



ONLINE MASTER OF EDUCATION IN
SPECIAL EDUCATION K-12
PROGRAM HANDBOOK
(M.Ed. SPED K-12)

School of Education
Effective for Admitted Students:
Fall 2026 to Summer 2027

augie.edu/graduate-programs

WELCOME

I am excited to welcome you to the Master of Education in Special Education K-12 (commonly referred throughout this program handbook as M.Ed. SPED K-12) Program at Augustana University. You are part of a cohort that has representatives from around the country, and in some cases, from around the globe! I am proud that you chose to pursue your graduate degree at Augustana.

This Program Handbook will acquaint all students about many aspects of Augustana University, as well as, specifics about the M.Ed. SPED K-12 Program. In these pages, you will see descriptions of the supports and services available to students, as well as, our rules governing academic life, and our Code of Student Conduct. This code provides the model for student interactions and is central to Augustana's unique culture and community. I ask that you review these rules and the code and abide by them.

Augustana University offers exceptional opportunities to collaborate with colleagues as students progress through the program. The design of the program also allows teachers to explore a particular area of interest by choosing an area of specialization.

The program is very much aligned to the mission and core values of the university, as well as, the conceptual framework of the School of Education, and specific program goals and outcomes. Information about the mission, values, and conceptual framework have been provided in this Program Handbook.

As a graduate student, you are expected to work diligently and with a high degree of independence. At the same time, you will complete programs in the context of community. This community is in the form of small cohorts, with well-qualified and caring instructors, who seek to provide both high expectations and care as students engage in their work.

Thank you for choosing Augustana. I hope you find that your program is both challenging and fulfilling.

Respectfully,

A handwritten signature in cursive script that reads "Laurie Daily".

Dean, School of Education

INTRODUCTION



The Master of Education in Special Education: K-12 (M.Ed. SPED K-12) Program Handbook is the official resource that defines our expectations for student life. These are the policies and practices that allow us to collaboratively work alongside each other, to respectfully respond to conflicts with one another, and to resolve violations of our Code of Student Conduct in ways that emphasize learning and personal accountability.

This important resource along with the [Academic Catalog](#) (see the blue menu for contents) contains important information that Augustana students are expected to be familiar with. We hope that you will take many opportunities to become familiar with the contents of both publications. It is important for you to know that the responsibility for understanding and following our policies and procedures whether it is the Code of Student Conduct or the requirements for graduation rests entirely with you, the student.

On behalf of our faculty and staff, we wish you a successful academic year, and we look forward to participating with you in the special events and programs that make Augustana a uniquely special learning community.

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DISCLAIMER: No student handbook can anticipate every circumstance or question regarding university policies. On occasion, some (indirect) online links may take you to information published by other campus entities that cannot be guaranteed to be accurate. Accordingly, this publication is not intended to be a legally binding contract. Therefore, Augustana reserves the right to amend, supplement, interpret, rescind, or deviate from any policies or portions of the M.Ed. SPED K-12 Program Handbook from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion. As changes to the M.Ed. SPED K-12 Program Handbook are made during the course of an academic year, this website and all of its linked contents will serve as an essential resource for policies, procedures and resources.

PROGRAM POLICIES

Class Attendance - In Person

Class attendance is expected of all students. Instructors will outline their specific attendance policies during the opening meeting of the class. These attendance expectations are also to be included in the course syllabus. Students who find it necessary to be absent because of illness or other reasons should notify the instructor before the class period. Students missing class or arriving late assume responsibility for communicating with the instructor. Instructors may require students to provide verification of reasons for absence. Instructors have the right to request an unofficial withdrawal of a student from their course for non-attendance and lack of communication. Instructors are encouraged to make arrangements to accept coursework, administer examinations ahead of time or allow make-up work, but reserve the right not to do so.

Class Attendance – Online

Overall, student “attendance” in online courses will be defined as active participation and engagement in the course as described in each course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation and engagement, which can be documented by any or all of the following methods: student tracking in the Learning Management System (Canvas); submission/completion of assignments; participating in synchronous and/or asynchronous course assignments (i.e., weekly discussion boards, forums and chats; and communications with the instructor).

Students who do not log on to the course within the 100% drop/add (census) period for the course will be considered a "no-show" and will be administratively withdrawn from the course without record. Drop/add and withdrawal dates are listed on the academic calendar, online in the Graduate Office program section, and on the course syllabus.

Students who fail to maintain active participation and engagement in an online course as defined in the course syllabus will be processed in accordance with the University’s current attendance policy. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.

Success in this online course is dependent on your active participation and engagement throughout the entire course. As such, you are required to complete all assignments by the due dates, and to actively participate in synchronous and/or asynchronous course requirements according to established timelines.

If you find that you cannot meet the class’s minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.

Course Time Commitment

Accreditation standards dictate the number of hours expected for the completion of graduate courses. Since the standard expectation is 45 hours of work for each credit, a three credit graduate course requires approximately 135 hours of work. This translates to approximately 15-20 hours of work per week in a 7-week course. Itemized engaged time for each course is listed specifically on each course syllabus.

(*Note: EDUC/SPED 6900 Research Synthesis Project course is a 14-week class during a fall and spring semester; 7-week class during the summer term; and the time requirements will vary based on student's proficiency in scholarly writing.)

Unofficial Withdrawal

If the Registrar's Office receives confirmation from all of a student's faculty that a student has ceased attending all courses without explanation, the Registrar will withdraw that student from all courses.

Grading System

The grade point average (GPA) at Augustana University is computed on a 4.0 point scale and determined on the basis of the scale below for the program. Specific grading requirements for each course may vary and the letter grades cannot be defined here other than as generally stated below. The grading scale cuts off below a "C", due to the stated policy in the Graduate Catalog (Grading Policies). Only grades of C or better may be applied to the program. No credit toward the degree will be allowed for grades below "C".

All courses applied to the program must be completed with an overall GPA 3.00 and no course for which a final grade below "C" is assigned may be used to satisfy this requirement.

The following grades are used in the evaluation of academic achievement:

Percentage	Grade	Grade Points
96 to 100	A	4.0
92 to 95	A-	3.7
88 to 91	B+	3.3
84 to 87	B	3.0
80 to 83	B-	2.7
76 to 79	C+	2.3
72 to 75	C	2.0
71 or below	F	-

- S/U: Satisfactory; Unsatisfactory; no quality points (not used in calculation of GPA)
- I: Incomplete
- IP: Course in Progress
- The grades of F, U, earn neither credit hours nor quality points
- All repeated courses remain on the transcript with only the highest grade used in calculating the grade point average

PROGRAM SPECIFIC POLICY INFORMATION

Academic Probation and Dismissal Procedures

Academic progress is monitored by the Education Program Coordinator, to ensure that students are making satisfactory progress toward the completion of the plan of study for the degree. Students must maintain a GPA of 3.0 throughout the degree program with all grades earned for courses at C or better. If a student's overall GPA is below a 3.0, that student is given two semesters to increase the GPA to a 3.0. The student is monitored after the first semester, and dismissed after the second semester. Students may retake courses within the program to increase the GPA; however, they may only retake a course twice to remain eligible to earn the degree.

Petition Processes:

Write an email to the Program Director to petition for an exception to the academic policy identifying which policy you would like to be considered for an exception, as well as a clear justification why the exception is being requested. The Program Director may consult with the Dean of the School of Education for a final decision on the request.

Withdrawal and Readmission

Students who believe they should withdraw from the M.Ed. or M.Ed. in SPED program must confer with the Program Director and/or the Education Program Coordinator relative to 1) the implications and advisability of leaving the program; 2) the procedures to be followed, and 3) the process for returning to Augustana at some future time if appropriate. A student who exits the University and bypasses the procedures listed above will receive grades of F and will be ineligible for the customary adjustment on education fees. For information about Augustana's refund policy, see the financial information section of this handbook. An individual who has previously attended Augustana's M.Ed. or M.Ed. in SPED Program and desires readmission may contact the Education Program Coordinator for more information.

ADMISSIONS:

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

General Requirements

A student holding a bachelor's degree and interested in working toward a graduate degree first obtains, completes and files an official application with the Office of Graduate Education. The following documents must be submitted:

- official application (program-specific*)
- official transcripts from each university or university attended sent directly to the Augustana Graduate Education Office
- two recommendation forms testifying to the applicant's character and ability to do graduate work (at least one reference should be from a principal/supervisor)
- a 400-500 word essay is required; specific instructions are included in the application
- a copy of your current teaching license
- non-refundable application fee of \$60 (Students enrolled as fulltime undergraduate students at Augustana at the time of application to the program are exempt from paying this fee.)
- a cumulative grade point average of 3.0 (B) or better.
- sufficient undergraduate work in the proposed field of study to satisfy specific program admission requirements and graduate credit course prerequisites (See admission requirements for specific programs. For example, applicants for the M.Ed. SPED K-12 must hold a current teaching license or be pursuing licensure through alternative certification.)

** Refer to specific program prerequisites for additional requirements.*

If you have questions, please contact the **Office of Graduate Education** at:

Office of Graduate Education
Augustana University
2001 S Summit Ave
Sioux Falls, SD 57197

605.274.4043
Fax: 605.274.4450
graduate@augie.edu

CONTACT INFORMATION

Augustana University is located at 2001 South Summit Avenue in the south-central part of Sioux Falls. University administrative offices observe regular working hours of 8:00 a.m. to 5:00 p.m. Monday through Friday except for major holidays. After 5:00 p.m. general information is available at the Morrison Commons Information Desk which is open until 10:00 p.m. every night.

For general information about Augustana:

Augustana University
2001 South Summit Avenue
Sioux Falls, SD 57197
Phone: 605.274.0770
Toll Free: 800.727.2844
Home Page: augie.edu

For information about the graduate program:

Office of Graduate Education
Phone: 605.274.4043
Fax: 605.274.4450
Email: graduate@augie.edu
Home Page: augie.edu/graduate

Graduate Program

Master of Education Programs: 605.274.4629

Academic Affairs: 605.274.5417

Academic policies, curriculum, Summer courses, Interim, Graduate Education

Student Academic Support Services: 605.274.5503

Resources for students with disabilities

Business Office: 605.274.4109

Business and financial matters

Financial Aid Office: 605.274.5216

Scholarships and financial aid

Library: 605.274.4921

Library services, instructional media

University Events: 605.274.4546

Events scheduled on campus

Registrar's Office: 605.274.4121

Transcripts, schedules, registration

Dean of Students Office: 605.274.4124

General information and student support

Center for Campus Life: 605.274.5215

Student housing, food service, student organizations

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

INTRODUCTION

The Augustana University graduate programs reflect the church-related liberal arts character of the University by including courses especially designed to help candidates explore the central ideas and methodologies of different disciplines, and wrestle with questions of meaning and value. The mission of the graduate program is to stimulate the intellectual capacities of candidates in order to make their lives more satisfying and rewarding. More specifically, it seeks, through advanced study, to expand candidates' knowledge and to strengthen skills important to career, personal fulfillment, and community service.

In recent years there have been significant changes in the field of education. More is expected of teachers and P-12 students in today's classrooms. We are asked to be more intentional in our approach to assessment and in our approach to facilitating student learning. In response to these demands, the School of Education at Augustana University has developed its Graduate Programs in Education to integrate the worlds of theory and practice. In just 13 to 16 months, you can earn a M.Ed. SPED K-12. The program focuses on excellence in classroom teaching and P-12 student learning. You will become part of a cohort of candidates with coursework specifically designed to meet your personal and professional goals.

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12

The School of Education offers an online graduate degree via a cohort model. The M.Ed. SPED K-12 cohorts begin during the fall and spring terms. Augustana, a university of the Evangelical Lutheran Church in America, offers to students of varying backgrounds, interests and ages a unique opportunity to achieve academic excellence and individual development in a Christian context. With its supportive community atmosphere, Augustana assists students in preparing for a life of career, service and continuing enrichment by blending the broad learning experiences of the liberal arts with the candidate's individual professional goals and in relating Christian faith to learning. The university serves the region and the larger society primarily through its undergraduate programs and through other programs designed to meet special community needs.

SCHOOL OF EDUCATION'S MISSION

The mission of the School of Education is to empower candidates with the tools needed to create learning environments that ensure belonging, mastery, independence and generosity. This mission is grounded in a philosophy that integrates the best of Western educational thought with the wisdom of the indigenous Native American culture of the region and emerging research on positive youth development. This philosophy is reflected in publications of various Augustana faculty and is most extensively discussed in the book *Reclaiming Youth at Risk Our Hope for the Future*. There are four overarching values embodied in the model of positive youth development called the Circle of Courage.

The central premise of this model is that a set of shared values must undergird a community of learners, including public education and teacher training institutions. Those shared values include belonging, generosity, independence, and mastery. While the four dimensions of the Circle of Courage can be described individually, they must be viewed as one. The belonging, mastery, independence, and generosity dimensions are imbued throughout the Augustana Master of Education in Program and complement the Augustana Core of Liberal Arts Studies.

Graduates of the M.Ed. SPED K-12 Program are taught to use these values in creating positive learning cultures that maintain high expectations for all learners.



The Unit's conceptual framework, the Circle of Courage, describes how Augustana University's Education Programs have been influenced and informed by current and historical research in education and by current best practice and reform research. The conceptual framework articulates the Education Program's beliefs and provides justification and rationale for its existence and purpose. It is meant to be a vehicle through which the Unit shares with the professional community its way of seeing, thinking, and being.

A brief summary of each of the four core values follows.

- **Belonging** is an integral part of the Augustana environment. Candidates need to attach to caring adults in order to begin the process of learning and incorporate basic social values. The university encourages candidates' sense of belonging through small interactive classes. Belonging is facilitated through consensus building, inclusive learning climates, and cooperation. Faculty structure the learning environment to create a community of learners.

- **Mastery**, the second value in the Circle of Courage Model, promotes the belief that candidates need to develop social, intellectual, and academic competence if they are to become capable and responsible citizens. Mastery is ensured both through graduate program requirements to ensure that candidates are disposed to become "master" teachers.
- **Independence** is the third value promoted within the Circle of Courage model. To develop positive autonomy and interdependence, candidates must be secure in the guidance of caring adults and believe they have some power over their world. The graduate cohort programs in education promote problem solving, leadership, respect for diversity, collaboration, assertiveness and responsibility.
- **Generosity** is incorporated into the graduate cohort program through faculty's efforts to display empathy and concern for others. The curriculum within the cohort is designed to assist candidates in making the connection between their chosen career and a commitment to society. A positive learning environment must be characterized by a climate of caring so that all involved support one another and cooperate in making their social and academic experiences meaningful.

MASTER OF EDUCATION IN SPECIAL EDUCATION K-12 PROGRAM

MISSION / GOALS / OUTCOMES

The graduate degree programs in the School of Education provides in-depth knowledge and application of educational research to classroom practice. The Integrative Studies component of the master's degree program enables students to interface a liberal arts perspective with rigorous, professional education training.

Augustana University seeks to prepare graduates of the M.Ed. SPED K-12 program to become well prepared teachers and leaders competent to support children and youth with disabilities in educational settings. The program provides in-depth knowledge within one K-12 Special Education specialization, as well as, application of research to educational practice.

Overarching Program Goals

The M.Ed. Program candidates will:

- Assume the role of teacher-scholar
- Exhibit strong communication skills-Including writing with a variety of purposes/audiences in mind
- Demonstrate reflective, professional dispositions in both work, and interactions

Master of Education in Special Education K-12 Outcomes

These outcomes are aligned with the Council for Exceptional Children's Standards for Special Educators, which are the guiding state and national standards.

- Apply legal and ethical standards related to the education of children and youth with disabilities.
- Use evidence-based, research-grounded interventions to the support learning and behavior of children and youth with disabilities.
- Develop and apply instructional practices based on knowledge of children and youth with disabilities, their families, communities, and curricular standards.
- Assess the development and learning of children and youth with disabilities, and use that information to direct and monitor the effectiveness of interventions.
- Develop skills for supporting collaboration with families, including skills needed to effectively collaborate with others to accomplish this.
- Analyze, synthesize, and apply research to inform professional practice.
- Demonstrate ability in scholarly writing.

COHORT MODEL

The School of Education offers the M.Ed. SPED K-12 degree via a cohort model that focuses on the knowledge, skills, and dispositions necessary for mastery teaching in today's P-12 classrooms. The course of study is designed to build on your professional education experience by aligning to the current best classroom practices in education based upon educational standards, scholarly research and scholarly literature, etc.

Candidates seeking the M.Ed. SPED K-12 degree must meet the general requirements for all graduate degrees and this degree does not lead to licensure. The M.Ed. SPED K-12 program is designed for those candidates that completed a bachelor's degree in a teacher education program and are eligible for licensure.

Cohort applications for this 13-16 months, non-thesis program will be reviewed when complete applications have been received, with an every fall and spring admission entry process and the following deadline:

- **Fall Cohorts**

Applications will be reviewed when completed applications have been received, rolling admissions.

Programs Leading to Professional Licensure: Augustana University is proud to produce practitioners who are prepared to meet the standards of practices in a number of professional fields. Augustana offers programs that lead to licensure and/or certification, including preparing students for certification exams required for licensure. The professional programs that the university offers fulfill the educational requirements for licensure in a number of states and are accredited by state and/or professional accreditation bodies. For detailed licensure information related to the M.Ed. SPED K12, please see the below links.

[Licensure & Disclosure](#) – Dropdown section: Master of Education in Special Education K-12 (M.Ed. SPED)

[Master of Education in Special Education](#) webpage: Click the “Certification” tab.

Augustana University also accepts applications from other countries.

GENERAL REQUIREMENTS FOR GRADUATE DEGREES

- Minimum of 30 credit hours with at least 21 taken at Augustana University
- Cumulative GPA of 3.0, no grades below C will be allowed
- Proficiency in written English as demonstrated in graduate coursework
- Completion of all work within a seven-year period

DEGREE REQUIREMENTS Minimum of thirty (30) credit hours

The program will offer a specialization in Special Education: K-12 which will be delivered completely online.

K-12 in Special Education

COURSES	CREDITS
General Core Courses — 12 required credits	
SPED 6010: Introduction to Graduate Research	3
SPED 6310: Collaboration with Families and Professionals	3
SPED 6340: Special Education Law and Leadership	3
SPED 6900: Research Synthesis Project	3

Specialization Education Core Courses – 9 required credits	
SPED 6350: Classroom and Behavior Management	3
SPED 6320: Assessment in Special Education	3
SPED 6330: Methods for Working with Students with Disabilities	3
Electives Courses – 9 required credits	
<i>Electives: Must be in the content area of Special Education, Special Populations and related areas (Literacy, SEL, Trauma-Informed, etc.)</i> Please seek approval from the Program Director for courses in related areas to count as electives. Note that these are required prior to beginning core and required specialization courses.	9

ELECTIVES INFORMATION

Selected:

Pre-approved certificates from:

- [Teaching Channel with Learners Edge](#).

Pre-approved courses from our [Continuing Education Partners](#), i.e.

- [Teaching Channel with Learners Edge](#)
- [CE Credits Online](#)
- [South Dakota Education Association](#)
- [VESi](#)
- [Educational Resources](#)

Created:

Applicants will identify courses completed and must provide official transcripts and a justification for the self-designed area to be approved by the Program Director.

Getting started:

- Already completed a certificate through one of our [Continuing Education Partners](#), and Augustana? Select this pre-approved area on your application.
- Already completed 9 graduate credits in a single area through another partner of Augustana? These pre-approved courses can be included in a self-designed area of concentration. You must:
 - Provide transcripts with your application
 - Indicate courses completed for graduate credit on your application

Not yet completed 9 credits in a content area to date? We recommend:

- Completing an approved certificate, or
- Completing other pre-approved courses through one of Augustana's continuing education partners

NOTE: Please seek approval from the Program Director for courses in related areas to count as electives. Note that these are required **prior** to beginning core courses.

CERTIFICATION AND LICENSURE

Augustana University's M.Ed. SPED K-12 program is designed for candidates who already have a teaching degree. The required coursework reflects South Dakota's required content for endorsements K-12 Special Education. The endorsement in South Dakota is **ONLY** available to teachers in South Dakota.

An online degree from Augustana University does not lead to initial teacher licensure or endorsement in any state, except South Dakota. We have supported students from other states in pursuing licensure through alternative certification pathways.

- Post-degree requirements for South Dakota certified teachers to add a SPED endorsement include the following:
 - Additional PRAXIS Testing
 - SPED Content Test
 - Pedagogy Test/PLT

NOTE: The PLT may be waived if verification of two or more years of state-certified teaching experience in the grade span of the endorsement is documented.

To pursue an endorsement in Special Education, and/or alternative certification in Special Education in your state, contact your state's education authorities prior to enrolling at Augustana to determine what state-specific requirements you must complete before obtaining your endorsement/license. Augustana graduates will be subject to additional requirements on a state-by-state basis that will include one or more of the following:

- student teaching or practicum experience,
- additional coursework,
- additional testing, or
- if the state requires a specific type of degree to seek alternative certification, earning an additional degree.

Other factors, such as a student's criminal history, may prevent an applicant from obtaining licensure or employment in this field of study. All prospective students are advised to visit the US Department of Education's website (<https://www.ed.gov/>) and to contact the licensing body of the state where they are licensed or intend to obtain licensure to verify that these courses qualify for teacher certification, endorsement, and/or salary benefits in that state prior to enrolling. Prospective students are also advised to regularly review the state's policies and procedures relating to licensure as those policies are subject to change.

CORE COURSES DESCRIPTIONS

CORE COURSES – 12 REQUIRED CREDITS

SPED 6010: Introduction to Graduate Research (3 credits)

This course is designed to introduce students to research, including action research, as well as users of research information. The user of research information needs this knowledge base in order to evaluate critically the research of others and to be able to translate available research into plans of action that can be carried out in schools and other professional settings. The course will aid professionals in their abilities to locate research studies, interpret and understand them, and to decipher their symbols and terminology.

SPED 6310: Collaboration with Families and Professionals in Special Education (3 credits)

This course presents models for collaborating with families, paraprofessionals, related service providers, and other professionals to support individuals with disabilities across the life span. Emphasis on family systems, teaming, and consultation. Includes focus on the collaborative creation of safe, inclusive, culturally responsive learning environments and making team- and assessment-based decisions for engaging individuals with exceptionalities in meaningful learning activities and social interactions.

SPED 6340: Special Education Law and Leadership (3 credits)

This course provides a review of the most significant federal and state laws governing the education of students with disabilities; and applicable standards of professional ethics. Emphasis is also placed on understanding administrative regulations and policies as well as case law related to the provision of special education supports and services. Student will examine rights and responsibilities of students with disabilities as well as principles for effective advocacy.

EDUC 6900: Research Synthesis Project (3 credits)

This course requires the completion of a substantial research synthesis project planned and completed under the direction of a graduate faculty mentor. The project allows students to conduct an in-depth study of a topic of professional interest related to the selected area of concentration in the Master of Education Program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

K-12 IN SPECIAL EDUCATION – 9 REQUIRED CREDITS

SPED 6350: Classroom and Behavior Management (3 credits)

This course on classroom and behavior management is based on the principles and procedures of applied behavior analysis. Emphasis is on the impact of language delays and disabilities on behavior, as well as, implementing and evaluating proactive strategies that promote learning and pro-social behavior and reduce challenging behavior.

SPED 6320: Assessment in Special Education (3 credits)

This course is designed to prepare teachers to administer, score, and interpret standardized educational instruments; use standardized assessments to make eligibility, placement, and program decisions for students with disabilities; and develop and use formative educational and adaptive behavioral assessments to make data-based instructional decisions. Students will be expected to generate an assessment report based on assessment results.

SPED 6330: Methods for Working with Students with Disabilities (3 credits)

This course focuses on effective teaching for students with or at-risk for disabilities in general education settings, spanning grades K-12. Emphasis is placed on research-based instructional methods for effective instruction of math, reading, and other academic content areas; as well as methods for effective behavioral supports and interventions. Integration of national, state, and local curricula standards will also be addressed.

PROGRAM PLAN OF STUDY

Augustana's M.Ed. SPED K-12 program is completed over a 13 to 16 months period, using a cohort model. Candidates proceed through the program in cohorts of 18 students, which lends support and offers varied perspectives and knowledge to the experience.

Below are two generic samples of a plan of study based on a spring or fall term start for your particular sequence of courses.

Elective courses must be completed prior to enrolling in the core courses for the program.

Sequence of Courses for the Fall K-12 in Special Education Cohort

Year One	Fall (1st Half)	Fall (2nd Half)	Spring (1st Half)	Spring (2nd Half)	Summer (June-July)
	SPED 6010	SPED 6310	SPED 6320	SPED 6330	SPED 6340 SPED 6350
Year Two	Fall (Full Semester)				
	SPED 6900				

Capstone Experience

All students in the program are required to complete and participate in a substantial research synthesis project (EDUC/SPED 6900) which is planned and completed under the direction of a graduate faculty member. The project allows students to conduct an in-depth study of a topic of professional interest related to the selected area of concentration in the program. The project allows students to integrate the theory and perspectives gained in previous courses. As the culminating project for the program, it should demonstrate competence in conducting an extensive research review, writing professionally and applying theory to future practice.

Students will have to complete all components of the research synthesis project as outlined in EDUC/SPED 6900 Research Synthesis Project Guidelines and Evaluation Rubric as stated in the course.

Graduation

You will receive an email on your Augie email approximately one semester prior to completing EDUC/SPED 6900 with instructions on how you apply for graduation. This application must be completed before you will be able to graduate.

THANK YOU

Thank you for reviewing this M.Ed. SPED K-12 Program Handbook and orientation information. We hope that the information provided will serve as a resource as you begin your M.Ed. SPED K-12 journey.

If you have questions regarding this M.Ed. SPED K-12 Program Handbook, the M.Ed. SPED K-12 program and/or how to begin the applications process, please do not hesitate to contact us.

Thank you for your interest in the M.Ed. SPED K-12 program at Augustana University!

This M.Ed. SPED K-12 Program Handbook is effective starting August 27, 2026.

*This M.Ed. SPED K-12 Program Handbook was last updated on September 25, 2026.