



Western Technical College

10522107 EDU: Overview of Special Education

Course Outcome Summary

Course Information

Description	Students examine a historical overview of special education and special education law including special education disability categories as defined by the Individuals with Disabilities Education Act (IDEA). Students explore state and federal qualification special education criteria and societal responses to students with disabilities. Students examine the impact of a student with disabilities on family dynamics and the role school personnel play in supporting students with disabilities.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Pre/Corequisites

Prerequisite 10522106 EDU: Child & Adol Dev

Textbooks

No textbook required.

Success Abilities

1. Refine Professionalism: Act Ethically

Program Outcomes

1. Adapt instruction to meet the diverse needs of all learners
2. Perform professional responsibilities

3. Incorporate the reflective process to promote professional growth
4. Incorporate the reflective process to promote professional growth

Course Competencies

1. Examine the history of special education.

Assessment Strategies

- 1.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 1.1. Define special education.
- 1.2. Summarize the key components of IDEA (Formerly PL94-142).
- 1.3. Summarize the key components of ADA.
- 1.4. Summarize the key components of Section 504 of the Rehabilitation Act.
- 1.5. Identify trends impacting special education.

Learning Objectives

- 1.a. Define special education.
- 1.b. Summarize the key components of IDEA (Formerly PL94-142).
- 1.c. Summarize the key components of ADA.
- 1.d. Summarize the key components of Section 504 of the Rehabilitation Act.
- 1.e. Identify current issues and trends impacting special education.

2. Analyze the impact of a student with special needs on family dynamics.

Assessment Strategies

- 2.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 2.1. Define elements of a family system.
- 2.2. Define diverse family structures
- 2.3. Explain how a child with a disability could impact family dynamics
- 2.4. Articulate the need for communication between home and school.
- 2.5. Examine families need to incorporate advocacy.
- 2.6. Identify community resources to support families

Learning Objectives

- 2.a. Define family and role of family members.
- 2.b. Explain how a child with a disability could impact family dynamics.
- 2.c. Articulate the need for communication between home and school.
- 2.d. Examine families need to incorporate advocacy.
- 2.e. Attend support group programs and/or networking opportunities.

3. Examine the Individuals with Disabilities Education Act (IDEA) disability categories

Assessment Strategies

- 3.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 3.1. Define the IDEA disability categories
- 3.2. Compare state and federal definitions of IDEA disability categories
- 3.3. Examine possible causes of each IDEA disability category
- 3.4. Examine common characteristics of each IDEA disability category

4. Explain the qualification process for special education services

Assessment Strategies

- 4.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 4.1. List types or classifications associated with exceptionality
- 4.2. Identify the eligibility requirements for each IDEA category
- 4.3. Outline the responsibilities of the members of special education team
- 4.4. Describe the stages of the consultation process
- 4.5. Identify the continuum of service delivery options to students with disabilities

5. Examine roles of special education personnel in a school setting

Assessment Strategies

- 5.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 5.1. Identify school personnel in a special education team
- 5.2. Describe the role of the school personnel in a special education team
- 5.3. Examine a district's job description for special education personnel
- 5.4. Summarize the ethical responsibilities of education personnel

6. Identify resources for individuals in each IDEA disability category

Assessment Strategies

- 6.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 6.1. Identify community resources for students under IDEA categories
- 6.2. Identify web resources available for students under IDEA categories
- 6.3. Identify professional organizations available for students under IDEA categories
- 6.4. Identify support and/or community networking groups
- 6.5. Identify professional literature to support disability categories under IDEA

7. Examine the concepts of least restrictive environment

Assessment Strategies

- 7.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 7.1. Define LRE (Least Restrictive Environment)
- 7.2. List the components of a least restrictive environment.
- 7.3. Identify the benefits of LRE
- 7.4. Identify the challenges of LRE
- 7.5. Identify responsibilities for supporting students with disabilities in a general classroom

8. Examine the concepts of inclusion

Assessment Strategies

- 8.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 8.1. Define responsible inclusion.
- 8.2. Describe the difference between inclusion and LRE
- 8.3. Develop a personal philosophy related to inclusion
- 8.4. Identify the benefits of inclusion
- 8.5. Identify the challenges of inclusion