

*The curriculum through which program mission and goals are pursued.*

## **Masters in Special Education**

<http://www.fresnostate.edu/kremen/graduate/ma-sped.html>

### **Program Mission**

The mission and goals of the Kremen School are supported by the Special Education Masters through the preparation and education of teachers who educate student TK – age 22 with disabilities. The program infuses the six dispositions of valuing diversity, critical thinking, ethical professional, reflective practice, collaboration and life-long learning.

### **Program**

This program provides some specialization in either Mild/Moderate or Moderate/Severe. The graduate students work with research articles, conduct research in their classroom, and write proposals, methodologies, and reviews of the literature in APA style. Research is applied to all of the assignments to inform their practice and guide them to evidence-based practices in their classrooms. Research designs are implemented such as Action Research and Single Subject Design. Graduates are supported in sharing data in a manner that supports IEP teams and meetings with parents through person-centered planning. Data gathering is used for PBIS and ABA related to behavior and classroom management.

Courses for the Masters begin as the credential is being completed. Fresno State's program provides a flow from preliminary credential to clear credential and to a Masters' degree for students who qualify.

### **Masters Courses:**

#### **SPED 125. Positive Behavioral and Social Supports**

Addresses effective behavior and social supports, emphasizing philosophical approach, prevention, intervention, and corrective strategies for teaching new behaviors. Completion of implementation with special education students required.

#### **SPED 219. Effective Communication and Collaborative Partnerships**

Prerequisite: concurrent enrollment in SPED 246 and 175 (MM), or SPED 247 and 176 (MS). Examines educational, psychological, and political issues that arise when developing collaborative relationships with families, general educators, and other professionals. Primary focus is on the development of materials, strategies, and skills to work with families, including the culturally and linguistically diverse.

#### **SPED 233. Seminar in the Special Educator as Researcher**

Examines the special educator as researcher from several perspectives through reading and analysis of contemporary and emerging research in special education; attending colloquia with special educators who are conducting research; and developing and beginning implementation of pilot research and project designs

**SPED 246. Specialized Academic Instruction for Students with Mild/Moderate Disabilities**

Completion of all required courses in semesters 1 & 2. Concurrent enrollment in SPED 175. This course prepares Education Specialist Credential candidates to design specialized academic instruction for students with a variety of mild to moderate disabilities.

**SPED 247. Advanced Environmental Design and Instruction for Students with Moderate/Severe Disabilities**

Completion of all required courses in semesters 1 & 2. Concurrent enrollment in SPED 176. This course prepares Education Specialist Credential candidates to assess and implement instructional strategies to develop individualized communication systems and related goals. This course also addresses development of peer relationships and other social supports and revisits understanding challenging behavior.

**SPED 175. Final Practicum in Mild/Moderate Disabilities**

Prerequisites: Successful completion of all coursework in semesters 1, and 2. Taken concurrently with SPED 146 and EHD 170A. This course is the final of four required supervised field experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities.

**SPED 176. Final Practicum in Moderate/Severe Disabilities**

Prerequisites: Successful completion of all coursework in Semesters 1 and 2. SPED 176 is taken concurrently with SPED 247 and EHD 170A. Final Practicum in Moderate/Severe Disabilities is the final of four required supervised field experiences in the program. Teacher candidates will take part in full semester experience in a K-12 classroom or SDC, serving students identified with Moderate/Severe disabilities

**SPED 235. Seminar in program Development and Induction: Mild/Moderate and Moderate/Severe Disabilities**

Development and remediation of social skills and affective abilities. Model programs for normal children and prescriptive interventions for those with social and personal behavior disorders.

**SPED 236. Seminar in Advanced and Applied Pedagogy: Mild/Moderate and Moderate/Severe Disabilities**

Research and practice in assessment and instruction of communication and social interaction curriculum; advanced behavioral, emotional, and environmental supports for students with moderate to severe disabilities. Includes analysis of behavior, communication systems, adapted technology, and team participation with other specialists.

**SPED 243. Applications of Research Methods in Special Education**

This course prepares Master's students to develop and apply skills and methods for educational research. Students learn principles and methods of educational research, to plan and conduct a research study, and to interpret, critique, and study published research.

**SPED 298. Project**

Prerequisites: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220. A project consists of a significant undertaking appropriate to special education such as the development of courses of study, instructional manuals, teachers' guides, interventions programs, and computer software. An approved proposal is required for enrollment

**SPED 299. Thesis**

Prerequisites: advancement to candidacy for the master's degree; B average on 24 units of the master's program including ERA 220 and completion of an acceptable thesis proposal. Preparation, completion, and submission of an acceptable thesis proposal. Preparation, completion, and submission of an acceptable thesis for the master's degree. See Kremen School of Education and Human Development's graduate programs coordinator for school thesis guidelines