

North Hennepin Community College

EDUC 1400: Introduction to Special Education

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite

EDUC 1210 - Introduction to Education

Corequisites: None

MnTC Goals: None

Students will be introduced to the field of special education. This course addresses specialized instruction designed to meet the needs of exceptional students. Course content will include an overview of legal mandates, varied evidence-based instructional practices including writing individualized education plans (IEP), collaborative approaches used by child study teams, and cultural implications to consider in the field of special education. Ten hours of field experience are required.

B. COURSE EFFECTIVE DATES: 12/29/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Demonstrate how to use a student's strengths as a basis for growth, and a student's errors as opportunities for learning. (8710.20000, Subp. 3, Standard 2 Student Learning) NHCC ELOs 4a, 4c
2. Know about areas of exceptionalities in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents. (8710.20000, Subp. 4, Standard 3 Diverse Learners) NHCC ELOs 3b, 3c
3. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success. (8710.20000, Subp. 4, Standard 3 Diverse Learners) NHCC ELO 3b
4. Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences. (8710.20000, Subp. 4, Standard 3 Diverse Learners) NHCC ELO 3b
5. Develop a learning community in which individual differences are respected. (8710.20000, Subp. 4, Standard 3 Diverse Learners) NHCC ELO 3b
6. Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect. (8710.20000, Subp. 4, Standard 3 Diverse Learners) NHCC ELOs 3b, 3c
7. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of 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.

NHCC ELO 3c

8. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: relationship of special education to other components of the education system, including access to grade-level content standards, prevention efforts and early intervening services, Title 1, bilingual education, the education on English learners, Section 504 accommodations, and gifted education. NHCC ELO 3b
9. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: historical and philosophical foundations, legal bases, ethical principles and standards of professional practice, principles of evidence-based practice, the effects of attitudes and expectations, and contemporary issues pertaining to the education of individuals with disabilities. NHCC ELO 3b
10. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: definitions, characteristics, and educational implications for students with disabilities eligible for special education services. NHCC ELO 3c
11. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: similarities and differences among the cognitive, physical, sensory, cultural, social, emotional, behavioral, and communication needs of individuals with and without disabilities and across different disabilities. NHCC ELO 3b
12. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: the importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services. NHCC ELO 3b
13. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities. NHCC ELO 3c
14. Upon completion of this course students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, A. Foundational Knowledge) demonstrate knowledge of the: roles and organizational structures of general and special education and the part they play in providing total services to all students. NHCC ELOs 3b, 3c

15. And students will be able to (8710.5000, Subp. 2, Core Skills for Teachers of Special Education, D. Communication and Collaboration): understand how disabilities can impact families as well as the student's ability to learn, interact socially, and contribute to the community throughout the life span. NHCC ELOs 2c, 3b

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted