EEX4034 Introduction to Special Education

Course Description: The student will identify nature and needs of students with exceptionalities (excluding gifted). The student will learn about legislation and litigation related to special education, characteristics and classifications of the various exceptionalities, assessments and interventions, continuum of services, and the impact of family and community involvement on students with exceptionalities. (1 hr. lecture)

Recommended Preparation:

<table>
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<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
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| **Competency 1:** The student will learn the foundations and fundamentals of special education (excluding gifted) by: | 1. Communication  
2. Numbers / Data  
4. Information Literacy  
5. Cultural / Global Perspective  
6. Social Responsibility  
7. Ethical Issues |
| 1. Explaining the role and impact of legislation and litigation on general and special education.  
2. Defining characteristics and classifying students with exceptionalities (excluding gifted).  
3. Describing the nature and needs of students with exceptionalities (including learning disabilities, intellectual disabilities, sensory impairment, emotional handicaps, and physical impairments).  
4. Discussing the prevalence of identification of exceptionalities (excluding gifted) in various subgroups (i.e., low SES, minorities, males, ESOL). | 1. Communication  
2. Numbers / Data  
4. Information Literacy  
5. Cultural / Global Perspective  
6. Social Responsibility  
7. Ethical Issues |

**Competency 2:** The student will examine appropriate instructional and behavioral interventions for students with exceptionalities (excluding gifted) by:

| 1. Identifying appropriate assessments and interventions, continuum of services, and related services for students with exceptionalities (excluding gifted).  
2. Explaining inclusion for students with exceptionalities (excluding gifted).  
3. Comparing and contrasting accommodations and modifications for student with exceptionalities (excluding gifted).  
4. Explaining Universal Design as it relates to students with exceptionalities (excluding gifted).  
5. Discussing the effect of home, school, and community relationships on the behavior of students with exceptionalities (excluding gifted). |