

**NORMANDALE COMMUNITY COLLEGE
COMMON COURSE OUTLINE
EDUCATION 2408, Individuals With Diverse and Exceptional Needs**

01/18/05

I. EFFECTIVE DATE OF OUTLINE

Fall Semester, 2005. To be reviewed by the department annually.

II. CATALOG DESCRIPTION

- A. EDUC 2408
- B. Individuals with Diverse and Exceptional Needs
- C. 4 Semester Credits
- D. Offered Fall Semesters
- E. Prerequisite: EDUC 1101 and PSYC 1110
- F. 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 the public schools. The course introduces Minnesota Graduation Standards Rules in relationship to the needs of students with diverse and exceptional needs.

III. 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
 - 1. Definition
 - 2. Characteristics
 - 3. Educational options
 - 4. Instructional strategies
- D. Developmental cognitive disabilities (severe)
 - 1. Types and characteristics
 - 2. Educational implications
 - 3. Placement and curriculum options
- E. Learning disabilities
 - 1. Definition
 - 2. Characteristics of students
 - 3. Assessments
 - 4. Educational approaches
 - 5. Types of placement
- F. Behavior disorders
 - 1. Definition
 - 2. Characteristics
 - 3. Identification and measurement
 - 4. Instructional interventions
- G. Emotional disabilities
 - 1. Definition
 - 2. Types of emotional disabilities
 - 3. Instructional interventions
- H. Communication disorders
 - 1. Identifying communication disorders
 - 2. Types and their characteristics
 - 3. Treatment and remediation
- I. Hearing impairment
 - 1. Types (deafness, hard-of-hearing)
 - 2. Causes
 - 3. Identification and assessment
 - 4. Educational accommodations
 - 5. Teaching strategies

- J. Visual impairment
 - 1. Educational approaches
 - 2. Educational aides
 - 3. Placement options
- K. Physical and health impairments
 - 1. Types
 - 2. Educational interventions and modifications
- L. Gifted and talented
 - 1. Definition and prevalence
 - 2. Characteristics
 - 3. Enrichment and acceleration
- M. Cultural diversity in special populations
 - 1. Pluralism and multicultural education
 - 2. Assessing culturally diverse special needs students
 - 3. Teaching culturally diverse exceptional students
- N. Working with parents and families
 - 1. Parent-teacher partnerships
 - 2. Parent involvement
 - 3. Trends
- O. Early Intervention
 - 1. Early childhood special education
 - 2. Peer social initiation
- P. Transition to adulthood
 - 1. School to work
 - 2. Postsecondary education
 - 3. Recreation and leisure
 - 4. Residential alternatives
- Q. Minnesota Graduation Standards and special populations

IV. LEARNING OUTCOMES

Upon successful completion of EDUC 2408, students will demonstrate knowledge of:

- A. The history of services for individuals with exceptional needs.
- B. Models, theories, and philosophies that provide the basis for special education practices.
- C. Issues in definitions and identification procedures for individuals with exceptional needs.
- D. Economic, social, and political issues that affect programs and services for exceptional learning needs of students with diverse needs.
- E. Major legislation that affects individuals with exceptional needs and diverse learners.
- F. Legal requirements for documentation of accountability.
- G. The contributions of advocacy organizations.
- H. Historical conditions that impact the education of diverse and exceptional learners.
- I. Characteristics of individuals with exceptional or diverse learning needs.
- J. Incidence and prevalence figures regarding exceptional and diverse learners.
- K. Etiologies of various disabling conditions.
- L. Educational implications of various disabling conditions.
- M. State and federal rules and regulations related to general and special education.
- N. Major provisions and guidelines of legal regulations to student assessment.
- O. Roles of multidisciplinary team, including the role of the parent.
- P. Effective strategies and techniques for facilitating the functional integration of persons with disabilities into various settings.
- Q. Roles of students, parents, teachers, and other school and community personnel in planning an individual learning plan for children or youth with exceptional or diverse needs.
- R. Ethical practices for confidential communication to others regarding children and youth with exceptional and diverse needs.
- S. Roles of various local, state, and national agencies in providing services to children and youth with exceptional needs.

VI. METHODS USED FOR EVALUATION OF STUDENT LEARNING

- A. Objective exams will be used to assess a base level of knowledge related to the learning outcomes described above.
- B. Students will create a portfolio that will demonstrate their ability to apply the skills related to the learning outcomes above.
- C. Students will apply the skills learned using in-class activity and community visitations. They will be assessed using peer feedback, a checklist with narrative comments, and self-reporting.