A. COURSE DESCRIPTION

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

The Special Education Seminar supports students as they progress through student teaching and their completion of the edTPA. The class will meet online weekly throughout student teaching to discuss the application of content and skills learned in coursework as well as current issues and trends in special education such as instructional design, classroom management, due process, UDL, assessment, parent involvement, professional well-being, and inclusion.

During the course, students will utilize OSEP Technical Assistance centers, What Works Clearinghouse, and identify other resources to be used during student teaching and into their careers as special educators. Further, students will examine the benefits of membership in professional organizations such as the Council for Exceptional Children and its many special interest divisions. Students will access and discuss various practitioner-oriented journals in the field of special education that will serve as recourse for evidence-based practices throughout their careers. Prerequisite(s): All ABS coursework Co-Requisite(s): ED 4840.

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

C. OUTLINE OF MAJOR CONTENT AREAS

1. Current Issues in Instructional Design and UDL
2. Current Issues in Classroom Management
3. Current Issues in Assessment
4. Applied Due Process
5. Including Parents and Working with Paraprofessionals
6. Current Issues in Inclusion
7. OSEP TA Centers and WWC
8. Professional Organizations
9. Special Education Resources for EBPs
10. Professional Well-Being
11. Professional Next Steps
D. LEARNING OUTCOMES (General)

1. access and evaluate information, research, and emerging practices relevant to the fields of autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, other health disabilities, and academic and behavioral interventions through consumer and professional organizations, peer-reviewed journals, and other publications.

2. engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.

3. apply the standards of effective practice in teaching students who have a range of mild to moderate needs from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities in primary (kindergarten through grade 4), middle level (grades 5 through 8), and secondary (grades 9 through 12, including transition programs) settings.

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

   None

F. LEARNER OUTCOMES ASSESSMENT

   As noted on course syllabus

G. SPECIAL INFORMATION

   None noted