Master of Science (MS) in Education with a specialization in Special Education Teaching
The master’s Special Education Teaching specialization is intended for teachers who want to help students with learning disabilities (LD) and special needs achieve academic success. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct the increasingly diverse populations of children with learning disabilities and special needs. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with learning disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization incorporates the advanced Council for Exceptional Children (CEC) standards to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

Applicants who have a special education teaching license and a degree from an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) are eligible to receive credit for ED5700, ED5701, and ED5702.
## Career Information

### RELATED EMPLOYMENT SETTINGS TO EXPLORE
- P–12 public school
- P–12 private school
- Alternative school
- Private tutoring company
- Residential facility
- Education service center
- Hospital or clinic
- Nonprofit organization
- Land-based or online college or university

### RELATED JOB TITLES TO EXPLORE*
- Special education teacher
- Special education consultant
- Adjunct or part-time faculty
- Teacher mentor or supervisor

### SPECIALIZATION OUTCOMES
- Understand the role and structure of special education within the educational system
- Ethically and professionally apply policy and procedures for individuals with exceptional needs
- Plan, implement, and evaluate curriculum and instructional strategies to enhance and promote learning
- Collaborate effectively with all stakeholders to support the individuals with exceptional needs

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.
Curriculum

- 14 required courses
- Total program credits: 58 quarter credits

**CORE COURSES**

ED5010 Foundations of Master's Studies in Education ............ 4 quarter credits
ED5006 Survey of Research Methodology ......................... 4 quarter credits
ED5500 Standards-Based Curriculum, Instruction, and Assessment .......................... 4 quarter credits
EDT5130 Understanding Competency-Based Curriculum and Instruction .......................... 4 quarter credits
ED5503 Classroom Management Strategies ...................... 4 quarter credits
EDT5122 Digital Citizenship and Technology Applications .... 4 quarter credits
ED5504 Strategies for Eliminating the Achievement Gap ........ 4 quarter credits

In addition, choose one from the following courses:

ED5501 Assessment and Improvement of Instruction .............. 4 quarter credits
EDT5140 Personalized Learning: Instruction and Assessment ...... 4 quarter credits
EDT5142 Adaptive Instruction and Assessment .................... 4 quarter credits
EDT5150 Instructional Coaching to Improve Teaching and Learning .......................... 4 quarter credits

**SPECIALIZATION COURSES**

ED5700 Foundations of Special Education .......................... 4 quarter credits
ED5701 Assessment and Planning for Special Education Students ..................................... 4 quarter credits
ED5702 Instruction for Special Education Students ............... 4 quarter credits
ED5712 Communication, Consultation, and Collaboration for Special Education .................. 4 quarter credits
ED5714 Programming and Leadership for Diverse Groups Capstone ................................ 6 quarter credits

**LEARNING DISABILITIES (LD) COURSES**

ED5705 Instruction for Learning Disabled Students .................. 4 quarter credits
ED5715 Foundations of Learning Disabilities ........................ 4 quarter credits
ED5716 Assessment Practices and Programming for Students with Learning Disabilities .... 4 quarter credits

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This specialization has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Core Course Descriptions

ED5010  Foundations of Master’s Studies in Education  4 QUARTER CREDITS
This course provides learners with opportunities to acquire and use graduate-level skills, including critically examining and applying relevant educational theory to teaching practice. Learners develop expertise in appreciative inquiry and scholarly writing and explore the relevance of multicultural perspectives and diversity. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. **Must be taken during the first quarter by learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer.**

ED5006  Survey of Research Methodology  4 QUARTER CREDITS
This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

ED5500  Standards-Based Curriculum, Instruction, and Assessment  4 QUARTER CREDITS
Learners in this course examine the impact of national and state learning performance standards on curriculum planning, instruction, and assessment. Learners also design curriculum using a research-based curriculum planning and instructional model, and identify and demonstrate the disposition and skills expected of a professional educator and self-directed learner.

ED5501  Assessment and Improvement of Instruction  4 QUARTER CREDITS
In this course, learners examine instruction and learning improvement strategies and collaborate with students’ families, the community, and other professionals for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

ED5503  Classroom Management Strategies  4 QUARTER CREDITS
Learners in this course apply strategies for managing diverse and challenging student behaviors and develop the skills needed to create classroom environments that maximize the opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of teachers, students, and families under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

ED5504  Strategies for Eliminating the Achievement Gap  4 QUARTER CREDITS
Learners in this course examine the origins and complexities of student achievement gaps within the contexts of gender, race, culture, ethnicity, socioeconomic status, and language difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**
EDT5122  Digital Citizenship and Technology Applications  4 QUARTER CREDITS
In this course, learners evaluate the ways that students and teachers become responsible digital citizens. Learners apply best practices for responsibly accessing, evaluating, and using online resources and social media, and analyze the nine elements of digital citizenship, cyber-ethics, cyber-safety, and cyber-bullying. In addition, learners evaluate ways that teachers align their lessons, objectives, and outcomes to a variety of standards for teaching and learning. Learners also explore structures and systems that can be implemented to manage a variety of devices and instructional time in a 1:1 environment. Finally, learners institute routines to increase student achievement and motivation to learn, selecting and creating a secure digital learning environment for students. For MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology and Instruction in the 1:1 Environment graduate certificate learners only.

EDT5130  Understanding Competency-Based Curriculum and Instruction  4 QUARTER CREDITS
Learners in this course gain an understanding of the differences between standards, outcomes, and competencies and how they can be integrated into the curriculum. Learners build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Learners integrate competency-based curriculum and lesson planning with best-practice teaching approaches and develop competency-based classroom management techniques. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS English Language Learning and Teaching, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, Competency-Based Instruction graduate certificate, and Professional Growth and Development graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5140  Personalized Learning: Instruction and Assessment  4 QUARTER CREDITS
In this course, learners work with their students to personalize instruction in a blended learning environment and focus on increasing student engagement, motivation, and achievement. Learners analyze a variety of instructional formats including gamification, simulations, and adaptive learning strategies. Further, learners evaluate the application of constructivist instructional design, problem-based/project-based learning, and Understanding by Design as research-based strategies intended to increase personalization and collaboration in the classroom. Finally, learners evaluate and design formative and summative assessments. For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

EDT5142  Adaptive Instruction and Assessment  4 QUARTER CREDITS
In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). For MEd in Teaching and Learning, MS Curriculum and Instruction, MS K–12 Studies in Education, MS Special Education Teaching, MS in Education Innovation and Technology, and Personalized Learning graduate certificate learners only.
EDT5150  Instructional Coaching to Improve Teaching and Learning  4 QUARTER CREDITS
This course focuses on coaching models and techniques that are solution oriented. Learners evaluate and implement coaching models, planning strategies for professional growth, setting goals, monitoring progress, and identifying accountabilities in order to determine the effectiveness of assessment and evaluation models that aim to strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners also review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers’ individual needs as well as the needs of their students, schools, and districts. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

Specialization Course Descriptions

EDS5700  Foundations of Special Education  4 QUARTER CREDITS
This course provides an overview of the historical, conceptual, and cultural foundations of special education. Learners examine current issues relevant to the education of special needs students and analyze the students’ individual learning differences. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

ED5701  Assessment and Planning for Special Education Students  4 QUARTER CREDITS
Learners in this course study referral, assessment, placement, and planning procedures for special education students. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods of communicating with all stakeholders. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.

ED5702  Instruction for Special Education Students  4 QUARTER CREDITS
This course prepares learners to plan effective and appropriate learning environments that meet the needs of special education students. Learners apply research-based instructional strategies to teach academics, communication, reasoning, problem-solving, and coping skills. Learners also examine methods of managing the social, emotional, behavioral, and transitional needs of special education students. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.

ED5712  Communication, Consultation, and Collaboration for Special Education  4 QUARTER CREDITS
This course focuses on communication and interaction among children, families, teachers, and the community to support the learning and well-being of students with diverse learning needs. Learners examine methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services. Learners study culturally responsive collaboration and communication practices that improve programs, services, and outcomes for diverse learners.

ED5714  Programming and Leadership for Diverse Groups Capstone  6 QUARTER CREDITS
The capstone course is taken after completing all required and elective coursework. Learners apply their knowledge of policies, practices, programs, and services for diverse learners. Learners complete a leadership project in which they evaluate a program for diverse learners in their school system and demonstrate proficiency of specialization and program outcomes by developing an ePortfolio. For MS Special Education Teaching learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.
Learning Disabilities (LD) Course Descriptions

ED5705  Instruction for Learning Disabled Students  4 QUARTER CREDITS
In this course, learners study ways to plan and differentiate academic instruction (e.g., reading, writing, calculation, or mathematical reasoning). Learners examine how research-based instruction can support students with mild, moderate, severe, and profound learning disabilities. Learners also study methods for using and applying data to improve academic and behavioral instruction.

ED5715  Foundations of Learning Disabilities  4 QUARTER CREDITS
This course provides an overview of the historical, conceptual, and cultural foundations of learning disabilities (LD). Learners examine current issues relevant to the education, programming, and policies of students with LD and analyze the relationship between LD and other conditions. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

ED5716  Assessment Practices and Programming for Students with Learning Disabilities  4 QUARTER CREDITS
Learners in this course study referral, assessment, placement, and planning procedures for students with learning disabilities (LD). Learners evaluate the use of formal and informal assessments to minimize bias, design individual education plans, and develop effective programs.
Recommended Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study. On-time completion for this specialization is nine active quarters.

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<tr>
<th>YEAR 1</th>
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<tr>
<td>Q1</td>
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<td>Assessment Practices and Programming for Students with Learning Disabilities</td>
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<td>Programming and Leadership for Diverse Groups Capstone</td>
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All individuals admitted to this specialization must secure their own internship site and site supervisor. Please refer to the Site and Site Supervisor Guidelines Document.
Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

Tuition

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

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Learners can potentially save time and up to $4,400 by taking Capella’s professional development courses and earning up to 12 credits toward their Education Innovation and Technology certificate program through our Prior Learning Assessment process. For more information, contact Enrollment Services.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your financial aid opportunities.
Academic Leadership

Amy Smith, PhD
Dean
Dr. Amy Smith serves as dean for the School of Education. In her 25-year career in education, she has held leadership positions in both public and private P–12 education, beginning as a high school English teacher, increasing leadership roles as department chair and principal, and eventually leading teams in building charter schools. Dr. Smith’s higher education experience began as a professor of education at Kent State University and Western Oregon University. She continued expanding her leadership as a department chair at Concordia University Chicago and a dean at the University of Phoenix. Her service includes authoring sections of the national teacher preparation standards for the National Council Teachers of English and serving as an assistant editor for the Journal of Curriculum and Pedagogy, a member of a charter school network Board of Directors, and a columnist for a trade publication where she provided soft-skills career advice for multiple magazines and audiences. Dr. Smith holds a PhD in Educational Leadership: Curriculum and Instruction from the University of Denver, an MEd in administration and supervision from National-Louis University in Chicago, an MA in secondary education from the University of Akron, and a BA in English from the University of Colorado.

Jason Mixon, EdD
Associate Dean
Dr. Mixon serves as associate dean of the School of Education. He was previously an associate professor and director of doctoral programs at the Center for Doctoral Studies in Educational Leadership at Lamar University in Texas. Prior to that position, he was a visiting professor of educational leadership and policy at the University of Texas at Tyler. In addition, he has an extensive background in public education. Dr. Mixon was a high school teacher, athletic coach, middle school assistant principal, and high school principal in Texas. As a scholar, Dr. Mixon has co-authored several books in the areas of intercultural responsiveness in English language learning, education leadership, and leadership for principals and superintendents. Additionally, he has authored or presented scholarly work on educational and interculturally responsive leadership in the role principals and superintendents play in school and district culture and community. Dr. Mixon currently serves as a board member on the National Council of Professional Educational Administrators (NCPEA) and is on the editorial review board of The Journal of Teacher Development. Dr. Mixon holds an EdD in Educational Leadership from Sam Houston State University, as well as an ME in Educational Leadership and a BS in Political Science and History from the University of Texas at Tyler.

Kim Spoor, PhD
Faculty Chair
Dr. Kim Spoor serves as faculty chair for the Special Education Teaching specialization. She was principal of the Ojibwe School, a tribal grant school, and subsequently, became an assistant professor at the College of St. Scholastica. There, she served as the director of student affairs in teacher education and developed and directed the Ojibwe Language and Culture Education program. Dr. Spoor’s background also includes a 13-year career in health services, which included respiratory therapy, hemodynamic monitoring, and polysomnography. Dr. Spoor’s professional interests include diversity leadership; equity education with a focus on American Indian education and culture; and qualitative research. Dr. Spoor received her BA in Social Science from The College of St. Scholastica along with an EdM from Harvard Graduate School of Education, with an emphasis in Human Development and Psychology. Dr. Spoor’s PhD in Education is from Capella University.
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the course room are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

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