

# EDUCATIONAL PSYCHOLOGY (SPECIAL EDUCATION) (MA)

The Program in the Department of Educational Psychology (EPSY) offers two graduate degrees with an area of concentration in Special Education: a Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.). (In addition, the Department of Educational Psychology offers a Sixth-Year Certificate in Special Education).

Students can enter the Master's program through one of two routes. The first is through the teacher education/preparation track, which has two paths: the Integrated Bachelor's/Master's (IBM) degree program, which is intended for undergraduates at the University of Connecticut who continue on for a fifth year to earn an M.A. degree, and the Teacher Certification Program for College Graduates (TCPCG), which is intended for students who have already completed an undergraduate degree in a major unrelated to education. The programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Connecticut State Board of Education.

Alternatively, students can pursue a master's degree for reasons other than certification. The non-certification Master's program is designed for a broad range of professionals (e.g., general or special education teachers, graduates in related fields) to provide in-depth learning and experiences related to supporting children and adults with disabilities and at risk for learning and behavioral difficulties. This program provides advanced study in three areas: Literacy Supports for Students at Risk for Learning Difficulties; School-wide Positive Behavior Supports (SWPBS); and Transition and Postsecondary Supports. Students also may design an individualized plan of study with the approval of their major advisor.

## Location

- Storrs Campus

## Modality

- In Person

## Non-Certification Master of Arts Requirements

The Master's program requires 30 credits in total, which must include the following courses:

Course	Title	Credits
EPSY 5092	Practicum	3-6
EPSY 5119	Policy, Law, and Ethics in Special Education	3
EPSY 5121	Developmental Foundations of Exceptionality	3
EPSY 5601	Principles and Methods in Educational Research	3
<b>Total Credits</b>		<b>12-15</b>

## Integrated Bachelor's/Master's (IBM)

### IBM Concentration in Special Education (Grades K-12)

Course	Title	Credits
<b>Required Courses</b>		
EPSY 5116	Assessment in Special Education	3

EPSY 5142	Individualized Positive Behavior Support	3
Select three credits from the following:		3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	
EPSY 5114	Adolescent Reading Supports for Students with Learning Difficulties	
EPSY 5115	Writing Supports for Students with Learning Difficulties	
EPSY 5195	Workshop in Education	2
EDCI 5092	Practicum	3
EDCI 5093	Advanced Practicum	4
EDCI 5094	Seminar	3
EDCI 5095	Advanced Seminar	3
Select three credits from the following:		3
EDCI 5715	Bilingualism and Second Language Acquisition	
EDCI 5740	Latinos and U.S. Education	
EDCI 5742	Sheltered English Instruction for English Language Learners	
EDCI 5750	Language Diversity and Literacy	
EDCI 5875	Multicultural Education	
EDCI 5885	Introduction to Critical Pedagogy	
EDCI 5890	Educational Linguistics	
CLCS 5324	Teaching for Intercultural Citizenship and Human Rights I	
GERM 5325	Teaching for Intercultural Citizenship and Human Rights II	
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1

### IBM Elective Required Courses

Select three credits from the following:		3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	
EPSY 5114	Adolescent Reading Supports for Students with Learning Difficulties	
EPSY 5115	Writing Supports for Students with Learning Difficulties	
EPSY 5119	Policy, Law, and Ethics in Special Education	
EPSY 5121	Developmental Foundations of Exceptionality	
EPSY 5140	Transition Planning for Students with Disabilities	
EPSY 5145	Issues in Postsecondary Disability Services	
EPSY 5405	Applied Behavior Analysis	

**Total Credits** 31

## Teacher Certification Program for College Graduates (TCPCG)

### Concentration in Special Education (Grades PK-12)

Course	Title	Credits
<b>Required Courses</b>		
EDCI 5050	TCPCG Seminar I: Student Teaching Seminar	3

EDCI 5060	Social and Multicultural Foundations of Education	3
EDCI 5065	Learning Theories	3
EPSY 5092	Practicum	3
EPSY 5113	Beginning Reading Supports for Students with Learning Difficulties	3
EPSY 5116	Assessment in Special Education	3
EPSY 5121	Developmental Foundations of Exceptionality	3
EPSY 5123	Instructional Strategies and Adaptations for Students with Special Learning Needs	3
EPSY 5140	Transition Planning for Students with Disabilities	3
EPSY 5141	Classroom and Behavior Management for Special Educators	3
EPSY 5195	Workshop in Education	3
EPSY 5221	Wise Integration of Technology into Teaching and Learning Environments	1
EPSY 5396	Directed Student Teaching for Students in the Teacher Certification Program for College Graduates	9
<b>Total Credits</b>		<b>43</b>

### Exam/Culminating Portfolio Requirement

Will be directed by student's advisor (not filed with The Graduate School by prior arrangement).

## Learning Objectives

1. Analyze their perspectives on racial, linguistic, and cultural diversity, assess their impact on teaching and learning, and take action to support equitable education for historically disenfranchised learners. (IB/M and TCPCG)
2. Create and/or adapt instructional materials to meet the needs of diverse learners. (IB/M and TCPCG)
3. Interpret and explain multiple forms of assessment by making connections across data points and over time. (IB/M and TCPCG)
4. Plan and implement instruction that is responsive to the needs of diverse learners. (IB/M and TCPCG)
5. Plan and reflect on asset-based instruction designed to support language and literacy development of diverse learners. (IB/M and TCPCG)
6. Applied skills: Uses, disaggregates, reformulates and/or adapts principal ideas, techniques or methods of the field of study ethically, professionally, and based on best practices of the discipline. (non-certification Master's)
7. Communication: Communicate proficiently and effectively to a specialist or non-specialist audience, verbally and in writing, a coherent argument or explanation summarizing aspects of the discipline. (non-certification Master's)
8. Knowledge: Demonstrate appropriate breadth and depth of disciplinary knowledge and comprehension of the major topics, theories, and issues of the discipline. (non-certification Master's)