Special Education  
(Developmental Cognitive Disabilities)  

Complete Writing Assessment Lab  

 faculty: Gwen Berry, Carol Burns, Alexandra Danahon, Karen Hurlbutt, Andrew Johnson, Robert Miller, Steven Robinson, Amy Scheuermans, Teresa Wallace, Gail Zahn.

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/CD program is designed to meet the licensure standards in the area of Developmental Disabilities 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. Students are required to complete the same block of courses. All interested students are highly encouraged to contact the Coordinator for program information and guidance for admission procedures.

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. Orientation is waived for metro area program students.

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 Pre-Block
Undergraduate DCD Major Coordinator: Karen Hurlbutt - Metro Area
Carol Burns - Mankato

Admission to Professional Education
Coordinator of Admission to Professional Education
Scott Page, AH 118

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Undergraduate DCD Major Coordinator: Karen Hurlbutt - Metro Area
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Mankato Program

Students working toward a teaching degree in Developmental Disabilities must be admitted to Professional Education during Pre-block to allow Block 1 registration.

1. Minimum of 40 earned semester credits;
2. Minimum of 2.75 cumulative G.P.A.;
3. Evidence of completion of the MTLE Basic Skills Exams.
4. Completion of MATH 201, HLTH 240, and CDIS 205 or HLTH 210
5. Approval of placement by school district administration and cooperating

SPECIAL EDUCATION BS, TEACHING

There are five structured and sequenced semesters in the Major in Special Education, leading to the Bachelor in Science Degree. Each is made of up 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 for Developmental Disabilities (C). The Pre-Block is taken prior to admissions to Professional Education. Continued enrollment in Blocks 1 through 4 is contingent on the academic status of the student. All courses are for 4 credit hours unless noted differently.
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<th>Major Common Core</th>
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<td>SPED 330</td>
<td>Introduction to Developmental Disabilities (4)</td>
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<td>SPED 331</td>
<td>Teaching Students with Physical &amp; Multiple Disabilities (4)</td>
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<td>SPED 409</td>
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<td>SPED 448</td>
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<td>SPED 458</td>
<td>Seminar: Student Teaching (2)</td>
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<td>SPED 459</td>
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<td>SPED 480</td>
<td>Characteristics and Assessment of Children with Autism (4)</td>
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<td>SPED 481</td>
<td>Teaching Children/Autism: Planning &amp; Intervention for Students w/ Autism (4)</td>
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**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 initiated 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 Pre-Block and Block courses must be taken on a graded basis. Students must maintain a cumulative G.P.A. of 3.0 and earn at least a “C” in all major coursework for program continuance.

**COURSE DESCRIPTIONS**

**SPED 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.

**SPED 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.

**SPED 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.

**SPED 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.

**SPED 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.

**SPED 334 (4) Communication Strategies/Assistive Technologies for Students w/Dev/Cognitive Disabilities**
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.

**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 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.

**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 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) Differentiation & Accommodation in an Inclusive Classroom: Diverse Learners**
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.
SPECIAL EDUCATION (DEVELOPMENTAL COGNITIVE DISABILITIES)

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.

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 415 (3) Introduction to Talent Development
Students will explore the history, definitions, practices, characteristics, needs, special populations, and models within the field of talent development and gifted education.

SPED 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.

SPED 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: SPED 405

SPED 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.

SPED 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 an administration of instruments application, assessment information, child progress evaluation, and evaluation of functioning in an environment.

SPED 420 (3) Teaming with Parents and Other Professionals
This course provides a theoretical and practical base for conferencing and collaboration 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 Minnesota Graduation Standards Rule.

SPED 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.

SPED 458 (2) Seminar: Student Teaching
Focuses on competencies, strategies, issues and trends to prepare the student to teach persons with DCD.
Coreq: SPED 449

SPED 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, design instructional units and lesson plans, implement instruction in the LRE, and evaluate the effectiveness of instructional interventions.

SPED 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.

SPED 481 (4) Teaching Children w/ Autism: Planning & Intervention for Students w/ Autism
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.

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.