and mutually beneficial ways. Emphasis is placed on the development of effective communication strategies and emotional intelligence. 10 hours of field work is required.

**EDUC 5463 Developing Human Capital in Learning Organizations:**

This course examines promising practices for the recruitment, selection, induction, professional development, supervision and evaluation of personnel to improve instructional practice and student learning. Emphasis is placed on establishing collegial professional learning communities and professional learning frameworks that apply the principles of adult learning theory and are individualized, adaptive, learner-driven, and focused on student outcomes. 10 hours of field work is required.

**EDUC 5473 Leadership in Learning Organizations:**

This course examines leadership within the context of learning organizations, with an emphasis on visioning, empowerment, and managing change within complex systems. Candidates will explore ways to establish a school culture where organizational learning can flourish to support the learning of success of all students. 10 hours of field work is required.

**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 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.

**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 5373 Applied Experience in Special Education:**

This course provides candidates with opportunities to use their knowledge and skills about general and special education curricula to creating challenging learning experiences, to explore instructional and assistive technologies, curriculum standards, and research-based teaching and learning strategies. Candidates research effective learning environments that help support students as they learn challenging curricula.

**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.