



SCHOOL OF EDUCATION

UNIVERSITY of WASHINGTON | TACOMA

Master of Education for Practicing Educators

Our program is designed as a part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. The program allows students to embed endorsements into degree programs, should they desire to do so. To meet the needs of students who are employed during the weekday, most courses follow an evening schedule.

Special Education M.Ed. Study Option with Endorsement

Description: This study option is designed to prepare educators to teach learners who are identified with high incidence disabilities. Our courses prepare professionals to use evidence-based instructional methods to meet the diverse needs of students with cognitive, social, emotional, and behavioral disabilities. Upon successful completion, students will earn an endorsement in Special Education (K-12) and a Master of Education degree. Student Learning Goals:

Student learning goals: The primary goals for our Special Education program are to graduate high quality special education teachers with the knowledge, skills, and competencies to:

- Choose and use appropriate assessment tools for evidence-based decision making;
- Use data-based decision making and collaborative problem solving in planning academic and behavioral plans;
- Design and implement instruction that meets the needs of academically and behaviorally diverse students;
- Evaluate and modify existing instructional materials based on empirically sound research;
- Integrate knowledge of the special education law and ethics to develop an appropriate Individualized Education Plan for a student with disabilities;
- Demonstrate an ability to collaborate with parents of students with disabilities and other school and community professionals to meet the needs of students with disabilities.

Course Requirements	Course	Credits	Quarters Offered	Course Title
Core Courses (12 Credits)	Courses required for all M.Ed. Candidates in all Study Options:			
	T EDUC 501	3	WIN/SUM	Foundations of Education: Policy, Ethics, & Philosophy
	T EDUC 502	3	AUT/SUM	Learning about Learning
	T EDUC 503*	3	SUMMER	Educational Measurement (must be taken with TEDUC 544)
	T EDUC 504	3	AUT/SPR/SUM	Understanding Educational Research
Study Option Courses (21 Credits)	Required Special Education Endorsement Courses:			
	T EDSP 541	3	AUTUMN	Literacy Instruction for Diverse Students
	T EDSP 542	3	WINTER	Structuring the Classroom for Success
	T EDSP 543	3	SPRING	Mathematics Challenges for Diverse Students
	TEDSP 544*	3	SUMMER	Special Education Assessment and Evaluation (taken with 503)
	T EDSP 547	3	SUMMER	Special Education and the Law
	T EDSP 550	3	SUMMER	Principles and Practices I
T EDSP 551	3	SUMMER	Principles and Practices II	
Culminating Experience (6 Credits)	Spring Quarter: TEDSP 589 ~ Practicum & Reflective Seminar (alternative quarter may be requested) Note: Candidates having complete 24 credits of coursework may be eligible for a Pre-Endorsement Waiver for temporary out-of-endorsement assignment in Special Education allowing completion fieldwork on the job.			
Total Credits	39 Credits			
Endorsement Requirement	Passing score on the Special Education WEST-E (070)			

Special Education M.Ed. Study Option with Endorsement

Course Descriptions

T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities.

T EDUC 502 Learning About Learning

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts.

T EDUC 503 Educational Measurement

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials.

T EDUC 504 Understanding Educational Research

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

T EDSP 541 Reading Methods and Interventions

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress.

T EDSP 542 Structuring The Classroom For Success

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success.

T EDSP 543 Math Methods and Interventions

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics.

T EDSP 544 Special Education Assessment and Evaluation

Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities in assessment teams.

T EDSP 547 Special Education And the Law

Examines the complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. Comprehensive introduction to the legal issues in special education.

T EDSP 550 Special Education Principles and Practices I

Provides in-depth exploration of disabling conditions with emphasis on the etiology of high incidence disabilities. Covers theoretical, conceptual and empirical bases to meet the needs of diverse students.

T EDSP 551 Special Education Principles and Practices II

Provides the knowledge and skills to design research-based program options for students with disabilities and to evaluate the efficacy of a continuum of service delivery options. Includes issues unique to special educators such as development and implementation of individual education and transition plans, scheduling, and working with paraprofessionals.

T EDSP 589 Special Education Field Experience and Reflective Seminar

Culminating classroom internship in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Experiences in the site placements focus on synthesis of planning, management, teaching and assessment of the learning environment. Credit/no-credit only.