

**EDUCATIONAL STUDIES:
SPECIAL POPULATIONS**

College of Education
Department of Educational Studies: Special Populations
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The Department of Educational Studies: Special Populations offers graduate programs at Minnesota State University, Mankato 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. Specific areas of graduate study include: Gifted Education and Talent Development (GETD), Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD). From these areas students can choose from the following eight graduate programs:

Gifted Education and Talent Development (GETD)

- Educational Specialist Degree: Gifted Education and Talent Development
- Master of Science: Gifted Education and Talent Development
- Master of Science: Teaching and Learning for Optimal Talent Development
- Certificate: Gifted Education and Talent Development

Emotional and Behavioral Disorders (EBD)

- Master of Science: Emotional/Behavioral Disorders
- Certificate: Emotional/Behavioral Disorders

Learning Disabilities (LD)

- Master of Science: Learning Disabilities
- Certificate: Learning Disabilities

Gifted Education and Talent Development (GETD)

Within Gifted Education and Talent Development (GETD), students may choose from four programs of study, including an Ed.S. or MS in GETD, an MS in Teaching and Learning that emphasizes GETD techniques and the interest/specialties of the graduate student, and a Certificate in GETD. These accredited, unique graduate programs are designed for educators at all levels and in all subject areas who seek to broaden their knowledge and learn strategies to help students reach their fullest potential. These programs are based upon the belief that the development of various talents and potential is essential for all children. Therefore, the programs are designed to prepare classroom teachers, gifted education specialists, and leadership personnel to apply gifted education pedagogy toward improved curriculum, instruction and programming that will better meet the needs of individual learners. Additionally, the programs focus on meeting the special educational, social and emotional, gifted, talented, and creative students needs by developing and providing a variety of services along a continuum. To help meet the needs of graduate students who are also professionals, courses are offered on weekends and evenings in a variety of locations. All course work is designed with relevance, applicability, meaningfulness, and flexibility to encourage professional growth among students in the program.

Admissions Procedures for Educational Specialist Degree, Master Degree and Certificate in Gifted Education and Talent Development: The GETD programs use a strength-based, portfolio admission procedure. To be considered for admission, candidates must submit the following three items:

1. A completed application form (the standard university application form — required by the Graduate College).
2. Official college transcripts (required by the Graduate College and provides information about previous course work and degrees).

Plus any one of the following:

1. Minimum 3.00 GPA from their most recent two years of study.
2. Miller Analogy Test Score of 45 or above
3. Graduate Records Exam score of 500 or greater on verbal, quantitative or

analytic subtests

4. Outstanding educational product or performance (including but not limited to curriculum plans, units papers, presentations...contact the department for more specific details)
5. Evidence of accomplishments outside the field of education in areas such as but not limited to the arts, literature, and community service
6. One or more samples of writing published in a juried academic journal
7. Evidence of outstanding academic writing

The applicant must request that the educational and testing institutions send official scores and transcripts directly to the College of Graduate Studies and Research. Upon receipt of these materials, the College of Graduate Studies and Research will forward the applicant's file to the graduate coordinator. Applications are reviewed continuously. Students must submit an application to take graduate courses prior to taking the first graduate course, and applicants must apply for admission and be admitted to the program prior to completion of ten graduate credits applied toward the degree.

**GIFTED EDUCATION AND TALENTED DEVELOPMENT:
EDUCATIONAL SPECIALIST**

An educational specialist degree is earned by completing 30 credits, a thesis, competency exam and a practicum.

Research Core (6 credits minimum)

- ESSP 600 Introduction to Educational Research (3)
- ESSP 601 Quantitative Methods in Educational Research (3)
- ESSP 602 Qualitative Methods in Educational Research (3)
- ESSP 603 Action Research in Education (3)
- ESSP 610 Special Education Methods and Research (3)
- ESSP 699 Thesis (3)

Gifted Education and Talented Development Core (16 credits minimum)

- ESSP 515 Introduction to Talent Development (3)
- ESSP 606 Creativity and Intelligence (3)
- ESSP 635 Social and Emotional Needs of Gifted, Talented, and Creative Individuals (3)
- ESSP 638 Curriculum and Instruction for Classroom Talent Development (3)
- ESSP 641 Advanced Differentiation of Curriculum and Instruction for Talent Development (3)
- ESSP 642 Programs, Systems, and Models Gifted Education (3)
- ESSP 650 Seminar in Talented Development (3)
- Practicum (3 credits minimum from the following courses)
- ESSP 651 Practicum (3)
- ESSP 667 Individual Study (3)

Electives

As needed to complete the degree

**GIFTED EDUCATION AND TALENTED DEVELOPMENT:
MASTER OF SCIENCE**

Earned by completing 30 credits and a thesis; or, 34 credits and a Creative Project or Alternate Plan Paper and competency exam.

Gifted Education and Talented Development Core (21 credits)

- ESSP 515 Introduction to Talent Development (3)
- ESSP 606 Creativity and Intelligence (3)
- ESSP 635 Social and Emotional Needs of Gifted, Talented, and Creative Individuals (3)
- ESSP 638 Curriculum and Instruction for Classroom Talent Development (3)
- ESSP 641 Advanced Differentiation of Curriculum and Instruction for Talent Development (3)
- ESSP 642 Programs, Systems, and Models Gifted Education (3)
- ESSP 650 Seminar in Talented Development (3)

Research Core (6 credits minimum)

- ESSP 600 Introduction to Education Research (3)
- ESSP 610 Special Education Methods and Research (3)
- ESSP 694 APP (1-2) OR
- ESSP 699 Thesis (3)

Electives

As needed to complete the degree

**TEACHING AND LEARNING FOR OPTIMAL TALENT DEVELOPMENT:
MASTER OF SCIENCE**

EDUCATIONAL STUDIES: SPECIAL POPULATIONS

Earned by completing 30 credits and a thesis; or, 34 credits and Creative Project or Alternate Plan Paper and competency exam. Courses are a flexible combination of student-selected GEDT courses, practical research courses, and professional development courses (PDC's). The PDC's are graduate courses in any area of student interest.

Gifted Education and Talented Development Core (9-12 credits – 12 credits required for certificate in GEDT – from the following courses)

- ESSP 515 Introduction to Talent Development (3)
- ESSP 606 Creativity and Intelligence (3)
- ESSP 638 Curriculum and Instruction for Classroom Talent Development (3)
- ESSP 641 Advanced Differentiation of Curriculum and Instruction for Talent Development (3)

And other approved GEDT courses as selected

Research Core (6 credits minimum)

- ESSP 600 Introduction to Education Research (3)
- ESSP 602 Qualitative Methods in Educational Research (3)
- ESSP 603 Action Research in Education (3)
- ESSP 610 Special Education Methods and Research (3)
- ESSP 694 APP (1-2) OR
- ESSP 699 Thesis (3)

Professional Development Courses (15 credits)

Students will meet with an advisor to select professional development courses (PDC's) that allow them to expand their knowledge base, learn new teaching strategies, refine or acquire new teaching methodologies, and develop areas of interest. PDC's may focus on particular area or they may focus on general teaching and learning and encompass a variety of domains and subject areas. These courses may be found within or outside the College of Education.

GIFTED EDUCATION AND TALENTED DEVELOPMENT: CERTIFICATE

A certificate is earned by completing any four (12 credits) of the core courses in the GEDT core. The certificate can be applied to a Degree should students choose to enroll in one of the degree programs in GEDT.

Gifted Education and Talented Development Core (12 credits)

- ESSP 515 Introduction to Talent Development (3)
- ESSP 606 Creativity and Intelligence (3)
- ESSP 635 Social and Emotional Needs of Gifted, Talented, and Creative Individuals (3)
- ESSP 638 Curriculum and Instruction for Classroom Talent Development (3)
- ESSP 641 Advanced Differentiation of Curriculum and Instruction for Talent Development (3)
- ESSP 642 Programs, Systems, and Models Gifted Education (3)
- ESSP 650 Seminar in Talented Development (3)
- ESSP 600 Introduction to Education Research (3)

SPECIAL EDUCATION: EBD AND LD

Within Special Education, candidates can earn a Certificate which leads to licensure in either EBD or LD. Candidates can also earn a Master of Science in these two areas.

Admissions Criteria for Master's Degree and Certificate in Special Education: EBD and LD

All candidates must submit the following:

1. A completed application form (the standard university application form—required by the Graduate College).
2. Official college transcripts (required by the Graduate College and provides information about previous course work and degrees).
3. Demonstration of teacher license or certificate. *Students who do not already hold a teaching license must take the following SEP 509, 511, 513, and 514 courses as well as the special education courses to qualify for full LD or E/BD licensure.

To be admitted to the EBD or LD Certificate Program: Candidates must have a GPA above 2.5 from the most recent 2 years of study.

To be admitted to the Master of Science program: Students must complete course work required for licensure with a GPA of 3.2 or above. Applicants must then submit an application to the College of Graduate Studies. A cohort of 15 students will be accepted each semester. Applicants will be given priority based on GPA, course work, and the writing sample.

Students who are interested in pursuing a Masters degree in the area of general

education but who do not need LD or EBD licensure can apply for the Master of Science: Teaching and Learning for Optimal Talent Development. Here, you will create a special education focus with Professional Development Courses.

SPECIAL EDUCATION: MASTER OF SCIENCE

(Thesis Plan - 34 credits)
(Capstone Creative Project - 34 credits)
(Alternate Plan Paper - 34 credits)

SPECIAL EDUCATION: CERTIFICATE (LICENSURE)

Emotional/Behavioral Disorders (27 credits)
Learning Disabilities (23 credits)

All work for a graduate degree must be completed within a six-year period. All Masters programs are 34 credits. For the EBD and LD licensure, students must complete all course work up to and including the student teaching requirements. Masters candidates must complete the research required requirements and the Capstone Project. The required courses for each program are:

Emotional/Behavioral Disorders: MS and Certificate

Prerequisites:

- ESSP 548 Behavior Management (4)
- ESSP 605 Individuals with Exceptional Needs

Special Education Core Courses Required for Certificate/Licensure

- ESSP 619 Education of Students with Mild Disabilities (4)
- ESSP 639 Transition Planning for Students with Mild Disabilities (3)
- ESSP 645 Formal and Informal Clinical Procedures (3)
- ESSP 646 Instructional Interventions (4)
- ESSP 661 Special Education Law (3)

Courses Required for Emotional/Behavioral Disorders Certificate/Licensure

- ESSP 657 Behavioral Disorders Diagnosis and Remediation of Students with Social/ Emotional Problems (4)
- ESSP 658 Seminar: Current Issues and Trends Emotional/Behavioral Disorders (3)
- ESSP 667 Graduate Student Teaching: Emotional/Behavioral Disorders (3)

Courses Required for MS

- ESSP 600 Introduction to Educational Research (3)
- ESSP 610 Special Education Methods and Research (3)

Electives

*Chosen as needed in consultation with an advisor.

Learning Disabilities: MS and Certificate

Prerequisites

- ESSP 548 Behavior Management (4)
- ESSP 605 Individuals with Exceptional Needs (3)

Special Education Core Courses Required for Certificate/Licensure

- ESSP 619 Education of Students with Mild Disabilities (4)
- ESSP 639 Transition Planning for Students with Mild Disabilities (3)
- ESSP 645 Formal and Informal Clinical Procedures (3)
- ESSP 646 Instructional Interventions (4)
- ESSP 661 Special Education Law (3)

Courses Required for LD Certificate/Licensure

- ESSP 648 Graduate Student Teaching: LD (3)
- ESSP 649 Seminar: Current Issues and Trends LD (3)

Courses Required for MS

- ESSP 600 Introduction to Educational Research (3)
- ESSP 610 Special Education Methods and Research (3)

Electives

*Chosen as needed in consultation with an advisor.

COURSE DESCRIPTIONS

ESSP 507 (3) 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.

ESSP 508 (4) Individuals with Diverse and Exceptional Needs

This course is 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 509 (4) Learning and Human Development for Diverse Learners

This course is designed to introduce 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 510 (4) Assessment, Evaluation and Individualized Planning for Diverse Learners

This course will provide students with assessment skills and information. Emphasis will be placed on learning and administering a variety of norm-referenced and criterion reference test instruments and applying them appropriately.

ESSP 511 (4) Differentiation & Accommodation in an Inclusive Classroom: Diverse Learners

This course is designed to describe and demonstrate strategies that teachers can use to differentiate the curriculum to meet the special learning needs of students in an inclusive classroom setting. This course will also examine the latest knowledge related to intelligence, creativity, holistic education, and classroom differentiation.

ESSP 512 (4) Due Process, Planning & Design of the Individual Education Program

This course will provide students with knowledge and skills related to IEP's, alternative dispute process for the state of Minnesota, and legal issues and requirements.

ESSP 513 (4) Professional Growth and Development for Teachers of Diverse Learners

This course will introduce students to methods and strategies for personal and professional growth and development. Students will engage in reflective inquiry, identify professional dispositions, and describe environment effects on learning and human development.

ESSP 514 (4) Literacy Methods for an Inclusive Classroom: Diverse Learners

This course is designed to provide 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 515 (3) Introduction to Talent Development

Introduction to the field of gifted education and talent development. Focus on History, Definitions, Practices, Characteristics, Needs, Special Populations, and Models.

ESSP 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.

ESSP 530 (3) Teaching Individuals with Physical and Multiple Disabilities

ESSP 548 (4) Behavior Management and Learning Environments for Diverse Learners

Applied practical approaches to improve academic and personal social behavior of special needs students in general education and special education settings. Principles of applied behavior analysis including reduction and enhancement procedures will be explored.

ESSP 580 (4) Characteristics and Assessment of Children with Autism

This class will take 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 education programs, and will also explore issues related to advocacy.

ESSP 581 (4) Teaching Children with Autism: Planning & Intervention for Students with Autism

This course will focus primarily on educational program development for 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 individu-

alized program development and legal issues surrounding appropriate programming.

ESSP 590 (1-3) Workshop in Special Education

ESSP 591 (1-2) In-Service: Special Education

ESSP 600 (3) Introduction to Educational Research

Introduction to quantitative, qualitative, and action research methodologies as applied to educational research and evaluation. Development of skills for interpreting and evaluating published studies, for evaluating programs, and for developing original or secondary research plans using one or a combination of the three methodologies.

ESSP 601 (3) Quantitative Research Methods

Focus on quantitative methods in educational research in applied educational settings.

ESSP 602 (3) Qualitative Research Methods

Focus on qualitative methods in educational research in applied educational settings.

ESSP 603 (3) Action Research in Education

This course will familiarize teachers with methods used in action research. Action research is a systematic observation of one's own teaching situation, environment, or pedagogical practice with the expectation that a new understanding will result in a plan of action that in turn, will ultimately lead to change.

ESSP 605 (3) Intro 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.

ESSP 606 (3) Creativity and Intelligence

Conceptions, foundations, theories, and practical applications of creativity and intelligence.

ESSP 610 (3) Special Education Methods and Research

Interpretation and application research and theoretical articles related to education. Students will learn how to use a concise, objective, academic style of writing to create a review of literature for theses or Capstone projects.

ESSP 611 (3) Professional and Scholarly Writing and Planning in Education

Teaches objective academic writing and the basics of program and curriculum planning design.

ESSP 619 (4) Education of Students with Mild Disabilities

History, theory, definitions, philosophies, programming models and service delivery trends for students with learning disabilities and/or emotional/behavioral disorders. Students will be exposed to specific techniques for teaching students with disabilities in inclusive settings.

ESSP 621 (3) Assessment of Young Children with Exceptional Needs

ESSP 622 (3) Working with Parents and Infants with Exceptional Needs

ESSP 623 (3) Working with Young Children with Cognitive Delays

ESSP 624 (2) Working with Young Children with Social/Emotional Delays

ESSP 625 (2) Curr/Methods Working w/Young Children w/Development Needs Group Settings

ESSP 626 (2) Organization and Administration of Special Education: Early Childhood

ESSP 627 (1-8) Graduate Student Teaching: Early Childhood Special Education

ESSP 630 (3) Emotional Intelligence and Learning

Teaching for wisdom, emotional IQ, and intrapersonal intelligence, as they relate to human potential, self-actualization, and learning.

ESSP 635 (3) Social and Emotional Needs of Gifted, Talented, and Creative Individuals

Theory and practice for promoting healthy development of talented individuals.

ESSP 638 (3) Curriculum & Instruction for Classroom Talent Development

EDUCATIONAL STUDIES: SPECIAL POPULATIONS

Focus on high-end teaching and learning strategies from which all students can benefit. Emphasis on gifted education pedagogy in the general classroom.

ESSP 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, and employer-school relations are covered.

ESSP 640 (2) Administration and Supervision of Special Education
Procedures in establishing and improving educational programs for exceptional children.
Prerequisite: ESSP 4/548

ESSP 641 (3) Advanced Differentiation of Curriculum and Instruction for Talent Development
Focus on development of differentiated curricular and instructional strategies, and programming options to promote optimal individual student growth and talent development. Multiple talent areas explored on a continuum of services.

ESSP 642 (3) Programs, Systems, and Models in Gifted Education
In-depth examination of gifted education and talent development programs, their implementation, applications, benefits and weaknesses. Focus on standards of the field.

ESSP 645 (3) Formal/Informal 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.

ESSP 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.

ESSP 648 (3) Graduate Student Teaching: Learning Disabilities
Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experience and ensure licensure standards competency. Must be taken with ESSP 649. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

ESSP 649 (3) Seminar: Current Issues and Trends-Learning Disabilities
Summative conversations incorporating current issues and trends in the area of learning disabilities. Must be taken with ESSP 648. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

ESSP 650 (3) Seminar in Talent Development
Examination of critical issues facing the field of gifted education and talent development while developing proposals for thesis or action research in this area.

ESSP 651 (1-3) Practicum:
Professional experience in a field setting requiring reflection and analysis.

ESSP 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.

ESSP 658 (3) 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. Must be taken with ESSP 667. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

ESSP 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.

ESSP 662 (3) Spirituality and Human Development in Education
Examines both sacred and secular views of spirituality and explores the nature of reality. Also examined are self-actualization, spiritual journey, human development, and education.

ESSP 667 (3) Graduate Student Teaching: E/BD
Field experiences in off-campus programs providing services to students with learning disabilities. Designed to professionalize the educational experience and ensure licensure standards competency. Must be taken with ESSP 658. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

ESSP 677 (1-3) Individual Study

ESSP 691 (1-3) In-Service

ESSP 694 (1-2) Preparing the Capstone Project
Designed to assist student in preparation of their capstone project as part of their graduation requirements. In this experience, students receive one-on-one contact with their advisor.

ESSP 699 (1-6) Thesis
