

Master of Science in Special Education

MSU-Special Education (minotstateu.edu) (https://www.minotstateu.edu/graduate/future_students/programs/special-education.shtml/)

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Special Education Program Motto

PURPOSE FUELED BY PASSION: *Inclusive Schools, Inclusive Communities, Inclusive Communication*

Special Education Program Vision

We believe human diversity strengthens us all. We strive for a world where people of all abilities are valued for their contributions and meaningfully included in all aspects of society.

Special Education Program Mission

To achieve our vision by preparing high quality professionals, at both initial and advanced levels, who are equipped with the knowledge and skills to be leaders in their respective disciplines. Our mission is accomplished through current and innovative teaching and learning experiences, impactful community service, and practical research and assessment. Our daily practice focuses on engagement, collaboration, and problem-solving to advance this mission.

Overview

The Master of Science in Special Education degree consists of a set of core classes and a program concentration area. All Special Education graduate programs are available online and designed for the varied needs of students who may also be working professionals.

Program Concentration Areas

- Deaf or Hard of Hearing Education
- Early Childhood Special Education
- Special Education Strategist (Generalist for students with mild-moderate learning disabilities, intellectual disabilities and autism, and emotional behavioral disabilities)
- Special Education Leadership
- Behavior Specialist (different than a Board Certified Behavior Analyst (BCBA) this concentration contains advanced knowledge and skills in behavior support for special education teachers)

Our graduate programs are designed to prepare leaders in the field of Special Education. The learning goals and outcomes are aligned to the advanced standards for educator preparation of the Council for Exceptional Children (CEC):

Student Learning Goals	Student Learning Outcomes
1. Special education specialists use valid and reliable assessment practices to minimize bias.	Minimize bias in assessment.
	Design and implement assessments to evaluate the effectiveness of practices and programs.
2. Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.	Align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.
	Continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
	Apply understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

<p>3. Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p>	<p>Design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</p>
	<p>Apply understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.</p>
	<p>Apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p>
	<p>Implement instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.</p>
	<p>Evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p>
<p>4. Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p>	<p>Evaluate research and inquiry to identify effective practices.</p>
	<p>Apply their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.</p>
	<p>Create an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.</p>
<p>5. Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</p>	<p>Model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.</p>
	<p>Demonstrate linguistically and culturally responsive practices.</p>
	<p>Create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.</p>
	<p>Advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.</p>
	<p>Advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.</p>
<p>6. Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</p>	<p>Demonstrate a comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.</p>
	<p>Model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.</p>
	<p>Model and promote respect for all individuals and facilitate ethical professional practice.</p>
	<p>Participate in professional development and professional learning communities to increase professional knowledge and expertise.</p>
	<p>Plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.</p>
	<p>Participate in the preparation and induction of prospective special educators.</p>
	<p>Promote the advancement of the profession.</p>
<p>7. Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</p>	<p>Demonstrate culturally responsive practices to enhance collaboration.</p>
	<p>Use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.</p>
	<p>Collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.</p>

Admission Standards

The Master of Science in Special Education is an advanced degree intended for those who are already licensed teachers in special and/or general education. Candidates seeking admission to the Master of Science in Special Education program must complete the admission requirements of the Graduate School and have:

- an overall GPA of 2.75 or 3.0 in the last 60 hours of coursework
- a completed bachelor's degree in special education or general education. Depending on the student's background, some corequisites may apply.

Admission applications are recommended to the Graduate School by the Special Education program director in consultation with program core faculty. Application due dates are posted on the Graduate School webpage.

Retention Policy

Students must maintain a 3.0 grade point average to remain in any Special Education program.

Academic Honesty

Academic honesty, including professional dispositions and ethics, is at the core of any professional program. Any behavior deemed as academically dishonest, including the use of artificial intelligence tools without citation, or not reflective of professional dispositions and ethical behavior will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Violations include, but are not limited to, the following types of behaviors:

- Misrepresenting another individual's work as one's own, e.g., plagiarism.
- Copying from another student during an exam.
- Altering one's exam after grading for the purpose of enhancing one's grade.
- Submitting the same paper to more than one class.
- Use of any material not approved by the instructor during an exam.
- Turning in reports intended to be based on field collected data but, in fact, are not.
- Failure to respect the confidentiality of students/persons served or studied.
- Failure to uphold the professional standards for ethical conduct as set forth by the MSU Teacher Education Unit and the Council for Exceptional Children.

Special Education Degree Core Requirements

MS in Special Education Core:

SPED 501	Intro to Graduate Studies	3
SPED 503	Research Design and Methodology	3
SPED 505	Interdisciplinary Collaboration in Special Education	3
SPED 510	Law and Policy in Special Education	3
SPED 515	Practicum	2
SPED 531	Psychoeducational Aspects of Exceptional Children	3
SPED 533	Clinical Practice in Assessment	1
SPED 599	Thesis	1-3
or SPED 598	Research Project	

Total Hours

19-21

Exit Requirements

Exit requirements for all candidates seeking the Master of Science in Special Education include a capstone Thesis or Research project and the Praxis II content exam for their program concentration area.

Behavior Specialist Concentration

This concentration within the MS in Special Education degree will offer candidates advanced skills in methods, assessment and ethical practices for addressing challenging behaviors of students with disabilities in school settings. Processes for effective team collaboration and leadership for positive behavior supports are emphasized. This program aligns with the ND ESPB endorsement in Special Education Behavior Specialist.

SPED 561	Classroom Management and Positive Behavior Support	3
SPED 566	Methods for Behavior Support & Programming	3
SPED 567	Behavior Assessment & Measurement	3

SPED 568	Behavior Ethics, Supervision, & Consultation	3
Total Hours		12

Early Childhood Special Education (ECSE)

Students earning a Master of Science in Special Education with an Early Childhood Special Education (ECSE) emphasis learn to work with young children, and the families of children, with or at risk for developmental delays. Successful ECSE students learn to assess young children with suspected developmental delays, partner with families to develop appropriate intervention programs, and coordinate a variety of services in educational and community settings.

Special Education Core Requirements		19-21
SPED 504	Introduction to Services for Young Exceptional Children	3
SPED 509	Infant/Toddler Development	3
SPED 529	Assistive Technology	2
SPED 532	Communication Development and Interventions	3
SPED 543	Assessment & Methods of Teaching ECSE	3
SPED 563	Family and Community Systems in Early Intervention	3
Total Hours		36-38

Special Education Strategist (SES)

The Special Education Strategist (SES) emphasis area is designed to prepare teachers as special education generalists. The SES program focuses on supports for students who have mild-moderate learning disabilities, intellectual disabilities and autism, and emotional/behavioral disabilities.

Special Education Core Requirements		19-21
SPED 517	Methods for Mild Disabilities	3
SPED 529	Assistive Technology	2
SPED 561	Classroom Management and Positive Behavior Support	3
SPED 532	Communication Development and Interventions	3
SPED 555	Explicit Academic Instruction	3
Total Hours		33-35

Deaf/Hard of Hearing (DHH) Education

The Deaf/Hard of Hearing Education emphasis area prepares educators to effectively teach students who are deaf or hard of hearing in a variety of educational settings. The emphasis is on appropriately meeting the individual needs of children and youth, rather than promoting a specific communication philosophy. Depending on their backgrounds, candidates may need to meet certain pre-requisite coursework such as sign language and/or introduction to deaf education.

Special Education Core Requirements		19-21
SPED 513	Deaf Studies	3
SPED 565	Early Intervention: Deaf/HH	3
SPED 583	Strategies to Support Listening and Spoken Language	3
SPED 584	Teaching Language to Deaf/HH	3
SPED 585	Advanced Audiology for Educators of the Deaf/Hard of Hearing	3
SPED 586	Teaching Reading/Academics to DHH	4
Pre-Requisite of an Introductory Course (SPED 512) may apply.		
Total Hours		38-40

Special Education Leadership Concentration

MS in Special Education Required Core:		19-21
ED 520	Supervision and Mentoring of Preservice and New Teachers	3
SPED 581	Financial Administration in Special Education	3
LEAD 510	Leadership Communication	3
LEAD 537	Human Resource Management	3

LEAD 540	Organizational Leadership	3
Total Hours		34-36