

Minnesota State University Moorhead

SPED 225: Individuals with Exceptionalities

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course traces the path of disability laws beginning with the Civil Rights movement and preceding court cases and provides an introduction to the recognition, incidence, educational, and lifelong needs of individuals with exceptionalities. Personal and societal views regarding cultural and linguistic diversity will be explored. A wide range of educational services are studied with emphasis on the shared responsibility of all professionals in education, community, and professional settings, and introduces students to the wide-range of professionals involved with exceptional individuals.

B. COURSE EFFECTIVE DATES: 08/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Historical review of disabilities, the civil rights timeline, and the current laws that secure services to individuals with disabilities.
2. Understanding the concept of ¿exceptionality,¿ developing awareness of all the individuals involved in the provision of services (e.g., physical therapist) as well as the specific intervention programs that are developed throughout the life of an individual with exceptionalities (e.g., school plans, family plans, employment accommodations).
3. Developing cultural awareness for effective collaboration and service delivery to individuals with diverse cultural backgrounds. Collaboration, consultation, and communication with other professionals and community members.
4. A thorough review of each one of the 13 disability categories, main characteristics across developmental domains, accommodations and adaptations to the curriculum, classroom, and assessment.
5. Our role as citizens and professionals in making a difference in the lives of exceptional individuals, ethical interactions, transitions into adulthood, employment, and community life.

D. LEARNING OUTCOMES (General)

1. Have knowledge of a wide variety of disabilities and their lifelong implications, which encompasses impact from birth through adulthood, and is inclusive of all environments: home, school, community, employment, and recreation.
2. Understand factors influencing development including physiological, social, physical, environmental, psychological, and cultural.
3. Develop increased awareness regarding human diversity. Including gaining understanding for people with disabilities and diverse backgrounds (English Language Learners, poverty, etc.).
4. Understand disability laws within and outside of educational settings.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted