COURSE OUTLINE

Course Number: 102  Course Title: Introduction to Exceptional Children  Credits 3

Hours: 3  Co- or Pre-requisite none

Catalog description:

Introduction to the field of special education and to exceptionality. Inclusion, an approach to teaching students with special needs in general education, is emphasized. Topics include historical overview, legislation, consideration of specific disabilities, instructional techniques and equipment, as well as teaching gifted students and non-native speakers. 3 lecture hours

Required texts:


Revision date: 1/2018  Course coordinator: T. Capra, caprat@mccc.edu

Course Competencies/Goals:

The student will be able to:

1. Explain the history of special education, and identify critical litigation and legislation that have influenced current practices associated with special education services.
2. Demonstrate an understanding of current issues in special education.
3. Explain and identify the process of how infants, toddlers, and children are identified for special education services.
4. Analyze the process involved in both an Individualized Education Program and an Individualized Family Service Plan.
5. Identify and apply best practices to increase student, parent, sibling, paraprofessional and school personnel, and community involvement in collaboration.
6. Evaluate the process of using culturally responsive methods of communication with culturally diverse families.
7. Demonstrate knowledge of the history of the categories of eligibility.
8. Identify and evaluate the common causes of the 13 disabilities; reflect on how students with disabilities are identified.
9. Explain and analyze the characteristics of 13 disabilities.
10. Create content modifications for working with students with disabilities and learning differences.
11. Demonstrate knowledge of effective, research-based instructional procedures for working with students with disabilities.
12. Create modifications and accommodations appropriate for various differences.
Course-specific General Education Knowledge Goals and Core Skills.

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.


MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
Units of study in detail

Unit I  An Overview of Special Education

The student will be able to:

- Understand the definition and the prevalence of students who fall under the various categories of “exceptional children.” (Course Competencies: 1,7,9 Gen Ed: 1,4,5 MCCC cores: A, B, D, )
- Develop an awareness of the types of services provided to students who are labeled exceptional. (Course Competencies: 2, 3, 4, and 12 Gen Ed: 1,4,5,8 MCCC cores: A, B, D, F.)
- Provide an overview of the history of special education, and identify critical litigation and legislation that have influenced current practices associated with special education services. (Course Competencies: 1,2, 7, Gen Ed: 1,4,5,8 MCCC cores: A, B, D, E)
- Develop an understanding of current issues in special education that include:
  - over-representation of students from culturally or linguistically diverse backgrounds;
  - issues associated with transitioning infants and toddlers with special needs to new educational and life settings; and
  - the critical role general classroom teachers play in educating students with special needs. (Course Competencies: 2, 3, 11 Gen Ed: 1,4,5,8 MCCC cores: A, B, D, E, F, G)

Unit II  Special Education: Fundamentals and Processes

The student will be able to:

- Understand the process of how infants, toddlers, and children are identified for special education services. (Course Competencies: 3,4,9 Gen Ed: 1,2,5,8, MCCC cores: A, B, D, E, F, G)
- Understand the required steps in the pre-referral and referral process. (Course Competencies: 4,6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Learn the process involved in both an Individualized Education Program and an Individualized Family Service Plan. (Course Competencies: 4,5,6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe the various methods of collecting data on student behavior (frequency and duration). (Course Competencies: 2, 11 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Distinguish between norm-referenced and criterion-referenced testing. (Course Competencies: 2, 11, Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the appropriate use of curriculum-based assessment and curriculum-based measurement. (Course Competencies: 2, 11 Gen Ed: 1, 2, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand the distinction between least restrictive environment and inclusion. (Course Competencies: 4,5,12, Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
Unit III  Schools Families and Community

The student will be able to:

- Identify best practices to increase student, parent, sibling, paraprofessional and school personnel, and community involvement in collaboration. (Course Competencies: 5,6,11 Gen Ed: 1,4,5,8, MCCC cores: A, B, D, E, F, G)
- Explain person-centered planning. (Course Competencies: 3,4,5 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Explain the concept of “conflict resolution.” (Course Competencies: 5,6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Explain the process of using culturally responsive methods of communication with culturally diverse families. (Course Competencies: 4,6,11, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

UNIT IV  IDEA High-Prevalence Exceptionalities- Learning Disabilities

The student will be able:

- To understand the history of learning disabilities(Course Competencies: 1,2,11, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- To identify the common causes of learning disabilities and how students with learning disabilities are identified(Course Competencies: 4,5,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- To identify the characteristics of learning disabilities(Course Competencies: 4,5,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- To identify what content areas may need to be addressed when working with students with learning disabilities(Course Competencies: 3,9, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- To be aware of effective, research-based instructional procedures for working with students with learning disabilities (Course Competencies: 10,11,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- To identify modifications that can be made to the instructional environment (Course Competencies: 10,11,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit V  Intellectual Disabilities and Emotional and behavioral Disorders

The student will be able:

- Understand how individuals labeled with intellectual disabilities have been treated throughout history. (Course Competencies: 1,2,7, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify and understand the various definitions and classifications of intellectual disabilities. (Course Competencies: 4,5,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the causes and characteristics of intellectual disabilities. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand how students with intellectual disabilities are identified. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand effective content and procedures for teaching students with intellectual disabilities. (Course Competencies: 10,11,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand effective strategies that general education teachers can employ when teaching students with intellectual disabilities(Course Competencies: 10,11,12, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand how individuals identified as having emotional or behavioral disorders (EBD) have been treated throughout history. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify and understand the various definitions and classifications of EBD. (Course Competencies: 8,9,10 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the causes and characteristics of EBD. (Course Competencies: 8,9,10 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Explain how students with EBD are identified. (Course Competencies: 8,9,10 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify effective curriculum and methods for teaching students with EBD. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe effective classroom arrangements, grouping options, and aspects of instructional technology that are relevant for students with EBD. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe effective strategies that general education teachers can employ when teaching students with EBD. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

UNIT VI Communication Disorders

The student will be able:

- Understand the history of communication disorders. (Course Competencies: 1, 2, 7 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify and explain the various definitions and classifications of communication disorders. (Course Competencies: 7, 8, 9 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Identify the causes and characteristics of communication disorders. (Course Competencies: 7, 8, 9 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe how students with communication disorders are identified (Course Competencies: 8, 9 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe effective curriculum and methods for teaching students with communication disorders. (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Be familiar with effective strategies that general educators can employ when teaching students with communication disorders. (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)

UNIT VII IDEA Low-Incidence Exceptionalities: Foundations and Instruction

The student will be able to:
• Describe general characteristics of students who are deaf or hard of hearing. (Course Competencies: 7,8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Understand how students who are deaf or hard of hearing are identified. (Course Competencies: 7,8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify modifications that can be made to the instructional environment to accommodation(Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Understand how students with blindness or low vision are identified. (Course Competencies: 7,8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify appropriate instructional content and instructional procedures for educating students who are blind or have low vision. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify the appropriate adaptations to the instructional environment and use of instructional technology for students who are blind or have low vision. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify the causes and characteristics of the most common forms of physical and health impairments. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Understand how students with physical and health impairments are identified. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Understand effective curriculum and methods for teaching students with physical and health impairments. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify the characteristics of autism spectrum disorders. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify effective, research-based practices for working with students with autism Spectrum disorders and modifications that can be made to the instructional environment. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify the various types of instructional and behavioral programs that are available to them(Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Identify the causes and characteristics of severe disabilities and how students with severe disabilities are identified. (Course Competencies: 8,9 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Understand effective curriculum and methods for teaching students with severe Disabilities. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit VIII Other Exceptionalities: Foundations and Instruction

The student will be able to:

• Describe an effective classroom environment and use of instructional technology for Students with AD/HD. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
• Be familiar with effective strategies that general education teachers can employ when teaching students with AD/HD. (Course Competencies: 10,11,12 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand the unique characteristics and needs that certain subcategories of gifted and talented children represent to include culturally diverse students, gifted females, twice-exceptional gifted students and underachieving gifted students. (Course Competencies: 6, 8 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Understand effective curriculum and methods for teaching students who are gifted or talented. (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)

UNIT IX Strategies and Interventions

The student will be able:

- Be familiar with effective strategies that general educators can employ when teaching students with severe disabilities (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Describe effective elements of the intervention environment and instructional technology for children who are at risk. (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Become familiar with effective strategies that general educators can employ when teaching young children who are at risk. (Course Competencies: 10, 11, 12 Gen Ed: 1, 4,5,8,9 MCCC cores: A, B, D, E, F, G)

Evaluation of Student Learning:

The EDU102 Introduction to Exceptional Children course includes a variety of assessments to evaluate student learning and activities designed to promote active engagement in learning such as the following:

Reading Assignments: Textbook and supplementary articles/readings.

Resources: Students will be provided with opportunities to evaluate various sources of information (e.g., web links, videos, and other relevant sources) related to the course.

Discussions: Class and/or online discussions are integral to the course to promote sharing of ideas and synthesis of current research, policies, and practices in the special education field as well as other options.

Technology: Students are encouraged to use technology throughout the course to support learning by accessing and viewing course content (including multimedia), participating in online discussions, submitting papers to the drop box, and/or completing online quizzes and exams.

Exams and Quizzes: Written essays and multiple-choice quizzes and exams (i.e., Midterm and Final).

Special Education Experience: Students will participate in real-world experiences (e.g., interviews, film analysis, locating and evaluating resources) designed to foster students’ greater awareness of the special
education profession, resources available, and experiences of students, parents, and teachers of children who have disabilities.

Below are examples of graded assignments with allocated weight:

- **Discussions (or Discussion Boards)** ................................................................. 10%
- **Unit Quizzes** .................................................................................................... 20%
- **Exams (Midterm and Final)** ........................................................................... 20%
- **Special Education Experience (4 activities)** ................................................. 50%

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).