Administrative Unit: Education Department

Course Prefix and Number: EDUC 527

Course Title: Introduction to Mild/Moderate Cross Categorical

Number of: Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: This course involves the study of students with mild or moderate disabilities, specifically the characteristics, etiology, diagnosis, and assessment. The class also examines the laws that govern special education, particularly inclusion.

Prerequisite(s)/Corequisite(s): EDUC 300.


Course Objectives:

- To understand the design of current special education programs and the terminology used; CC 1, 2, 3, 4, 5, 6, 8, 9, 10.
- To recognize the important historical events in special education legislation, including IDEIA; CC 1.
- To know the purposes and format of Individual Education Plans; CC 1, 2, 3.
- To understand the process of collaboration with parents, professionals and community resources as it applies to teaching students with exceptionalities, including those at risk and those identified as gifted/talented; CC 2, 3, 4, 5, 6, 8, 9.
- To critically analyze curricular modifications and adaptations as they apply to specific needs of individuals with exceptionalities as indicated on the IEP; CC 2, 4, 5, 7, 8.

Measurable Learning Outcomes

- Articulate the six basic principles of IDEA (Individuals with Disabilities Act, 2004).
- Describe the purposes and applications of Section 504 and ADA.
- Generate specific ways NCLB (No Child Left Behind) aligns with IDEA.
- Identify behaviors and academic indicators for the primary categories of “exceptional learners.”
- Explain the impact of environmental, cultural and/or physiological challenges to behavior and academic performance.
- Describe IEP goals and objectives, with measurable outcomes/growth.
- Identify three different means of differentiating instruction.
• Explain the purposes and methods of establishing and maintaining a collaborative relationship among family/guardians, instructional and support staff at the educational/residential institution.

Topical Outline (major areas of coverage):

• Overview: History of IDEA
• Implications of IDEA, Section 504, ADA, and NCLB
• Current trends and issues: early intervention, integration, discipline, collaboration, access, and transitions, manifestation hearings, accommodations.
• Academic and behavioral characteristics, as well as misconceptions, of each area of “exceptionality”
• Current research and findings with respect to the etiology of exceptionalities
• Critique of media presentation of individuals with challenges
• Practical applications in the public school: planning, assessment, instruction.

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

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Date: September 26, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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