

## Special Education (Developmental and Cognitive Disabilities)

College of Education

Department of Educational Studies: Special Populations

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Web site: [www.coled.mnsu.edu/NewWeb/SpecialPopulation/Index.html](http://www.coled.mnsu.edu/NewWeb/SpecialPopulation/Index.html)

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The Department of Educational Studies: Special Populations serves the needs of undergraduate and graduate students at Minnesota State University, Mankato seeking to become licensed Special Educators in the state of Minnesota. While graduate students have several options as the focus of programs of study, only one Major is offered for undergraduates at this time. This Major in Special Education is designed to meet the licensure standards in the area of Developmental and Cognitive Disability (DCD), as determined by the Minnesota Board of Teaching. The five-semester program of study is typically begun in the second year, after the student has successfully completed the General Education requirements, and continues on a full-time basis through the end of fourth year. Students are not required to declare a Minor. Similarly, the program of study has not been approved as a Minor for use in conjunction with other Majors.

Successful completion of the program has been designed to lead to a Bachelor in Science Degree in Special Education. The Department employs a cohort model for the preparation of undergraduates, with all students from a given year considered members of the same cohort. Cohort students concurrently enroll in the same Pre-Block or Block of courses. Students may petition minor changes in this cohort Block enrollment requirement with permission of the Undergraduate Major Coordinator.

Advising. Preparation for admissions into the Major for Level 100 first year and Level 200 second year students, and those who have transferred into the Minnesota State University Mankato, is initially coordinated through the College of Education Office of Academic Advising (Cheryl Kalakian, 117 Armstrong Hall). Core advising responsibilities that take place through this office include the following tasks for students considering this Major:

1. Initial 1:1 student orientation regarding the Major;
2. Review and feedback regarding the student's progress toward successful completion of General Education requirements;
3. Scheduling and co-implementation of a semi-annual Major Orientation meeting, with the ESSP Undergraduate Major Coordinator;
4. Orientation for and then collection and coordination of student documents and files for admission to COE and Major;
5. Orientation for and then collection and coordination of student documents and files for admissions to Professional Education and Continued Enrollment in the Special Education Major (i.e., admissions into Block 1).

During the fall semester of the second year, successful candidates for admissions to the COE and Major will meet with the ESSP Undergraduate Major Coordinator to receive information on the course and field experiences for the upcoming Pre-Block courses. From that task on, the primary role of advisor for these undergraduate Special Education Majors shifts to this faculty member. This faculty member will serve as the student's primary advisor for the remainder of the degree program.

Transfer Students and Credit for Prior Coursework. Students who transfer from other institutions of higher education are eligible to apply for admissions to the Major. Given the Pre-Block and Block scheduling of courses however, these students may be admitted only as part of an annual cohort of new Majors. If the student has successfully taken what s/he feels are one or more relevant courses in Special Education from other institutions, and has earned at least a grade of a "B" or better, the student may petition the Department to evaluate these prior academic courses.

The Department will formally approve/disapprove each request, based on evidence presented through (a) transcripts, (b) course syllabi, (c) samples of completed assignments or products from these classes, and if applicable, (d) written evaluations from clinical experiences. It is the student's responsibility to collect and submit these documents for the Coordinator's review. While no criteria is set for the maximum age of these potentially equivalent courses, the Department will consider the date of the course as a contributing factor when the content of the course has been impacted by changes in federal or state Special Education law, and/or when significant changes in practice have taken place. Students have right to appeal this decision.

Grade Policies. All non-clinical courses that make up the Pre-Block and Blocks for this Major must be taken on a graded basis. Student teaching clinical experiences are taken on a P/N basis. Students must maintain a cumulative GPA of 3.0 or better in Major coursework to stay in good status in the program. Similarly, they must earn at least a "C" in all Major coursework. Failure to do so, or to earn a cumulative GPA below this stated level will come under review by the Department and COE for Continuance in Program status for the next Block. The OPE Director will be responsible for communication and coordination of action associated with this or any Variance reviews. Standard procedures of the COE will be followed for all cases. Please note that the graduation evaluators from the Registrar's Office will enforce any grading policies in place in the bulletin. So even if a candidate is permitted by petition to move forward in the program with a "D" in a required course, the Registrar's Office will not permit that student to graduate. Students have right to appeal this decision.

Admissions to College of Education and Major. During the fall semester of the second year, interested students will be directed by the COE Office of Academic Advising to initiate a formal application process for the College of Education and the Special Education Major. The Office will be responsible for (a) setting deadlines for the receipt of all required documents, (b) communicating with candidates before and after the deadline, and (c) determining admission status. Students must be accepted into the COE and Major in order to enroll in the 300 and 400 level coursework of the Major's Pre-Block courses. Successful candidates will be those who submit, in a timely manner, the necessary official documentation that reflects meeting or exceeding the following criteria:

1. Successful completion of at least 30 credits;
2. Cumulative GPA of at least 2.5;
3. Evidence of successful completion of each General Education requirements by the end of spring semester of the second year.

The Office of Academic Advising will be responsible for communicating the status of this review to the student. Students have right to appeal this decision.

### ADMISSIONS TO PROFESSIONAL EDUCATION AND PERMISSION FOR CONTINUED ENROLLMENT IN MAJOR COURSEWORK

Once students have been admitted to the COE and the Major, they will receive program information from the Undergraduate Major Coordinator and the COE Office of Academic Advising as to how to enroll in Pre-Block courses. During the spring semester of the second year, cohort members will be directed by the Office of Academic Advising to initiate for application for Professional Education. The Office of Professional Education (OPE) provides numerous services to the student through the process of teacher preparation while also ensuring student attainment with indicators of the NCATE accreditation standards. The Office of Academic Advising will be responsible for establishing deadlines for the receipt of all required documents and communicating with candidates before and after the deadline. The Department will make the actual determination of admissions to Professional Education. Successful candidates will be those who submit, in a timely manner, the necessary official documentation that reflects meeting or exceeding the following criteria:

1. Minimum of 40 earned semester credit hours;
2. Minimum of 2.75 cumulative GPA;
3. Evidence of completion of the Praxis I: Pre-Professional Skills Test (PPST);
4. Attendance at the Professional Education Application Process Session during which candidates complete surveys of knowledge, skills, and dispositions; and a timed writing sample.
5. Submission of a 1-2 page Request for Admissions to Special Education Licensure Program in DCD Statement, demonstrating basic understanding of

the role and services for special educators of students with disabilities;

6. Submission of at least one Letter of Recommendation that specifically supports goal statements made in Request for Admissions Statement.

The review of these departmental applications will be by the Undergraduate Major Coordinator. With this approval, students will be allowed to register for Blocks 1 through 4, but must maintain a GPA of at least 3.0 or higher in all Major coursework in order to remain in the Major. The COE Office of Advising will communicate the results of this departmental review to the student. The Department retains the right to establish quota sizes to the cohort and therefore prioritize admissions to the Blocks based on these limits. All cohort quota limits will be communicated to the students through the Office of Academic Advising as part of the application to OPE process. Students have right to appeal this decision.

**Admission to Student Teaching.** During the spring semester of the third year, students will apply for Student Teaching. This process employs both departmental and COE Office of Clinical Experience forms and timelines, which are established and posted in the fall semester for these third year students. This application is part of an overall review that is done to ensure that the student has completed all courses adequately and is prepared to begin the final clinical experience. These documents will include the following:

1. Completed Department Application for Student Teaching;
2. Completed Placement Preference Form;
3. Current transcript;
4. Autobiography (to be used to introduce the student to the Administrator and Cooperating Teacher of the placement school);
5. Evidence of a successfully completed Criminal Background Check;
6. Signed Release of Information form (for district referrals);
7. It is suggested but not required that students obtain Liability Insurance prior to the beginning of the Student Teaching experience (see COE Office of Clinical Experience for details).

This student review will consider all aspects of performance in Major coursework, including all elements of the student portfolio, be they classroom or field assessments, observations, or other products. If the Undergraduate Major Coordinator determines that the student either has not completed or provided the required forms in a timely manner, admissions to Student Teaching may be delayed at least one semester. Similarly, if the student has not maintained a cumulative 3.0 GPA in all Major coursework, s/he will not be allowed to proceed until the problem is remediated. Students have the right to appeal this decision.

#### Application for Graduation

No special activities are required of students in this Major for Graduation. See the current Undergraduate Bulletin for the steps in this process and the corresponding timelines.

#### APPLICATION FOR LICENSURE

The university recommends candidates for licensure to a state upon the satisfactory completion of a licensure program. However, licensure does not occur automatically through graduation and the awarding of a diploma. Students need to make application for a Minnesota teaching license at the close of the term in which they graduate. The College of Education, 118 Armstrong Hall, coordinates the licensure process. In addition to meeting all program requirements, the Praxis I (PPST) examination of skills in reading, writing and mathematics needs to be successfully completed, as well as the Praxis II pedagogy and content examination. Minnesota state law requires that all candidates applying for initial licensure in this state be fingerprinted for national background checks. A conduct review statement will also need to be completed and signed.

#### Required General Education Coursework for Major.

Candidates to the Major must demonstrate successful completion of coursework for each of the 13 categories of the General Education requirement prior to enrollment in Block 1. Similarly, students must fulfill the current Cultural Diversity requirement. Students are encouraged to fulfill the Honors Program requirements, but if wishing to do so, they must plan to complete these requirements before entering Block 1.

At this time, specific courses are required for 4 of the 13 categories. For the remaining 9 categories, Level 100 first year and Level 200 second year students are encouraged to meet regularly with members of the COE Office of Academic

Advising to ensure optimal registration. The four requirements are as follows:

#### General Education Category

##### Required Course and Credits

##### Category 4: Math and Logical Reasoning

MATH 201 Elements of Mathematics I (3)

##### Category 5: History and the Social & Behavioral Sciences

HLTH 310 Drug Education (3)

##### Category 7: Human Diversity

CDIS 290 Introduction to Communication Disorders (3)

##### Category 10: People and the Environment

CDIS 205 Beginning Sign Language (3) OR

HLTH 210 First Aid and CPR (3)

- students are encouraged to complete both courses if scheduling allows.

#### Required Licensure Coursework for Majors and the Bachelor of Science Degree in Special Education

There are five structured and sequenced semesters in the Major in Special Education, leading to the Bachelor in Science Degree. Each is made up of required courses that meet one or more Minnesota Board of Teaching requirements for Standards of Effective Practice (A), Core Teaching Skills for Special Educators (B), and specific content requirements for Developmental and Cognitive Disabilities (C). The Pre-Block is taken prior to admissions to Professional Education. Continued enrollment in Blocks 1 through 4 is contingent on the academic status of the student. All courses are for 4 hours credit unless noted differently.

#### Pre-Block Semester (Spring, 2nd year) (12 credits)

ESSP 330 Introduction to Developmental Disabilities

ESSP 408 Individuals with Diverse and Exceptional Needs

ESSP 409 Learning and Human Development for Diverse Learners

#### Block 1 Semester (Fall, 3rd year) (16 credits)

ESSP 410 Assessment, Evaluation, and Individualized Planning for Diverse Learners

ESSP 332 Elementary methods for teaching students with developmental cognitive disabilities

ESSP 414 Literacy Methods in the Inclusive Classroom: Diverse Learners

ESSP 412 Due Process, Planning, and Design of Individual Education Programs

#### Block 2 Semester (Spring, 3rd year) (16 credits)

ESSP 448 Behavior Management and Learning Environments for Diverse Learners

ESSP 411 Differentiation and Accommodation in the Inclusive Classroom: Diverse Learners

ESSP 480 Characteristics and Assessment of Children with Autism

ESSP 331 Teaching Students with Physical and Multiple Disabilities

#### Block 3 Semester (Fall, 4th year) (16 credits)

ESSP 333 Transition Planning and Secondary Methods for Student with Developmental Cognitive Disabilities

ESSP 334 Communication Strategies and Assistive Technologies for Students with Developmental Cognitive Disabilities

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

ESSP 413 Professional Growth and Development for Teachers of Diverse Learners

#### Block 4 Semester (Spring, 4th year) (13 credits)

ESSP 458 Seminar: Student Teaching

ESSP 459 Student Teaching Developmental Disabilities

#### 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

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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) Elementary Methods for Educating Students with 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 with 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) Communication Strategies/Assistive Technologies for Students with Developmental /Cognitive Disabilities

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 and Accommodation in an Inclusive Classroom: Diverse Learners

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 and 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 with 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.