A. Course Description

Credits: 3

Prerequisites: EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education AND EDU 333 Assessment of Learning in Urban Grades K-6

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course is designed to prepare prospective early childhood education and elementary teachers to teach and assess young children with disabilities in urban settings. Teacher candidates are introduced to the nature and type of young children with disabilities in the context of urban schools. Formal and informal assessment strategies are addressed as well as strategies for integrating children with disabilities into the early childhood and elementary classroom. Specific areas of focus include the nature of disabilities among culturally and linguistically diverse exceptional learners, instructional individualization, and communication with parents. Issues discussed include funding, professional ethics, and legal implications for professionals, students, and family. Clinical field experience hours are part of the course requirements.

B. Course Effective Dates: 12/15/2015 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Describe and practice screening, informal and formal assessment strategies to identify.
2. Develop a plan to establish and maintain a positive, collaborative relationship with families of children with disabilities.
3. Discuss and describe the nature of disabilities among culturally and linguistically diverse exceptional children.
4. Discuss childhood disabilities in relation to child development and learning in urban settings.
5. Individualized learning needs in young children suspected of having disabilities.
6. Plan, develop, and implement developmentally appropriate practices with disabilities integrated into regular educational settings.
7. Review and discuss ethical standards for early childhood educators in the service of young children with disabilities.
8. Review and discuss special education legislation associated with the education of young children with disabilities.
9. Use informal and formal assessments strategies to plan individualized instruction and teaching strategies for children with disabilities integrated into regular childhood settings.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

Community Engagement
Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.