

**EDUC 200. INTRODUCTION TO EXCEPTIONAL CHILDREN****Credit Hours:** 3**Scheduled hours per week**

Lecture: 3

Lab: 0

Other: 20 hours field experience

**Catalog Course Description:** Survey of the non- traditional learner with emphasis upon the legal, ethical, and educational ramifications for public school personnel. Characteristics and etiologies of categorical classifications will be studied.

**Pre-requisites:** EDUC 100**Co-requisites:** 20 hours field experience**Course Learning Outcomes:**

1. Identify those factors contributing to the growth of special education. (WVPTS 4A, 4C) (InTASC 10) (ACEI 5.1) (Praxis 5622 I. B.1, B.2, B.3, B.4, B.5, B.6, IV. 2, 5,7) (CAEP 1.1, 1.3, 1.3, 2.3) (Assessment exam)
2. Identify the areas of exceptionality in terms of working definitions and eligibility criteria. (WVPTS 4A, 4C) (InTASC 6, 9) (ACEI 3.2, 4.0) (Praxis 5622 I. A.2, B.1, B.2, B.3, B.4, B.5, B.6, II. B.1, III. A.1, A.2, A.3, A.4, A.6, B.1, B.2, B.3) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
3. Introduction to educational and assessment strategies for diverse learners. (WVPTS 1C, 1E, 2A, 2E, 3A) (InTASC 2, 3, 4, 5, 6, 7, 8, 9, 10) (ACEI 1.0, 3.3, 3.4) (ISTE 1A, 2B, 2C, 3B, 4B, 4C, 5A, 5B, 5C, 6A, 6B, 7A, 7B, 7C) (Praxis 5622 I. A.1, A.2, B.1, B.2, B.4, B.5, B.6, C.1, C.2, C.3, C.4, II. A.2, A.5, A.6, A.7, B.1, B.4, B.5, B.6, B.7, B.8, B.10, B.11, B.12, C.3, C.4, III. A.1, A.2, A.3, A.4, A.6, B.1, B.2, B.3) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
4. Examine the inter and intra individual characteristics of individual children. (WVPTS 2A, 2E) (InTASC 1, 2, 3, 8) (ACEI 3.5) (Praxis 5622 I. A.1, B.1, B.2, B.4, B.5, B.6, C.2, C.3, C.4, II. B.1, B.5, B.6, B.7, B.8, C.3, C.4, D.1, D.2, D.3, D.4) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
5. Identify and research the various organizational structures utilized in service delivery for exceptional children. (WVPTS 4A, 4C) (InTASC 1, 2, 3, 7) (Praxis 5622 I. B.1, B.2, B.4, B.5, B.6, II. A.2, A.6, A.7, B.2, B.4, B.8, IV. 4) (ISTE 1.c) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
6. Identify and discuss the funding of special education. (WVPTS 4A, 4C) (Praxis 5622 I. B.1, B.2, B.3, B.4, B.5, B.6, II. A.1, A.2, IV. 7) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
7. Identify the legal regulations pertaining to exceptional children. (WVPTS 4A, 4C) (InTASC 6, 9) (Praxis 5622 I. B.3, II. A.1, III. A.1, A.2, A.3, A.4, A.6, IV. 2, 7) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
8. Identify the various public and private organizations which promote special education. (InTASC 1, 2) (Praxis 5622 II. A.1, A.6, A.7, IV. 1, 4, 6, 7) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
9. Comprehend the Individualized Educational Plan process. (WVPTS 2A, 2E) (InTASC 1, 7, 9, 10) (ACEI 3.2, 3.3) (Praxis 5622 I. B.3, B.6, A.5, A.6, A.7) (ISTE 5.a) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
10. Identify and discuss multiple perspectives, including attention to learners; personal, family and community experiences and cultural norms. (WVPTS 2B) (InTASC 2, 3, 4, 10) (ACEI 3.3, 3.5, 5.2) (Praxis 5622 I. A.1, B.1, B.2, B.3, B.4, B.5, B.6, C.2, C.3, C.4, II. D.1, D.2, D.3, D.4, IV. 2, 3, 6, 7) (ISTE 4.d, 7.c) (CAEP 1.1, 1.3, 2.3) (Assessment: exam)
11. Identify and discuss the impact exceptionalities make to learning and technological skills, to core subject skills, and to life and career skills. (WVPTS 3A) (InTASC 1, 2, 3, 5, 6, 7) (Praxis 5622 I. A.1, B.1, B.2, B.3, B.4, B.5, B.6, C.1, II. D.1, D.2, D.3, D.4) (ISTE 1.a, 2.b, 2.c, 4.b, 4.c, 5.a) (CAEP 1.1, 1.3, 1.5, 2.3) (Assessment: exam)

**Topics to be studied;**

1. Identify those factors contributing to the growth of special education.
2. Identify the areas of exceptionality by definition and eligibility criteria.
3. Examine inter and intra individual characteristics of children.

4. Analyze the various organizational structures utilized in service delivery to exceptional children.
5. Identify and discuss funding of special programs.
6. Identify the legal regulations pertaining to exceptional students.
7. Identify the various public and private organizations which promote special education.
8. Identify the parts and characteristics of an IEP and special service plans, and determine strategies to incorporate critical thinking skills when writing IEP goals and objectives.
9. Evaluate the importance of lifelong learning for students with special needs.

**Relationship of Course to Program or Discipline Learning Outcomes:**

The course is designed to provide the candidate with the opportunity to master the interpersonal and decision-making skills that are necessary prerequisites for working with and teaching diverse student populations. A knowledge base of the legal environment and requirements for learners with disabilities and /or ethnic variations will be emphasized.

<b>Relationship of Course to General Education Learning Outcomes:</b>	
<b>Composition and Rhetoric</b> Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
<b>Science &amp; Technology</b> Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	X
<b>Mathematics &amp; Quantitative Skills</b> Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
<b>Society, Diversity, &amp; Connections</b> Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
<b>Human Inquiry &amp; the Past</b> Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	X
<b>The Arts &amp; Creativity</b> Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	X
<b>5/3/2016</b>	

**Special requirements of the course:**

1. Conduct qualitative survey of educational personnel relative to attitudinal variables.
2. Hands on activities with exceptional learners in a classroom setting.
3. Work in groups to create possible IEP goals and objectives.
4. Take the practice Praxis CORE assessments for Reading, Mathematics and Writing
5. Have a current LiveText (or affiliate)Subscription and use BlackBoard for course requirements
6. Submit Background check
7. Submit school-based educator evaluation of field experience placement
8. Submit field experience paperwork
9. Submit electronic journal via Livetext (or affiliate)

**Additional information:**

N/A

**Prepared by:**

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