

# EDUC C210: INTRODUCTION TO SPECIAL EDUCATION

Item	Value
Curriculum Committee Approval Date	09/20/2013
Top Code	080900 - Special Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S)

## Course Description

This course provides an overview of the broad range of exceptionalities and the varying levels of characteristics, prevalence, causes and prevention, assessment, early intervention, and teaching methods concerning individuals with disabilities. Topics include the impact on academic, social, and emotional performances along with ways teachers can support these individuals and their families to promote a successful learning experience. In addition to class time, this course requires ten hours of arranged fieldwork in public school special education classrooms and includes cooperation with at least one campus-approved certificated classroom teacher. Transfer Credit: CSU.

## Course Level Student Learning Outcome(s)

1. Identify and assess atypical individual development (e.g., physical, learning, emotional, and behavioral patterns) in conjunction with parental, legal, and service provider input to determine appropriate instructional accommodations and intervention plans.

## Course Objectives

- 1. Define terminology related to the teaching and learning of individuals with special needs.
- 2. Distinguish among major disabilities using criteria of diagnostic characteristics, causes, and incidence.
- 3. Describe current trends in special education.
- 4. Identify the roles of various professionals in the field of special education.
- 5. Compare and contrast cultural issues in special education services available for students.
- 6. Analyze attitudes toward individuals with disabilities in school and community settings.
- 7. Examine issues of socialization and family adjustment as they relate to young children with disabilities.

## Lecture Content

Disabilities and Special Education: Making a Difference Disability and Social Justice Disabilities and Students Making a Difference through Special Education Emerging Trends: Differentiating for All Individualized Special Education Programs: Planning and Delivering Services Access

to the General Education Curriculum Settings, Services, and Personnel The IEP Process Tools for Individualized Programs Evaluating Progress and Revising Programs Cultural and Linguistic Diversity History of Cultural and Linguistic Diversity Cultural and Linguistic Diversity Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Diverse Students with Disabilities Speech or Language Impairments History of Speech or Language Impairments Speech or Language Impairments Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Speech or Language Impairments Transition, Collaboration Partnerships Learning Disabilities History of Learning Disabilities Learning Disabilities Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Learning Disabilities Attention Deficit Hyperactivity Disorder History of ADHD Attention Deficit Hyperactivity Disorder Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with ADHD Emotional and Behavioral Disorders History of Emotional/Behavioral Disorders Emotional or Behavior Disorders Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Emotional and Behavioral Disorders Intellectual Disabilities History of Intellectual Disabilities Intellectual Disabilities Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Intellectual Disabilities Physical or Health Disabilities History of Physical and Health Disabilities Physical and Health Disabilities Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Physical and Health Disabilities Deaf and Hard of Hearing History of Deaf and Hard of Hearing Deafness and Hard of Hearing Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Hearing Loss Low Vision and Blindness History of Low Vision Blindness Low Vision and Blindness Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with Visual Loss Autism Spectrum Disorders History of Autism Spectrum Disorders Autism Spectrum Disorders (ASD) Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Students with ASD Very Low Incidence Disabilities History of Multiple/Severe, TBI Characteristics of Multiple-Severe Disabilities Prevalence/Causes and Prevention Characteristics of Deaf/Blindness Prevalence/Causes and Prevention Characteristics of TBI Prevalence/Causes and Prevention Assessment Early Intervention Teaching Students with Low Incidence Disabilities Giftedness and Talents History of Giftedness and Talents Giftedness and Talents Defined Characteristics Prevalence Causes and Prevention Assessment Early Intervention Teaching Gifted and Talented Students Fieldwork Orientation Types of Field Experience Concerns and personal goals Reflecting on field experiences: fieldwork logs What does the student in EDUC 210 bring to the experience. Personal influences Six basic issues of teaching Lesson planning, instructional activities Analyzing the field work setting The community and the school The classroom and the curriculum The students The cooperating teacher

## Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

## Instructional Techniques

Teaching and Learning strategies include lecture, demonstration, discussion, cooperative-learning activities, problem solving, research projects, and case study reviews based on current classroom and life situations and observations. Strategies will utilize digital media, library and/or online research, ePortfolios, textbooks, expert speakers, and field

trips to observe classroom environments and interactions to achieve course outcomes. Students will interact with the instructor via email, phone, and discussion.

### **Reading Assignments**

Using the textbook, online library, web resources, and personal experience, the student will review weekly relevant information.

### **Writing Assignments**

Reflective logs, weekly online journal or discussion responses, case study summary on given topics.

### **Out-of-class Assignments**

Weekly projects demonstrating skills acquired and integrating these skills into the final portfolio.

### **Demonstration of Critical Thinking**

Midterm Project: Students will submit a digital media project, as a reflection piece describing the students observation experience, including pre and post visit expectations. Final Project: Submit a portfolio demonstrating skills acquired to teach a lesson or students with special needs in a classroom or online setting, to include (not limited to); rubric, lesson plan, PowerPoint, and ways to integrate digital media into the experience.

### **Required Writing, Problem Solving, Skills Demonstration**

Reflective logs, progress reports, discussion topics and peer review rubrics for portfolio assessment.

### **Eligible Disciplines**

Education: Masters degree in education OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required Gargiulo, R. Special Education in Contemporary Society: An Introduction to Exceptionality, 6 ed. SAGE Publications, Inc, 2017  
Rationale:

### **Other Resources**

1. Coastline Library