

MASTER OF ARTS SPECIAL EDUCATION



M.A. SPECIAL EDUCATION

The Roger Williams University Master of Arts in Special Education is a full- or part-time hybrid program for candidates interested in teaching students with exceptionalities, leading toward Rhode Island teacher certification in either elementary special education (36 credits) or secondary special education (38 credits). A non-licensure track (30 credits) is offered for practicing teachers who currently hold special education certification but seek a master's degree in special education.

The program curricula and assessment system are aligned to the Council for Exceptional Children (CEC) Special Educator Professional Ethics and Standards and the Rhode Island Professional Teaching Standards (RIPTS). The program has a particular focus on equity, culturally responsive and evidence-based teaching practices, and inclusion of students with high incidence disabilities.

Candidates seeking licensure in special education will be immersed in clinical placements in local schools, completing a residency with a school-based clinical educator certified in special education. The program requires candidates to complete the equivalent of a year-long residency and 60 additional hours of clinical placement designed to meet the Rhode Island certification regulations that take effect in December 2022. The program also requires a minimum of 30 hours in an urban school district, and encourages candidates to spend more time in high-need districts.

The Master of Arts in Special Education program:

- Provides pathways for students interested in elementary or secondary special education
- Offers significant field hours in residency in a local school system
- Focuses on culturally relevant and inclusive pedagogies
- Can be completed in just one year for full-time students

Credits 30-38

Time to Completion
1-2.5 Years

CAMPUS LOCATION
Bristol, Rhode Island

Who It's For

Students who will be eligible for initial certification at the completion of an undergraduate degree, practicing teachers with active licenses who wish to add skills or a certification in special education, or certified special education teachers who are seeking a master's degree

Course Load

Full-time or part-time

Key Features

Hybrid course offerings with flexible evening scheduling, can be completed in as little as one year or as a 4+1 option, focus on equity-minded instruction and social justice

Preferred Application Deadline

February 1 (Juniors)
Rolling – All others

**Roger Williams
University**
GRADUATE PROGRAMS

CURRICULUM

All classes are three credits except where noted.

Required Courses – Licensure Track

EDU 607	Exceptionality Research
EDU 608	Legal & Ethical Foundations of Special Education *
EDU 612	Collaboration, Co-Teaching, & Consultation *
EDU 613	Cultivating Pro Social Behavior *
EDU 622	Research-Based Literacy Practices III: Preparing Strategic Readers, K-12 *
EDU 635	Assessment & Planning *
EDU 640	Interventions in Mathematics & Content Areas in Special Education *
EDU 642	Special Education Residency I *
EDU 644	Post-Secondary Transition Planning (2 credits) *#
EDU 651	Special Education Residency II (9 credits) *
EDU 652	Special Education Capstone

* Courses tied to certification

Course required for secondary candidates only

Non-Licensure Track Option

Practicing teachers who already possess special education certification can pursue a non-licensure track in the M.A. Special Education program. Non-licensure students will take seven required core classes and three electives for a total of 30 credits of coursework.



ADMISSION REQUIREMENTS

Interested students must possess initial teaching certification or be eligible for initial licensure at the start of the M.A. program.

To apply, applicants must submit the following items to the Office of Graduate Admission:

1. Completed online application form accompanied by the \$50 application fee
2. Official transcripts of all undergraduate and graduate coursework
3. Statement of Intent (three pages, double-spaced maximum) detailing: A) Why you hold the dispositions to become a special education teacher committed to equity; and B) Experiences that inspired your desire to work with youth with exceptionalities
4. Two professional letters of recommendation attesting to your potential success in graduate school and to work with children with exceptionalities (one letter must be from a direct supervisor who has observed you working with children)
5. Interview with a faculty member from the RWU Special Education Program
6. Current resume
7. A copy of current and valid teacher's certificate(s) (not required for applicants applying to 4+1 Program)
8. A copy of a current BCI (Bureau of Criminal Identification) background check or equivalent document
9. If your first language is not English, an official report of TOEFL or IELTS results.

To read more about the application process and how to submit your materials, please visit grad.rwu.edu/apply.

For program-related questions, please contact Dr. Adam Moore, Special Education Program Director, at amoore@rwu.edu.

PROGRAM OUTCOMES

Graduates of the Master of Arts in Special Education will be able to:

- Demonstrate inclusive pedagogical approaches and practices aimed at providing an equitable education for all students, particularly students from historically minoritized groups (i.e. racially minoritized students, students who identify as LGBTQ+, students living in poverty, students with disabilities, students who are English Learners).
- Demonstrate knowledge of the legal and ethical obligations required of professionals in the field of special education.
- Conduct, score, and interpret individual curriculum-based and norm-referenced educational achievement assessments that are culturally relevant, valid, and reliable in order to inform a student's eligibility of special education services, develop Individualized Education Programs, and guide instructional practices.
- Utilize evidence-based strategies to meet the diverse instructional, behavioral, cultural, linguistic, and social/emotional needs of students with disabilities.
- Demonstrate culturally-competent partnerships with families/caregivers, educational professionals, related service providers, and other school personnel to develop, utilize, and assess individualized and inclusive supports for students with disabilities.
- Develop strategies to facilitate the successful inclusion of students with disabilities in the least restrictive environment.