



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-09**

*(i.e. 2003-2004)*

**NEXT REVIEW: 2013-14**

*(i.e. 2008-2009)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: Introduction to Exceptional Student Education**

**COMMON COURSE NUMBER: EEX 3011**

**CREDIT HOURS:**

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: 48 Lab:

Clinic:

Other: **10**

**PREREQUISITE(S)** None

**COREQUISITE(S):** Field Experience

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program in Teacher Education. This course will focus on the characteristics and needs of students with disabilities. Course content will include the different types of programs and services that make up exceptional student education (ESE) and the history on how they came to exist. The Introduction to Exceptional Student Education course will serve as the foundation for the development of a personal and professional understanding and philosophy of ESE.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

**UNIT TITLES**

1. History of the federal laws and impact on education and society
2. Overview of Exceptionalities
3. Landmark legal cases and leaders in the field
4. Evolution of services and programs for students with disabilities
5. Societal prejudices on individuals with disabilities
6. Developmental patterns of children with and without disabilities.
7. Eligibility process and IEP development
8. Role of IEP team members
9. Writing IEP goals
10. Curricular needs and related services for students with disabilities
11. Education in the least restrictive environment
12. Transition planning for students with disabilities
13. Collaboration with parents, families, and related service providers
14. Accessing community resources

**EVALUATION:**

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes. Final grade will be based on course requirements, and examinations. The graded activities may reflect both alternative and traditional assessments.

- Class Discussions
- Critical Assignments
- Mid Term Exam
- Final Exam
- Interview Report
- Field Observation Report

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

**GENERAL EDUCATION Competencies and Skills \*:**

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

*\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact of personal behaviors on self and society	NA
15. Contribute to the welfare of the community	



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