

**Common Course Outline for:** EDUC 2408, Individuals with Diverse and Exceptional Needs

**A. Course Description**

1. Number of credits: 4
2. Lecture hours per week: 4  
Lab hours per week: None
3. Prerequisites: EDUC 1101, PSYC 1109
4. Co-requisites: None
5. MnTC Goals: None

This course is designed to provide an introduction and overview of the characteristics and educational needs of children and youth with diverse and exceptional needs in all schools. The course introduces students to the language of Special Education used in Minnesota.

**B. Date last revised:** May 2019

**Outline of Major Content Areas**

- A. Keys to special education
  1. Who is the exceptional child?
  2. What is special education?
  3. Current challenges and future directions
- B. Special education in the schools
  1. Laws (IDEA, 504, ADA)
  2. Due process
  3. Individual education program (IEP)
  4. Least restrictive environment (LRE)
- C. Developmental cognitive disabilities—Definition, Characteristics, Educational options, Instructional strategies
- D. Developmental cognitive disabilities (severe)--Types and characteristics, Educational implications, placement and curriculum options
- E. Learning disabilities—Definition, Characteristics of students, Assessments, Educational approaches, Types of placement
- F. Behavior disorders—Definition, Characteristics, Identification and measurement, Instructional interventions
- G. Emotional disabilities, Definition, Types of emotional disabilities, Instructional interventions
- H. Communication disorders--Identifying communication disorders, Types and their

characteristics, Treatment and remediation

I. Hearing impairment--Types (deafness, hard-of-hearing), Causes, Identification and assessment, Educational accommodations, Teaching strategies

J. Visual impairment--Educational approaches, Educational aides, Placement options

K. Physical and health impairments—Types. Educational interventions and modifications

L. Gifted and talented--Definition and prevalence, Characteristics, Enrichment and acceleration

M. Cultural diversity in special populations--Pluralism and multicultural education, Assessing culturally diverse special needs students, Teaching culturally diverse exceptional students

N. Working with parents and families--Parent-teacher partnerships, Parent involvement, Trends

O. Early Intervention-- Early childhood special education, Peer social initiation

P. Transition to adulthood--School to work, Postsecondary education, Recreation and leisure, Residential alternatives

#### D. Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the evolution of special education--- critical thinking/social responsibilities

Understand the development of special education through the history and legislation that has shaped it, state and federal rules and regulations related to special education, and the economic, social and political issues that affect programs and services

**8710.5000, Subp. 2, Standard A1, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(1) 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;

**8710.5000, Subp. 2, Standard A3, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(3) 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**;

**8710.5000, Subp. 2, Standard A12, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(12) legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities; and

**8710.5000, Subp. 2, Standard A13, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(13) roles and organizational structures of general and special education and the part they play in providing total services to all students.

2. Recognize the characteristics of individuals with diverse and exceptional needs-Explore disabling characteristics, including incidence and prevalence figures, the etiologies of various disabling conditions and the educational implications of various disabling conditions

**8710.2000, Subp. 4, Standard 3B, Standards of Effective Practice,** diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

B. Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

**8710.5000, Subp. 2, Standard A4, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(4) definitions, characteristics, and educational implications for students with disabilities eligible for special education services;

**8710.5000, Subp. 2, Standard A5, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(5) 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;

**8710.5000, Subp. 2, Standard A6, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(6) impact of coexisting conditions, multiple disabilities, and gifts and the implications for the provision of educational services;

**8710.5000, Subp. 2, Standard A9, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special

education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(9) medical terminology and educational implications of medical conditions, including the effect of medication and specialized health care in educational settings;

3. Describe the practices for identifying students-- Understand issues in definitions and identification procedures of individuals including ethical practices for confidential communication, major provisions and guidelines for assessment and the legal requirements for documentation of accountability

**8710.2000, Subp. 11, Standard 10C, Standards of Effective Practice,** collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

C. 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;

**8710.5000, Subp. 2, Standard A11, Core Skills for Teachers of Special Education,** Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(11) the importance and utility of parent involvement in student academic achievement, and the implications for the provision of educational services;

4. Demonstrate instructional strategies for meeting the needs of students-- Understand the roles of students, parents, teachers, and other school and community personnel in planning an individual education plan(IEP) how that impacts student instruction, explore models, theories and philosophies that provide the basis for special education instructional practices, practice effective strategies and techniques for engaging students

**8710.2000, Subp. 3, Standard 2A, 2B, 2C, Standards of Effective Practice,** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must

A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;

C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others

**8710.2000, Subp. 3, Standard 2D, Standards of Effective Practice**, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

**8710.2000, Subp. 4, Standard 3I, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

I. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;

**8710.2000, Subp. 4, Standard 3Q, Standards of Effective Practice**, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:

Q. develop a learning community in which individual differences are respected;

**8710.5000, Subp. 2, Standard A2, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(2) 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 of English learners, Section 504 accommodations, and gifted education;

**8710.5000, Subp. 2, Standard A7, Core Skills for Teachers of Special Education**, Foundational knowledge: A teacher of special education understands the foundations of special education, including information about students served by special education. The teacher must demonstrate knowledge of the:

(7) impact of gender, familial background, socioeconomic status, racial, cultural, and linguistic diversity on disabilities and involvement in all aspects of special education;

**8710.5000, Subp. 2, Standard D1, Core Skills for Teachers of Special Education**, Communication and collaboration: A teacher of special education cultivates and maintains positive, collaborative relationships with children and youth, families, educators, other professionals, and the community to support student development and educational progress. The teacher must be able to:

(1) 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;

5. Identify stakeholders and describe the roles and impact they have on meeting the needs of students with special needs-- Understand the contributions of advocacy organizations and the roles of various local, state and national agencies in providing services

**E. Methods for Assessing Student Learning (Suggested Methods)**

- 1) Explain the evolution of special education--through text readings, discussion, research into cultural context and the production of a timeline.
- 2) Recognize the characteristics of individuals with diverse and exceptional needs--through text readings, novel reading, movie critiques, discussion, and the completion of a group K-W-L.
- 3) Describe the practices for identifying students--through text reading, discussion, and online activities including video critique.
- 4) Demonstrate instructional strategies for meeting the needs of students--through text readings, discussion, jigsaw teaching using active learning strategies, IEP development and online activities, including video critique.
- 5) Identify the stakeholders and describe the roles and impact they have on meeting the needs of students with special needs--through text readings, discussions, and current event analysis.

**F. Special Information** None