

Master of Science in Special Education

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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
- 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)

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 coordinator 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:

1. Misrepresenting another individual's work as one's own, e.g., plagiarism.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.

5. Use of any material not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collected data but, in fact, are not.
7. Failure to respect the confidentiality of students/persons served or studied.
8. 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	2
or SPED 595	Capstone Seminar	

Total Hours **20**

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**

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**