SPECIAL EDUCATION, MA

Introduction
The Master of Arts in Special Education prepares educators to deliver high-quality educational experiences for students with a range of emotional and learning needs, including gifted children. We strive to prepare compassionate leaders who are dedicated to social justice and excellence for all students and families. This degree equips you with the most impactful and effective skills for leading inclusive classrooms and collaborating with professionals in the field and the community.

Students learn from nationally and internationally recognized faculty members who are known for developing innovative practices and designing research in literacy, language, social and emotional growth, gifted and talented learners, students with learning disabilities and building a diverse teacher workforce.

Program Requirements
The 30 credit hour Personalized Professional MA path provides the opportunity for you to personalize your coursework to your specific professional goals as an educator. This MA does NOT lead to a license or an endorsement. A current teaching license is not required for the Personalized Professional MA.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5000</td>
<td>Universal Design for Learning (UDL)</td>
<td>9</td>
</tr>
<tr>
<td>SPED 5010</td>
<td>Intentional Interventions for Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>SPED 5140</td>
<td>Assessment: Inquiry, Instruction, &amp; Intervention</td>
<td></td>
</tr>
<tr>
<td>SPED 5151</td>
<td>Slashing Stigmas: Promoting Positive Behaviors</td>
<td></td>
</tr>
<tr>
<td>SPED 5300</td>
<td>Family, Professional, and Community Collaboration</td>
<td></td>
</tr>
<tr>
<td>SPED 5500</td>
<td>Transition and Secondary Methods in Special Education</td>
<td></td>
</tr>
<tr>
<td>SPED 5740</td>
<td>Intersections of Literacy, Culture, &amp; Exceptionality</td>
<td></td>
</tr>
<tr>
<td>SPED 5780</td>
<td>Literacy Intervention for Exceptional Learners</td>
<td></td>
</tr>
</tbody>
</table>

Thematic Course Categories
In consultation with your faculty advisor, select five courses from the Thematic Course Categories to customize your learning: https://education.ucdenver.edu/academic-services/student-resources/thematic-course-categories/ (https://education.ucdenver.edu/academic-services/student-resources/thematic-course-categories/)

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Course
RSEM 5080 | Research In Schools | 3

Capstone Course
SPED 5401 | Advanced Seminar in Special Education | 3

Total Hours 30

Capstone Requirement
SPED 5401 Advanced Seminar in Special Education is the Special Education Capstone class, which fulfills the COMPS requirement for MA students. The intent of the Capstone is to help candidates synthesize learning through a final project that speaks to academic and professional development in the SPED Program. The capstone should tell the story of what was learned, specific areas of interest, and address ongoing barriers experienced in the field. Your Capstone requirements will be fulfilled by completion of SPED 5401 Advanced Seminar in Special Education.

Program Requirements and Courses
To complete the SPED Education program and earn a master's degree, students must complete the appropriate course work as outlined. All courses require a grade of B- or better and a 3.0 minimum GPA is required for graduation.

Course Scheduling
During the fall and spring semesters, most courses are offered in the late afternoon and evening and meet for three hours once a week over a 16-week semester. Courses are offered in various formats, including completely face-to-face classes, hybrid, remote, or online classes. In the summer semester, three-to eight-week sessions are offered, and courses may be in the morning, afternoon or evening.

Planning
For practicing full-time teachers, we recommend taking one course each fall and spring semester, and up to two courses each summer. Plan carefully because some courses are only offered once a year. Several courses have case study requirements with a K-12 student population. If you are not working in a school, you will consult with your instructor for an alternative assignment.

Active Status
Students must complete their programs within seven years, maintaining a GPA of 3.0 (B average). Please refer to the Student Handbook for information on Academic Probation. Students typically take four courses each calendar year. Failure to enroll over three contiguous semesters will result in a requirement to submit readmission materials.