

EDUCATION: SPECIAL EDUCATION

Office: Individualized Learning 153, 537-7030

Faculty: JoAnne Hinckley, Verna Nassif, Eleanor Pobre, Deborah Van Overbeke

Department: Education

MASTER OF SCIENCE: SPECIAL EDUCATION

The Special Education Graduate Program at Southwest Minnesota State University offers a degree in special education with a choice of licensure areas in Developmental Disabilities (DD), Early Childhood Special Education (ECSE), Emotional Behavioral Disorders (EBD), or Learning Disabilities (LD). Candidates are welcome to pursue more than one licensure area. Please visit the SMSU Graduate Web site:

<http://www.smsu.edu/CampusLife/GraduateOffice/> or contact Graduate Admissions at 1-800-642-0684, ext. 6819 or Cori.Ann.Dahlager@smsu.edu for additional information.

The program is offered in two formats:

- On-campus: Courses offered as a balance of weekend, D2L, evening courses, and summer sessions.
- Off-campus Learning Community (LC): The learning communities are conveniently located at off-campus sites in locations close to where educators live and work. Each learning community studies together for two academic years, meeting an equivalent of twenty times, or ten weekend meetings per year.

I. THE VISION

Communities of practice investigating teaching and learning.

II. THE MISSION

The mission of teacher education program at SMSU is to create communities of practice where each learner is an active participant in the investigation of learning, teaching and leadership processes. Teachers and learners will engage in educational theory, research, inquiry, critical reflection, and application.

III. PROGRAM

All M.S. in Special Education candidates take the (A) Special Education Core, (B) Research Component Courses, and (C) Specialty Courses in at least one area.

Master of Science: Special Education (34 credits)**A. Special Education Core (14 credits)**

EDSP 503 Behavioral Theories and Practices in Special Education*	3
EDSP 523 Content Methods and Technologies in Special Education*	3
EDSP 540 Assessment* (Select a minimum of one lab in desired specialty to accompany the assessment course)	2
EDSP 570 Home-School-Community: Partnerships in Consultation/Collaboration	3
EDSP 580 Legal/Professional Issues in Special Education	3

B. Research Component (6-7 credits)

ED 622 Applied Research & Assessment in Education	3
ED 624 Action Research: Project Design	3
ED 627 Action Research: Project Implementation	1-2

C. Specialty Courses: select at least one specialization (13 credits).....13**Developmental Disabilities License/Specialization**

EDSP 541 Assessment Lab: DD	1
EDSP 621 Access and Support for DD	3
EDSP 641 Life Span Learning and Outcomes for DD	3
EDSP 681 DD Practicum in SpEd: K-6	3
EDSP 691 DD Practicum in SpEd: 7-12	3

Early Childhood Special Education License/Specialization

EDSP 542 Assessment Lab: ECSE	1
EDSP 622 Foundations in ECSE: Birth to 6	3
EDSP 642 Programming for ECSE: Birth to 6	3
EDSP 682 ECSE Practicum in SpEd: Birth-3	3
EDSP 692 ECSE Practicum in SpEd: 3-6	3

Emotional Behavioral Disorders License/Specialization

EDSP 543 Assessment Lab: EBD	1
EDSP 620 Characteristics of Students with Learning and Behavior Disorders [#]	3
EDSP 643 Behavior Management and Teaching Strategies	3
EDSP 683 EBD Practicum in SpEd: K-6	3

Effective 07/01/09

Note: While every effort is made to ensure accuracy, SMSU reserves the right to correct any clerical errors herein.

EDSP 693 EBD Practicum in SpEd: 7-12	3
Learning Disabilities License/Specialization	
EDSP 544 Assessment Lab: LD	1
EDSP 620 Characteristics of Students with Learning and Behavior Disorders #	3
EDSP 644 Teaching and Achievement Strategies for Learning Disabilities	3
EDSP 684 LD Practicum in SpEd: K-6	3
EDSP 694 LD Practicum in SpEd: 7-12	3

Total Credits: 34

This course satisfies both specialties.

NOTE: Praxis II Test Code for Special Education (all fields) is 20353. The minimum score for passing is 158. You must take this if it is your FIRST special education licensure. If you are adding to an existing special education license, it is waived.

- * The core classes are offered for either undergraduate or graduate credit. Education majors and SMSU have the option of an 18-credit non-licensure undergraduate minor in special education. For licensure purposes, core classes can be taken for either undergraduate or graduate credit. Graduate candidates do not retake core classes that may have been taken for undergraduate credit at SMSU or another institution. Graduate candidates who have a background in special education and/or have met some of the core competencies can complete two licensure areas to complete the required 34 graduate credits for the master's degree.
- * The specialty/licensure classes, practicum, and research classes are offered for graduate credit only as part of the master's program. Please note that SMSU also offers licensure in Developmental Adaptive Physical Education (DAPE) at the undergraduate level, Information on this license may be found in the section entitled, "Wellness and Human Performance" of the online catalog available at www.SMSU.edu.
- * Licensure in special educations without a Master's Degree is possible if the candidate:
 1. Holds a Bachelor's Degree
 2. Holds a valid teaching license
 3. Completes the special education core and course work/practicum in a chosen specialty/licensure area
 4. Successfully passes the Praxis II Test in Special Education (20353) and
 5. Submits an application with all the requirements to the Minnesota Department of Education.

IV. ADMISSION REQUIREMENTS

Application Materials

- Completed application form and \$20.00 (non-refundable) application fee.
- An official transcript from an accredited college or university stating a Bachelor's Degree (B.S. or B.A.) has been completed.
What is an official transcript? The official transcript has the seal of the university and the signature of the registrar. Please contact the university or college from which you received your bachelor's degree and ask them to send your official transcript to the Graduate Admission Office at Southwest Minnesota State University. Most universities and colleges charge a small fee for this service.
- Two letters of recommendation, with one from a person (a university professor, administrator, or professional colleague who has reviewed the work of the candidate over an extended time) who is qualified to discuss the academic potential of a candidate.
- A letter of application that indicates qualifications and career objectives (one or two pages; double-spaced, word-processed). How will this master's program contribute to your professional growth? Address the letter to the Director of Graduate Education.

Send all materials to:

Office of Graduate Admission
Southwest Minnesota State University
1501 State Street
Marshall, MN 56258

Financial Aid Application

If applying for a student loan to assist with payment, the following forms need to be completed.

- Free Application for Federal Student Aid (FAFSA)
- SMSU Application for Financial Aid
These forms should be completed at least two months before the first week of class. The forms are available on the SMSU website at www.SMSU.edu or by contacting the Financial Aid Office toll-free at 1-800-642-0684.

Immunization Records

- Graduate Students are required to complete and return to SMSU the Immunization Record for Students Attending Post-Secondary Schools in Minnesota (even at off-campus sites). This is a self-report form. If you were born before 1957 and/or have complied at another Minnesota post-secondary school, you may sign the form and return it immediately. Submission of this form is a condition of your continued enrollment.

Registration

- A completed Application Form
- A completed Admission Requirement Checklist
- After a candidate has completed the admissions requirements they will receive a Mustang ID number and a PIN number. These numbers are used to register on the SMSU Web site at www.SMSU.edu

Effective 07/01/09

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Additional Requirements

- A minimum GPA of 3.0 (on a 4.0 scale) for the last two years of undergraduate study (64 semester credits or 96 quarter credits).
Provisional Admission: Candidates who do not meet the requirement of a 3.0 GPA in the last two years of undergraduate study will need to demonstrate eligibility for the program by earning a “B” or better in nine graduate credits prior to being granted “full admission” status.
- An academic Vita or Resume (to include: Education; Professional Experience; Professional Appointments; Awards/Honors; Service Activities; Professional and Academic Memberships; and Community Service Activities).
- A copy of your teaching license is required for the Reading Emphasis and the Special Education program.

V. PROGRAM REGULATIONS

The following regulations will govern students accepted into the SMSU Master of Science: Education Program.

1. Students may transfer a maximum of nine (9) semester credits of previous graduate work, including up to four (4) in specialty areas, from other accredited universities into the SMSU Education Department Master of Science: Education Program. Graduate students interested in transfer credit should complete the Student Petition form located on the SMSU website at www.SMSU.edu/registration/petition.pdf or request a form from the Education Department.
2. A minimum GPA of 3.0 will be maintained throughout the graduate program. “D” grades in graduate courses are not acceptable.
3. Students have seven (7) years from the date of their first course registration to complete all requirements for the Master’s Degree.
4. Students must have earned a bachelor’s degree and hold a valid teacher’s license prior to admission.

VI. PROGRAM STANDARDS

This program supports the departmental concept of “Communities of Practice Investigating Learning and Teaching.” The standards and best practices of the Council of Exceptional Children (CEC) and its various divisions are embedded in the competencies of this program of study. Participants will build knowledge in subject matter, instructional practices, and the learning/teaching process. Participants will integrate current research into effective practices and develop the leadership capacities necessary to implement effective educational practices in local settings. When participants complete the program, they continue to take responsibility to expand their own learning and leadership capacity.

Candidates demonstrate competencies through a portfolio process. As a capstone activity, candidates design and implement an action research project to investigate professional issues and strategies for the purpose of self-improvement and/or improved student learning.

VII. SPECIAL EDUCATION GRADUATE PRACTICUMS

An application must be completed prior to approval of each practicum experience. The practicum application includes a placement form, copy of your Minnesota teaching license (go to <http://education.state.mn.us> for a copy), and your vita. A copy of your mentor teacher’s Minnesota teaching license is also required. Each practicum is a minimum of 120 hours of contact time. Two practicums are required. The DD, EBD, and LD practicum involve a K-6 and 7-12 placement and ECSE involve a B-3 and 3-6 year placement. For more information or forms, contact the Graduate Education Office at (507) 537-7171 or msed@SMSU.edu.

MS: SPECIAL EDUCATION COURSES (SPED)**SPED 503 Behavioral Theories and Practices in Special Education (3 credits)**

A dynamic course in the assessment and management of the behaviors of children and youth in educational settings. Prerequisites: ED 251, EDSP 290, or consent of instructor.

SPED 523 Content Methods & Technology in Special Education (3 credits)

A course in the best practices and procedures in curriculum instruction techniques and performance evaluation for all exceptionalities. Application in the process of individualized programming and modification/accommodation plans in integrated educational settings, use of assistive technologies, and adaptive techniques will be covered. Prerequisites: EDSP 290 and consent of instructor.

SPED 540 Assessment (2 credits)

This course provides strategies for planning assessment, concepts of measurement, interpretation of assessment results, and their use in making programming decisions for individual students in special education. This course is intended to be taken with or prior to an assessment lab in a chosen specialty, including a choice of EDSP 4/541, 4/542, 4/543, 4/544, or PE 445.

SPED 541 Assessment Lab: Developmental Disabilities (DD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with developmental disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

SPED 542 Assessment Lab: Early Childhood Special Education (ECSE) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of young children, birth to 6 years old. Pre- or co-requisite: EDSP 440/540.

SPED 543 Assessment Lab: Emotional Behavioral Disorders (EBD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with emotional behavioral disorders, K-12. Pre- or co-requisite: EDSP 440/540.

SPED 544 Assessment Lab: Learning Disabilities (LD) (1 credit)

This course provides an opportunity to administer and employ, for the purpose of programming, assessment instruments specific to the needs of students with learning disabilities, K-12. Pre- or co-requisite: EDSP 440/540.

SPED 570 Home-School-Community: Partnerships in Consultation/Collaboration (3 credits)

An exploration of the principles, resources, and techniques of communication, collaboration, consultation, and transitions for children, their families, educational settings, the community, and society as a whole. Family systems theory, children with special needs and cross-cultural sensitivity are included. Prerequisite: EDSP 290 or consent of instructor.

SPED 580 Legal/Professional Issues in Special Education (3 credits)

This course provides an in-depth study of the philosophical foundations, legal bases, and a historical background of special education. An overview of disabling conditions and their implications; the availability of resources; and advocacy. Prerequisite: EDSP 290 or consent of instructor.

SPED 586 Special Topics in Special Education (1-4 credits)

This course is designed to provide an opportunity for students to experience a special or experimental curriculum enrichment course. Prerequisite: consent of instructor.

SPED 620 Characteristics of Students with Learning and Behavior Disorders: K-12 (3 credits)

This course covers the etiology and characteristics of children and youth with learning and behavior disorders. Included is an investigation of the impact of socioeconomic and psycho-social factors; disabling, associated, or medical conditions, and culturally or linguistically diverse students. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 621 Access and Support for Developmental Disabilities: K-12 (3 credits)

An examination of the best practices and procedures for meeting the developmental and learning needs of children and youth with developmental disabilities, including appropriate medical support and adaptive, augmentative, and/or assistive technologies. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 622 Foundations in Early Childhood Special Education: Birth to 6 years (3 credits)

An overview and introduction to the field of early childhood special education. Attention will be given to the aspects of medical care, health, nutrition, and safety management for infants, young children, and their families. Prerequisites: graduate status and 6 or more credits of core special education coursework.

ED 622 Applied Research & Assessment in Education (3 credit)

Students will learn and apply education research and assessment as a means of analyzing and improving teaching and learning of content. Students will use their findings to enhance the scholarship of teaching and learning.

ED 624 Action Research: Project Design (3 credits)

Students identify an issue of interest to their professional development. The issue may include, but not limited to, instructional, organizational, or community processes related to their Practice of content area. Students develop an action research project designed to improve, implement or understand the issue identified. Students conduct a review of the literature, examine and select a research design, determine data collection tools, and apply analytical processes appropriate to the initial and emerging needs of the project.

ED 627 Action Research: Project Implementation (1-2 credits)

Students implement and complete their action research project.

SPED 641 Life Span Learning and Outcomes for Developmental Disabilities: K-12 (3 credits)

A study of the cognitive, social, motor, communication, and affective behavior and needs of children and youth with developmental disabilities, including transition needs and career and vocational programming. Prerequisites: graduate status and 6 or more credits of core special education coursework

SPED 642 Programming for Early Childhood Special Education: Birth to 6 years (3 credits)

Current research and recommended practices for early intervention will guide the study of the methods and materials employed with infants and young children, birth through age 6. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 643 Behavior Management and Teaching Strategies: K-12 (3 credits)

A study of the behavior of children and youth with emphasis on the diagnosis and modification of behaviors, intervention and reintegration strategies, and follow-up techniques in instructional settings. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 644 Teaching and Achievement Strategies for Learning Disabilities: K-12 (3 credits)

A study of the theories, content, methods, and materials for delivery of instruction for students with learning disabilities and differences. Procedures to deliver individualized instruction, develop and/or modify instructional materials, and adapt to various instructional models are developed and practiced. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 681 DD Practicum in SpEd: K-6 (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, kindergarten through grade 12. A-F grading system. Prerequisites: graduate status and consent of instructor.

SPED 682 ECSE Practicum in SpEd: Birth-3 (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, birth through age 3. A-F grading system. Prerequisites: graduate status and consent of instructor.

SPED 683 EBD Practicum in SpEd: K-6 (3 credits)

A supervised field experience and critical study combined to provide an opportunity to relate theory to practice in a selected educational setting, grades K-12. Prerequisites: graduate status and consent of instructor.

SPED 684 LD Practicum in SpEd: K-6 (3 credits)

Current research and recommended practices for early intervention will guide the study of the methods and materials employed with infants and young children, birth through age 6. Prerequisites: graduate status and 6 or more credits of core special education coursework.

SPED 691 DD Practicum in SpEd: 7-12 (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of disability and age category from the previous practicum, grades K-12. Prerequisites: EDSP 621, EDSP 641, EDSP 681, and consent of instructor.

SPED 692 ECSE Practicum in SpEd: 3-6 (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of developmental delay and age category from the previous practicum, birth through age 6.

Prerequisites: EDSP 622, EDSP 642, EDSP 682, and consent of instructor.

SPED 693 EBD Practicum in SpEd: 7-12 (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Prerequisites: EDSP 620, EDSP 643, EDSP 683, and consent of instructor.

SPED 694 LD Practicum in SpEd: 7-12 (3 credits)

A directed field experience intended as the capstone course for licensure in this specialty. Placement will vary in range of needed accommodations, strategies, and interventions, as well as age category from the previous practicum, grades K–12. Field experience Prerequisites: EDSP 620, EDSP 644, EDSP 684, and consent of instructor.