



**BAKER COLLEGE**  
**STUDENT LEARNING OUTCOMES**

**EDU3310 The Exceptional Learner**  
**3 Semester Hours**

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**Student Learning Outcomes & Enabling Objectives**

1. Demonstrate an understanding of learner differences: (InTASC 1g, 1K, 2b, 2h, 2i, 2l, 2m)
  - a. Define specific learner characteristics of gifted and talented students, English Language Learners and students with disabilities: Cognitive Impairment (CI), Specific Learning Disabilities (SLD), Emotional Impairment (EI), Speech and Language Impairment (SLI), Physical Impairment (PI), Hearing Impairment (HI), Visual Impairment (VI), Autism Spectrum Disorder (ASD), Other Health Impairment (OHI), Early Childhood Developmental Delay (ECDD), Traumatic Brain Injury (TBI), Deaf/Blind (DB), Severe Multiple Impairment (SXI).
  - b. Identify diversity and its impact on student learning in the general education classroom.
  - c. Explain the factors that influence the growth and development of exceptional learners, i.e. early intervention (MTSS - Multi-tiered System of Support, also known as RtI - Response to Intervention, PBIS - Positive Behavioral Intervention & Supports), community and culture.
  - d. Evaluate the educational, social emotional, and transitional needs of students with exceptionalities.
  
2. Explain major federal and state legislation that protect the rights of exceptional learners. (InTASC 9e, 9h, 9j, 9o)
  - a. Compare and contrast the Individuals with Disabilities Education Improvement Act and Section 504 of the Rehabilitation Act of 1973.
  - b. Utilize Michigan Rules for Special Education to explain the special education process in Michigan.
  - c. Analyze the effect of this legislation on general and special education.
  
3. Apply and evaluate instructional strategies, approaches, and technologies to support the learning of student with exceptionalities. (InTASC 8a, 8d, 8k, 8n, 8p, 8r, 9g, 9h)
  - a. Create a learning environment that addresses the needs of diverse learners through the application of differentiated instruction.
  - b. Demonstrate strategies for instruction in a co-teaching/collaborative teaching partnership.
  - c. Examine high and low assistive technologies to support instruction for all students.
  - d. Reflect upon student progress in order to improve student learning outcomes.
  
4. Employ collaboration skills in order to effectively communicate with all stakeholders - parents, teachers, ancillary staff, and administrators. (In TASC 3a, 3c, 3q)
  - a. Identify support services for exceptional students.
  - b. Define the roles of ancillary staff with regard to the exceptional learner.

- c. Identify group norms and problem solving strategies and elicit input of group members.
- d. Demonstrate professionalism through active and reflective listening, mutual respect, sensitivity to needs, and consensus building.

### **Required Elements**

RE 1. Direct Measure Assessment Research Paper

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These SLOs are not approved for experiential credit.

**Effective: Spring 2018**