Special Education (MA/MS)

http://education.uoregon.edu/SPED (http://education.uoregon.edu/SPED/)
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Master's + Licensure

Our master's + licensure programs prepare preservice teachers to meet the preliminary special education licensure requirements for Oregon in either:

- K-12/Generalist
- Early Intervention

Inservice teachers can complete coursework to meet the added endorsement requirements for these age groups, as well through our endorsement program.

Master's Only (Non-Licensure)

The master's only option is ideal for current teachers who are interested in pursuing advanced graduate training in special education and completing a program that is individualized and based on their interests and goals.

This option is ideal for individuals with a bachelor's degree who want to learn more about special education, but who do not necessarily want to pursue a career in teaching.

Please see program website for additional information: https://education.uoregon.edu/sped/graduate (https://education.uoregon.edu/sped/graduate/)

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze disabilities from a within- and across-categorical perspective including definitions, etiologies, characteristics, and interventions -and- identify pivotal concepts and procedures in educating individuals with disabilities (OAR 584-420-0460 [3, 5, 7; CEC 1, 3, 5]; OAR 584-420-0020 [3a b, 5b c; InTASC 1, 3, 7, 8]; OAR 584-420-0465 [4, 8]); OAR 584-017-1020), as measured by a grade of B- or better in SPED 511 Foundations of Disability.
- Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity (CEC Initial Prep. Sub-Standards 1.1 and 1.2), as measured by a grade of B- or better in SPED 528 SPED Law.
- Create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being (CEC Initial Prep. Sub-standard 6.1), as measured by a grade of B- or better in SPED 526 Behavior and Classroom Management.

Minimum Requirements:

- 45 credits as an officially admitted master's degree student
- 15 credit hours of previous graduate-level work may be transferred into your program pending instructor and advisor approval
- 9 credit hours of 600 level courses
- 30 graduate credit hours in special education (SPED) courses
- 24 graded credit hours in UO courses
- Students who wish to obtain a Master of Arts degree must complete the equivalent of two years of a second language

Please see program website for additional information: https://education.uoregon.edu/sped/graduate (https://education.uoregon.edu/sped/graduate/)

The general framework for a Master's degree in special education includes three components: (a) courses in required core areas, (b) elective courses, and (c) a terminal activity. Master's degree students can specialize in a) Early Intervention, b) school-age individuals K-12 level, or c) a general master's with an individualized interest. The specific courses students take to complete a master's degree is determined by student-identified career interests and whether the student has been admitted to both the master's degree and a license/ endorsement program.

Special Education Master's Degree

Code	Title	Credits
Foundations - Select one course from the following:		
SPED 511	Foundations of Disability I	
SPED 680	Foundations in Early Childhood and Early Intervention	
Behavioral Support - Select one course from the following:		
SPED 526	Behavior and Classroom Management	
SPED 536	Advanced Behavior and Classroom Management	
Curriculum & Instruction - Select two to three courses in this area (depending on emphasis)		
Early Intervention Emphasis:		
SPED 681	Early Intervention for Diverse Families	
SPED 682	Assessment and Evaluation	
SPED 683	Curriculum in Early Childhood and Early Intervention	
K-12 Emphasis: [1]		
Methods Courses		
SPED 522	Special Education Mathematics Instruction	
SPED 540	Early Literacy for Diverse Learners	
SPED 541	Intermediate Literacy for Diverse Learners	
SPED 542	Adolescent Literacy for Diverse Learners	
SPED 543	Supporting Students with Low-Incidence Disability	
Transition Courses:		
SPED 633	Transition Planning and Instruction I	
SPED 634	Transition Planning and Instruction II	
Master's Only:		
SPED 620	Assessment in Special Education	
SPED 660	Design of Instruction	
Legal		

SPED 528	Special Education Law
Multicultural	
SPED 515	Diversity and Special Education
Field Studies - Select one course in this area:	
SPED 606	Practicum: [Topic]
SPED 609	Terminal Project
Research (for Master's only) - Select one course in this area:	
SPED 606	Practicum: [Topic] (Field Studies)
SPED 606	Practicum: [Topic] (Unsupervised Practicum)
SPED 610	Experimental Course: [Topic] (Non-licensure Field Stucy)
Practicum (for EI Licensure)	
SPED 611	Early Intervention Practicum I
SPED 612	Early Intervention Practicum II
SPED 625	Final Supervised Field Experience
Practicum (for K-12 Licensure)	
SPED 653	Student Teaching I K-12
SPED 654	Student Teaching II K-12
SPED 655	Student Teaching III K-12
Research - Recommended but not required	
EDUC 611	Survey of Educational Research Methods
EDUC 612	Social Science and Education Research Design
Terminal Activity - Select one option	
Early Intervention emphasis only:	
Oral Comprehensive Exam	
Master's only and K-12 emphasis:	
Master's Project (3)	
Thesis (9)	
Specialization Area (3 graduate courses of at least 9 credits)	
Total Minimum Credits	**45-51**

[1] Work with advisor to determine mix of Methods and Transition courses to take for this emphasis.

Students who wish to obtain a master of arts degree must complete the equivalent of two years of a second language.

The minimum requirements for the Accelerated Master's in Special Education align with the requirements for our graduate licensure program. Students must be in good standing and have recommendation of program and practicum coordinators to continue with graduate level coursework. Students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in all graduate courses taken in the licensure program, and are required to earn a B- or better in all K12 instructional methods courses (SPED 540, 541, 542, and 543) and all core EI/ECSE courses (SPED 680, SPED 681, SPED 682, SPED 683, SPED 687, SPED 688,SPED 689).

Accelerated Master's Program in Special Education: Early Intervention/Early Childhood Special Education Track

Code	Title	Credits
Early Intervention/ Early Childhood Special Education Licensure Plan of Study		
Undergraduate Junior [1]		**13**
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education	
Undergraduate Senior		**11**
SPED 540	Early Literacy for Diverse Learners	
SPED 528	Special Education Law	
SPED 526	Behavior and Classroom Management	
Graduate		**39**
Fall		
SPED 680	Foundations in Early Childhood and Early Intervention	
EDUC 611	Survey of Educational Research Methods	
SPED 687	Early Intervention Methods I	
SPED 611	Early Intervention Practicum I	
SPED 691	Professional Practices in Early Intervention I	
Winter		
SPED 682	Assessment and Evaluation	
SPED 681	Early Intervention for Diverse Families	
SPED 688	Early Intervention Methods II	
SPED 612	Early Intervention Practicum II	
SPED 692	Professional Practices in Early Intervention II	
SPED 683	Curriculum in Early Childhood and Early Intervention	
Spring		
SPED 689	Early Intervention Methods III	
SPED 625	Final Supervised Field Experience	
SPED 693	Professional Practices in Early Intervention III	
Total Credits		**63**

[1] Required courses includes two SPED Minor elective courses [min 6 credits; taken any term; please see SPED Minor program plan for list of elective courses here: https://education.uoregon.edu/sped/undergraduate/minor (https://education.uoregon.edu/sped/undergraduate/minor/)

Accelerated Master's Program in Special Education: K-12 Track

Code	Title	Credits
K-12 Special Education Licensure Plan of Study		
Undergraduate Sophomore		**10**
SPED 411	Foundations of Disability I	
SPED 420	Applied Experience in Special Education [1]	
SPED 407	Seminar: [Topic]	
Undergraduate Junior		**11**

Fall		
SPED 426	Behavior and Classroom Management	
Winter		
SPED 415	Diversity and Special Education	
SPED 543	Supporting Students with Low-Incidence Disability	
Spring		
SPED 422	Special Education Mathematics Instruction	
Undergraduate Senior		**25-28**
Fall		
SPED 436	Advanced Behavior and Classroom Management	
SPED 540	Early Literacy for Diverse Learners	
Winter		
SPED 420	Applied Experience in Special Education [2]	
SPED 541	Intermediate Literacy for Diverse Learners	
Spring		
SPED 406	Practicum: [Topic]	
SPED 488	Professional Practices: [Topic]	
SPED 542	Adolescent Literacy for Diverse Learners	
Graduate		**35**
Fall		
SPED 660	Design of Instruction	
SPED 620	Assessment in Special Education	
SPED 654	Student Teaching II K-12	
SPED 588	Professional Practices: [Topic]	
Winter		
SPED 633	Transition Planning and Instruction I	
SPED 528	Special Education Law [3]	
SPED 655	Student Teaching III K-12	
SPED 588	Professional Practices: [Topic]	
Spring		
SPED 634	Transition Planning and Instruction II	
Total Credits		**81-84**

[1] Must take SPED 420 for 3 credits total, can be taken 1 credit (30 hours) at a time

[2] 1-3, take if no prior SPED classroom experience

[3] SPED 528 can also be taken Summer term before first graduate Fall

Residency Requirements

All upper division and graduate-level credits must be completed in residence at the University of Oregon