

Educational Studies: Special Populations

College of Education

Department of Educational Studies Special Populations

313 Armstrong Hall • 507-389-1122

Web site: www.coled.mnsu.edu/departments/specpop

Chair: Gail Zahn

Gwen Berry, Todd Busch, Beth Handler, Andrew Johnson, Richard Kiefer-O'Donnell, Robert Miller, Carole Milner, Gail Zahn

The Department of Educational Studies: Special Populations offers graduate programs designed to prepare professionals to work in a variety of organizational settings and positions serving individuals with special needs, as well as programs designed to help professionals better serve the needs of all students in general educational settings. In addition to the graduate programs, the Department also offers a baccalaureate program (BS Special Education) with an emphasis in Developmental Disabilities.

Admission to the major is granted by the academic department in which the student proposes to major. To be admitted to any program, the following requirements must be met:

- GPA of 2.5 for admission.
 - Completion of 32 semester credits.
-

SPECIAL EDUCATION BS

DEVELOPMENTAL DISABILITIES

Core Courses (32 credits):

- ESSP 408 Individuals with Diverse and Exceptional Needs (4)
- ESSP 409 Learning and Human Development for Diverse Learners (4)
- ESSP 410 Assessment, Evaluation, and Individualized Planning for Diverse Learners (4)
- ESSP 411 Differentiation and Accommodation in an Inclusive Classroom: Diverse Learners (4)
- ESSP 412 Due Process, Planning, and Design of the Individual Education Program (4)
- ESSP 413 Professional Growth and Development for Teachers of Diverse Learners (4)
- ESSP 414 Literary Methods for an Inclusive Classroom: Diverse Learners (4)
- ESSP 448 Behavior Management and Learning Environments for Diverse Learners (4)

Developmental Disabilities Methods Courses (20 credits):

- ESSP 330 Introduction to Developmental Disabilities (4)
- ESSP 331 Teaching Students with Physical and Multiple Disabilities (4)
- ESSP 332 Elementary Methods for Educating Students with Development/Cognitive Disabilities (4)
- ESSP 333 Transition Plan/Secondary Methods for Students with Development/Disabilities (4)
- ESSP 334 Communication Strategies/Assistive Technologies for Students with Development/Cognitive Disabilities (4)

Student Teaching (13 credits):

- ESSP 458 Seminar: Student Teaching (2)
- ESSP 459 Student Teaching: Developmental Disabilities (11)

Enhancement: Autism (8 credits):

- ESSP 480 Characteristics and Assessment of Children with Autism (4)
 - ESSP 481 Teaching Children with Autism: Planning and Intervention for Students with Autism (4)
-

COURSE DESCRIPTIONS

ESSP 304 (3) Young Children with Individual Needs

Students will demonstrate understanding of young children with atypical development, their special educational needs, and documentation of their development. Also included are skills for accurate observation of typical and atypical development including skills for writing appropriate goals for young children in a variety of environments.

ESSP 330 (4) Introduction to Developmental Disabilities

This course is designed to assist the student educator to develop the knowledge and skills regarding the characteristics, prevalence, and strategies to address the educational and community-based needs of persons with Developmental Cognitive Disabilities.

ESSP 331 (4) Teaching Students with Physical and Multiple Disabilities

Provides student learner with the knowledge and skills to teach individuals with physical and multiple disabilities in the public school setting.

ESSP 332 (4) Elem Methods for Educating Students w/Developmental/Cognitive Disabilities

Assists the student educator to develop the knowledge and skills necessary to teach persons with developmental cognitive disabilities in the elementary public school in the inclusive classroom. Emphasis will be placed on the curriculum areas of reading, mathematics, written language skills, daily living skills, community skills, social skills, self-help skills, and recreation and leisure skills and to develop and implement the Individual Education Program.

ESSP 333 (4) Transition Plan/Secondary Methods for Students w/Developmental Disabilities

Assists student educator to develop, implement and evaluate curriculum and utilize strategies to teach persons with DCD. In addition, this course will assist the student educator to assess, develop, implement and evaluate transition plans for persons with DCD. The course will address supported employment and community-based programming for persons with DCD.

ESSP 334 (4) Comm Strat/Assistive Tech for Students w/Dev/Cognitive Disabilities/Autism

Assists the student educator to develop the knowledge and skills necessary to address the communication needs of persons with developmental cognitive disabilities in the home, school and community. Emphasis will be placed on alternative and augmentative communication systems and the use of assistive technology to enhance communication.

ESSP 405 (3) Individuals with Exceptional Needs

This course provides a rigorous overview to the education of children and youth who differ greatly from the average in physical, cognitive, emotional or social characteristics. It introduces the student to Minnesota's Graduation Standards Rule in relation to the needs of children and youth who receive special education services.

CD-Core

ESSP 408 (4) Individuals with Diverse and Exceptional Needs

Designed to provide an introduction and overview of the characteristics and educational needs of children and youth with diverse and exceptional needs in the public school. The course introduces Minnesota Graduation Standards Rules in relationship to the needs of students with diverse and exceptional needs.

ESSP 409 (4) Learning and Human Development for Diverse Learners

Introduces students to theories of learning and human development as they relate to regular and diverse learning populations. Students will acquire an understanding of the many factors that affect learning and human development and strategies that can be used to enhance learning for all learning populations.

ESSP 410 (4) Assessment, Evaluation, and Individualized Planning for Diverse Learners

Provides the student learner with the knowledge and skills to assess the individual needs of the student learner and design an educational program based on the assessment information collected. Emphasis will be placed on providing the

student learner with the opportunity to learn and administer a variety of norm-referenced and criterion-referenced test instruments and apply test results to developing individual education programs for a variety of learners with diverse educational needs.

ESSP 411 (4) Differentiation - Inclusive Classroom

Describes and demonstrates strategies that teachers can use to differentiate the curriculum to meet the needs of special learners in an inclusive classroom. Course will also examine the latest knowledge related to intelligence, creativity, holistic education and classroom differentiation.

ESSP 412 (4) Due Process, Planning & Design of the Individual Education Program

Provides student learner with the knowledge and skills to plan, develop, and implement the IEP for a student with DCD. In addition, the student learner will develop an understanding of the alternative dispute processes in the state of Minnesota. The student learner will learn the legal requirements of the IEP process and parental participation including a) how to operate the IEP process, b) conciliation process, c) participation in mediation, and d) due process as outlined in IDEA 1997. Legal issues and requirements will be discussed.

ESSP 413 (4) Professional Growth and Development for Teachers of Diverse Learners

Introduces students to methods and strategies for personal and professional growth and development. As a result of taking this course, students will be able to a) engage in reflective inquiry for personal and professional growth, b) identify and demonstrate dispositions necessary for teaching special needs learners, c) understand the cultural, social, and other environmental effects on learning and human development, and d) use strategies for personal and professional growth.

ESSP 414 (4) Literary Methods for an Inclusive Classroom: Diverse Learners

Provides an introduction to reading and language arts instruction for special needs and other students in an inclusive classroom. As a result of taking this course, students will be able to plan and implement effective literacy lessons and utilize a variety of differentiation strategies.

ESSP 415 (3) Introduction to Talent Development

Students will explore the history, definitions, practices, characteristics, needs, special populations, and models within the field of talent development and gifted education.

CD-Related

ESSP 418 (2) Education of Students with Learning Disabilities

This course provides an understanding of the history, identification, assessment, programming, and services needed for students with learning disabilities.

ESSP 419 (4) Education of Students with Mild Disabilities

This course is designed to provide students with information on the history, characteristics and definitions of students with mild disabilities (high incidence special education populations) as well as to explore the interventions of teaching students with mild disabilities.

Pre: ESSP 405 or EEC 407

ESSP 420 (3) Education of Young Children with Exceptional Needs

Legal, historical, and foundational issues in the education of young children with disabilities as well as characteristics, service needs, and models of service for young children with disabilities with emphasis on young children with moderate/severe disabilities.

CD-Core

ESSP 421 (3) Assessment of Young Children with Special Needs

Screening and assessment for placement and programming for infants and young children with disabilities. Includes evaluation and administration of instruments application, assessment information, child progress evaluation, and evaluation of functioning in an environment.

ESSP 440 (3) Teaming with Parents and Other Professionals

This course provides a theoretical and practical base for conferencing and collaboration with parents of children and youth with exceptional needs and other professionals in a team construct. Its content includes practical and theoretical

understanding of the history and purpose of teaming and application of the Minnesota Graduation Standards Rule.

CD-Core

ESSP 448 (4) Behavior Management and Learning Environments for Diverse Learners

Provides the student learner with the knowledge and skills to improve the academic and social/behavioral components of children and youth with diverse learning needs through the use of behavior management techniques. The course will also address the establishment of the learning environment and classroom management techniques, and designing individual behavior management programs.

ESSP 458 (2) Seminar: Student Teaching

Focuses on competencies, strategies, issues and trends to prepare the student to teach persons with DCD.

Coreq: ESSP 449

ESSP 459 (11) Student Teaching: Developmental Disabilities

Focuses on documenting the university student's ability to apply the knowledge and skills learned in coursework and teach youth with DCD in the public school. The university student will assess students with DCD, develop individual goals and objectives, design instructional units and lesson plans, implement instruction in the LRE, and evaluate the effectiveness of instructional interventions.

ESSP 480 (4) Characteristics and Assessment of Children with Autism

An in-depth look at the characteristics of children with autism as well as the historical treatment of these children. This class will look at current assessment methods used to develop educational programs, and will also explore issues related to advocacy.

ESSP 481 (4) Teaching Children w/Autism: Planning & Intervention for Students w/Autism

Focuses primarily on educational program development of children with autism. Students will learn to build visual schedules and write social stories to affect the behavior of students with autism. Students will learn the importance of individualized program development and legal issues surrounding appropriate programming.

ESSP 490 (1-3) Workshop in Special Education

Authentic applications of special education knowledge.

ESSP 491 (1-2) In-Service: Special Education

Teaching students with disabilities.

ESSP 499 (1-3) Individual Study

Advanced independent study in a specified area.