

**Clackamas Community College**  
Online Course/Outline Submission System

---

Show changes since last approval in red

Print

Edit

Delete

Back

Reject

Publish

### Section #1 General Course Information

**Department:** Education, Human Services & Criminal Justice

**Submitter**

First Name: **Laurette**

Last Name: **Scott**

Phone: **3840**

Email: **laurette**

---

**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.**

---

**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)?

**Yes**

**Check which General Education requirement:**

**✓ Writing**

**✓ Social Science**  
**✓ Cultural Literacy**

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

**Yes**

**Name of degree(s) and/or certificate(s):** Paraeducator certificate; Early Childhood Education and Family Studies  
**AAS**

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?**

**No**

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.
-

**AAOT/ASOT GENERAL EDUCATION OUTCOMES  
COURSE OUTLINE MAPPING CHART**

**Mark outcomes addressed by the course:**

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

***As a result of completing the AAOT/ASOT general education requirements, students will be able to:***

**WR: Writing Outcomes**

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

**SP: Speech/Oral Communication Outcomes**

1. Engage in ethical communication processes that accomplish goals.
2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

**MA: Mathematics Outcomes:**

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

**AL: Arts and Letters Outcomes**

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

**SS: Social Science Outcomes**

- P** 1. Apply analytical skills to social phenomena in order to understand human behavior.
- P** 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

**SC: Science or Computer Science Outcomes**

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

**Outcomes Assessment Strategies:**

- ✓ **Projects**
- ✓ **Writing Assignments**
- ✓ **Multiple Choice Test**

:

**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       | <b>No</b> |
| 2. Produce renewable energy          | <b>No</b> |
| 3. Prevent environmental degradation | <b>No</b> |
| 4. Clean up natural environment      | <b>No</b> |
| 5. Supports green services           | <b>No</b> |

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

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

:

---