SPED 3550: ABS Pedagogy

A. COURSE DESCRIPTION
Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None
Introduction to the elements of designing effective instruction for learners with special needs: learners, goals and objectives, teaching strategies, instructional technologies, and assessment, with special attention to the learners' unique needs. Concepts from educational psychology are applied to the development of appropriate educational materials for diverse learners. Prerequisite(s): ED 3100, SPED 3600, SPED 3650, SPED 4715.

B. COURSE EFFECTIVE DATES: 12/15/2023 - Present

C. OUTLINE OF MAJOR CONTENT AREAS
1. Special Education: Academic and Behavioral Specialist license
2. Unit I: Planning for Instruction
3. Unit II: Basic Instructional Models
4. Unit III: Advanced Instructional Models
5. Unit IV: Putting it All Together

D. LEARNING OUTCOMES (General)
1. develop knowledge and applications of different instructional models.
2. develop competency in creating positive learning environments.
3. design lesson plans that support differentiation of learning and recognize cultural assets.
4. differentiate between formative and summative assessments and identify appropriate uses of each.
5. increase professionalism and exhibit appropriate dispositions for the profession.
6. design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs.
7. design, implement, monitor, and adjust goals and objectives to address the individual strengths and needs of students with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disorders, specific learning disabilities, and other health disabilities.

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

F. LEARNER OUTCOMES ASSESSMENT
As noted on course syllabus
G. SPECIAL INFORMATION

None noted