

EASTERN ARIZONA COLLEGE

Introduction to Special Education

Course Design
2018-2019

Course Information

Division Social Sciences
Course Number EDU 222
Title Introduction to Special Education
Credits 3
Developed by Celinda Palmer
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
SPE 222, Social and Behavioral Sciences (SB), Cultural Diversity (C)	ESE 280	SERP or SRPV Departmental Elective

Activity Course No
CIP Code 13.1001
Assessment Mode Pre/Post Test (50 Questions/50 Points)
Semester Taught Spring
Separate Lab No
Awareness Course No
Intensive Writing Course No
Diversity and Inclusion Course No

Prerequisites

None

Educational Value

This course will provide a foundation in the history, principles, and instructional approaches of special education services in the United States.

Description

An introductory level course with an emphasis on the history of special education in society and the United States, legal influences on the provision of special education services to disabled students, and characteristics and instructional approaches to educating disabled children.

Supplies

None

Competencies and Performance Standards

1. Demonstrate a factual knowledge of the history of the education and treatment of disabled children in society and the United States.

Learning objectives

What you will learn as you master the competency:

- a. Describe the history of society's treatment and education of disabled persons.
- b. Describe recent trends in parent involvement in the education of their disabled children.

Performance Standards

Competence will be demonstrated:

- o in an objective exam (post-test)
- o in study guides
- o in a classroom presentation
- o in reaction papers

Criteria - Performance will be satisfactory when:

- o learner correctly answers factual questions regarding the history of treatment and education of disabled students in society and the United States

2. Demonstrate knowledge and understanding of the effects of litigation, legislation, and rule-making on the provisions of special education services to disabled students.

Learning objectives

What you will learn as you master the competency:

- a. Summarize early court cases (common law) leading up to IDEA.
- b. Summarize legislation guaranteeing Free Appropriate Public Education (FAPE) to disabled students.
- c. Diagram influences of NCLB, common law, statute, and quasi-legislative regulation on the provisions of special education services.

Performance Standards

Competence will be demonstrated:

- o in an objective exam (post-test)
- o in study guides
- o in a classroom presentation
- o in reaction papers

Criteria - Performance will be satisfactory when:

- o learner correctly answers factual questions regarding the interaction of common law (litigation) and legislation (statute) culminating in IDEA
- o learner correctly answers factual questions regarding the interaction of statute and quasi-legislative rule making in their effects on the provision of special education services
- o learner correctly answers factual question regarding NCLB and its impact on special education

3. Demonstrate a general understanding of the federal definition of a "child with a disability" and establishing "educational need" for specialized curriculum and instruction as well as FAPE, as defined by the Rowley case.

Learning objectives

What you will learn as you master the competency:

- a. Define the term "child with a disability".
- b. Describe general exclusionary criteria for provision of any special services.
- c. Define the term "free appropriate public education" (FAPE).
- d. Summarize the parameters established by the Rowley case with regard to determining FAPE and method of instruction.
- e. Define the term least restrictive environment and the implications for special education and regular education classrooms.

Performance Standards

Competence will be demonstrated:

- o in an objective exam (post-test)
- o in study guides
- o in a classroom presentation
- o in reaction papers

Criteria - Performance will be satisfactory when:

- o learner correctly answers factual questions with regard to the term "child with a disability"
- o learner responds correctly to questions regarding general requirements for establishing eligibility for special education services
- o learner responds correctly to questions regarding educational need for special education instruction
- o learner demonstrates understanding of requirements of FAPE

4. Define and differentiate among the twelve disability categories established by federal law (PL105-17) and regulation (34CFR parts 300 & 303).

Learning objectives

What you will learn as you master the competency:

- a. Define autism.
- b. Define hearing impairment (including deafness).
- c. Define mental retardation.
- d. Define emotional disturbance.
- e. Define other health impairments, including ADD and ADHD.
- f. Define specific learning disabilities.
- g. Define speech or language impairment.
- h. Define traumatic brain injury.
- i. Define visual impairment (including blindness).
- j. Define multiple disabilities.
- k. Define deaf/blindness.

Performance Standards

Competence will be demonstrated:

- in an objective exam (post-test)
- in study guides
- in a classroom presentation
- in reaction papers

Criteria - Performance will be satisfactory when:

- learner demonstrates knowledge of the etiology, prevalence, and medical behavioral characteristics of the 12 Federal categorical labels in special education
- learner demonstrates knowledge of instructional approaches for students with specific disabilities
- learner compares and differentiates among Federal and State (Arizona) categorical labels
- learner demonstrates knowledge of specific eligibility criteria and assessment requirements for specific categorical labels

Types of Instruction

Lecture/Discussion
Cooperative Learning

Grading Information

Grading Rationale

Quizzes/Study Guides	40%
Class Assignments	40%
Final/Posttest	15%
Class Participation	5%

Grading Information

Grading Scale

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Below 60%