

## Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: 7-6162		
Course Prefix/Number: EEX 2000	Course Title: Introduction to Special Education		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input checked="" type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 02/13/08	Effective Year/Term: 20081		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication  <input type="checkbox"/> Numbers / Data  <input type="checkbox"/> Critical thinking  <input type="checkbox"/> Information Literacy  <input checked="" type="checkbox"/> Cultural / Global Perspective             </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility  <input checked="" type="checkbox"/> Ethical Issues  <input type="checkbox"/> Computer / Technology Usage  <input type="checkbox"/> Aesthetic / Creative Activities  <input type="checkbox"/> Environmental Responsibility             </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input type="checkbox"/> Critical thinking <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility		
Course Description (limit to 50 words or less, <b><u>must</u></b> correspond with course description on Form 102):  This introductory course is designed to familiarize pre-service and in-service educators with issues related to the instruction of students with special needs. Pre-service and in-service educators will learn the history of the special education field, litigation and legislation, and an overview of exceptionalities. Fifteen hours of field experience are required.			
Prerequisite(s): EDF 1005	Corequisite(s):		

**Course Competencies:** (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will learn about the foundations of exceptional student education by:

1. Describing the historical foundations, classical studies, major contributors, major legislations, and current issues related to knowledge and practice.
2. Identifying models, theories, and philosophies that form the basis for special education practice.
3. Identifying appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education).
4. Identifying the required components of Individual Educational Plans, Family Support Plans, and Individual Transition Plans. (CC1K3)
5. Identifying the relationship of special education to the organization and function of educational agencies.

Competency 2: The student will characterize learners with special needs by:

1. Identifying the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA).
2. Comparing and contrasting the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics.

Revision Date: \_\_\_\_\_

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_

3. Articulating a personal philosophy of special education. (CC1S1)
4. Recognizing issues, assurances, due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1K6)
5. Recognizing etiologies and medical aspects of conditions affecting individuals with disabilities. (GC2K3)
6. Demonstrating knowledge of the common etiologies and the impact of sensory disabilities on learning and experience.

Competency 3: The student will summarize the legal issues and considerations concerning individuals with disabilities and English Language Learners by:

1. Identifying and analyzing state and federal legislation that has affected exceptional education.
2. Describing the fundamental principles of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (2004).
3. Identifying the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.
4. Identifying principles of normalization and the concept of least restrictive environment (LRE). (GC1K8)
5. Discussing the laws and policies related to provision of specialized health care in educational settings. (GC1K6)
6. Recognizing the legal, judicial, and educational systems to assist individuals with disabilities. (GC1K4)
7. Identifying the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. (CC1K4)
8. Utilizing organizations and publications relevant to individuals with disabilities. (GC9K2)
9. Accessing information on exceptionalities. (CC9S10)
10. Demonstrating knowledge of the barriers to accessibility and acceptance of individuals with disabilities. (GC5K1)

Competency 4: The student will learn about the educational services and support models for learners with special needs by:

1. Identifying the typical procedures used for screening, pre-referral, referral, and placement of individuals with disabilities.
2. Recognizing the roles and responsibilities of the IEP and child study team members.
3. Identifying models of support for providing assistance in general education curricula.
4. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.
5. Recognizing the impact of sensory impairments, physical, and health disabilities on individuals, families, and society.
6. Demonstrating knowledge of interventions and services for children who may be at risk for learning disabilities. (GC7K3)
7. Recognizing how to involve the individual and family in setting instructional goals and monitoring progress. (CC7S3)
8. Discussing family systems and the role of families in supporting development. (CC2K4)
9. Discussing the continuum of placement and services available for individuals with disabilities. (GC1K5)

Competency 5: The student will summarize the variety of cognitive and academic modifications needed in educational instruction for students with disabilities by:

1. Identifying the education implications of characteristics of various exceptionalities. (CC2K2)
2. Discussing psychological and social-emotional characteristics of individuals with disabilities and the effects an exceptional condition(s) can have on an individual's life. (GC2K4, CC3K1)
3. Identifying common etiologies and impact of sensory disabilities on learning and experience. (GC2K5, GC3K1)
4. Discussing the adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities. (GC5K2)

Revision Date: \_\_\_\_\_

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_

Competency 6: The student will become familiar with the assessment of exceptional students by:

1. Identifying the purposes of assessment (e.g., screening, eligibility, diagnosis, identification of relevant instructional content, and effectiveness of instruction) across disciplines.
2. Identifying the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs).
3. Identifying the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment.
4. Identifying the factors that influence disproportionate representation of students from diverse cultural, linguistic, and socioeconomic backgrounds in programs for student with disabilities and recognize the implications for assessment. (GC1K7)

Revision Date: \_\_\_\_\_

Approved By Academic Dean Date: \_\_\_\_\_

Reviewed By Director of Academic Programs Date: \_\_\_\_\_