This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 40-hour approved clinical experience at the K-6 level is required. Prerequisites: SPED 3600 and consent of instructor.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)
   1. A. Foundational Knowledge, A teacher of special education: learning disabilities understands the foundations of special education services for students with learning disabilities and related learning difficulties on which to base practices. The teacher must demonstrate knowledge of the
      (1) Historical and philosophical foundations, legal bases and contemporary
          Issues pertaining to services and the education of students with mild to moderate academic,
          behavioral, social, emotional, communication, and functional needs;
      (2) Educational definitions, issues related to identification, medical diagnos

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted