Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

The focus of INST 310 is exceptionality and characteristics of exceptionalities and how these exceptionalities impact daily life and specifically education with an emphasis on scientifically-based interventions. Culture has a large impact on how exceptionalities are perceived and this is explored, particularly in the context of the family and their participation in the education system.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Exams consist of scenarios where problem solving and application of course content is required. Lab activities typically require additional reading of research in the field, synthesis of the articles and analysis within groups. Groups then must use the information to determine applications related to education of children with exceptionalities.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Students will complete lab activities in small groups where they will be required to synthesize and analyze information. There is a group presentation in which students must prepare a written handout of their topic, present orally and include a media presentation of their topic. Students also participate in a debate related to inclusion of children with disabilities.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students must evaluate research articles and use this information to come to conclusions. They must be able to support their position with valid arguments based on research in the field.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

The focus of the course is on human exceptionality and how to educate children with exceptionalities and work with their families. Consideration of cultural differences in regard to exceptionality are also considered.
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Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.