

Clackamas Community College
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Section #1 General Course Information

Department:Education, Human Services & Criminal Justice

Submitter

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Course Prefix and Number:ED- 169

Credits:3

Contact hours

Lecture (# of hours): 33

Lec/lab (# of hours):

Lab (# of hours):

Total course hours: 33

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title:Overview of Students with Special Needs

Course Description:

Provides an introduction to the categories of disability described in the Individuals with Disabilities Education Act (IDEA). Topics include definitions under federal law, implications in school settings, and intervention strategies to meet students' special needs. Focus is on children from birth through elementary grades.

Type of Course:Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

No

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

No

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit:Yes

When do you plan to offer this course?

✓ Winter

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. explain the purposes and principles of the Individuals with Disabilities Education Act of 2004 (IDEA),
2. identify the roles and responsibilities of each member of the IEP/IFSP team, including parents/family members, special educators, related services professionals, general education teachers and other individuals who contribute to the education of students with disabilities;
3. outline the processes of eligibility determination, development of the IEP/IFSP, placement in the least restrictive environment, service provision and dispute resolution as prescribed by IDEA;
4. articulate the impact of cultural and linguistic diversity within the context of special education,
5. explain possible concerns and perspectives of families of students with disabilities and strategies to build partnerships with families,
6. outline collaborative practices that are most common in today's schools, including teams, co-teaching, and consultation;
7. define the disability categories eligible under IDEA and explain their prevalence and causes, and how each is identified;
8. describe characteristics of students who have the above disabilities, outline typical educational strategies and describe recommended educational practices;
9. identify trends and issues influencing the special education field.

This course does not include assessable General Education outcomes.

Major Topic Outline:

1. Overview of history of special education, fundamental concepts and provisions of current federal special education legislation.
2. The special education process: members of the team, evaluation and eligibility, components of an Individualized Education Plan, placement in the Least Restrictive Environment, dispute resolution.
3. Early intervention and early child special education.
4. Multicultural and linguistic perspectives: how culture affects the learning process, disproportionate representation, recommended practices for diverse students.
5. Collaboration in special education: parent and family perspectives, strategies for working with parents and professionals.
6. Overview of special needs: definitions, prevalence, characteristics, identification, recommended educational practices
 - a. Learning disabilities,
 - b. Attention deficit-hyperactivity disorder,
 - c. Emotional and behavior disorders,
 - d. Intellectual and developmental disabilities,
 - e. Speech and language disorders,
 - f. Autism spectrum disorders,
 - g. Low-incidence disabilities: physical and health disabilities, severe and multiple disabilities, deaf and hearing impaired, visual impairments.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course:0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

- EOU (Eastern Oregon University)
 PSU (Portland State University)
- OSU (Oregon State University)
 WOU (Western Oregon University)

Identify comparable course(s) at OUS school(s)

SPED 480 at Portland State: Introduction to Early Intervention and Early Childhood Special Education

How does it transfer? (Check all that apply)

- required or support for major

:

First term to be offered:

Next available term after approval

: