

ADMINISTRATOR IN SPECIAL EDUCATION (ALL LEVELS) CONCENTRATION, M.S.

Master of Science in Education

Bay Path University began this program, aligned with the Massachusetts Professional Standards for Leadership, in March 2017 focusing on cultivating and retaining administrators of special education. The program includes targeted curriculum on effective communication skills, an essential element to successful leadership and student outcomes.

The M.S. Education degree program in Administrator in Special Education: All Levels offers post-baccalaureate initial licensure for students who currently hold either:

- An Initial license in special education, or as school guidance counselor, school principal/ assistant school principal, school psychologist, school social worker/school adjustment counselor, or speech, language and hearing disorders teacher and completion of three full years of employment in a district-wide, school-based, or other educational setting, or
- Completion of at least three full years of employment in law, public policy, higher education, or other related field accepted by the Department.

The M.S. Education degree program in Administrator in Special Education Non-Licensure is intended for students whose career plans do not require Massachusetts licensure or who are already licensed as an Administrator of Special Education and wish to further their knowledge, and skills. This program offers elective credits in order to support the acquisition of pedagogy and content.

Program Requirements

The M.S. Education program with an Administrator in Special Education concentration requires 36 credits to meet degree requirements. Students in the Administrator in Special Education: All Levels concentration are required to complete the approved post-baccalaureate program of studies including a supervised practicum/practicum equivalent (520 hours) in the special education administrator role and have achieved a passing score on the Communication and Literacy Skills test prior to beginning the program. The Administrator in Special Education Non-Licensure concentration does not require the completion of a practicum experience.

Degree requirements for the Administrator in Special Education (All Levels) concentration are as follows:

Code	Title	Hours
SEA 601	Educational Leadership in Special Education	3
SEA 602	Educational Leadership in Special Education Practicum	1
SEA 603	Supervision and Evaluation	3
SEA 604	Supervision & Evaluation Practicum	1
SEA 605	Business Administration	3
SEA 606	Business Administration Practicum	1
SEA 607	Organizational Management	3
SEA 608	Organizational Management Practicum	1
SEA 609	Communication and Interpersonal Skills	3

SEA 610	Communication and Interpersonal Skills Practicum	1
SEA 611	Law, Policy, and Practice	3
SEA 612	Law, Policy, and Practice Practicum	1
SEA 613	Cultural Ethics	3
SEA 614	Cultural Ethics Practicum	1
SEA 615	Community Relations	3
SEA 616	Community Relations Practicum	1
SEA 617	Law, Policy, and Practice II	2
SEA 630	Capstone I	2
Total Credits Required:		36

Student Learning Outcomes

Graduates who complete an Administrator in Special Education concentration of the Master of Science in Education program are expected to be able to:

1. **Instructional Leadership:** Promote the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.
2. **Management and Operations:** Promote the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.
3. **Family and Community Engagement:** Promote the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.
4. **Professional Culture:** Promote success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.