

Course Description**EEX2000 | Introduction to Special Education | 3.00 credits**

The student will learn about the history, legal issues, and legislation related to Exceptional Student Education. The student will learn about the differing types of exceptionalities and the types of supports and accommodations that are provided to students. Prerequisite: EDF1005

Course Competencies

Competency 1: The student will demonstrate knowledge of the foundations of exceptional student education by:

1. Describing the historical foundations, classical studies, major contributors, major legislation, and current issues related to the knowledge and practice of working with students with exceptionalities
2. Identifying models, theories, and philosophies that form the basis for pedagogy in exceptional student education
3. Identifying the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA)
4. Identifying models of support that provide assistance to students with special needs in general education curricula
5. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities
6. Reviewing the required components of Individual Educational Plans, Individual Family Support Plans, Educational Plans, and Individual Transition Plans

Competency 2: The student will determine the purposes and characteristics of assessments for students with exceptionalities by:

1. Identifying the intent and use of assessments (e.g., early identification, screening, interventions, eligibility, diagnosis, identification of relevant instructional content, monitoring the effectiveness of instruction) across disciplines
2. Citing the legal requirements and ethical principles regarding the assessment of students with disabilities (e.g., confidentiality, adherence to test protocols, and appropriateness of assessment for student needs)
3. Investigating alternative assessment strategies and procedures (e. g., observations, performance-based assessments, ecological assessments, interviews, and portfolios) and their appropriate use
4. Describing the factors (e.g., curriculum alignment, cultural bias) that influence disproportionate representation of students from cultural, linguistic, and socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment

Competency 3: The student will summarize the variety of exceptionalities by:

1. Identifying the characteristics of students with exceptionalities using the current criteria of categories
2. Recognizing etiologies and medical aspects of conditions affecting individuals with exceptionalities
3. Defining the common etiologies and the impact of exceptionalities on learning and experience
4. Listing examples of educational modifications and differentiated instruction that can be used to meet the educational needs of exceptional learners
5. Comparing and contrasting the development and characteristics (e.g., language, cognitive/academic, social/emotional, and psychomotor) of exceptional learners to children who develop typically

Competency 4: The student will summarize the legal issues and considerations concerning individuals with disabilities and English Language Learners by:

1. Identifying and analyzing state and federal legislation that has affected exceptional education
2. Recognizing issues, assurances, due process rights related to assessment, eligibility, and placement within a continuum of services
3. Identifying appropriate practices based on legal and ethical standards (e.g., due process, procedural

safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education)

4. Describing the fundamental principles of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA, 2004)
5. Citing the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs
6. Recognizing the legal, judicial, and educational systems that assist individuals with disabilities
7. Identifying the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs
8. Reviewing organizations and publications relevant to individuals with disabilities
9. Exploring the barriers to accessibility and acceptance of individuals with disabilities

Competency 5: The student will learn about the educational services and support models for exceptional learners by:

1. Identifying the typical procedures used for screening, pre-referral, referral, and placement of individuals with exceptionalities
2. Stating the roles and responsibilities of the IEP and child study team members
3. Recognizing the impact of sensory impairments, physical, and health disabilities on individuals, families, and society
4. Explaining the types of interventions and services for children who may be at risk for learning disabilities
5. Illustrating how to involve the individual and family in setting instructional goals and monitoring progress
6. Discussing family systems and the role of families in supporting development
7. Discussing the continuum of placement and services available for individuals with disabilities

Competency 6: The student will summarize the cognitive and academic modifications needed in educational instruction for students with disabilities by:

1. Identifying the educational implications of characteristics of various exceptionalities
2. Discussing psychological and social-emotional characteristics of individuals with disabilities and the effects an exceptional condition(s) can have on an individual's life
3. Identifying common etiologies and impact of disabilities on learning and experience
4. Discussing the adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities
5. Planning instructional practices to meet the needs of individuals with disabilities in different educational environments, including the general education classroom

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Formulate strategies to locate, evaluate, and apply information
- Create strategies that can be used to fulfill personal, civic, and social responsibilities