

**Common Course Outline**  
**EDTR/PSYC 107**  
**Introduction to Special Education**  
**3 Credits**

**The Community College of Baltimore County**

**Description**

**EDTR/PSYC 107 – 3 credits – Introduction to Special Education** presents applications of modern psychological research and principles pertaining to the education of special needs populations. The course includes historical foundations of special education, gifted and talented, intellectual disabilities, as well as sensorimotor, learning, and behavioral challenges and the implications these conditions have for educational programming. Cultural perspectives, uses of appropriate educational and environmental modifications, as well as federal and state regulations for special needs populations are discussed. The course is designed primarily for pre-service teachers or others interested in the educational process.

NOTE: EDTR 107 and PSYC 107 are the same course. Credit can be earned for only 1.

**3 Credits**

**Prerequisite:** PSYC 101; **Co-requisite:** ENGL 101

**Overall Course Objectives**

Upon completion of this course students will be able to:

1. examine the major categories of disabilities;
2. describe the historical treatment of those with exceptionalities;
3. identify pertinent legislation from a historical perspective;
4. explain the differences between sociological, cultural and deficit perspectives of disabilities;
5. analyze social, emotional and financial impact of disabilities on individuals, families and society;
6. analyze the influence of cultural attitudes and bias and their impact on individuals, families, classrooms, schools and society.
7. explain the processes used to identify students with exceptionalities;
8. apply knowledge of disabilities, accommodations and modifications to written assignments and case studies;
9. identify the components of an Individualized Education Program (IEP), an Individualized Family Service Plan (IFSP), and a 504 Plan;
10. describe the differences between an Individualized Education Program (IEP), an Individualized Family Service Plan (IFSP), and a 504 Plan;
11. evaluate educational strategies and interventions;
12. describe the use of high and low technology in the field of education;

13. interpret ethical principles to evaluate issues in the field of education; and
14. evaluate personal dispositions and traits necessary for professionals in the field of education.

### **Major Topics**

- I. Special education terminology
- II. History of special education
- III. Characteristics of students with exceptionalities
- IV. Perspectives regarding views of disabilities
- V. Legal issues regarding exceptionality
- VI. Societal and cultural issues, and exceptionality
- VII. Diversity in education
- VIII. Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and 504 Plans
- IX. Instructional strategies, accommodations, and modifications
- X. Educational ethics
- XI. Technology and disabilities
- XII. Professionalism in the field of education

### **Course Requirements**

Grading procedures will be determined by the individual faculty member but will include the following:

#### **Grading:**

- A minimum of 2 exams plus a comprehensive final exam worth a minimum of 10% of the overall grade
- Three written assignments (3 page minimum) demonstrating knowledge of exceptionalities, classroom strategies, accommodations and modifications as applied to course activities (simulations, service learning projects, application to case studies, novels, etc.)
- Small and large group discussion

**Written Assignments:** Students are required to utilize appropriate academic resources.

### **Other Course Information**

This course is a requirement in the Teacher Education Program.