

10/12/2022 DATE

REQUIRED COURSE
 ELECTIVE COURSE

SSE _____ DIVISION _____
 NEW COURSE
 REVISION

Lake Land College

Course Information Form

COURSE NUMBER: EDU-190		TITLE: (30 Characters Max) Introduction to Special Education		
SEM CR HRS: 3	Lecture: 3	Lab: 0	ECH: 3	
Course Level:	<input type="checkbox"/> Gen Ed / IAI <input checked="" type="checkbox"/> Baccalaureate /Non-IAI	<input type="checkbox"/> Career/Technical <input type="checkbox"/> Dev Ed/ Not in Degree Audit	Clinical Practicum: 0	SOE/ Internship: 0 SOE ECH: 0
COURSE PCS #	11 13.1001	IAI Code	Contact Hours (Minutes Per Week)	
Repeatable (Y/N): N	Pass/Fail (Y/N): N	Variable Credit (Y/N): N	Min:	Max: 16 Wks 150 8 wks 300
Prerequisites:	None			
Catalog Description: (40 Word Limit)	This course is designed to introduce the student to the study of exceptional children, including a survey of the child's developmental traits and examination of appropriate intervention techniques.			

List the Major Course Segments (Units)	Contact Lecture Hours	Contact Lab Hours	Clinical Practicum	Non-Clinical Internship/ SOE
Legislation, Trends, and Issues	5			
Mental Retardation	6			
Learning Disabilities	6			
Emotional/Behavioral Disorders	5			
Giftedness	5			
Speech/Language Disorders	5			
Hearing Impairments	5			
Visual Impairments	4			
Physical Disabilities	4			
TOTAL	45	0	0	0

EVALUATION			
QUIZZES <input checked="" type="checkbox"/>	EXAMS <input checked="" type="checkbox"/>	ORAL PRES <input checked="" type="checkbox"/>	PAPERS <input type="checkbox"/>
LAB WORK <input type="checkbox"/>	PROJECTS <input checked="" type="checkbox"/>	COMP FINAL <input checked="" type="checkbox"/>	OTHER <input checked="" type="checkbox"/>

COURSE MATERIALS	
TITLE:	Educating Exceptional Children
AUTHOR:	Kirk, Gallagher, Coleman, Anastasiow
PUBLISHER:	Cengage
VOLUME/EDITION/URL:	15th
COPYRIGHT DATE:	2023

MAJOR COURSE SEGMENT	HOURS	LEARNING OUTCOMES
Legislation, Trends, and Issues	5	<p style="text-align: center;"><i>The student will be able to:</i></p> <p>Students will define exceptional children, special education, and related services. Students will discuss how labeling and stereotyping affect attitudes toward, and treatment of, exceptional individuals. Students will describe how society's attitudes exceptional individuals have changed throughout history. Students will review the provisions of PL 94-142 and PL 99-457 and their impact on services for and placement of exceptional children. Students will discuss the following trends and issues: regular education initiative, mainstreaming, cultural diversity and assessment, early intervention, and the inclusive classroom. Students will compile a resource notebook including organizations, children's literature, activities, observations, and articles about exceptional children/ special education.</p>

Mental Retardation	6	<p>Students will define mental retardation (AAMR) and describe different classifications. Students will identify causes of mental retardation and the implications for prevention. Students will examine methods of identifying/assessing children with or at risk for mental retardation. Students will characterize the effects of mental retardation on a child's development. Students will discuss intervention strategies for children with mental retardation, and demonstrate task analysis.</p>
Learning Disabilities	6	<p>Students will define disabilities and review the learning process. Students will identify causes/contributing factors of learning disabilities. Students will examine methods of identifying/assessing children with or at risk for learning disabilities. Students will characterize the effects of a learning disability on a child's development. Students will discuss intervention strategies for children with learning disabilities.</p>
Emotional/Behavioral Disorders	5	<p>Students will discuss difficulties encountered in defining emotional/behavioral disorders. Students will identify factors that contribute to emotional/behavioral disorders. Students will examine methods of identifying/assessing children with or at risk for emotional/ behavioral disorders. Students will describe externalizing and internalizing behaviors and characterize their effects on a child's development. Students will discuss intervention strategies for children with emotional/behavioral disorders, and demonstrate behavior modification.</p>
Giftedness	5	<p>Students will compare the traditional definition of giftedness with a more contemporary definition. Students will discuss the role of heredity and environment in giftedness. Students will characterize children labeled gifted and examine methods of identifying gifted children. Students will identify the special problems of gifted females, gifted minorities, and gifted students with disabilities. Students will discuss intervention strategies for gifted students, including enrichment, acceleration, and alternate placements.</p>
Speech/Language Disorders	5	<p>Students will define communication, language, and speech. Students will differentiate between communication disorders and communication differences. Students will review normal language development in young children. Students will describe different types of language and speech disorders and characterize their effects on a child's development. Students will identify causes of communication disorders and examine methods of identifying/assessing children with or at risk for those disorders. Students will discuss intervention strategies for children with communication disorders, and demonstrate language stimulation techniques.</p>

Hearing Impairments	5	Students will review the auditory process and examine methods for identifying/assessing children with auditory problems. Students will define hearing losses by function, severity, and age of onset. Students will identify the causes of hearing impairments and the implications for prevention. Students will characterize the effect of a hearing impairment on a child's development. Students will discuss intervention strategies and aids used with/by individuals with a hearing impairment.
Visual Impairments	4	Students will review the visual process and examine methods for identifying/assessing children with visual problems. Students will define visual impairments in terms of visual acuity and method of reading instruction. Students will identify the causes of visual impairments and the implications for prevention. Students will characterize the effects of visual impairments on a child's development. Students will discuss intervention strategies and aids used with/by individuals with visual impairments.
Physical Disabilities	4	Students will describe different types of physical disabilities, including neurological impairments, musculoskeletal conditions, congenital malformations, and accidents and other conditions. Students will identify causes of physical disabilities and the implications for prevention. Students will characterize the effect of physical impairments on a child's development. Students will discuss intervention strategies and adaptive devices for children with physical disabilities.
45		

COURSE OUTCOMES*	At the successful completion of this course, students will be able to:
	<ul style="list-style-type: none"> • The student will be familiar with the rights of students with disabilities.
	<ul style="list-style-type: none"> • The student will know the identification and referral process for students with disabilities
	<ul style="list-style-type: none"> • The student will understand the areas of exceptionality in learning as defined by IDEA

* Course Outcomes will be used in the Assessment Software for Outcomes Assessment. Limit to 3 - 5.