

Special Education

The undergraduate programs in Special Education prepare entry level educators for preK through 12th grade to teach children and youth with disabilities. These programs are approved by the North Dakota Education Standards and Practices Board (ESPB) and the Council for the Accreditation of Educator Preparation (CAEP). Students may choose to major in Special Education through a traditional or para-to-teacher pathway. Students majoring in other fields of education may add on a special education teachable minor. A minor in deaf/hard of hearing education is also offered for students wishing to gain more knowledge about supporting the educational needs of this unique population. A concentration in special education is available to students of any major who want to enhance their professional preparation for interacting with individuals with disabilities.

Bachelor of Science in Education with a Major in Special Education

The purpose of the Bachelor of Science in Education with a Major in Special Education is to prepare beginning special education teachers.

The BSEd in Special Education is a practice-based program with an emphasis on clinical practice and apprenticeship. The paraprofessional to teacher track (PTP) allows candidates currently employed as special education paraprofessionals to complete their degree while maintaining their position. Candidates not employed as paraprofessionals will complete their degree on campus through a combination of traditional and online coursework with enhanced clinical practicum opportunities.

The seven student learning goals of the program align with the teacher preparation standards of the Council for Exceptional Children (CEC):

Student Learning Goals	Student Learning Outcomes
1. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.	SLO 1: Candidates practice within ethical guidelines and legal policies and procedures. SLO 2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. SLO 3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
2. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.	SLO 1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. SLO 2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.	SLO 1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. SLO 2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.	SLO 1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities SLO 2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services. SLO 3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-cognitive strategies to support and self-regulate learning.

6. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

7. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

SLO 1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual. SLO 2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning. SLO 3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. SLO 4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group. SLO 5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. SLO 6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

SLO 1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. SLO 2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being. SLO 3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

SLO 1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs. SLO 2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. SLO 3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. SLO 4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Bachelor of Science in Education with a Major in Special Education

General Education

General Education Courses 38

Required Special Education Core

SPED 110	Introduction to Exceptional Children	3
SPED 141	Foundations of Early Childhood Special Education	2
SPED 201	Applied Behavior Analysis for Teachers	3
SPED 202	Intro to Sensory Disabilities	3
SPED 233	Experience in SPED	1
SPED 302	Language and Communication Interventions	3
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	3
SPED 340	Assessment in SPED	3
SPED 379	Leadership in SPED	3
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
SPED 441	Methods for High Incidence Disabilities ¹	3
SPED 442	Methods for Low Incidence Disabilities ¹	3
SPED 444	Transition to Adult Life ¹	3
SPED 445	Collaboration in Special Education	3
SPED 494	Practicum in Special Education ¹	4

Professional Education Sequence

HIST 283	Diversity in America	3
ED 260	Educational Psychology	3
ED 260L	Clinical I	0
ED 282	Managing the Learning Environment	2
ED 282L	Clinical II	0.5
ED 284	Teaching Diverse Learners	2
ED 284L	Clinical III	0.5
ED 287	Early-Level Transition Point Conference	0
ED 320	Curriculum, Planning, and Assessment I	2
ED 321L	Clinical IV	0.5
ED 323L	Clinical V	0.5
ED 324L	Fall Experience	0
ED 380	Technology in Teaching	2
ED 407	Mid-Level Transition Point Conference	0
Professional Education Sequence (admission to teacher education required)		
ED 322	Data Driven Integrated Instruction ¹	2
ED 484	Student Teaching Seminar: K12 ¹	2
or ED 482	Student Teaching Seminar: Elementary	
or ED 483	Student Teaching Seminar: Secondary	
Department Specific Courses (admission to teacher education required)		
ED 495	Student Teaching, Special Education ¹	10
ELED 352	Foundations of Reading ¹	3
ELED 362	Applications of Literacy Instruction, Intervention, and Assessment	3
Total Hours		120

¹ Requires Admission to Teacher Education.

Students wishing to enroll in a double major in conjunction with the BSEd in SPED will complete all requirements of both majors as identified in the MSU undergraduate catalog.

Minors can be pursued by any student in progress of a Bachelor's degree at MSU or any other institution of higher education. Students who have completed a Bachelor's degree from MSU or another institution may also choose to pursue a minor and have it transcribed. The non-teaching special education and deaf and hard of hearing education minor is appropriate for students not in teacher education who wish to complement their major with additional content in special education. The special education teaching minor is appropriate for students in a teacher education program who wish to add a special education endorsement to their teaching license.

American Sign Language Studies Minor

SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 213	American Sign Language III	3
SPED 312	Intermediate Sign Language	3
SPED 330	Survey of Deaf Culture	3
SPED 412	Advanced Sign Language	3
Total Hours		18

The American Sign Language Studies minor offers a solid foundation in American Sign Language (ASL) as well as exposure to the richness of Deaf culture in North America. All coursework is offered via distance formats and accessible to students in any location. SPED 113 and 115 are approved for general education coursework in the ND University System. Students enrolled in baccalaureate degrees at institutions of higher education other than Minot State University may also pursue this minor and have it added to their transcript.

Deaf and Hard of Hearing Education Minor

SPED 110	Introduction to Exceptional Children	3
SPED 113	American Sign Language I	3
SPED 117	Manually Coded English	3

SPED 210	Intro to Ed of Children w/DHH	3
SPED 302 or CSD 331	Language and Communication Interventions Language Disorders in Children	3
CSD 342	Introduction to Audiology	4
Total Hours		19

Sign Language Interpreter Training Minor

The Sign Language Interpreter Training minor provides students who possess strong skills in American Sign Language with a foundation in methods of professional sign language interpretation. Completion of the minor is intended to prepare students wishing to pursue a career as a professional sign language interpreter in both educational and community settings.

Required:

SPED 116	Intro to Sign Lang Interpreting	3
SPED 215	Interpreting I	3
SPED 216	Interpreting II	3
SPED 303	American Sign Language Fingerspelling, Numbers, and Specialized Vocabulary	3
SPED 318	Interpreting III	3
SPED 433	Field Experience	2

Recommended Electives:

SPED 117	Manually Coded English	
SPED 210	Intro to Ed of Children w/DHH	
SPED 320	Interpreter Certification Preparation	

Total Hours **17**

Special Education Minor

SPED 110	Introduction to Exceptional Children	3
SPED 120 or SPED 201	Intro to Positive Behavior Supports Applied Behavior Analysis for Teachers	3
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3
SPED 441	Methods for High Incidence Disabilities ¹	3
SPED 494	Practicum in Special Education (A minimum of 2 credits of Sped 494 are required.) ¹	1-4

¹ Requires admission to teacher education.

Total Hours **16-19**

Special Education Minor (Non-Teaching)

Required:

SPED 110	Introduction to Exceptional Children	3
SPED 120 or SPED 201	Intro to Positive Behavior Supports Applied Behavior Analysis for Teachers	3
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	3
SPED 420	Inclusive Practices	3

Select at least 5 credits from the following: **5**

SPED 141	Foundations of Early Childhood Special Education	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 311	Introduction to Autism Spectrum Disorder	
SPED 234	Disability and Society	
SPED 302	Language and Communication Interventions	

SPED 445	Collaboration in Special Education	
Total Hours		17

Deaf Studies Concentration

SPED 113	American Sign Language I	3
SPED 115	American Sign Language II	3
SPED 213	American Sign Language III	3
SPED 330	Survey of Deaf Culture	3
Total Hours		12

Special Education Concentration

SPED 110	Introduction to Exceptional Children	3
SPED 420	Inclusive Practices	3
Select two of the following:		6
SPED 120	Intro to Positive Behavior Supports	
SPED 202	Intro to Sensory Disabilities	
SPED 210	Intro to Ed of Children w/DHH	
SPED 310	Introduction to Intellectual Disability and Autism Spectrum Disorder	
SPED 410	Introduction to Learning and Emotional/Behavioral Disabilities	
Total Hours		12