

Washtenaw Community College Comprehensive Report

PSY 251 Education of Exceptional Children Effective Term: Fall 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 251

Org Number: 11220

Full Course Title: Education of Exceptional Children

Transcript Title: Education of Except Children

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission:

Change Information:

Consultation with all departments affected by this course is required.

Rationale: Update master syllabus from assessment in 2017.

Proposed Start Semester: Fall 2019

Course Description: In this course, students are introduced to the historical, philosophical and organizational factors leading to the enactment of federal and state laws, rules and regulations governing persons with exceptionalities. Students are presented with an overview of the major categories of exceptionality. Methods for identifying and working with children in child care, recreational and educational settings are explored. Working with an interdisciplinary team and partnering with parents is a major focus of this course.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education

EMU GenEd Diverse World

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Recognize educational and functional considerations and implications when dealing with exceptional students.

Assessment 1

Assessment Tool: Test questions

Assessment Date: Fall 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

2. Apply learning strategies and instructional approaches that meet the needs of exceptional students based on their characteristics.

Assessment 1

Assessment Tool: Student-developed Individual Education Plan (IEP) based on a case study

Assessment Date: Fall 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

3. Explain historical perspectives, legislative and litigative history, models, theories and philosophies that provide the basis for special education practice.

Assessment 1

Assessment Tool: Test questions

Assessment Date: Fall 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

Course Objectives

1. List the causes of intellectual disabilities.

2. Develop a basic Individual Education Plan (IEP).
3. Define the least restrictive environment and give examples.
4. Explain inclusion and identify specific examples; list arguments for and against inclusion.
5. Identify the major characteristics of children with emotional and behavioral disorders.
6. Identify the major characteristics of gifted and talented children.
7. Explain communication disorders and differentiate between speech disorders and language disorders.
8. Identify and explain the four types of speech errors.
9. Identify types and causes of visual impairments.
10. Identify types and causes of hearing impairments.
11. Describe physical or health impairments and explain how these affect development and performance in school and daily living situations.
12. Define transition services and explain how a transition plan is formulated.
13. List and briefly define the major categories of exceptionality.
14. Explain the advantages and disadvantages of labeling children.
15. Describe major legal and historical landmarks in provision of services to exceptional children in the United States and Michigan.
16. Apply the policies and regulations regarding referral, evaluation and placement procedures for students with exceptionalities.
17. Describe the rights and responsibilities of parents, students, teachers and other professionals as related to student learning needs and educational programs.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Cassandra George-Sturges</i>	<i>Faculty Preparer</i>	<i>Mar 08, 2019</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Mar 12, 2019</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Mar 13, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Apr 17, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Apr 18, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Apr 22, 2019</i>