A. Course Description

Credits: 3

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course will prepare educators and other professionals in advanced theory and practice to support the education of exceptional urban and diverse learners with mild to moderate forms of emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities. The course will include characteristics of students from prevalent categories of mild to moderate exceptionality; the legal aspects of addressing students with mild/moderate disabilities, and assessment, instructional, and collaborative strategies in the knowledge and practice for managing the teaching and learning of culturally and linguistically diverse exceptional students in urban schools and other cross-cultural educational settings. Finally, students will learn models of culturally and linguistically responsive practices in the context of emerging models of special education and general education class-wide and school-wide systems.

B. Course Effective Dates: 12/16/2016 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Demonstrate knowledge of the key concepts addressed in State of Minnesota standards of Effective Practice in Special Education for understanding the characteristics and meeting the needs of students with mild/moderate disabilities; emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities. Please Standards Matrix at the end of this syllabus
2. Similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional, and communication skills and how to meet the needs in a range of service delivery models
3. Summarize the issues relating to providing appropriate instruction to students with mild/moderate disabilities, as demonstrated in individual, small group work, written assignments, and final examination
4. Demonstrate the ability to integrate information from readings, class presentations, activities, and prior experiences as demonstrated in small group work and written reflective assignments.
5. Identify the role of the regular classroom teacher in meeting the needs of student identified with special education needs
6. Discuss the role of the special education teacher in educating students with mild/moderate disabilities in general education classroom settings
7. Demonstrate an understanding of educational strategies that are effective with students needs living in urban areas
8. Recognize the mandated role of the school district to provide service to students with special education needs and the areas of service provided including access to services, networks, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disability, emotional or behavioral disability, specific learning disabilities, and other health disabilities and their families;
9. The role and interaction of disability in the characteristics of diverse exceptional urban students
10. Models for promoting cultural and linguistic responsiveness within special education practice * Compare and contrast general education and special education perspectives in promoting effective instruction in school settings. * Identify available resources and agencies useful to general and special educators in serving the needs of learners with exceptionalities. * Positive behavior interventions and supports * Strategies for tiered models of academic intervention * Applying universal design of instruction and assistive technology supports * School-wide and system wide policy and advocacy
11. Examine factors contributing to successful educational outcomes of learners from ethnically and linguistically diverse backgrounds including foundations of education for American Indian students.

E. Learning Outcomes (MN Transfer Curriculum)
This contains no goal areas.

G. Special Information

None