

Course Outline for: EDUC 2408 Introduction to Special Education**A. Course Description:**

1. Number of credits: 4
2. Lecture hours per week: 4
3. Prerequisites: EDUC 1101
4. Corequisites: None
5. MnTC Goals: None

Explore the essential role of special education in creating inclusive learning environments that address diverse learning needs. Students will examine the laws and policies that protect the rights of individuals with disabilities, investigate the various types of disabilities, and learn effective methods for identifying students with disabilities. By examining how disabilities intersect with other demographic factors, students will develop a more comprehensive view of the challenges these individuals face. Additionally, the course emphasizes the importance of collaboration among all stakeholders, equipping aspiring educators with the skills to communicate effectively across different audiences. Through the study of laws and legislation, case studies, first-hand accounts, and discussions, students will prepare to work with individuals with disabilities in K12 educational settings.

B. Date last reviewed/updated: December 2024**C. Outline of Major Content Areas:**

1. Special Education laws, policies, and procedures
2. Disabilities and their characteristics, prevalence, and educational implications
3. Methods and processes for identifying and serving exceptional children
4. Intersectionality of disabilities with other demographics
5. The roles and responsibilities of stakeholders in the special education process
6. Communication and collaboration with team members, including students and families

D. Course Learning Outcomes:

Upon successful completion of the course, the student will be able to:

1. Articulate the development of special education from multiple perspectives (e.g., historical, legislative, regulatory, economic, social, and political).
2. Describe the characteristics of individuals with exceptional needs, (e.g., incidence and prevalence, etiologies of various disabling conditions, and the educational implications of various disabling conditions).
 - a. The teacher understands the exceptional needs of students, including those with disabilities and giftedness. (SEP 1- Student Learning, J)
3. Examine the intersectionality of individuals with disabilities and other characteristics (e.g., race, ethnicity, gender, and socioeconomic status).

4. Summarize the processes for identifying and evaluating students with disabilities.
5. Demonstrate instructional techniques for meeting the needs of exceptional students.
6. Describe the roles of various stakeholders in meeting the needs of students with exceptionalities.
7. Describe methods of communication with all stakeholders to best serve students with exceptionalities.
8. Detail methods of collaboration with stakeholders to best serve students with exceptionalities.

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Reflection papers
2. Quizzes
3. Research Papers or Projects
4. Presentations
5. Discussions
6. Exams

F. Special Information:

This course includes embedded Standards of Effective Practice (SEPs) as mandated by the Minnesota Professional Educator Licensing and Standards Board (PELSB).