The Program

The goal of the special education program is to prepare teacher candidates for entry to special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multicaategorica population of students with special needs. The program consists of a double major in professional education (early childhood, elementary or secondary) and special education as candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. The skills of general educator and special educator complement each other, and as such, dual certification is a goal of this program. The special education program seeks to prepare students to:

• Apply specialized pedagogical knowledge and skills.
• Master appropriate core academic subject matter content.
• Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
• Observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.
• Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings.
• Demonstrate professional dispositions and ethical practice through collaborative interactions.

Conceptual Framework

Our conceptual framework at Mayville State is The Reflective Experiential Teacher. It is based upon a belief that preservice teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities. The theme is based upon established learning concepts that students develop and demonstrate in their coursework, field experiences (i.e. Grade Four Experience and Five-Week School Based Experience), and student teaching.

Personal Service

We pride ourselves on being just the right size to give students the time they need to be successful. Our average class size is 15, so you will have small, personalized class settings with a technological focus for you to receive the education that you deserve. Your professors will introduce you to new ways of thinking, explore issues creatively, and evaluate ideas as you engage in the world. Special education classes are available entirely online.

Opportunity

Whether it's music, athletics, or politics, students at MSU have the chance to participate in a variety of activities and clubs. These organizations are a great way to make new friends with similar interests, and the involvement outside the classroom looks great on a résumé.

Some clubs and activities include:
• Theater
• Band & choir
• Computer Technology Club
• Science Club
• Comet Radio
• Student government
• Intramural sports

Success

Our students get jobs. Period. We have internship opportunities to give you real, hands-on learning experiences and make your résumé stand out.

Value

The combination of MSU’s affordability and its unique offerings make it a Best in the Midwest College, as designated by the Princeton Review. This selection process is based on meeting criteria for academic excellence as well as results of surveys done by current MSU students.
**Special Education B.S. Ed.**

Required credits to graduate with this dual certification/double major degree:
- Early Childhood Special Education: 169 credits
- Elementary Special Education: 151-153 credits
- Secondary Special Education: 152-180 credits

Students desiring certification as an entry level special educator (strategist) must complete the general education requirements for the baccalaureate degree and double major in both professional education (early childhood, elementary or secondary) and special education. Professional education core requirements are established for early childhood education, elementary education and secondary education degrees.

Secondary education requires additional study in the content area of choice. Special education majors must complete at least 5 semester hours of student teaching in special education in addition to the 10 semester hour core requirement. The special education major is offered both entirely online and through a hybrid of online and on campus courses; the program can also be added to existing baccalaureate degrees with a minimum of 30 unduplicated additional credits earned.

**Essential Studies Courses**

Special Education majors must complete 36 hours of essential studies with a minimum "C" grade:
- COMM 110
- ENGL 110
- ENGL 120 or ENGL 125
- MATH 103
- GEOG 103
- PSYC 111

All prerequisites for their respective certification level and the Teacher Education program are met.

Secondary majors may include additional essential studies prerequisites. See appropriate major.

*A cumulative GPA of 2.75 is required for admission into the teacher education program.

**Core Requirements:**
- HPER 210 First Aid and CPR: 1 SH
- MATH 307 Math Strategies in Elem./Middle School: 3 SH
- SPED 318 Reading in the Elementary School: 3 SH
- SPED 330 Behavior Modification & Management: 3 SH
- SPED 350 Remedial Reading: 3 SH
- SPED 351 Remedial Reading Practicum: 1 SH
- SPED 382 Intellectual Disabilities: 3 SH
- SPED 383 Intellectual Disabilities Practicum: 2 SH
- SPED 384 Emotional Disturbance: 3 SH
- SPED 385 Emotional Disturbance Practicum: 2 SH
- SPED 386 Learning Disabilities: 3 SH
- SPED 387 Learning Disabilities Practicum: 2 SH
- SPED 389 Foundation of Special Education: 3 SH
- SPED 395 Transition: 2 SH
- SPED 396 Special Education Law: 3 SH
- SPED 397 Assessment of Students with Disabilities: 3 SH
- SPED 400B Student Teaching Special Education: 5 SH

Sub-total: 45 SH

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**Elementary Special Education**

**Core Requirements:**
- HPER 210 First Aid and CPR: 1 SH
- SPED 330 Behavior Modification & Management: 3 SH
- SPED 336 Social/Emotional Development/Guide: 3 SH
- SPED 337 Special Needs in ECE: 3 SH
- SPED 338 Home, School and Community Relations: 3 SH
- SPED 340 Assessment and Document in Infant/Toddler: 3 SH
- SPED 343 Classroom Modifications: 3 SH
- SPED 344 Augmented & Alternative Comm: 3 SH
- SPED 348 Autism Spectrum Disorders: 3 SH
- SPED 349 Special Needs Internship: 1-4 SH

Sub-total: 41-43 SH

**Elective Requirements:**

Choose one of the courses listed below:
- EC 211 Observing, Assessing, & Interpreting Tech: 3 SH
- EC 341 Learning Environment for Infants/Toddlers: 3 SH
- EC 412 Diversity/Professionalism in ECE: 3 SH
- EDUC 203 Sign Language: 4 SH
- HPER 333 Phys Ed for Exceptional Children: 3 SH
- PSYC 360 Intro to Personality/Theory: 3 SH
- PSYC 370 Psychology of Abnormal Behavior: 3 SH
- SOC 130 Intro to Human Services: 3 SH
- SPED 336 Social & Emotional Guidance in ECE: 3 SH
- SPED 337 Special Needs in ECE: 3 SH
- SPED 343 Classroom Modifications: 3 SH
- SPED 344 Augmented & Alternative Comm: 3 SH
- SPED 388 Autism Spectrum Disorders: 3 SH
- SPED 389 Transition: 2 SH
- SPED 497 Special Needs Internship: 1-4 SH

**Early Childhood Special Education**

**Core Requirements:**
- HPER 210 First Aid and CPR: 1 SH
- SPED 330 Behavior Modification & Management: 3 SH
- SPED 336 Social/Emotional Development/Guide: 3 SH
- SPED 337 Special Needs in ECE: 3 SH
- SPED 338 Home, School and Community Relations: 3 SH
- SPED 340 Assessment and Document in Infant/Toddler: 3 SH
- SPED 343 Classroom Modifications: 3 SH
- SPED 344 Augmented & Alternative Comm: 3 SH
- SPED 389 Foundation of Special Education: 3 SH
- SPED 396 Special Education Law: 3 SH
- SPED 400B Student Teach Special Education: 5 SH
- SPED 497 Internship: Special Needs ECE: 2 SH

Sub-total: 35 SH

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If you have any questions regarding this program, please contact Connie Kaldor:
701.788.4721
or connie.kaldor@mayvillleestate.edu.
To apply, go to www.MayvilleState.edu