**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**EDU 203 – Children with Special Needs**

**Course Outline**

**Course Number & Name:**  EDU 203 Children with Special Needs

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Pre- or Co-requisites**:  Grade of “C” or better in PSY 101 or permission of the instructor

**Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course is designed for those who plan to work with children who have special needs due to physical or mental differences or debilitating life situations. Emphasis is on meeting the needs of a child in an institutional setting, especially in agencies and schools.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify and describe the historical and legal aspects of special education;

2. discuss the importance of collaborating with families of children with special needs; and

3. identify critical information related to teaching children with special needs.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Identify and describe the historical and legal aspects of special education:

1.1 *describe past educational practices utilized by teachers for children with special needs;*

1.2 *discuss laws that protect children with special needs*;

1.3 *identify major principles and provisions of IDEA;* and

1.4 *compare and contrast what distinguishes labeling from classifying children with special needs and identify the alternatives*

2. Discuss the importance of collaborating with families of children with special needs:

2.1 *demonstrate what a teacher learns from families of a child with special needs*;

2.2 *discuss how a child’s disability may impact a family;*

2.3 *describe principles of effective communication, which teachers may utilize with families of children with special needs*; and

2.4 *discuss the importance of collaborating with cultural and linguistically-diverse families of children with special needs*

**Measurable Course Performance Objectives (MPOs)** (continued):

3. Identify critical information related to teaching children with special needs:

3.1 *compare and contrast general education and special education*;

3.2 *identify current and past challenges of teaching children with special needs;*

3.3 *describe how schools have changed their strategies of educating children with special needs;*

3.4 *identify and describe the components of an IEP;* and

3.5 *describe how instruction may be modified to include children with special needs*

**Methods of Instruction**: Instruction will consist of but not be limited to a combination of lectures, class discussions, group work, educational videos, and individual study. Specific choice of instruction is left up to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate non-exam type assignments such as reaction papers, projects, and oral presentations. The result of this data analysis will be used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Read the textbook.
2. Maintain regular attendance.
3. Be an active participant in class discussions.
4. Complete all assignments when scheduled.
5. Take quizzes and exams as scheduled.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Preparation, Attendance and Participation 5 – 15%**

Students are expected to attend regularly, read required assignments, and be prepared to participate in class discussion.

* **Logs 5 – 15%**

Logs are written in-class and/or out of class assignments that are designed to heighten students awareness of various educational issues.

* **Reaction Paper 30 – 40%**

Reaction papers are 3 – 5 typewritten pages in which students must review a movie or read an outside source (e.g., newspaper, magazine, etc.) and discuss the emotional reaction to the issue or the author’s/director’s point of view. Critical thinking skills must be applied.

**Methods of Evaluation** (continued)**:**

**Grading Components % of final course grade**

* **Oral Presentation 30 – 45%**

Presentations must be based on either discussed or non-discussed topics during the semester but related to the course objectives and to education in general.

* **Case Analysis 30 – 45%**

Case analyses are 5 – 7 typewritten pages in which students must identify and critically look at hidden or not-so-hidden obstacles to effective teaching.

* **Observation Paper 30 – 50%**

Observation papers are 3 – 5 typewritten pages in which students must write reflectively about their visit to an educational environment.

* **Interview Paper 30 – 50%**

Interviews are conducted with outside sources. Interview questions are based on discussed or non-discussed topics during the semester but relevant to education.

* **Quizzes 15 – 20%**

Quizzes will provide evidence of the extent to which students have mastered course objectives.

* Exams   30 – 35%

The number and dates of the exams are specified by the instructor. Exams may or may not be comprehensive and will provide evidence of mastery and synthesis of the course material and whether course objectives have been met.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Heward, William (2009), Exceptional Children: An Introduction to Special Education, 9th edition. Merrill/Pearson. Note: It is the instructor’s discretion to recommend other references as appropriate.

Unit Area/Topic

1 Introduction – purpose of special education, history, labeling, challenges

2 Legal aspects – IDEA, NCLB Legislation, ADA, Section 504

3 Planning – referrals, LRE, IEP, collaboration, teaming, inclusion

4 Families – advocacy, legislation, mandated roles, involvement, cultural differences

5 Intellectual disabilities – characteristics, causes/prevention, assessment, placement, approaches

6 Learning disabilities – characteristics, causes/prevention, assessment, placement, approaches

7 Emotional disorders – characteristics, causes/prevention, assessment, placement, approaches

8 Autism spectrum disorder – characteristics, causes/prevention, assessment, placement, approaches

9 Communication disorder – characteristics, causes/prevention, assessment, placement, approaches

10 Deafness/hearing loss – characteristics, causes/prevention, assessment, placement, approaches, technology advancement

11 Blindness/low vision – characteristics, causes/prevention, assessment, placement, approaches

12 Physical disabilities/health impairment – characteristics, causes/prevention, assessment, placement, approaches

13 ADD/ADHD – characteristics, causes/prevention, assessment, placement, approaches

14 Low-incidence disability – characteristics, causes/prevention, assessment, placement, approaches, prevalence, approaches

Unit Area/Topic

15 Giftedness/talent – characteristics, causes, assessment, placement, approaches, ability grouping

16 Early childhood special education – early intervention, assessment, curriculum, instructional service

17 Adulthood – transitional services, models, employment, residential, alternative

Note: In EDU 203, the instructor must cover 11 of the 17 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.