Prerequisite: None

Course Description:
A course for educators, students in behavioral sciences and students beginning graduate study in education. Study of relevant research dealing with the physical, mental, emotional, and social traits of individuals with exceptionalities. Current issues in the development of educational programs for individuals with special needs will be addressed.

Statement of Conceptual Framework:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: professional standards (PS), knowledge of the learner (KL), strategies & methods (SM), and content knowledge (CK). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

Objectives:
1. Models, theories, and philosophies that form the basis for special education practice. (CC:1,K1) (KL, SM,CK)
2. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC:1, K2)(KL,SM,CK)
3. Relationship of special education to the organizational and function of educational agencies. (CC:1, K3) (CK)
4. Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CC:1, K4)(KL,SM,CK, D)
5. Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC:1, K5) (CK)
6. Family systems and the role of families in the educational process. (CC:1, K6) (SM,CK)
7. Historical points of view and contribution of culturally diverse groups. (CC:1, K7) (CK, D)
8. Impact of the dominant culture in shaping schools and the individuals who study and work in them. (CC:1, K8) (SM,CK, D)
9. Potential impact of differences in values, languages, and customs that can exist between the home and the school. (CC:1, K9) (SM,CK, D)
10. Typical and atypical human growth and development. (CC:2, K1) (SM,CK)
11. Educational implications of characteristics of various exceptionalities (CC:2, K2) (KL,SM,CK)
12. Similarities and differences among individuals with exceptionalities learning needs (CC:2, K4) (KL,SM,CK)
13. Effects of various medications on individuals with exceptional learning needs. (CC:2, K6).(KL,SM,CK)
14. Effects an exceptional condition(s) can have on an individual's life (CC:3, K1) (KL,SM,CK)
15. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. (CC:3, K2) (KL,SM,CK)
16. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (CC:3, K3) (KL,SM,CK, D)
17. Ways specific cultures are negatively stereotyped (CC:5,K9) (KL,CK, D)
18. Strategies used by diverse populations to cope with a legacy of former and continuing racism. (CC:5,K10) (SM,CK, D)
19. Effects of cultural and linguistic differences on growth and development. (CC:6, K1) (KL,SM,CK, D)
20. Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language (CC:6, K2) (KL,SM,CK, D)
21. Augmentative, alternative, and assistive communication strategies. (CC:6, K4) (SM,CK, T)
22. Personal cultural biases and differences that affect one's teaching. (CC:9, K1) (KL,SM,CK, D)
23. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:9, K2) (KL,SM,CK)
24. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CC:10, K2) (KL,SM,CK)
25. Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. (CC:10, K3) (KL,SM,CK)
26. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC:10, K4) (KL,SM,CK, D)
27. Definitions and issues related to the identification of individuals with disabilities. (GC:1, K1) (KL,CK)
29. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. (GC:1, K3) (CK)
30. The legal, judicial, and educational systems to assist individuals with disabilities*. (GC:1, K4) (SM,CK)
31. Etiology and diagnosis related to various theoretical approaches. (GC:2, K1)(KL,CK)
32. Impact of sensory impairments, physical and health disabilities on individuals, families and society (GC:2, K3) (KL,SM,CK)
33. Psychological and social-emotional characteristics of individuals with disabilities. (GC2, K4) (KL,SM,CK)
34. Common etiologies and the impact of sensory disabilities on learning and experience (GC:2, K5)(KL,SM,CK)
35. Types and transmission routes of infectious disease (GC:2, K6) (CK)
36. Barriers to accessibility and acceptance of individuals with disabilities*. (GC:5, K1) (KL,SM,CK)
37. Communication and social interaction alternatives for individuals who are nonspeaking. (GC:6, K2) (KL,SM,CK)
38. Typical language development and how that may differ for individuals with learning disabilities. (GC:6, K2) (KL,SM,CK)
39. Interventions and services for children who may be at risk for learning disabilities. (GC:7, K3) (KL,SM,CK)
40. Laws and policies regarding referral and placement procedures for individuals with disabilities. (GC:8, K2) (CK)
41. Sources of unique services, networks, and organizations for individuals with disabilities. (GC:9, K1) (CK, T)
42. Organizations and publications relevant to individuals with disabilities*. (GC:9, K2) (CK)
43. Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities*. (GC: 10, K2) (KL,SM,CK)

LEARNER OUTCOMES:
By the conclusion of this course, the student will be able to:

1. Articulate a personal philosophy of special education (CC:1, S1)-P-(KL,SM,CK)
2. Practice within the CEC Code of Ethics and other standards of the profession. (CC:9, S1) (PS,CK)
3. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC:9, S2) (PS,CK)
4. Act ethically in advocating for appropriate services. (CC:9, S3) (PS,KL,CK)
5. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. (CC:9, S5) (KL,SM,CK)
6. Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. (CC:9, S6) (KL,SM,CK)
7. Use verbal, nonverbal, and written language effectively. (CC:9, S8)(KL,SM,CK)
8. Access information on exceptionalities (CC:9, S10)-P-(KL,CK)
9. Reflect on one's practice to improve instruction and guide professional growth. (CC:9, S11)-P-(PS,KL,SM,CK)
10. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. (CC:9, S12) -P-(KL,SM,CK)
11. Maintain confidential communication about individuals with exceptional learning needs (CC:10, S1)(PS,SM,CK)

Field Experiences
Hours: 10hours total
Types: 10 hours observation/assistance in a Special Education setting
Documentation – Form C mailed to instructor. All hours must be uploaded in Pass-Port.

Field experience observations are reported in a narrative format. The Field Experience hours must be entered in PASS-PORT in order to be eligible to receive full credit.

Required Unit/Program Artifacts:

Field experience hours
COURSE EVALUATION:

<table>
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<th>Grading Procedures</th>
<th>Points</th>
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<tr>
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References


Journals:

*Teaching Exceptional Children*  [http://journals.sped.org/index.cfm?fuseaction=tec_toc](http://journals.sped.org/index.cfm?fuseaction=tec_toc)

*Exceptional Children*  [http://journals.sped.org/index.cfm?fuseaction=ec_toc](http://journals.sped.org/index.cfm?fuseaction=ec_toc)

*CEC Today Online*  [http://www.cec.sped.org/bk/cectoday/index.html](http://www.cec.sped.org/bk/cectoday/index.html)

*Special Education/Gifted Education Journals*  [http://eric.ed.gov/?q=MEJ](http://eric.ed.gov/?q=MEJ)

*The Journal of Special Education*  [http://www.proedinc.com/jse.html](http://www.proedinc.com/jse.html)