

Special Education: Academic and Behavioral Strategist

College of Education

Department of Special Education

313 Armstrong Hall • 507-389-1122

Website: <http://ed.mnsu.edu/sped>

Chair: Alexandra Panahon

Undergraduate Major Coordinator: Sean Wachsmuth

Faculty: Kyena Cornelius, Aaron Deris, Alexandra Panahon, Kiersten Hensley, Karen Hurlbutt, Andrew Johnson, Kimberly Johnson-Harris, Dana Wagner, Sean Wachsmuth, Teri Wallace

Accreditations. National Council for Accreditation of Teacher Education (NCATE).

The Department of Special Education serves the needs of undergraduate and graduate students at Minnesota State Mankato seeking to become licensed Special Educators in the state of Minnesota. The Special Education undergraduate program is designed to meet the licensure standards 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. All interested students are highly encouraged to contact the Coordinator for program information and guidance for admission procedures.

POLICIES/INFORMATION

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 Credit Evaluation. Evaluation of prior academic course work will be based on evidence presented through (a) transcripts, (b) course syllabi, (c) course description. Students have a right to appeal this decision.

Required General Education Course and Credits

CDIS 205 Beginning Sign Language (3 cr.) **OR** HLTH 210 First Aid and CPR (Goal Area 11: Human Performance)

HLTH 240 Drug Education (3 cr.)

(Goal Area 5: History and the Social & Behavioral Sciences)

MATH 201 Elements of Mathematics I (3 cr.)

(Goal Area 4: Math & Logical Reasoning)

Admission to the Special Education Program

Undergraduate Major Coordinator: Sean Wachsmuth

Admission to Professional Education

Coordinator of Admission to Professional Education

Mymique Baxter, Armstrong Hall 118

Mankato Program

Students working toward a teaching degree must be admitted to Professional Education during their first semester in the program to allow continued registration.

1. Minimum of 40 earned semester credits
2. Minimum of 2.75 cumulative GPA
3. Evidence of registration for the MTLE Basic Skills Exams
4. Completion of MATH 201, HLTH 240, and CDIS 205 or HLTH 210

Program Continuance. The Special Education Department will monitor block entrance and continuance in program. Students must maintain a 3.0 cumulative GPA in Program coursework.

Admission to Student Teaching. Student teaching at Minnesota State 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 cooperating teachers and University faculty, the use of videotaped lessons and activities for self-assessment, use of logs, participation in online 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. completion of all General Ed and Diverse Cultures program requirements.
2. a grade point average of 3.0, grades of "C" or better for all major coursework
3. admittance to Professional Education
4. completion of all methods and professional education course work
5. completion and validation of formal application materials one year 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 MTLE Basic Skills Exam
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 MTLE Basic Skills examination of skills in reading, writing, and mathematics needs to be successfully completed, as well as the Pedagogy and Content examinations. 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 fee for the criminal background check and a fee for the issuance of a State of Minnesota teaching license.

Application for Graduation. No special departmental activities are required of students in this Major for Graduation. Students must follow the university procedure for application for graduation. See front section of this Catalog for the steps in this process and the corresponding timelines.

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. The successful completion of each clinical experience is necessary for progression in the program. All clinical placements are set up 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. This information is provided to districts for their determination of suitability. The Office of Clinical and Field Experience coordinates the background check process.

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

SPECIAL EDUCATION: ACADEMIC AND BEHAVIORAL STRATEGIST CONTINUED

SPECIAL EDUCATION: ACADEMIC AND BEHAVIORAL STRATEGIST BS

Degree completion = 120 credits

This program will prepare teacher candidates to work as special education teachers for students with mild/moderate disabilities and will prepare them for licensure as an Academic and Behavioral Strategist.

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 (C). The first semester courses are taken prior to admission to Professional Education. Continued enrollment in semester 2 through 5 is contingent on the academic status of the student.

Prerequisites to the Major

HLTH 240 Drug Education (3)

MATH 201 Elements of Mathematics I (3)

Choose one of the following (choose 3 credits)

CDIS 205 Beginning Sign Language (3)

HLTH 210 First Aid & CPR (3)

Major Common Core

SPED 333 Transition Plan/Secondary Methods for Students w/Mild/Moderate Disabilities (4)

SPED 401 IEP Writing and Professional Practice (4)

SPED 404 Instructional Decision Making (4)

SPED 406 Strategies for Teaching Learners with Special Needs: Reading & Writing (4)

SPED 407 Positive Behavioral Interventions and Supports (3)

SPED 408 Individuals with Diverse and Exceptional Needs (4)

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

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

SPED 411 Effective Strategies for the Inclusive Classroom (4)

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

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

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

SPED 422 Strategies for Teaching Learners with Special Needs: Math and Science (4)

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

SPED 458 Seminar: Student Teaching (4)

SPED 459 Student Teaching: Developmental Disabilities (8)

COURSE DESCRIPTIONS

SPED 333 (4) Transition Plan/Secondary Methods for Students w/Mild/Moderate Disabilities

This course is designed to teach secondary assessment, instructional and transition planning methods needed by students in the undergraduate program of study in Special Education – Academic and Behavioral Strategist. The course focuses on strategies that promote choice and quality of life for young adults with mild to moderate disabilities.

SPED 401 (4) IEP Writing and Professional Practice

This course will introduce teacher candidates to different aspects of being a Special Educator, including writing Individualized Education Program plans, working collaboratively, addressing strategies for working with paraprofessionals, and developing an understanding of collaboration including co-teaching, and using technology in the classroom to assist student learning.

Spring

SPED 404 (4) Instructional Decision Making

This course provides the student learner with the knowledge and skills necessary to make effective data-based decisions within the instructional context. Students will gain training in and knowledge of instructional decision making at the individual and systems level.

Spring

SPED 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.

SPED 406 (4) Strategies for Teaching Learners with Special Needs: Reading and Writing

This course teaches how to select and apply specific evidence-based reading and writing strategies for students with mild/moderate disabilities. Students will learn basic instructional principles behind validated instructional models and how to use these models in different instructional settings.

Fall

SPED 407 (3) Positive Behavioral Interventions and Supports

This course is designed to teach the principles of Positive Behavior Supports and Intervention planning. Students will learn how PBIS can be applied at the school, classroom, and individual levels. Students will apply learned information to identify successful interventions.

Spring

SPED 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.

SPED 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.

Diverse Cultures - Gold

SPED 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 to 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.

SPED 411 (4) Effective Strategies for the 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.

SPED 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.

SPECIAL EDUCATION: ACADEMIC AND BEHAVIORAL STRATEGIST CONTINUED

SPED 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.

SPED 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.

SPED 422 (4) Strategies for Teaching Learners w/Special Needs: Math and Science

This course provides instruction in the connections between critical content concepts, standards, research-based practices in mathematics and science, and students with mild-moderate disabilities for the purpose of developing goals and objectives in order to implement effective instruction.

Fall

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

This course is designed to teach pre-service special education teachers the basics of Applied Behavior Analysis as well as classroom management skills that foster positive interactions among students in pre-K through 12th grade. Students will learn to conduct behavioral assessments and report results through professional writing.

WI

SPED 458 (4) Seminar: Student Teaching

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

Coreq: SPED 449

SPED 459 (8) Student Teaching: Mild and Moderate 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.

SPED 490 (1-3) Workshop in Special Education

Authentic applications of special education knowledge.

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

Teaching students with disabilities.

SPED 499 (1-3) Individual Study

Advanced independent study in a specified area.