
600 (2) Research and Bibliography

An introduction to methods of literary research, including use of literary resources, literary theory, the MLA style, and paper writing strategies. Primarily for graduate students who are writing their thesis or alternate plan paper.

Pre: Graduate status

601 Topic: Spanish Language/Linguistics

Topics will vary. May be repeated for credit.

Pre: Graduate status

602 (1-4) Topic: Peninsular Culture

Topics will vary. May be repeated for credit.

Pre: Graduate status

603 (1-4) Topics in Spanish American Culture

Topics will vary. May be repeated for credit.

Pre: Graduate status

604 (1-4) Topic: Peninsular Spanish Literature

Topics will vary. May be repeated for credit.

Pre: Graduate status

605 (1-4) Topics in Spanish American Literature

Topics will vary. May be repeated for credit.

Pre: Graduate status

677 (1-4) Individual Study

Individual study, variable topics.

Pre: Graduate status

692 (1-3) Independent Study

Variable topics.

Pre: Graduate status

694 (1-2) Alternate Plan Paper**697 (1-6) Internship: Community College Option**

Preparation of teaching materials and minimum of 20 hours of classroom teaching at the intermediate level.

Areas in which materials are to be developed and taught are listening comprehension, speaking, literature, culture and writing.

Pre: permission of instructor

699 (3-6) Thesis

SPECIAL EDUCATION MS & CERTIFICATE

College of Education

Special Education Department

107 Armstrong Hall • 50-389-1122

Chair: Robert J. Miller, Ph.D.

Graduate Coordinator Emotional/Behavioral

Disorders: Gail Zahn, Ph.D.

Graduate Coordinator Learning Disabilities: Candice

Hollingshead, Ph.D.

Carole Milner, Ph.D., Mary Ellen Peason, Ph.D.

The Minnesota State University, Mankato, Department of Special Education seeks to prepare special education professionals who work effectively within complex world and cultural systems marked by diversity, interdependence and accelerating change. It is the mission of the Department of Special Education to equip highly trained individuals in the practices of self-reflection and self-evaluation, leading to an openness of growth and change within self, others, the profession and society. The Department of Special Education offers four graduate programs: Master of Science in the area of Emotional/Behavioral Disorders, Master of Science in the area of Learning Disabilities, Certificate (licensure) in Emotional/Behavioral Disorders and Certificate (licensure) in Learning Disabilities.

Admission. The College of Graduate Studies will require an application for graduate study for either a Masters degree or a certificate, verification of a baccalaureate degree from an appropriately accredited college or university and two official transcripts. International students should see the College of Graduate Studies for additional requirements. Applicants must contact the Department of Special Education to complete a Special Education Department Entrance Survey and a CEC Pre-program assessment. Students should have maintained a GPA of 3.2 on a 4.0 scale. Upon admission, students are required to purchase a Program Student Handbook (EBD or LD) and a current APA publication manual. The GRE is not required for admission.

SPECIAL EDUCATION MS

(Thesis Plan - 34 cr)

(Alternate Plan Paper - 33-34 cr)

(Alternate Plan Project - 34 cr)

SPECIAL EDUCATION CERTIFICATE (LICENSURE)

Emotional/Behavioral Disorders - 27 cr

Learning Disabilities - 23 cr

EMOTIONAL/BEHAVIOR DISORDERS MS

Thesis/Alternate Plan Paper

Required Prerequisites (6 cr)

These courses do not count toward Master degree credits

SPED 405 Individuals with Exceptional Needs (3)

OR

SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)

AND

SPED 4/548 Behavior Management (3)

Required Core (27 cr)

SPED 4/519 Education of Students with Mild Disabilities (4)

SPED 639 Transition Planning for Students

- with Mild Disabilities(3)
- SPED 645 Formal/Informal Clinical Procedures (3)
- SPED 646 Instructional Interventions (4)
- SPED 657 Emotional/Behavioral Disorders: Program Design and Implementation
- SPED 658 Seminar: Current Issues and Trends in Emotional/Behavioral Disorders (2)
- SPED 661 Special Education Law (3)
- SPED 667 Graduate Student Teaching: E/BD (4)

Required Electives (0-8 cr)

Choose electives in consultation with an advisor.

Required Tools of Research (6-8 cr)

Choose in consultation with an advisor.

- EDFN 600 Introduction to Educational Research (3)
- SPED 610 Special Education Methods and Research (3)
- SPED 694 APP (1) (May be repeated)
- SPED 699 Thesis (2) (May be repeated)

Other requirements. Successful completion of Written Comprehensive Examination and successful completion of a Thesis or Alternate Plan Paper. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. No grade lower than a C demonstrates competency; therefore, courses with grades lower than a “C” must be repeated.

LEARNING DISABILITIES MS

Thesis/Alternate Plan Paper

Required Prerequisites (6 cr)

these courses do not count toward Master degree credits

- SPED 405 Individuals with Exceptional Needs (3)
- OR
- SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)
- AND
- SPED 4/548 Behavior Management (3)

Required Core (23 cr)

- SPED 519 Education of Students with Mild Disabilities (4)
- SPED 639 Transition Planning for Students with Mild Disabilities (3)
- SPED 645 Formal/Informal Clinical Procedures (3)
- SPED 646 Instructional Interventions (4)
- SPED 661 Special Education Law
- SPED 648 Graduate Student Teaching: Learning Disabilities (4)

- SPED 649 Seminar: Current Issues and Trends in Learning Disabilities (2)

Required Electives (0-8 cr)

Choose electives in consultation with an advisor.

Required Tools of Research (6-8 cr)

Choose in consultation with an advisor.

- EDFN 600 Educational Statistics (3)
- SPED 610 Special Education Methods and Research (3)
- SPED 694 APP (1) (May be repeated)
- SPED 699 Thesis (2) (May be repeated)

Other requirements. Successful completion of Written Comprehensive Examination and successful completion of a Thesis or Alternate Plan Paper. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. Courses with grades lower than a “C” must be repeated.

EMOTIONAL/BEHAVIOR DISORDERS MS

Alternate Plan Project

Required Prerequisites (6 cr)

These courses do not count toward Master degree credits

- SPED 405 Individuals with Exceptional Needs (3)
- OR
- SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)
- AND
- SPED 4/548 Behavior Management (3)

Required Core (27 cr)

- SPED 4/519 Education of Students with Mild Disabilities (4)
- SPED 639 Transition Planning for Students with Mild Disabilities(3)
- SPED 645 Formal/Informal Clinical Procedures (3)
- SPED 646 Instructional Interventions (4)
- SPED 657 Emotional/Behavioral Disorders: Program Design and Implementation
- SPED 658 Seminar: Current Issues and Trends in Emotional/Behavioral Disorders (2)
- SPED 661 Special Education Law (3)
- SPED 667 Graduate Student Teaching: E/BD (4)

Required Electives (4 cr)

Choose electives in consultation with an advisor.

- C&I 628 Writing for Teachers or comparable writing course

Required Tools of Research (3 cr)

EDFN 600 Introduction to Educational Research (3)

Other requirements. Successful completion of Written Comprehensive Examination and oral comprehensive defense. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. No grade lower than a C demonstrates competency; therefore, courses with grades lower than a "C" must be repeated.

LEARNING DISABILITIES MS *Alternate Plan Project*

Required Prerequisites (6 cr)

these courses do not count toward Master degree credits

SPED 405 Individuals with Exceptional Needs (3)

OR

SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)

AND

SPED 4/548 Behavior Management (3)

Required Core (23 cr)

SPED 4/519 Education of Students with Mild Disabilities (4)

SPED 639 Transition Planning for Students with Mild Disabilities (3)

SPED 645 Formal/Informal Clinical Procedures (3)

SPED 646 Instructional Interventions (4)

SPED 648 Graduate Student Teaching: Learning Disabilities (4)

SPED 649 Seminar: Current Issues and Trends in Learning Disabilities (2)

SPED 661 Special Education Law

Required Electives (8 cr)

Choose electives in consultation with an advisor.

C&I 628 Writing for Teachers or comparable writing course

Required Tools of Research (3 cr)

EDFN 600 Introduction to Educational Research (3)

Other requirements. Successful completion of Written Comprehensive Examination and an Oral Comprehensive Defense. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. No grade lower than a C demonstrates competency; therefore, courses with grades lower than a "C" must be repeated.

EMOTIONAL/BEHAVIORAL DISORDERS *Licensure Certificate*

Required Prerequisites (6 cr)

These courses do not count toward Master degree credits

SPED 405 Individuals with Exceptional Needs (3)

OR

SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)

AND

SPED 4/548 Behavior Management (3)

Required Core (27 cr)

SPED 4/519 Education of Students with Mild Disabilities (4)

SPED 639 Transition Planning for Students with Mild Disabilities(3)

SPED 645 Formal/Informal Clinical Procedures (3)

SPED 646 Instructional Interventions (4)

SPED 657 Emotional/Behavioral Disorders: Program Design and Implementation

SPED 658 Seminar: Current Issues and Trends in Emotional/Behavioral Disorders (2)

SPED 661 Special Education Law (3)

SPED 667 Graduate Student Teaching: E/BD (4)

Other requirements. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. No grade lower than a C demonstrates competency; therefore, courses with grades lower than a "C" must be repeated.

LEARNING DISABILITIES *Licensure Certificate*

Required Prerequisites (6 cr)

These courses do not count toward Master degree credits

SPED 405 Individuals with Exceptional Needs (3)

OR

SPED 605 Introduction to the Psychology and Education of Exceptional Children and Youth (3)

AND

SPED 4/548 Behavior Management (3)

Required Core (23 cr)

SPED 4/519 Education of Students with Mild Disabilities (4)

SPED 639 Transition Planning for Students with Mild Disabilities (3)

SPED 645 Formal/Informal Clinical Procedures (3)

SPED 646 Instructional Interventions (4)

- SPED 648 Graduate Student Teaching: Learning Disabilities (4)
- SPED 649 Seminar: Current Issues and Trends in Learning Disabilities (2)
- SPED 661 Special Education Law

Other requirements. Completion of Special Education Department Exit survey and CEC Post-Program Assessment. Students must be enrolled the semester they graduate. No grade lower than a C demonstrates competency; therefore, courses with grades lower than a C must be repeated.

TALENT DEVELOPMENT AND GIFTED EDUCATION MS

(36 credits)

This graduate program is designed to prepare teachers and leadership personnel in various aspects of gifted education and talent development for children and youth. It is designed for educators at all levels and in all subject areas who seek to broaden their base of knowledge in order to learn strategies to help students reach their fullest potential as well as those who specialize in working with intellectually and creatively gifted populations. This program is based upon the belief that the development of various talents and potentials is essential for all children, while meeting the needs of children with extraordinary talent or potential is imperative for quality school programming. As a foundation, it addresses the concern for moral and ethical development of these children. The notion that persons who work with children should be committed to developing their own creative potentials is emphasized in coursework and practice in this program. Therefore, this program is intended for persons who are interested in developing their own personal selves as well as learning about the content and pedagogy that constitute gifted education and talent development.

See TALENT DEVELOPMENT AND GIFTED EDUCATION for more information.

COURSE DESCRIPTIONS

507 (2) The Special Education Learner in the Regular Classroom

This course prepares special education teachers to instruct learners with exceptional needs in a classroom environment shared with regular class students. It supports a team approach to instructional delivery, using assistive technology, accommodations and modifications, adapted curriculum and collaborative staffing. Minnesota's Graduation Rule is introduced in relation to the needs of children and youth who receive special education services.

515 (3) Introduction to Talent Development

Students will explore the history, definitions, practices,

characteristics, needs, special populations, and models within the field of gifted education and talent development.

519 (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.

520 (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.

548 (3) Behavior Management

Applied practical approaches to improve academic and personal-social behavior of individuals who have mild or moderate disabilities in general education and special education programs. Principles of applied behavior analysis including reduction and enhancement procedures

will be explored.

590 (1-3) Workshop in Special Education

Workshops vary in content as announced in class schedule. May be retaken for credit.

591 (1-2) In-Services

Teaching individuals with exceptional needs.

605 (3) Introduction to the Psychology and Education of Exceptional Children and Youth

Current practices in the identification, placement and education of exceptional children and youth. Emphasis on patterns of social, cognitive, language and psychological development of exceptional children. Social, political and economic advocacy issues.

610 (3) Special Education Methods and Research

Design, document, evaluate, and apply research in the field of special education.

639 (3) Transition Planning for Students with Mild Disabilities

In-depth examination of the problems, trends and procedures used in planning career development, pre-vocational and vocational programs for the mildly disabled. Program models, assessment, job analysis, placement, employer-school relations are covered.

640 (2) Administration and Supervision of Special Education

Procedures in establishing and improving educational programs for exceptional children.

Pre: SPED 4/548

645 (3) Formal/Information Clinical Procedures

Interpretation and implementation of psychological

reports, formative and summative assessment data, enabling incorporation of relevant information/data into an evaluation report. Applied practical understanding, development, usage and interpretation of information assessment tools determining identification and instructional design.

Pre: SPED 4/519

646 (4) Instructional Interventions

Pedagogy for teaching students with learning disabilities with an understanding of instructional theories and trends. Applications include sequences/adaptations of instruction/curriculum, technology integration, collaborative techniques, and meta-cognitive strategies. Focus is in reading, written language, and mathematics.

Pre: SPED 4/519

648 (4) Graduate Student Teaching: Learning Disabilities

Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experiences and ensure license standards competency. Required concurrent with SPED 649.

Professor permission required.

649 (2) Seminar: Current Issues and Trends Learning Disabilities

Summative conversations incorporating current issues and trends in the area of learning disabilities. This course focuses on “big picture” constructs allowing the special education professional to culminate the collection of knowledge and skills into comprehensive value and belief systems.

Pre: SPED 645, 646

Required concurrent with SPED 648.

Professor permission required.

657 (4) Emotional/Behavior Disorders: Program Design and Implementation

The purpose of this course is the effective applications of procedures for teaching students with emotional/behavioral disorders in school settings. Students will build individual programs through the use of Functional Behavioral Assessments focusing on Positive Behavioral Supports.

658 (2) Seminar: Current Issues and Trends in E/BD

Review of theory, correct best practices, research trends and issues relative to the delivery of educational services to students with emotional/behavioral disorders.

Pre: SPED 656 and SPED 657

Required concurrent with SPED 667.

Instructor permission required.

661 (3) Special Education Law

This graduate course is designed to assist educators to develop knowledge of the due process requirements outlined in Minnesota Rule and Statute as well as a

working understanding of federal special education law under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Understanding the requirement of due process and federal special education law is critical in today’s schools both for teachers as well as administrators.

667 (2) Graduate Student Teaching: E/BD

Directed teaching and community experiences in off-campus schools and programs serving emotionally/behavior disorders children and youth.

Required concurrent with SPED 658.

Instructor permission required.

677 (1-3) Individual Study

Advanced independent study in a specified area.

691 (1-3) In-Service

Teaching individuals with exceptional needs.

694 (1) Alternate Plan Paper

Faculty guidance in alternate plan paper development/ completion.

Advisor permission required.

(May be repeated)

699 (2) Thesis

Faculty guidance in thesis development for students desiring to perform experimental applied research.

Advisor permission required.

(May be repeated)

SPEECH COMMUNICATION MA

SPEECH COMMUNICATION EDUCATION MS (DISCIPLINE-BASED)

*College of Arts and Humanities
Speech Communication Department
230 Armstrong Hall • 507-389-2213*

Chair: Warren Sandmann, Ph.D.

Graduate Coordinator: Sheryl Dowlin, Ph.D.

Daniel Cronn-Mills, Ph.D., Martine Linderman,
Ph.D., Patricia Palm, Ph.D., Lisa Perry, JD, Ph.D.

Speech Communication offers programs leading to the Master of Arts and the Master of Science degrees. Programs are available for all students who have a bachelor’s degree. Students must complete graduate courses in communication theory and research methods and may design the remainder of their program with the approval of the Graduate Coordinator in Speech Communication.

Admission. In addition to completing the minimum requirements for the College of Graduate Studies, students must also have a GPA of 2.75 or better in overall undergraduate studies and a 3.0 for the last two years of undergraduate work. In one packet, students should submit the following items: three completed Recommendation