

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EEX 2080

COURSE TITLE: Teaching the Exceptional Learner

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 provide students with strategies and methods to teach learners with special needs. This course will provide practical, relevant teaching approaches derived from learning theory, research and experience. Effective teaching methods, appropriate curricula for special need learners and teaching activities will be discussed. Some field experience is required.

SUGGESTED TEXT(S): Teaching Students with Learning Problems, Cecil D. Mercer and Ann R. Mercer, Merrill Prentice Hall, 2001

IMPLEMENTATION DATE: Fall Term, 2001 (20021)

REVIEW OR MODIFICATION DATE: Fall Term, 2002 (20031)
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Foundations of teaching learners with special needs	18
A. Creating responsive learning environments for Learners with special needs (3)	(3)
B. Strategies for organizing and planning classroom instruction (3)	(3)
C. Assessment methods (6)	(6)
D. Strategies for social, emotional, behavioral development (3)	(3)
E. Instructional techniques to foster student success (3)	(3)
II. Teaching academic and affective skills	27
A. Curriculum development and program design (3)	(3)
B. Assessment and instructional strategies (9) 1. Language Arts 2. Reading 3. Math 4. Science 5. Social Studies	(9)
C. Teaching learning strategies, content and study skills (6)	(6)
D. Social competence and self determination skills (3)	(3)
E. Transitions, transition planning, and life skills education (3)	(3)
F. Integrating technology to foster academic and affective development (3)	(3)

Student Outcomes:

The student will be able to:

1. Demonstrate successful educational strategies for special needs learners.
2. Identify major principles of educational assessment, planning, and programming for special needs learners.
3. Examine scope and sequence skills for core academic areas.
4. Develop and evaluate instructional activities in core academic areas.
5. Identify and examine skills for teaching learning strategies, transition, functional living skills, and career-related issues to special needs learners



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: EEX 2080	SEMESTER CREDIT HOURS (CC): 3 CONTACT HOURS (NCC): _____
COURSE TITLE: Teaching the Exceptional Learner	

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"/> PSAV	<input type="checkbox"/> Apprenticeship
<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"/> Communications	<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

<u>Section 5</u>	
<u>LEARNING OUTCOMES</u>	<u>METHOD OF ASSESSMENT</u>
<ul style="list-style-type: none"> Students will demonstrate the ability to conduct research via internet, journals, and other resources and put information together in a logical and concise written report when addressing strategies and methods to teach exceptional learners 	Students will be assessed through use of rubrics defining the standards for short papers and analysis of scholarly articles
<ul style="list-style-type: none"> Students will demonstrate problem solving abilities and creative/critical thinking skills by planning and developing responsive learning environments, instructional strategies and assessment methods when working with exceptional students 	Students will be assessed through lesson plans, group projects and presentations on curricular and teaching strategy implementation
<ul style="list-style-type: none"> Students will demonstrate proficiency in developing curricular activities and programming in all developmentally appropriate content areas for exceptional learners with emphasis on teaching learning strategies, increasing social skills and self determination, and integrating affective technology into teaching techniques 	Students will be assessed through rubrics defining the standards for comprehensive portfolios, final projects or group presentations demonstrating their ability to teach academic and affective skills to exceptional students

Section 6

Name of Person Completing This Form: Carole Byrd Date: 11/16/2007