

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/15/2020 Date revised 12/8/2021

4. Department/discipline: Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Children with Exceptionalities
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: EDU 8. Course Level: 3200

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

Introduction to pedagogical, curricular, and social considerations involved in educating diverse learners in the general education classroom. This course will cover the structure of special education from multi-tier systems, intervention, referral, assessment, qualification and services. Special considerations to determinations of differences, disability and disadvantage will be discussed and dyslexia screening practices, interventions, and progress tracking. Fifteen (15) hours of field experience is required.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Successful admittance into the Elementary Education Teacher program.
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Mastropieri, M., Scruggs, T. (2018). *The Inclusive Classroom: Strategies for effective instruction* (6th edition). Upper Saddle River: Pearson.

14. **Course Content** (Provide an outline of major topics covered in course)

1. History of Special Education Law as it pertains to the classroom
2. Educational Rights of Students with Disabilities
3. Service structures of special education
4. Intervention and Assessment overview
5. Instructional designs and understandings
6. Special Education, Gifted Education, and 504 qualification
7. Referrals and placement
8. Communication with families, service providers, and paraprofessionals

9. Meeting Needs of Students with disabilities
10. Disability, Disadvantage or Difference
11. Meeting the needs of culturally, linguistically different students
12. Meeting the needs of at-risk students
13. Assistive Technology
14. Dyslexia Screening practices, intervention

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

| Learning Outcomes | Competencies (CAC) | Cultural Standards |
|--|---------------------------|---------------------------|
| Assess both individual and group performance and design developmentally appropriate instruction or interventions. | A, B, C, D | 6 |
| Demonstrate knowledge about areas of exceptionality in children. | A, B, C, D | 1 |
| Demonstrate understanding and consideration of the use of assistive technology as universal design and for students with exceptionalities. | A, B, C, D | 3 |
| Adjust plans to meet short- and long-term goals for students through developmentally appropriate instruction and inclusive practices. | A, B, C, D | 6 |
| Evaluate the characteristics, uses, advantages and limitations of different types of assessments. (Bias, validity, reliability, scoring concerns). | A, B, C, D | 1 |

| | | |
|---|------------|---|
| Establish ways to consult with families in connecting to needs and access to supportive education with holistic supports. | A, B, C, D | 3 |
| Describe student rights and teacher responsibilities for exceptional students | A, B, C, D | 3 |

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEGIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

Yes No

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

3. 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;

[§E.](#) assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

4. 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;

[§H.](#) monitor and adjust strategies in response to learner feedback;

I. vary the instructional process to address the content and purposes of instruction and the needs of students;

K. to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;

7. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

G. foster sensitive communication by and among all students in the class;

K. use a variety of media and educational technology to enrich learning opportunities.

8. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

C. plan instructional programs that accommodate individual student learning styles and performance modes;

G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning;

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[§H.](#) monitor and adjust strategies in response to learner feedback;

I. vary the instructional process to address the content and purposes of instruction and the needs of students;

K. to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;

4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

G. foster sensitive communication by and among all students in the class;

K. use a variety of media and educational technology to enrich learning opportunities.

A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

C. plan instructional programs that accommodate individual student learning styles and performance modes;

G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning;

BOT Licensing Rule 8710.3200

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 3. Standard 2, 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:

3D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

3E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains; Subpart 4. Standard 3, 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.

4B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;

4L. use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance mode;

4M. accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;

4N. identify when and how to access appropriate services or resources to meet exceptional learning needs;

Subpart 5. Standard 4, Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5E. demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

5H. monitor and adjust strategies in response to learner feedback.

5I. vary the instructional process to address the content and purposes of instruction and the needs of students;

5K. use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning;

Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7G. foster sensitive communication by and among all students in the class;

7K. use a variety of media and educational technology to enrich learning opportunities.

Subpart 8. Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:

8C. plan instructional programs that accommodate individual student learning styles and performance modes;

8G. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.

Subpart 9. Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;

9D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;

9E. select, construct, and use assessment strategies, instruments, and technologies appropriate to the learning outcomes being evaluated and to other diagnostic purposes;

9J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work; 9M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues;

Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:

10J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;

Subpart 11. **Standard 10, 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:

11C. 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;

11I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments; 11K. establish productive relationships with parents and guardians in support of student learning and well-being;

Dyslexia information:

(c) Board-approved teacher preparation programs for teachers of elementary education, early childhood education, special education, and reading intervention must include instruction on dyslexia, as defined in section 125A.01, subdivision 2. Teacher preparation programs may consult with the Department of Education, including the dyslexia specialist under section 120B.122, to develop instruction under this paragraph. Instruction on dyslexia must be modeled on practice standards of the

International Dyslexia Association, and must address:

- (1) the nature and symptoms of dyslexia;
 - (2) resources available for students who show characteristics of dyslexia;
 - (3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and
 - 4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.
- (d) Nothing in this section limits the authority of a school district to select a school's reading program or curriculum.

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