EDUC 210: Introduction to Special Education and Mild Disabilities

Summer 2019

Class time:
Name of Faculty: Dr. Dusty Embry, Eastern Kentucky University

Contact details:

Course Description
Interdisciplinary course for students in education, social work, psychology, pre-medical, public health, sociology, or any other field if students are interested in the diversity of the human condition. We will investigate social and medical models of disability, discrimination and oppression of people with disabilities, and how to shift paradigms (for ourselves and others) that remove barriers and create an inclusive society. Specifically, we will address education as an equalizer with regard to disability and survey the range of disability categories that are protected by US Federal Law with regard to education, employment, and community access. We will also learn about etiological, psychological, and sociological factors related disabilities and the people who have them. Emphasis on elements of coordinated programming and practices between special and general education personnel that are required to effectively educate students with specialized educational needs.

Credit Hour Policy Statement
This class meets the federal credit hour policy of:
☐ This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit.

General Education Objective
This course meets the General Education requirements for:-
UE Overlay outcome: writing across the curriculum.

Learning Objectives
Listed below are the Learning Objectives for the course:

- Explain the historical development of the field of special education including legislation, litigation, social perspective, and professional organizations.
- Investigate multiple models of disability and how those models oppress or liberate individuals.
- Describe the major categories of exceptionalities in terms of definitions, characteristics, assessment techniques, and intervention strategies.
- Analyze the effects of linguistic and cultural diversity on individuals with disabilities.
- Assess the roles of parents, families, and key collaborators (including therapists and community supports) in the education of persons with disabilities, including advocacy and legal rights.
- Construct and explain the continuum of special education service delivery systems including options for preschool special education.

Assessment and Grading Criteria
Students will engage in reading, discussion, writing, and field experiences related to course content. Opportunities for differentiation, creative approaches to content, and collaboration with students and instruction will be encouraged. Students will self-evaluate, peer evaluate, and receive constructive feedback from instructor. Grading will be based on UE grading scale.