

**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: 12/13/18 Date revised _____

4. Department/discipline: Early Childhood Education

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

6. Course Title: Special Education Foundations
Abbreviated course title for Transcripts (25 characters or less): SPED Foundations

7. Course Designator: EDU 8. Course Level: 1300

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

This course is designed to introduce liaisons to history perspectives, terminology, practices, concepts and legalities involved in being a cultural liaison during the special education process. Overviews on special education processes, assessment, criteria and barriers will be discussed.

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

Determined by the Instructor

Suggested resources:

(Guide) Introduction to Minnesota's Special Education System for Cultural Liaisons and Interpreters by Elizabeth Watkins

(Textbook) A textbook similar to Cultural Reciprocity in Special Education: Building Family–Professional Relationships Authors: Maya Kalyanpur Ph.D., Beth Harry

(Website) PACER: <https://www.pacer.org/>

(Website) Minnesota Department of Education <https://education.mn.gov/MDE/fam/sped/>

(Presentations) Presentation slide Handouts

(Website) Procedural Safeguards <https://education.mn.gov/MDE/dse/sped/proc/>

(Websites) Criteria for Minnesota Special Education
<https://education.mn.gov/MDE/dse/sped/mon/prog/list/index.htm>

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

- A. Foundations of Special Education
- B. The Rights of Parents of Children with Disabilities: Deeper Look at IDEA
- C. Effective Ways of Involving Parents
- D. Disability Identification in Schools
- E. Development of Individual Education Plans (IEPs)
- F. Racial, Cultural and Linguistic Identity
- G. Impact Issues: Determining Disability, Difference or Disadvantage
- H. Roles of American Indian Cultural Liaisons in Education

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.)

Course Learning Outcomes will fulfill the identified competencies.

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Use print and non-print materials to acquire the foundational knowledge of special education and parental rights.	(A, D)	1
Recognize common terminology used in special education.	(A, B)	1
Analyze and differentiate disability criteria for multiple categories.	(A, B, C, D)	1, 4
Explore how cultural differences and other factors are considered in	(A, B, C, D)	2, 4, 6

special education determination.		
Understand the role of cultural liaisons in the special education process.	(A, B, D)	2, 5, 6, 7
Recall and interpret the essential parts of an IEP and assessment.	(A, B, D)	1

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. **DEBWEWIN – *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

Provide the required documentation to show course meets required licensing/certification standards.

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