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.


Revision date: 1/2016  Course coordinator: T. Capra, caprat@mccc.edu, 609-570-3854

Course Competencies/Goals: The student will be able to:

1. Identify and describe key litigation and legislation that have influenced the education of children with disabilities and their impact on the school community.
2. Compare and analyze the history of special education to current practices.
3. Evaluate contemporary issues surrounding special education.
4. Examine the diagnoses, identification, and characteristics of various disabilities.
5. Identify, compare and contrast an understanding of various professions in the field of special education as well as related services and programs for students and families.
6. Explain the process for determining student eligibility for special education services.

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 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 Special Education in Context: People, Concepts, and Perspectives

The student will be able to:

1. Identify and define the 13 categories and labels of exceptional students recognized by the federal government and discuss their implications.

2. Describe the historical evolution of services for children and adults with disabilities.

3. Distinguish between multi-, inter-, and transdisciplinary team models and their characteristics.

4. Identify and define key terms within the field of special education.

5. Describe common instructional models of cooperative teaching.

Unit II Parents, Families, and Exceptionality
The student will be able to:

1. Describe the four key elements of a family systems model for understanding the impact of a disability on the family constellation.

2. Identify the three stages of parent-professional relationships and explain the emotional responses associated with the stages of parents’ reaction to their child’s disability.

3. Describe the intent of IDEA as key legislation related to parental involvement with children with exceptional needs and how it has influenced the education of children with disabilities.

4. Analyze the effects of an individual with a disability on family members.

6. Explain how a family’s cultural and linguistic background influences its reaction to a disability.

Unit III Cultural and Linguistic Diversity and Exceptionality

The student will be able to:

1. Explain how cultural and linguistic diversity is affecting America’s classrooms.

2. Define culture, multiculturalism, multicultural education, and bilingual education.

3. Outline the issues associated with the disproportional representation of culturally and linguistically diverse learners in special education.

4. Describe the challenges confronting educators when assessing students from culturally and linguistically diverse groups.

Unit IV Litigation and Legislation Affecting Special Education

The student will be able to:

1. Identify the court cases that led to the enactment of Public Law 94-142 and how they relate to civil rights.


4. Distinguish between inter- and intraindividual differences.

Unit V Practices and Programs: IFSP and IEP

The student will be able to:

1. Describe the difference between norm and criterion referenced assessments.

2. Outline the steps in the referral process for the delivery of special education services.

3. Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.

4. Compare and contrast IEPs and IFSPs.
Unit VI A Study of Individuals With Special Needs

The student will be able to:

1. Define and identify the general characteristics and impact of disabilities on learning and development.

2. Discuss how student learning is influenced by individual experiences, talents, and prior learning, including language and family/community values and conditions and that each disability has many ability levels.

3. Explain the importance of families as active partners in planning instruction and services.

4. Differentiate between physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.

5. Examine the laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA).

6. Explain the differences between receptive and expressive language impairments.

7. Describe the concept of Deaf culture.

8. Explain how technology benefits individuals with hearing, language, and vision impairments.

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., weblinks, 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)**: 20%
- **Unit Quizzes**: 10%
- **Exams (Midterm and Final)**: 30%
- **Special Education Experience (4 activities)**: 40%

**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).