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

The course studies the problems students with learning needs may exhibit in the area of reading and explicit teaching practices that are successful with such learners. Diagnostic, remedial and instructional best-practice strategies and activities are explored and applied. Minnesota elementary reading standards are embedded in this course. A 20-hour approved clinical experience at the 5-8 grade level is required. Prerequisites: SPED 5600 and consent of instructor.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS
1. The course Ed 6608 Language Development and Disabilities is focused around language development birth through adult with parallels drawn to the development of literacy skills. The course SPED 6608 is focused on literacy skills development with parallels drawn to language development. This change in major content focus is necessary because the new BOT special education licensure standards do not contain requirements specifically focused on language development, but has numerous standards/requirements specifically focused on literacy skills development.

D. LEARNING OUTCOMES (General)
1. 8710.3200 Teacher of Elementary Education Rule
Subpart C. A teacher of young children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including (1) oral and written language development, including (a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency (b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and wr

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
None

F. LEARNER OUTCOMES ASSESSMENT
As noted on course syllabus

G. SPECIAL INFORMATION
None noted