

### Special Education (Developmental and Cognitive Disabilities)

College of Education

Department of Educational Studies: Special Populations

313 Armstrong Hall • 507-389-1122

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

Chair: Gail Zahn

Undergraduate Major Coordinator: Ockjean Kim

Faculty: Gwen Berry, Todd Busch, Beth Handler, Andrew Johnson, Richard Kiefer-O'Donnell, Robert Miller, Carole Milner.

The Department of 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. The Special Education program is designed to meet the licensure standards in the area of Developmental Disabilities as determined by the Minnesota Board of Teaching. The five-semester program of study is typically begun in the second year after successful completion of General Education requirements. 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 block of courses. Students may petition slight changes in this cohort block enrollment requirement with permission of the Undergraduate Major Coordinator.

#### Incoming and Transfer Student Orientation

Orientation makes a significant difference in a student's success and persistence in college. All new and transfer students are required to attend an orientation program before registering for classes. The College of Education Student Relations Coordinator conducts the Academic Success session. This session includes explanation of general education and general education coursework required for program, cultural diversity requirements, academic performance, and assignment of program advisors. Students are accompanied to a registration lab to complete their upcoming term schedule.

#### Transfer Students and Credit for Prior Experiences

Formal evaluation of prior academic experiences follows orientation. 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. Students have a right to appeal this decision.

All Special Education (DCD) majors must be admitted in the following sequence.

Admission to the Major

Admission to Professional Education

Admission to Cohort Blocks

Admission to Student Teaching

#### Admission to Major

Coordinator of Admission to Major: Cheryl Kalakian, 117 Armstrong Hall  
Students must submit an unofficial transcript or DARS Report. Transfer students must also submit a copy of their transfer credit evaluation. The following requirements must be met to be admitted to major.

1. Successful completion of at least 30 credits
2. Cumulative minimum G.P.A. of 2.5
3. Required General Education Coursework

#### General Education Category

Category 4: Math and Logical Reasoning

Category 5: History and the Social & Behavioral Sciences

Category 11: Human Performance

#### Required Course and Credits

MATH 201: Elements of Mathematics I (3)

HLTH 310: Drug Education (3)

CDIS 205 Beginning Sign Language (3) OR HLTH 210 First Aid and CPR (3)

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

#### Admission to Professional Education

Coordinator of Admission to Professional Education: Cheryl Kalakian, AH 117

Students working toward a teaching degree in Developmental Disabilities must be admitted to Professional Education during Pre-block to allow Block I registration.

1. Minimum of 40 earned semester credits;
2. Minimum of 2.75 cumulative G.P.A.;
3. Evidence of completion of the Praxis I: Pre-Professional Skills Test (PPST);
4. Complete Writing Assessment Lab
5. Completion of MATH 201, HLTH 310, and CDIS 205 or HLTH 210

#### Program Continuance

The Special Populations Department will monitor block entrance and continuance in program. Students must maintain a 3.0 cumulative GPA in Program coursework. A departmental application process will determine block admission.

#### Admission to Student Teaching

Director of Clinical and Field Experiences: Kitty Foord (119 Armstrong Hall)

Student teaching at Minnesota State University, Mankato is a result-oriented, performance-based, 16-week program, requiring the demonstration of an acceptable level of teaching performance in the areas of planning and preparation, enhancing the learning environment, teaching for student learning, and professionalism. Multiple methods of assessment are used and evidence is collected to provide a view of the student teacher's skills and dispositions. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities for self-assessment, use of logs, participation in on-line activities, and participation in activities reflective of the professional responsibilities of teachers (e.g., parent conferences). The Director of Clinical and Field Experience requests placements for all student teachers in partner districts. Student teachers should not contact schools regarding their placement. Application materials are available in 119 Armstrong Hall.

Admission to the student teaching experience is contingent upon completion of:

1. minimum of 95 semester credits
2. A grade point average of 3.0, grades of "C" or better for all major coursework
3. admittance to teacher/professional education
4. completion of all methods and professional education course work
5. completion and validation of formal application materials one semester prior to student teaching semester (obtain specific dates from 119 Armstrong Hall)
6. attendance at all preliminary student teaching meeting(s)
7. submission of scores on the PRAXIS I (Reading/Writing/Math) test
8. recommendation of advisor
9. approval of placement by school district administration and cooperating teacher, and Director of Clinical and Field Experience, and completion of Minnesota State Police background check materials.

#### Teacher Licensure Coordinator: Gail Orcutt (118 Armstrong Hall)

The University recommends licensure to a state upon 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 (PPST) examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Praxis II Pedagogy and Content examinations.

## SPECIAL EDUCATION (DEVELOPMENTAL AND COGNITIVE DISABILITIES)

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. There is a \$31 fee for the criminal background check. The fee for the issuance of a State of Minnesota teaching license is \$57.

### 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.

### SPECIAL EDUCATION BS, TEACHING

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 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/ Sophomore 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/ Junior year) (16 credits)

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

ESSP 331 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 / Junior 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/ Senior 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 with Autism: Planning & Intervention for Students with Autism

ESSP 413 Professional Growth and Development for Teachers of Diverse Learners

Block 4 Semester (Spring, 4th/ Senior year) (13 credits)

ESSP 458 Seminar: Student Teaching

ESSP 459 Student Teaching Developmental Disabilities

### Clinical Experiences

A major component of professional education coursework involves clinical experiences in area schools. These experiences are sequential in development. Multiple methods of assessment are used to document competencies. These methods include direct observations of teaching activities by public school and University faculty, the use of videotaped lessons and activities for self-assessment, use of logs, participation in on-line activities, and participa-

tion in activities reflective of the professional responsibilities of teachers. The successful completion of each clinical experience is necessary for progression in the program. All clinical placements are initiated by the Office of Clinical and Field Experience.

### Background Checks

Students involved in any clinical experience need to undergo a background check (once per academic year) to assess misdemeanor and felony conviction records maintained at the Minnesota Bureau of Criminal Apprehension. There is a \$15 fee for this service. This information is provided to districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

### Policies/Information

### GPA Policy

All non-clinical courses that make up the Pre-Block and Block courses must be taken on a graded basis. Students must maintain a cumulative G.P.A. of 3.0 and earn at least a "C" in all major coursework for program continuance.

## 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) Communication Strategies/Assistive Technologies for Students w/Dev/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

## SPECIAL EDUCATION (DEVELOPMENTAL AND COGNITIVE DISABILITIES)

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 & 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 & 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

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## SPECIAL EDUCATION (DEVELOPMENTAL AND COGNITIVE DISABILITIES)

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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.