



### **Course Description**

#### **EEX3071 | Teaching Exceptional and Diverse Populations in Inclusive Settings | 3.00 credits**

The student will learn current research-based instructional strategies, educational neuroscience, and legal and ethical issues necessary in addressing the needs of diverse learners in inclusive classrooms. The student will make informed decisions in adapting, accommodating, and modifying the curriculum for students with special needs. Fifteen hours of clinical experience are required. Pre-requisites: EEX2000 and EDG3321.

### **Course Competencies**

**Competency 1:** The student will learn the foundations and fundamentals of exceptional student education 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 standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, and free appropriate public education)
3. Identifying the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act
4. Identifying models of support for assisting in general education curricula
5. Describing the philosophical differences between inclusion and mainstreaming
6. Identifying the continuum of placement and services available for students with disabilities
7. Comparing the differences between equal access to the general education curricula and equitable education for all
8. Identifying the impact of inclusion on all stake holders

**Competency 2:** The student will compare and contrast the diverse educational strengths and challenges of students with disabilities by:

1. Comparing the development and characteristics (e.g., language, cognitive academic, social emotional, sensory, physical motor) of children with disabilities to those without disabilities
2. Identifying educational implications of characteristics of various exceptionalities
3. Identifying intervention strategies for students with disabilities
4. Examining models, theories, and philosophies that form the basis for special education practice
5. Examining appropriate accommodations and modifications 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 methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community)
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 assisting students with disabilities in accessing the 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, interests, and backgrounds
8. Analyzing educational activities to assist in the determination and development of accommodations and

modifications that allow students with disabilities to participate meaningfully

9. Analyzing assessment and performance data to identify a student's environmental needs and instructional levels, select appropriate specialized techniques and learning strategies, and determine the Individual Education Plan's content
10. Identifying the essential domains of transition planning (e.g., personal social, general community functioning, employment, leisure recreational) for students with disabilities

**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 multidisciplinary team members
3. Examining the required policies and processes for developing individual education plans (IEPs), individualized family service plans (IFSPs), and transition IEPs
4. Identifying and interpreting the essential elements of a functional behavior assessment and a behavior intervention plan
5. 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
6. Identifying strategies for co-planning, co-teaching, and co-assessment
7. Identifying the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities

**Competency 5:** The student will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse background, as well as identify and understand the nature and role of culture, cultural groups, and individual cultural identities by:

1. Applying knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels. 1.1
2. Applying knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels. 1.1
3. Applying a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction. 1.1
4. Applying knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels. 1.1
5. Applying knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)). 1.1
6. Applying knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels

**Competency 6:** The student will demonstrate the ability to plan and implement research-based instruction by:

1. Designing instruction for students to achieve mastery
2. Identifying gaps in students' subject matter knowledge
3. Differentiating instruction based on assessing student learning needs and recognizing individual differences in students
4. Analyzing and applying data from multiple assessments and measures to diagnose students learning needs, informs instruction based on those needs, and drives the learning process

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Demonstrate knowledge of ethical thinking and its application to issues in society