

EDTR 262

Educational Planning for the Exceptional Child

3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 262 – Educational Planning for the Exceptional Child: Builds upon what was learned in EDTR 261 as students interpret evaluations for the purpose of developing an Individualized Educational Program (IEP) for children with the disabilities set forth in special education legislation. Once an IEP has been developed, the student will learn various methods for the implementation of that plan.

Pre-requisites: EDTR 261

Co-requisites: Remove if empty

Overall Course Objectives

Upon completion of this course, students will be able to:

1. Identify the components of an Individualized Educational Program (IEP);
2. Write instructional goals and objectives in behavioral terms;
3. Identify educational objectives for various problems;
4. Identify the steps in the design and implementation of an IEP;
5. Explain the role of all individuals responsible for the design and implementation of an IEP;
6. Demonstrate knowledge of the effects of the classroom's physical environment;
7. Identify appropriate educational methods for use in helping exceptional children meet their goals and objectives; and
8. Demonstrate methods of measuring the progress of goals and objectives.

Major Topics

- I. Individualized Educational Programs
- II. Classroom environment and management
- III. Documentation of educational progress
- IV. Relevant legal and ethical issues
- V. Parent - teacher communication
- VI. Working as a member of a multi-disciplinary team
- VII. Methods of teaching children with the various disabilities
 - a. mental retardation
 - b. specific learning disability
 - c. emotional disturbance
 - d. autism
 - e. speech/language impairments
 - f. visual impairment

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

- g. hearing impairment
- h. deafness
- i. deaf/blindness
- j. traumatic brain injury
- k. orthopedic impairments
- l. other health impairment
- m. multiple disabilities

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Test and exams
- Class participation
- Observation
- Research paper
- Design of an IEP
- Oral presentations
- Case analysis

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Date Revised: 10/29/2002

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.