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 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. In addition to the graduate programs, the Department also offers a baccalaureate program (BS Special Education) with an emphasis in Developmental Disabilities.

Admission to the major is granted by the academic department in which the student proposes to major. To be admitted to any program, the following requirements must be met:
- GPA of 2.5 for admission.
- Completion of 32 semester credits.

SPECIAL EDUCATION BS
DEVELOPMENTAL DISABILITIES

Core Courses (32 credits):
- ESSP 408 Individuals with Diverse and Exceptional Needs (4)
- ESSP 409 Learning and Human Development for Diverse Learners (4)
- ESSP 410 Assessment, Evaluation, and Individualized Planning for Diverse Learners (4)
- ESSP 411 Differentiation and Accommodation in an Inclusive Classroom: Diverse Learners (4)
- ESSP 412 Due Process, Planning, and Design of the Individual Education Program (4)
- ESSP 413 Professional Growth and Development for Teachers of Diverse Learners (4)
- ESSP 414 Literacy Methods for an Inclusive Classroom: Diverse Learners (4)
- ESSP 448 Behavior Management and Learning Environments for Diverse Learners (4)

Developmental Disabilities Methods Courses (20 credits):
- ESSP 330 Introduction to Developmental Disabilities (4)
- ESSP 331 Teaching Students with Physical and Multiple Disabilities (4)
- ESSP 332 Elementary Methods for Educating Students with Development/Cognitive Disabilities (4)
- ESSP 333 Transition Plan/Secondary Methods for Students with Development/Disabilities (4)
- ESSP 334 Communication Strategies/Assistive Technologies for Students with Development/Cognitive Disabilities (4)

Student Teaching (13 credits):
- ESSP 458 Seminar: Student Teaching (2)
- ESSP 459 Student Teaching: Developmental Disabilities (11)

Enhancement: Autism (8 credits):
- ESSP 480 Characteristics and Assessment of Children with Autism (4)
- ESSP 481 Teaching Children with Autism: Planning and Intervention for Students with Autism (4)

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) Comm Strat/Assistive Tech for Students w/Dev/Cognitive Disabilities/Autism
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 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

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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 - 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.

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)
collaboration process, c) resolution of 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) under-
stand 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 in 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 collab-
oration 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 Min-
nesota 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, and 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 with Autism: Planning & Intervention for
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 489 (2) Seminar: Special Education
Authentic applications of special education knowledge.

ESSP 490 (1-3) Workshop in Special Education
Teaching students with disabilities.

ESSP 499 (1-3) Individual Study
Advanced independent study in a specified area.