SPED 5567: Survey of Special Education Law

A. COURSE DESCRIPTION

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

The focus of this course is on a formal set of policies and procedures to be implemented by schools and districts for children in special education programs. This course introduces students to the referral, evaluation, planning, and programming process. This course will build an understanding of the role a teacher of special education has: being able to address academic and behavioral strategies, understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. 20 hours of field experience.

B. COURSE EFFECTIVE DATES: 08/04/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. The basic due processes facilitation requirements of case managers of students with mild or moderate high-incidence disabilities like SLD, EBD, DCD, and ASD.

D. LEARNING OUTCOMES (General)

1. learn to manage the IEP process and the initial evaluation process that identifies a student for special education services.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted