

GENERAL INFORMATION	
Course Prefix/Number: EEX3071	Course Title: Teaching Exceptional & Diverse Populations in Inclusive Settings
Number of Credits: 3 credits	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C
Date Submitted/Revised: 4/2/12	Effective Year/Term: 2012-1
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less): The student will learn the legal and ethical issues, how to address the needs of diverse learners, and the adaptations, accommodations, and modifications used in inclusive classrooms. The student will learn to make informed decisions in designing and adapting the curriculum for all students. Fifteen hours of clinical experience are required. Special fee (3 hr. lecture)	
Prerequisite(s): EEX2000	Corequisite(s): EDG3321

Competencies:
Competency 1:

The student will learn the foundations and fundamentals of inclusion by:

1. Identifying state and federal legislation and case law that have led to the inclusion of students with disabilities in the general education classroom.
2. Identifying appropriate practices based on legal and ethical practices.
3. Identifying models of support for providing assistance in general education curricula.
4. Identifying principles of normalization and the concept of least restrictive environment.
5. Describing the philosophical differences between inclusion and mainstreaming.
6. Identifying the continuum of placement and services available for students with disabilities.
7. Identifying supports needed for integration into various program placements.
8. Comparing the differences between the equal access for all to the general education curricula and equitable education for all.
9. Identifying the impact of Inclusion to students with and without disabilities.
10. Identifying the impact of Inclusion to educators and families.

Competency 2:

The student will compare and contrast the diverse educational strengths and challenges of students with disabilities by:

1. Identifying educational implications of characteristics of various exceptionalities.
2. Identifying the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act.

Revision Date:

Approved By Curriculum Report: 90

Reviewed By Director of Academic Programs Date: _____

3. Identifying similarities and differences of individuals with and without exceptional learning needs.
4. Identifying characteristics and intervention strategies for students with disabilities.
5. Recognizing models, theories, and philosophies that form the basis for special education practice.
6. Recognizing appropriate adaptations and technology for all individuals with disabilities.

Competency 3:

The student will apply knowledge of the importance of an inclusive environment that supports learning for all students by:

1. Identifying instructional and interpersonal skills and practices that encourage innovation and create a positive learning environment for all.
2. Identifying instructional practices that reflect individual learning needs and incorporating a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with disabilities including those who are culturally and linguistically diverse.
3. Identifying sources of specialized materials, curricula, and resources for individuals with disabilities.
4. Identifying models of support for providing assistance in general education curricula.
5. Selecting reliable sources of scientifically based research related to instructional practices for students with disabilities.
6. Selecting relevant general education and alternate standards along with curricula appropriate for students' age, instructional needs, and functional performance across settings.
7. Identifying methods for differentiating instruction based on the student's abilities, instructional needs, interest, and backgrounds.
8. Identifying methods of differentiated instruction based on students' reading data.
9. Identifying methods of differentiating, accommodating and modifying assessment, instruction, and materials to meet individual student needs.
10. Analyzing educational activities to assist in the determination and development of accommodations and modifications that allow students with disabilities to participate in a meaningful way.
11. Analyzing assessment and performance data to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine Individual Education Plan's content.
12. Identifying alternative assessment strategies and procedures and their appropriate use.
13. Organizing and engaging students in collaborative and cooperative learning.

Competency 4:

The student will compare and contrast the roles of general educators, special educators, and families in collaborative, inclusive teaching environments by:

1. Recognizing the required policies and procedures for developing IEPs.
2. Recognizing the roles and responsibilities of IEP and child study team members.
3. Identifying the role of teachers on collaborative teams.
4. Identifying the required components of IEPs, Family Support Plans, and Individual Transition Plans.
5. Identifying and interpreting the essential elements of a functional behavior assessment and a behavior intervention plan.
6. Identifying effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals including students, families, and team members from culturally and linguistically diverse backgrounds as equal members of the educational team.

Revision Date:

Approved By Curriculum Report: 90

Reviewed By Director of Academic Programs Date: _____

7. Identifying strategies for co-planning, co-teaching, and co-assessment.
8. Identifying strategies for developing successful working relationships with parents and other family members.
9. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.

Revision Date:

Approved By Curriculum Report: 90

Reviewed By Director of Academic Programs Date: _____