

# EEX: Education: Exceptional Child - Core Competencies Courses

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## Courses

### **EEX 3070 Methods in Inclusion and Collaboration**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)

This course, required for all education majors, provides students with background knowledge related to Special Education issues including laws and regulations, terminology, disability categories, and common educational practices. Students are also challenged to learn the skills necessary to work collaboratively within an educational environment to include students with disabilities, while meeting their individual educational, behavioral, and social needs. Evidence-based instructional and behavior strategies will also be presented.

### **EEX 3905 Directed Study**

School of Education, Department of Teaching, Leadership, & Res  
1-12 sh (may be repeated indefinitely for credit)

### **EEX 4141 Teaching Students with Language and Communication Disorders**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)

This course is designed to help teachers (ESE and general education) better understand the nature of speech and language development and common challenges that students may experience during their developing years. Characteristics of common speech & language problems and interventions for classroom teachers are highlighted.

### **EEX 4254 Instructional Strategies for Teaching Students with Exceptionalities**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)  
Prerequisite: EEX 3070

Through lecture, discussion, and projects, this course provides an introduction to a comprehensive knowledge base pertinent to the nature and needs of students with exceptional needs. Course content focuses on current legislation, professional practices, trends, and research, and students will learn about and explore current evidence-based practices that support student success. Additional emphasis is placed on identifying specific instructional strategies developed for students who struggle in subject-specific content areas.

### **EEX 4255 Curriculum for Teaching Students with Exceptionalities**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)  
Prerequisite: EEX 3070 AND EEX 4254 AND RED 3310

This course prepares pre-service teachers to effectively utilize specialized curriculum and research-supported practices for teaching students with high incidence disabilities (learning disabilities, emotional/behavioral disorders, and intellectual disabilities) in inclusive, general education environments; to analyze and evaluate curriculum standards and resources; and to interpret assessment results to generate data-based decisions for individualized, instructional programs.

### **EEX 4474 Curricula for Teaching Students with Severe Disabilities**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)  
Prerequisite: EEX 3070

This course provides an introduction to curricula pertaining to students with severe disabilities including intellectual disabilities, physical impairments, and autism. Emphasis is placed on person-centered planning, team approaches, access to the general education curriculum, integrating life skills and academic skills instruction, activity-based instruction, and community-based instruction. Course content includes curriculum and instructional strategies related to communication, motor and self-care skills.

### **EEX 4772 Personal, Social and Employment Skills for Exceptional Students**

School of Education, Department of Teaching, Leadership, & Res  
3 sh (may not be repeated for credit)

A primary goal of this course is building capacity with regard to identifying holistic needs, as well as strategies to promote and maximize independence, to identify career goals that are consistent with the career aptitudes and interests of children and youth. Related components of this focus include: self-awareness, self-determination, transition planning for independent living, selective placement and social skill development. Emphasis throughout is placed on identifying access points to available community, state and federal resources. A required field experience requires students to develop a Transition Plan for an at-risk youth or adult that is an application of the essential course content.

### **EEX 4905 Directed Study**

School of Education, Department of Teaching, Leadership, & Res  
1-12 sh (may be repeated indefinitely for credit)

### **EEX 5905 Directed Study**

School of Education, Department of Teaching, Leadership, & Res  
1-12 sh (may be repeated indefinitely for credit)

**EEX 6035 Best Practices in Teaching Challenging Students**

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

A comprehensive overview of the exceptional student to include the knowledge, skills, and dispositions needed to be an effective teacher in the ESE classroom or inclusive education environment. Covers a broad range of topics to prepare the professional for teaching students who are challenging in K-12 environments. Discusses best practices as reflected in the professional literature related to effective program development and delivery for students who are at-risk or identified as needing special educational services.

**EEX 6051 Exceptionalities**

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course provides an introduction to special education including legislation, professional practices, trends, and research. Students will learn about characteristics and educational needs of individuals with disabilities and explore evidence-based practices that support student success.

**EEX 6612 Behavior Management**

School of Education, Department of Teaching, Leadership, & Res

3 sh (may not be repeated for credit)

This course focuses on approaches to behavior and classroom management as well as motivational strategies when working with students with exceptional needs. The overall goal of the course is to equip instructional professionals with the capacity to teach students self-directed behavior management. Content includes applied behavior analysis, cognitive behavior management strategies, psycho-educational approaches to problem-solving crisis management and social skills training, resiliency skill development, and relevant motivational strategies, and, above all, an understanding of how to broaden student independence.

**EEX 6905 Directed Study**

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)

**EEX 7905 Directed Study**

School of Education, Department of Teaching, Leadership, & Res

1-12 sh (may be repeated indefinitely for credit)