

Hagerstown Community College
OFFICIAL COURSE SYLLABUS DOCUMENT

COURSE: EDU 211: Introduction to Special Education

3 credits

INSTRUCTOR: Jeannine Stonestreet

SEMESTER/YEAR: Fall, 2016

COURSE DESCRIPTION: This course describes through a combination of lecture, reading, seminar, and internet resources the following areas and topics in the field of Exceptionality: Early Childhood, Learning Disabilities, The IEP Process, Visual Impairments, Auditory Impairments, Speech and Language Disabilities, Gifted and Talented Children, Transitioning For Exceptional Children. Emphasis will be placed on exposing participants to the major body of current research information in the field, along with practical observations of programs through a field experience to programs for exceptional children.

TEXTBOOK: Exceptional Children and Youth

Fifth Edition, by Nancy Hunt & Kathleen Marshall

STUDENT LEARNING OUTCOMES:

At the conclusion of the course, students will be able to:

- describe the typical procedures used for screening, pre-referral, referral, and placement of individuals with disabilities.
- demonstrate knowledge of the identifying characteristics, etiologies, and unique learning needs of each disability category.
- discriminate between the various services, programs and strategies to support the educational, social, and/or personal goals for students

COURSE CONTENT OBJECTIVES:

At the conclusion of the course, students will be able to:

- demonstrate an understanding of the legal, legislative, and historical foundations of special education.
- recognize appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education)..
- identify the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs.
- describe past, present, and future models of assessment and intervention, including technological advances.
- demonstrate knowledge of the unique needs of culturally diverse exceptional individuals and their families.
- explain commonalities and differences among special education areas for etiology, diagnosis, characteristics, treatment/instructional approaches and post school status.
- demonstrate knowledge of community and agency resources for serving persons with disabilities.

TOTAL HOURS OF COURSEWORK:

- To earn one academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.
- For most classes, students should expect to do at least 2 hours of coursework outside of class for each hour of in-class coursework.

DEFINITION OF CREDIT HOUR:

Components of the Course	Hours in Class	Hours Outside of Class	Total
Lecture/Classwork	37.5		37.5
Reading/Homework		30	67.5
Preparing for Exams		12	79.5
Observation Assignment		15	94.5
Student Success Center		3	97.5
Field Experience		15	112.5

DEFINITION OF CREDIT HOUR:

Components of the Course Online	Hours online	Hours Offline	Total
Weekly Assignments Videos Discussion Boards	37.5		37.5
Reading		30	67.5
Preparing for Exams		12	79.5
E-Portfolio Assignment		15	94.5
Student Success Center		3	97.5
Field Experience		15	112.5

Services for Students with Disabilities: Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at dss@hagerstowncc.edu or at 240-500-2530.