SPED 3600: Study of the Learner with Special Needs

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This is a foundation course for special education. The course provides an introductory overview of special education and characteristics and learning needs of school-age children with exceptionalities. The course is taken simultaneously with SPED 5105. Prerequisites: Current standard teaching license or completion of a teaching degree or completion of ED 5100, ED 5110, enrolled in or completed ED 5350 or consent of instructor. Co-requisite: SPED 5105 (Exempt: Developmental Adaptive Physical Education (DAPE) program. DAPE will still have the documented 10 hours)

B. COURSE EFFECTIVE DATES: 05/15/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Today's Special Education
2. Cultural Diversity in Schools
3. Family Involvement in Sp Ed, Rights & Responsibilities
4. Students who are Gifted & Talented
5. Students with ADH-definitions
6. Students with Autism
7. Students with Communication Disorders
8. Students with EBD
10. Students with Intellectual Disabilities
11. Students with Multiple Disabilities
12. Students with Physical Disabilities & other Health Impairments
13. Students with SLD
14. Students with Traumatic Brain Injury

D. LEARNING OUTCOMES (General)

1. understand the foundations of special education, including information about students served by special education.
2. learn the role of special education within the structure of a single, evolving and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services.
3. learn the relationship of special education within the structure of a single, evolving and changing education.
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted