



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
EDU 102	Introduction to Exceptional Children	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3	none	Fall 2022

Catalog description:

Introduction to the field of special education and to exceptionality. Inclusion, an approach to teaching students with special needs in general education, is emphasized. Topics include historical overview, legislation, consideration of specific disabilities, instructional techniques, and equipment, as well as teaching gifted students and non-native speakers. 3 lecture hours

General Education Category:
Not GenEd

Course coordinator:
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Required texts & Other materials: Taylor, R. L., Smiley, L. R., & Richards, S. B. (2018). *Exceptional students: preparing teachers for the 21st century*. 3rd edition. Boston, MA: McGraw- Hill. ISBN 978-1260214673

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Explain the history of special education, history of the categories of eligibility and identify critical litigation and legislation that have influenced current practices associated with special education services. [Supports ILG 1,5. 8. 9; PLO-A # 1, 2, 6; PLO-B # 1, 2, 3]
2. Demonstrate an understanding of current issues in special education. [Supports ILG 1,5. 8. 9; PLO-A # 2, 6; PLO-B # 2, 3]
3. Explain and identify the process of how infants, toddlers, and children are identified for special education services. [Supports ILG 1, 5; PLO-A # 4, 5, 6; PLO-B # 3]
4. Analyze the process involved in both an Individualized Education Program and an Individualized Family Service Plan. [Supports ILG1, 5, 8, 9; PLO-A # 4, 5, 6; PLO-B # 3]
5. Identify and apply best practices to increase student, parent, sibling, paraprofessional and school personnel, and community involvement in collaboration. [Supports ILG 1, 5, 8, 9; PLO-A # 5, 6, 7; PLO-B # 3, 6, 7]
6. Evaluate the process of using culturally responsive methods of communication with culturally diverse families. [Supports ILG 5, 8, 9; PLO-A # 2, 4, 5, 6; PLO-B # 3, 6]
7. Identify, evaluate, and explain the common causes and characteristics of the 13 disabilities; reflect on how students with disabilities are identified. [Supports ILG1, 5; PLO-A #2, 4, 5, 6; PLO-B # 2, 3, 6]
8. Create content modifications for working with students with disabilities and learning differences. [Supports ILG 1, 5, 8, 9; PLO-A # 2, 5, 6, 7, 8, 9, 10; PLO-B # 2, 3, 6, 7]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Program Learning Outcomes for Education (K-12) AA (PLO-A)

1. Identify and explain the historical and philosophical foundations of American education.
2. Interpret current issues facing educators on the basis of study and research.
3. Take responsibility for their own learning as they make the transition from learners to teacher/learners.
4. Analyze how children learn and develop, and provide learning opportunities that support a child's intellectual, social, and personal development.
5. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
6. Demonstrate effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Describe and demonstrate a variety of teaching techniques and strategies.
8. Create and implement planned instructional activities for individuals, small and large groups.
9. Identify and apply assessment measures.
10. Articulate own teaching proficiency base.

Program Learning Outcomes for Early Childhood Education/Special Education AAS (PLO-B)

1. Identify and explain the historical and philosophical foundations of American education;
2. Interpret current issues facing educators on the basis of study and research;
3. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. Conduct small instructional groups under the supervision of a teacher;
5. Tutor individual students in selected subjects;
6. Implement lesson plans that have specific learning outcomes and procedures, support inclusion, and reflect differentiation of instruction;
7. Demonstrate the use of classroom technology for instructional, adaptive, and enhancement purposes.

Units of study in detail – Unit Student Learning Outcomes:

Unit I Introduction to school function, choice, and purpose [Supports Course SLO# 1, 2, 4, 5, 6]

Learning Objectives

The student will be able to:

- Identify the purpose and function of the school system in American society.
- Identify society's expectations and demands for public schools and evaluate the effect of these demands.
- Evaluate various waves of school reform spurred by societal pressure.
- Compare and contrast various facets of school choice including charter, magnet, virtual, and home.
- Identify Milton Friedman and school competition.
- Evaluate the feasibility and impact of school vouchers in a contemporary context.
- Compare and contrast the Common Core Standards initiative with other school reform efforts over the past 30 years.

Unit II History of American Education and Multi-Culture [Supports Course SLOs # 1, 2, 4, 7, 8]

Learning Objectives

The student will be able to:

- Identify the Puritans and colonial America.
- Evaluate the colonial influence on American education; connect examples to modern school systems.
- Identify key colonial figures who assisting in the formation of American schools.
- Evaluate the influence of Horace Mann.
- Identify the movements that led to the creation of free elementary, middle, and secondary schools.
- Trace the growth of public education through the 20th century.

- Evaluate the impact of pivotal events in the history of American education such as Sputnik, Brown vs. Board of Education, and Nation at Risk.
- Identify key figures in education that have molded 20th century school development.
- Define and explain the concept of multi-culturalism.
- Identify James Banks; evaluate the existence of a multi-cultural curriculum.

Unit III **Curriculum & Legislation (No Child Left Behind, Common Core, Every Child)** [Supports Course SLOs # 1, 2, 4, 6, 8]

Learning Objectives

The student will be able to:

- Identify the Elementary and Secondary Education Act.
- Evaluate the impact of the Elementary and Secondary Education; understand school reform efforts in the context of civil rights.
- Analyze and evaluate No Child Left Behind, including its background.
- Identify the Obama's Administration Every Student Succeeds Act; compare and contrast with No Child Left Behind, including its background.
- Evaluate the various aspects of the legislation in relation to student achievement, accountability, and improvement of teaching and learning.
- Discuss how public schools are becoming increasingly affected by the federal government.
- Identify and evaluate the Common Core from all stakeholder perspectives.

Unit IV **School Finance and Budget** [Supports Course SLOs # 1, 2]

Learning Objectives

The student will be able to:

- Explain how public schools are funded.
- Trace the history and evolution of the funding system.
- Evaluate issues surrounding public school funding, including equity.
- Identify and assess the impact of reform effort in school finance.
- Compare and contrast the role of the state and federal government in terms of school funding.
- Identify and explain the role and relevancy of Abbott vs. Burke.
- Evaluate the impact of federal and state involvement in school funding.
- Discuss current and unresolved issues concerning school finance; connect its impact to the classroom.

Unit V **Philosophy of Education** [Supports Course SLOs # 2, 3, 4, 5, 6, 7]

Learning Objectives

The student will be able to:

- Explain how public schools are funded. Identify various philosophies of education: essentialism, perennialism, existentialism, social-reconstructionism, and progressivism.
- Evaluate each philosophy in the context of classroom practices.
- Assess the value and relevance of each philosophy in regard to the current public school system.
- Identify the influence of Western philosophy on American education.
- Identify overlapping viewpoints regarding pedagogy and practice.
- Create a personal education philosophy supported by research.

Unit VI **Effective Teaching** [Supports Course SLOs 1, 2, 4, 5, 6, 8]

Learning Objectives

The student will be able to:

- Identify the universal principles of good teaching.
- Identify instructional strategies that support said principles.
- Apply instructional strategies to hypothetical situations.
- Discuss the elements of classroom management.
- Identify and discuss differentiated instruction.

- Evaluate various pedagogical practices including problem-based learning, cooperative learning, mastery learning, and direct teaching.
- Discuss the origins, impact, recent changes, and contention of tenure.
- Identify the growth and development cycle of a teacher.
- Create an age appropriate lesson plan (p-12) that includes curriculum standards, learning objectives tied to assessments, technology, differentiated instruction, and critical-thinking.

Unit VII **Bloom's Taxonomy** [Supports Course SLOs 1,2, 4]

Learning Objectives

The student will be able to:

- Identify Benjamin Bloom.
- Identify the levels of questioning and knowing in Bloom's Taxonomy.
- Evaluate the levels as it relates to classroom practice.
- Identify the elements of good questioning including wait time.
- Apply the levels of Bloom's Taxonomy to classroom lessons and content.

Unit VIII **Howard Gardner** [Supports Course SLOs 1,2, 4]

Learning Objectives

The student will be able to:

- Identify Howard Gardner.
- Discuss Gardner's theory of multiple intelligences.
- Evaluate the applicability of Gardner's theory to classroom practice.
- Identify various levels of learning, including a brief description of special needs.
- Apply Gardner's levels to lesson planning and classroom practice.

Unit IX **Lesson Planning** [Supports Course SLOs 1,2, 3, 4, 5]

Learning Objectives

The student will be able to:

- Identify the elements of a lesson plan.
- Define the elements of a lesson plan in the context of an actual plan.
- Evaluate various lesson plans for effectiveness.
- Trace a lesson plan in action.
- Define the Common Core Standards.
- Discuss and evaluate ways to create engaging, differentiated, meaningful, and effective teaching activities.
- Create and demonstrate a lesson plan.
- Incorporate the Common Core Standards into a written lesson plan.

Unit X **Special Needs, Inclusion, and Diversity** [Supports Course SLOs 1,2, 3, 4, 6, 7, 8]

Learning Objectives

The student will be able to:

- Define inclusion, mainstreaming, and full inclusion.
- Identify special needs that may exist in an inclusion classroom.
- Identify the history and evolution of pertinent legislation related to special needs.
- Evaluate the impact of such legislation on classroom life.
- Discuss the role of diversity in public education.
- Evaluate the role of a classroom teacher in relation to diversity and accommodations.

Unit XI **School Law** [Supports Course SLOs 1,2, 4]

Learning Objectives

The student will be able to:

- Identify federal legislation that influences school law.

- Identify significant court decisions that have transformed the nature of school law.
- Discuss the role of the state and local municipalities in relation to implementation of school law.
- Discuss the intersection, and sometimes collision, of civil rights, personal responsibility, and law in a public school system.
- Evaluate the role of a teacher, student, administrator, and parent in the context of school law and classroom practice.
- Apply various laws, issues, concepts, and precedents to scenarios based on school law.
- Discuss legal and moral issues surrounding character education.
- Discuss the history, role, and significance of religion in public schools; evaluate its import in contemporary society and in classroom culture.

Unit XII **Preparation for a teaching career [Supports Course SLOs 1, 2, 3, 4]**

Learning Objectives

The student will be able to:

- Identify various levels of certification.
- Discuss various elements of the profession that directly influence the quality, enjoyment, perception, and challenges of the job.
- Identify strategies, challenges, and potential for employment.
- Discuss the importance and role of professional development.
- Analyze the teaching profession with a global perspective and future mindset.

Evaluation of student learning:

Instructors will have some discretion in determining the format and content of required work; however, written and verbal assignments in any education course are designed to help students develop the General Education skills listed above. Instructors should emphasize these goals in their assignments and assessments. All sections of Introduction to Education require a service learning component. Students are expected to observe for 25 hours in an educational setting (i.e. early childhood, elementary, middle, high, alternative, or special services, etc.) Instructors should verify this experience with signature sheets and assess students' performance with reflective journals (sample forms, assignments, and procedures will be furnished upon request).

For the intents and purposes of this course, a variety of assessments, particularly written ones, should be included and given significant consideration. Below are the parameters within which instructors may operate:

Reading Assignments: Textbook and supplementary articles/readings

Evaluation of weblinks, videos, and other relevant sources: students should be provided opportunities to evaluate and assess various sources of information related to the course. Instructor based assessments in this area may include class discussions as well as other options. Students should also be encouraged to develop strong technology skills.

Lesson Plan: Students should be provided with an opportunity to plan and demonstrate a basic lesson plan for a grade, level, and topic of their choice. A department template is available.

Exams and Quizzes: Written essays and multiple-choice: Midterm and Final.

Writing/Research Based Assignment:

Students are expected to demonstrate minimum writing and research skills. It is recommended that students complete a philosophy of education statement. Through this written assessment, students are encouraged to develop and demonstrate information literacy as well as begin the development of a philosophy statement. Class work, projects, discussions	15%
Midterm	20%
Philosophy Statement & Lesson	25%
Service Learning	20%
Final	20 %