

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Social Science
Revision Date: 07-01-20

I. CATALOG DESCRIPTION

Course Number: EDUC2300
Course Title: Introduction to Special Education
Prerequisite(s): EDUC1110
Catalog Description: Introduction to the history, legislation, litigation, instruction, and evaluation of exceptional learners. Overview of the development and characteristics of exceptional learners, cultural issues, and collaboration found in K-12 classrooms.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Acquaint students with the history, legislation, and litigation of issues related to exceptional learners.
- B. Acquaint students with current medical, psychological, educational, social, and personal aspects of various exceptionalities.
- C. Examine various exceptionalities caused by physical, sensory or intellectual impairment, inappropriate behavior, learning disabilities and speech/language impairments and the impact of disabilities on academic and social/emotional performances.
- D. Acquaint students with implications of inclusion, mainstreaming, and least restrictive environment as related to exceptional learners.
- E. Examine multicultural, diversity, and bilingual issues related to the field of special education.
- F. Discuss services and programs to help meet the educational, social, and/or personal goals for students with disabilities.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Describe the legal and historical development of the field of special education.
 - 2. Describe social, cognitive, intellectual, and academic characteristics associated with all disability areas.
 - 3. Demonstrate knowledge of the complexities of working with diverse families in the educational process.
 - 4. Demonstrate competence in identifying individual exceptionalities and learning differences, writing goals and instructional objectives, planning accommodations and designing interventions.
 - 5. Demonstrate an understanding and awareness of available adaptive technologies and devices.
- B. General Education Learning Outcomes
 - 1. GELO #3: Critical Thinking & Problem Solving
Outcome: Collect, identify, interpret and analyze data.
Outcome: Synthesize information to arrive at reasoned solutions to problems.
 - 2. GELO #4: Global Awareness and Citizenship
Outcome: Discuss issues from a global perspective.
Outcome: Identify and evaluate different theoretical or philosophical perspectives and their relevance to ethical decision-making.

3. GELO #5: Analytical, Quantitative, and Scientific Reasoning
Outcome: Apply mathematical and scientific methods to solve problems from an array of contexts and everyday situations.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

A. Standard 1 - Foundations

1. Knowledge:

- a. Models, theories, and philosophies that form the basis for special education practice.
- b. Laws, policies, and ethical principles regarding behavior management planning and implementation. Relationship of special education to the organization and function educational agencies.
- c. Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- d. Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- e. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- f. Family systems and the role of families in the educational process.
- g. Historical points of view and contribution of culturally diverse groups.
- h. Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- i. Potential impact of differences in values, languages, and customs that can exist between the home and school.

2. Skill:

- a. Articulate personal philosophy of special education.

B. Standard 2 - Development and Characteristics of Learners

1. Knowledge:

- a. Typical and atypical human growth and development.
- b. Educational implications of characteristics of various exceptionalities.
- c. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- d. Family systems and the role of families in supporting development.
- e. Similarities and differences of individuals with and without exceptional learning needs.
- f. Similarities and differences among individuals with exceptional learning needs.
- g. Effects of various medications on individuals with exceptional learning needs.

C. Standard 3 - Individual Learning Differences

1. Knowledge:

- a. Effects exceptional condition(s) can have on an individual's life.
- b. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- c. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- d. Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- e. Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

V. INSTRUCTIONAL MATERIALS

A. Required Textbook(s):

1. Hallahan, D., Kauffman, J., & Pullen, P., 2019, *Exceptional Learners: An Introduction to Special Education, Enhanced Pearson eText with Loose-Leaf Version – Access Card Package* (14th Ed.), Pearson. ISBN-13: 978-0134806839.

VI. METHODS OF PRESENTATION AND INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor's presentations
2. Guest speakers
3. Group discussions
4. Multi-media presentations

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Examinations
2. Research project and paper
3. Case Studies
4. In-class activities/attendance
5. Assignments

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS

- A. Textbook reading and reaction
- B. Examinations
- C. Research project and paper
- D. Case Studies
- E. In-class activities/attendance