

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EEX 2010

COURSE TITLE: Introduction to Exceptional Child Education

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 30

CATALOG COURSE DESCRIPTION:

This course is designed to offer an introductory survey of theoretical perspectives, classification and developmental theories of students with disabilities. Also, attention will be directed to the following: learning styles of students with disabilities, cultural issues, health and safety procedures and medical implications. Community Resources will be reviewed. Some field experience is required.

SUGGESTED TEXT(S) (Any one of these could be used successfully to accomplish/cover the course topics):

Exceptional Children: An Introduction to Special Education
by Heward William L., William L. Heward. Hardcover - 733
pages 6 edition (1999). Prentice Hall; ISBN: 0130129380

Exceptional Learners: Introduction to Special Education by
Daniel P. Hallahan, James M. Kauffman. Hardcover 9th
package edition (2003). Allyn & Bacon; ISBN: 0205312500

SUGGESTED TEXT(S):

Introduction to Special Education: Teaching in an Age of Challenge by Deborah Deutsch Smith. Textbook Binding - 640 pages 3 edition (July 21, 1997). Allyn & Bacon; ISBN: 0205265944

Exceptional Children and Youth by Nancy Hunt and Kathleen Marshall, (2002) Houghton Mifflin; ISBN: 0-618-11650-8

IMPLEMENTATION DATE:

Fall Term, 2000

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Spring Term, 2006 (20062)

Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Theoretical perspectives of Special Education:	6
A. Legislation	
B. Legal Issues	
C. History and Philosophy	
II. Classification:	15
A. Federal & State Definition, Characteristics	
B. Etiology	
C. Specific Populations	
1. Mentally Handicapped	
2. Specific Learning Disabilities	
3. Emotionally Handicapped	
4. Language/Speech Disabilities	
5. Visual Impairment	
6. Hearing Impairment	
7. Gifted	
8. Multiple Physical Disabilities	
9. ADHD	
10. Autism	
D. Prevalence	
E. Placement Options	
III. Developmental Theories:	3
A. Cognitive	
B. Behavioral	
C. Psychodynamic	
IV. Learning styles of students with disabilities:	9
A. Educational Approaches	
1. Modalities	
2. Adaptations and Modifications	
3. Relationship of Teacher's Learning Style and Student's Learning Style	
B. Technology	
V. Cultural Issues:	6
A. Cultural Diversity	
B. Cultural and Traditional Views of Disabilities	
C. Building Multicultural Relationships	
D. Social Issues	

COURSE TOPICS (continued)

CONTACT HOURS
PER TOPIC

VI.	Health and safety/medical implications:	3
	A. Health and Safety Procedures for	
	1. Students	
	2. Staff	
	B. Substance Abuse	
VII.	Community Resources:	3
	A. Related Agencies	
	B. Full Service Schools	



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EEX 2010</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Introduction to Exceptional Child Education</u>	

Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4					
INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	

Section 5		LEARNING OUTCOMES	METHOD OF ASSESSMENT
	<ul style="list-style-type: none">Students will identify state and federal legislation that has affected the education of students with disabilities		Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.
	<ul style="list-style-type: none">Students will identify appropriate practices in Exceptional Student Education based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment (LRE), transition planning, and free appropriate public education.		Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.
	<ul style="list-style-type: none">Students will identify the classification systems and eligibility criteria under the current Individuals with Disabilities Act (IDEA).		Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.
	<ul style="list-style-type: none">Students will identify and define the various levels of services regarding the least restrictive environment (LRE) for placement consideration in Exceptional Student Education.		Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.
	<ul style="list-style-type: none">Students will identify and define the identification, assessment and placement process for Exceptional Student Education utilized by local school systems		Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.

<ul style="list-style-type: none"> Students will identify and define the identification, assessment and placement process for ESOL students utilized by local school systems. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify the typical assessment package utilized by local school systems when a perspective ESE student is thought to be learning disabled; or mentally handicapped; or emotionally handicapped. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify the required components of Individual Education Plans, and Individual Transition Plans. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will recognize the roles and responsibilities of IEP and child study team members. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify the terminology in the area of Exceptional Student Education. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will contrast the development and characteristics (e.g., language, cognitive/academic, social/emotional, and physical/motor) of children with disabilities to typical development and characteristics. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify models of support for providing assistance in general education curricula. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify educational approaches, including technological approaches, that are most useful for teaching exceptional students. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will demonstrate the ability to create a positive classroom environment to accommodate various learning styles and cultural values of all students. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify issues of working with exceptional students from culturally diverse families and the role of family in exceptional student education. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will recognize indicators of learning disabilities, especially hearing and language impairment and limited English proficiency. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>
<ul style="list-style-type: none"> Students will identify culture-specific, nonverbal communications (e.g., gesture, facial expressions, and eye contact) 	<p>Students will be assessed through group activities such as group projects and discussion, observation by instructor of classroom activities, individual learning exercises such as papers and exams.</p>

Section 6

Name of Person Completing This Form: Carole Byrd, Associate Dean Education, DTC