

Virginia Western Community College

EDU 250

Foundations for Exceptional Education

Prerequisites

EDU 200

Course Description

Explores the historical, ethical, social, cultural, and legal practices for providing educational services for individuals with exceptionalities including early intervention, inclusion, adapting environments, and supporting positive behavior. Includes the study of characteristics of individuals with exceptionalities and the influence of culture and environment on development. Focuses on models, theories, and trends in special education.

Lecture 3 hours. Total 3 hours per week.

3 credits

General Course Purpose

EDU 250 is designed as a foundational course to satisfy VDOE requirements for teacher licensure with specific emphasis on the professional studies competencies as it relates to exceptional education and inclusive practices.

Semester Credits: 3

Lecture Hours: 3

Required Materials

1. Textbook
2. Internet access
3. Canvas

Textbook:

Friend, Marilyn. *Special Education: Contemporary Perspectives for School Professionals*. Greensboro, NC: University of North Carolina, 6th ed., ISBN: 9780137523306.

Other Required Materials:

None

Course Outcomes

At the completion of this course, the student should be able to:

History and Legal Foundations of exceptional Education	<ul style="list-style-type: none"> ○ Explain historical perspectives, models, theories, philosophies, and trends that provide the basis for exceptional education practice. ○ Explain foundational laws and procedures that govern special education including the Individuals with Disabilities Education Act, the Individuals with Disabilities Education Improvement Act, Section 504 of the Rehabilitation Act, and current legislation.
Procedural Components for Exceptional Education	<ul style="list-style-type: none"> ○ Compare and contrast the Response to Intervention (RTI) and discrepancy models, including the role of the teacher and approaches to implementing interventions with students. ○ Describe the role of data-based decision making and evidence-based practices in RTI and in instruction for gifted students and students with disabilities in general. ○ Describe features of Universal Design for Learning and High-Leverage Practices that make general education accessible to all learners, including gifted students and those with disabilities. ○ Summarize key components of the Individualized Education Plan (IEP) as required by law. ○ Describe and analyze the components of an IEP and 504 plans. ○ Write properly formatted IEP goals applying the SMART standards. ○ Describe and differentiate between accommodations and modifications used in IEPs and 504 Plans. ○ Explain the identification process for exceptional learners, including the special education team, IEPs, 504 Plans, FAPE (free and appropriate public education), LRE (least restrictive environment), etc. ○ Explain how general and special educators are responsible for ensuring that students with disabilities have access to appropriate accommodations and modifications at school. ○ Devise strategies for guiding students in the transition process between schools, through adulthood in preparation for career and independent living.

Characteristics of Exceptionalities and Exceptional Students	<ul style="list-style-type: none">○ Compare typical patterns of development and characteristics of children and youth with exceptionalities through transition to post-secondary/independent living relative to age, severity, and differences in each developmental domain (cognitive, linguistic, physical, psychomotor, social, emotional).○ Explain key characteristics of exceptional students as identified by the IDEA categories of disability.
Communication and Collaboration	<ul style="list-style-type: none">○ Describe the dynamic influence of the family, culture and related environmental systems pertinent to the education of students with exceptionalities.○ Identify techniques to communicate with families of exceptional children.○ Analyze models for collaboration, co-teaching, and consultation.○ Explain the ethical issues and the practice of accepted standards of professional behavior.○ Explain the responsibilities of general and special educators in regard to ensure proper IEP implementation and progress within the general education curriculum for students with disabilities.

Topical Description

1	History and Legal Foundations of Exceptional Education
2	Procedural Components of Exceptional Education
3	Characteristics of Exceptionalities and Exceptional Students
4	Communication and Collaboration

Notes to Instructors

None

[ADA Statement \(PDF\)](#)

[Title IX Statement \(PDF\)](#)