Course Prefix and Number: EDUC 250  

Credit hours: 3

Course Title: Teaching and Learning in Diverse Settings II

Course Prerequisites: None

Textbook(s): Turnbull, Shank, and Smith. *Exceptional Lives - Special Education in Today's Schools*. Pearson. (For the exact textbook requirement, please refer to your instructor’s course information syllabus.)

Course Description: This course will introduce students to issues of diversity in the classroom to include learning styles, multiple intelligences, exceptionalities and cultural diversity. Students will explore ways to assist children of all needs, backgrounds and abilities to succeed in the classroom. Assessment methods and instruments will be introduced and students will understand basic terms and uses of assessment. Field experiences will be required.

Learning Outcomes:

At the end of the course, the student will:

A. Identify diverse learning styles and ways of knowing, use this knowledge to adjust classroom activities, and recognize one's own learning preferences;
B. Describe programs and practices at the school and community level addressing the diverse needs of students;
C. Identify important laws and legal decisions that affect the education of children with special needs and minority students;
D. Describe the rights of children with exceptionalities and the responsibilities of schools and teachers in their education;
E. Demonstrate effective oral and written communication, using Standard English, including fluency, organization, and effective word choice.

To achieve the learning outcomes, the student will:

1. Understand diverse learning styles of exceptional children (mental retardation, learning disabilities, autism, severe and multiple disabilities, giftedness emotional/behavioral disorders, attention -deficit/hyperactivity, communication disorders) through a minimum of 15 hours of classroom observations, interviews with teachers and administrators, and completion of an Internet Learning Styles inventory on themselves. (A)
2. Be familiar with the School Building Level committee or the Student/Teacher Assistant Team process in Louisiana public schools. (B)
3. Understand and recognize important legal decisions affecting special education students such as Brown vs. Board of Education, Mills vs. Board of
Education, District of Columbia, Diana vs. St. Board of Education of California, Guadalupe vs. Tempe, Arizona Elementary School District, Larry P. vs. Riles, etc. (C)

4. Understand the rights of exceptional children as it pertains to Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA). (D)

5. Complete oral and written assignments (observation diaries, summary/analysis of assigned readings, and court case reports. (E)

Course Requirements: The following are intended to help the learner meet the stated learning outcomes of the course: engage in required and supplemental assigned readings; prepare for and participate in class and small group discussions, class activities, group sharing, written assignments, and examinations; complete 8 structured observations (4 in regular education classes and 4 in special education classes) in a wide variety of school settings encompassing observations at each of these grade levels: (K-2), (3-5), (6-8), and (9-12). A minimum of 15 hours is required.

In addition to requirements stated herein, each instructor will communicate additional requirements unique to his/her section via the instructor’s section syllabus.

Course Grading Scale:

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% or below

Attendance Policy: The college attendance policy is available at http://www.bpcc.edu/catalog/current/academicpolicies.html

Course Fees: None

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