COURSE INFORMATION FORM

DISCIPLINE: EDUC
COURSE TITLE: Education of Exceptional Learners

CR.HR: 2 LECT HR: 2.75 LAB HR: _______ CLIN/INTERN HR: _______ CLOCK HR: 15

CATALOG DESCRIPTION
This survey course is an introduction to exceptional learners and their education in grades P-12. Students will gain a comprehensive understanding of the characteristics of people with special needs in addition to strategies of educating and including all learners in general education and special education settings. Students will research and discuss complex issues related to compliance with state and federal education laws, such as the Individuals with Disabilities Educational Act (IDEA) and the Americans with Disabilities Act (ADA) as well learn to navigate special education processes, such as referral, eligibility, re-evaluation, and IEPs. This course requires a 15-hour special education field experience component.

PREREQUISITES:
EDUC 270 with a grade of C or better

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)
Upon completion of this course, the student will be able to:
1. Define the term “exceptional” as it is currently used in educational settings.
2. Formulate a philosophy for providing a free and appropriate education to exceptional learners, noting state and federal legislation.
3. Summarize the legal rights of exceptional learners and their families with emphasis on identification and referral procedures.
4. Identify the major categories of exceptionality and criteria for identification as defined by the Individuals with Disabilities Education Act (IDEA) and by relevant state rules.
5. Describe instructional strategies, classroom management, and environmental modifications that promote learning on the part of exceptional students.
6. Identify resources, including technology and community resources, which are available to facilitate the education of exceptional learners.
7. State the roles and responsibilities of teachers, parents, students, and professionals from allied disciplines in the education of exceptional learners, with emphasis upon the planning and implementation of individualized education plans.
8. Examine the evolution of the concept of the exceptional learner from the perspectives of various disciplines, including medicine, behavioral sciences, and education.
9. Identify the procedural safeguards, including ethical practices for confidential communication to others about individuals with exceptional learning needs.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ESO</th>
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PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. 

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes may be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Observations reflection reports 5, 9
2. Quizzes/exams 1, 2, 3
3. Interviews 7
4. Research reports 4, 6, 8
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An asterisk can be used to mark an item as optional.

I. Contextual Perspectives of Special Education in the United States
   A. Historical
   B. Social
   C. Philosophical
   D. Familial
   E. Cultural
   F. Medical
   G. Educational

II. Definitions
   A. Normal
   B. Exceptional
   C. Disability vs. handicap
   D. People-first language

III. Litigation, Legislation, and Advocacy
   A. IDEA
   B. ADA
   C. Current state and federal regulations
   D. Court decisions
   E. Advocacy groups

IV. Identification, Evaluation, and Instructional Planning for Exceptional Learners
   A. Eligibility requirements
   B. Referral and evaluation processes
   C. 504 Plans and IEP development (initial and annual review)
   D. Appropriate modifications and accommodations
   E. Universal Design Learning

V. The Inclusive Classroom
   A. Characteristics of an inclusive classroom
   B. Culturally responsive teaching

VI. Categories of Exceptionalities
   A. Physical and sensory impairments
   B. Disorders of cognition, learning, and communication
   C. Socio-emotional disabilities
D. Gifted and talented
E. Multiple disabilities

VII. Behavior Management Techniques for Exceptional Learners

VIII. Technological Interventions for Exceptional Learners

IX. Roles and Responsibilities
   A. Educators
   B. Allied professionals
   C. Paraprofessionals
   D. Parents (and family)
   E. Students