

**SPECIAL EDUCATION**

College of Education  
Department of Special Education  
313 Armstrong Hall • 507-389-1122

The Department of Special Education at Minnesota State University, Mankato offers graduate programs in the areas of Learning Disabilities (LD), Emotional and Behavioral Disorders (EBD) are designed to prepare professionals to work with students with disabilities in school settings. The Department of Special Education offers two programs leading to special education licensure and a Masters Degree in Special Education.

**NON-MASTERS DEGREE GRADUATE CERTIFICATE PROGRAMS**

Non-Masters Degree Graduate certificate programs leading to licensure in either LD or EBD include an initial licensure program for students with a Bachelors Degree but who do not hold a teaching certification or licensure and an advanced, add-on licensure program for students who hold a previous teaching certificate or license wishing to add a special education license to their credential.

**Admission Requirements**

- 2.5 GPA in the last two years of course work
- Bachelors Degree from an accredited university or college
- Completed Graduate Studies Application
- Official College Transcripts

**Initial Licensure Program (additional admission requirements)**

Students wishing to obtain an initial teaching license in the area of LD or EBD must additionally be accepted to the Minnesota State University, Mankato College of Education Professional Education Program.

- Application to Professional Education
- Unofficial copies of College Transcripts
- Praxis I test scores
- Writing Assessment (completed within initial licensure courses)

**Initial Licensure Non-Masters Degree Graduate Program**

Students who hold a Bachelors Degree but do not have a prior teaching certification or license must complete ALL of the following:

**Initial Licensure Courses (16 credits)**

It is suggested that these courses be completed prior to Special Education Core Courses.

- SPED 509 Learning and Human Development for Diverse Learners (4)  
SPED 511 Differentiation & Accommodation in an Inclusive Classroom: Diverse Learners (4)  
SPED 513 Professional Growth and Development for Teachers of Diverse Learners (4)  
SPED 514 Literacy Methods for an Inclusive Classroom: Diverse Learners (4)

**Special Education Prerequisite Courses (8 credits)**

Should be completed prior to Special Education Core Courses

- SPED 548 Behavior Management and Learning Environments for Diverse Learners (4)  
SPED 605 Intro to the Psychology & Education of Exceptional Children & Youth (3)

**Special Education Core Courses (17 credits)**

Required of students in both concentration areas (LD or EBD)

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

**EBD Concentration Methods Course (4 credits)**

Required of students in the EBD concentration

- SPED 657 Behavioral Disorders Diagnosis and Remediation of Students with Social/ Emotional Problems (4)

**Student Teaching & Seminar Course (6 credits)**

Concurrent registration in both student teaching and seminar is required.

**Student Teaching**

A separate full time, 16 week student teaching experience is required for each licensure area and for all students regardless of prior teaching experience or current employment status. On-the-job placements are considered on a case-by-case basis.

Application for student teaching is due early in the semester PRIOR to the student teaching semester. Deadlines and forms are posted on the Minnesota State University, Mankato College of Education website. Students enroll in the student teaching course for one concentration area at a time.

SPED 667 Graduate Student Teaching: Emotional/Behavioral Disorders (3) OR  
SPED 648 – Graduate Student Teaching: Learning Disabilities (3)

**Seminar**

Students must be concurrently registered for the seminar for the same concentration as their student teaching experience. Seminar classes meet weekly and constitute a separate, graded course from the student teaching experience.

SPED 658 Seminar: Current Issues & Trends EBD (3) OR  
SPED 649 Seminar: Current Issues and Trends LD (3)

**ADVANCED/ADD-ON LICENSURE NON-MASTERS DEGREE GRADUATE PROGRAM**

Students who have a prior teaching certification or license wishing to add a special education license to their credentials must complete ALL of the following:

**Special Education Prerequisite Courses (8 credits)**

Should be completed prior to Special Education Core Courses

- SPED 548 Behavior Management and Learning Environments for Diverse Learners (4)  
SPED 605 Intro to the Psychology & Education of Exceptional Children & Youth (3)

**Special Education Core Courses (17 credits)**

Required of students in both concentration areas (LD or EBD)

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

**EBD Concentration Methods Course (4 credits)**

Required of students in the EBD concentration

- SPED 657 Behavioral Disorders Diagnosis and Remediation of Students with Social/ Emotional Problems (4)

**Student Teaching & Seminar Course (6 credits)**

Concurrent registration in both student teaching and seminar is required.

**Student Teaching**

A separate full time, 16 week student teaching experience is required for each licensure area and for all students regardless of prior teaching experience or current employment status. On-the-job placements are considered on a case-by-case basis. Application for student teaching is due early in the semester PRIOR to the student teaching semester. Deadlines and forms are posted on the Minnesota State University, Mankato College of Education website. Students enroll in the student teaching course for one concentration area at a time.

SPED 667 Graduate Student Teaching: Emotional/Behavioral Disorders (3) OR  
SPED 648 Graduate Student Teaching: Learning Disabilities (3)

**Seminar**

Students must be concurrently registered for the seminar for the same concentration as their student teaching experience. Seminar classes meet weekly and constitute a separate, graded course from the student teaching experience.

SPED 658 Seminar: Current Issues & Trends EBD (3) OR  
SPED 649 Seminar: Current Issues and Trends LD (3)

**MASTERS OF SCIENCE DEGREE GRADUATE PROGRAM**

The Masters of Science Degree allow students to pursue advanced study in either Learning Disabilities or Emotional/Behavioral Disorders. Credits earned as part of the licensure program may be applied to the MS degree with advisor approval.

Students meeting the admission requirements may apply directly to the Masters of Science Degree program. Students accepted into the Non-Masters Degree Certification Program may apply to the MS program after completion of 12 credits of special education core coursework.

**Admission Requirements**

- Minimum GPA of 3.2
- Bachelors Degree from an accredited university or college
- Completed Graduate Studies Application
- Official College Transcripts
- Writing Sample may be requested

**Additional Expectations**

- All work for a graduate degree must be completed within a six-year period.
- Students must complete all licensure coursework including the student teaching requirements prior to enrollment in the Research Core Courses.
- Successful completion of the Research Core Courses is required for enrollment in the Capstone Project.
- All Masters Degree candidates must successfully complete the research required requirements and the Capstone Project.
- With the agreement of their advisor, candidates may elect to complete a Thesis or Alternative Plan Paper in place of the Capstone Project. The culminating project must focus on the candidate's area of concentration (EBD or LD). Students with prior special education licensure course work may work with their advisors to select appropriate electives.

#### Special Education Core Courses (20 credits)

- SPED 619 Education of Students with Mild Disabilities (4)  
 SPED 639 Transition Planning for Students with Mild Disabilities (3)  
 SPED 645 Formal and Informal Clinical Procedures (3)  
 SPED 646 Instructional Interventions (4)  
 SPED 661 Special Education Law (3)  
 SPED 658 or 649 Seminar: Current Issues and Trends (3)  
 SPED 667 or 648 Graduate Student Teaching (3)

#### Elective Courses\* (7 credits)

In addition to the core courses listed above, students must select 7 credits of electives.

Approved special education courses include:

- SPED 509 Learning and Human Development for Diverse Learners (4)  
 SPED 511 Differentiation & Accommodation in an Inclusive Classroom: Diverse Learners (4)  
 SPED 513 Professional Growth and Development for Teachers of Diverse Learners (4)  
 SPED 514 Literacy Methods for an Inclusive Classroom: Diverse Learners (4)  
 SPED 580 Characteristics and Assessment of Children with Autism (4)  
 SPED 581 Teaching Children with Autism: Planning & Intervention for Students with Autism (4)  
 SPED 657 Behavioral Disorders Diagnosis and Remediation of Students with Social/ Emotional Problems (4)

Other Electives may be selected in consultation with an advisor

#### Research Core Courses (6 credits)

After completion of special education core and elective courses, students with a B average may proceed toward completion of the MS program. Students must pass both Research Core Courses with a grade of C or higher to be allowed to register for the Capstone Project Course. The Research Core Courses must be taken in sequence.

- SPED 600 Introduction to Educational Research (3)  
 SPED 610 Using Educational Research (3)

#### Culminating Project (1 credit)

Students will complete a culminating project supervised by a department faculty member. Culminating project options include the Capstone Project, Thesis or Alternative Plan Paper. Completion of the culminating project may require multiple semesters to complete for a maximum of 3 semesters. Students must be registered for at least 1 credit for each semester. Students opting to complete the Alternative Plan Paper should register for SPED 694.

- SPED 694 Preparing the Capstone (1) OR  
 SPED 699 Thesis (1-3)

## COURSE DESCRIPTIONS

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 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.

#### SPED 530 (3) Teaching Individuals with Physical and Multiple Disabilities

#### SPED 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.

#### SPED 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.

#### SPED 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 individualized program development and legal issues surrounding appropriate programming.

#### SPED 590 (1-3) Workshop in Special Education

#### SPED 591 (1-2) In-Service: Special Education

#### SPED 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.

#### SPED 601 (3) Quantitative Research Methods

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

#### SPED 602 (3) Qualitative Research Methods

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

### SPED 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.

### SPED 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.

### SPED 606 (3) Creativity and Intelligence

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

### SPED 610 (3) Using Educational Research

This writing intensive course is designed to develop skills for the evaluation and critical consumption of education research for a variety of purposes. Prerequisite: SPED 600,603 or other comprehensive introduction to research course.

### SPED 611 (3) Professional and Scholarly Writing and Planning in Education

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

### SPED 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.

### SPED 621 (3) Assessment of Young Children with Exceptional Needs

### SPED 622 (3) Working with Parents and Infants with Exceptional Needs

### SPED 623 (3) Working with Young Children with Cognitive Delays

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

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

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

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

### SPED 630 (3) Emotional Intelligence and Learning

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

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

Theory and practice for promoting healthy development of talented individuals.

### SPED 638 (3) Curriculum & Instruction for Classroom Talent Development

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

### SPED 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.

### SPED 640 (2) Administration and Supervision of Special Education

Procedures in establishing and improving educational programs for exceptional children.

Prerequisite: SPED 4/548

### SPED 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.

### SPED 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.

### SPED 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.

### SPED 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.

### SPED 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 SPED 649. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 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 SPED 648. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 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.

### SPED 651 (1-3) Practicum:

Professional experience in a field setting requiring reflection and analysis.

### SPED 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.

### SPED 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 SPED 667. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 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.

### SPED 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.

### SPED 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 SPED 658. Prerequisite: All course work related to special ed licensure must be completed. Professor permission required.

### SPED 677 (1-3) Individual Study

### SPED 691 (1-3) In-Service

### SPED 694 (1) 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.