



SANFORD COLLEGE OF EDUCATION

MASTER OF ARTS IN SPECIAL EDUCATION

Expand Your Knowledge of Special Education

The Master of Arts in Special Education degree is designed for teachers already licensed in special or general education or for professionals who want to broaden their intellectual and professional understanding of the role of special education within the PreK-12 and higher education settings. More and more, there is a demand for educators and professionals with a current understanding of the characteristics and needs of individuals with disabilities. In this online program, candidates will expand their knowledge by developing, analyzing, and evaluating innovative and ethical practices in special education; and sustaining their commitment as educational practitioners and leaders in the field of education.

Program highlights:

- Entire program can be completed online
- Design strategies and applications to address challenges in special education
- Evaluate innovative and ethical practices in special education
- Sustain your commitment as an educational practitioner and leader in education
- Enhance collaborative teaming and wraparound strategies to optimize student success

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MASTER OF ARTS IN SPECIAL EDUCATION

Academic Program Director: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The Master of Arts in Special Education (MASE) degree is designed for teachers already licensed with a preliminary or clear credential in special or general education and/or for professionals who want to broaden their intellectual and professional understanding of the role of special education within the PK to 22 setting. More and more, there is a demand for educators and professionals with a current understanding of the characteristics and needs of individuals with disabilities. In this rigorous program, candidates will expand their knowledge by developing, analyzing, and evaluating innovative and ethical practices in special education and sustaining their commitment as educational practitioners and leaders in the field of education. The program will be offered in three modalities (online, onsite, and hybrid) and will be accessible for candidates at a national and global level.

Program Learning Outcomes

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

- Analyze the process for creating a shared vision and philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.
- Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.
- Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.
- Analyze the ongoing process of establishing a collaborative and inclusive setting, for students with disabilities, to access a Free and Appropriate Public Education (FAPE).
- Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.
- Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.

Degree Requirements

To receive a Master of Arts in Special Education, candidates must complete a minimum 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work, as it applies to this degree, and if the units were not used in earning another degree from a regionally accredited institution.

Requirements for the Degree

(10 courses; 45 quarter units)

Core Requirements

(5 courses; 22.5 quarter units)

SPD 650	Research in SPD: Design
SPD 651	Ed. Hist. Perspt., Iss. Trends SPD <i>Prerequisite: SPD 650</i>
SPD 652	21 Century SPD Prac. & Systems <i>Prerequisite: SPD 651</i>
SPD 653	Assist Tech & Practices in SPD <i>Prerequisite: SPD 651 and SPD 652</i>
SPD 654	SPD Law & Leadership Practice <i>Prerequisite: SPD 651, SPD 652 and SPD 653</i>

Research Requirements

(1 courses; 4.5 quarter units)

SPD 699	Research in SPD Capstone <i>Prerequisite: SPD 651, SPD 652, SPD 653 and SPD 654</i>
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Candidates must choose **one (1)** of the following specializations:

Specialization in Autism

Academic Program Director: David Rago; (702) 531-7812; drago@nu.edu

This specialization is designed for those interested in working with students that fall within the Autism Spectrum Disorder. For candidates interested in adding the Autism Authorization to a valid Education Specialist credential, please review the Autism Certificate program under the Special Education Department section.

Program Learning Outcomes

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

- Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.

- Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.
- Demonstrate knowledge of the background and orientation of the terms included in the Autism Spectrum Disorder (ASD) category.
- Demonstrate skills needed for working collaboratively with diverse populations in ASD.
- Demonstrate understanding of differing evidence-based strategies for teaching students with autism.
- Demonstrate an understanding of federal and state laws.
- Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.

Required Courses

(4 courses; 18 quarter units)

EXC 621	Intro Students w/Autism Spect.
EXC 622	Assess & Behavioral App. in Aut.
EXC 623	Intervention/Instr. w/Aut.
EXC 624	Autism Collab w/Parents & Fam.

Specialization in Early Childhood Special Education

Academic Program Director: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The Early Childhood Special Education (ECSE) program includes the mild/moderate and moderate/severe disabilities and traumatic brain injury and authorizes service to children ages birth to pre-kindergarten only. For candidates interested in adding the ECSE Authorization to a valid Education Specialist credential, please review the Autism Certificate program under the Special Education Department section.

Program Learning Outcomes

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities.
- Demonstrate knowledge of family systems, the impact of a child with disabilities on the family, and engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.
- Demonstrate skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.
- Document observations from birth to Pre-K and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery and inclusive DAP center-based preschool/Pre-K programs.

Specialization Requirements

(4 courses; 18 quarter units)

SPD 672	Intro to ECSE <i>Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 674	Collaborative Partners <i>Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 676	ECSE Assessment & Intervention <i>Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 678	ECSE Field Experience <i>Prerequisite: SPD 672, SPD 674 and SPD 676</i>

Specialization in Language and Academic Development

Academic Program Director: Bonnie Plummer; (916) 855-4107; bplummer@nu.edu

The Language and Academic Development specialization prepares educators to address the language development needs of a large number of P-12 students with disabilities who have difficulty in the following areas: language development, social communication, school readiness skills, and literacy development, and with academic competencies across the curriculum in listening, speaking, reading, and writing, as well as communication and language literacy skills.

Candidates completing this credential specialization are prepared to teach students with disabilities in classrooms and inclusive settings as teachers, co-teachers and consultants. Candidates have the option of completing a traditional student teaching or participating in an internship to fulfill the final clinical practice requirement.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with language and academic development needs, including academic competencies across the curriculum in listening, speaking, reading, and writing, and who demonstrate a lack of communication and language literacy skills to access and benefit from academic instruction.
- Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, and social pragmatics as it relates to the acquisition of academic knowledge and skills.
- Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research-based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English language learners.
- Assess the impact of sensory deficits on the development and application of language, verbal, and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.
- Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.
- Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.

Specialization Requirements

(4 courses; 18 quarter units)

LAD 632	Speech & Language Development
LAD 633	Academic Language Assessment
LAD 634	Curriculum and Instruction
LAD 635	Intensive Lang. Intervention

Specialization in Mild/Moderate

Academic Program Director: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

The Specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

Program Learning Outcomes

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

- Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
- Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
- Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
- Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
- Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

Core Requirements

(4 courses; 18 quarter units)

SPD 632	Charac./Instr. Stds. w/ M/M Disab.
SPD 634	Assess of Std. w/ M/M Disab.
SPD 636	Teaching Math/Writing for M/M
SPD 638	Content Differentiation

Specialization in Moderate/Severe

Academic Program Director: Mary Lynn Ferguson; (858) 642-8346; mferguson@nu.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.
- Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative, or signed systems including assistive technology, to enhance communication, social interaction, academic performance, and skill development.
- Evaluate a variety of assessments and procedures to maximize students' participation in standards and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.
- Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.
- Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.
- Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Core Requirements

(4 courses; 18 quarter units)

SPD 642	Academic Instruction M/S
SPD 644	Life Skills & Transitions M/S
SPD 646	PBS, Comm. & Social Skills M/S
SPD 648	Medical & Asst. Tech Issues M/S