

ASU College of Education – Teacher Education Department
SPED 2316 – Survey of Exceptional Children
COURSE SYLLABUS – FALL 2009

Patricia A. Bain, Instructor

Email: pbain@angelo.edu

Office Hours: M-W 12:30 – 2:00; F – 3:00-3:30

Phone: 325-942-2052, ext. 256

Office: CARR 189

SPED 2361 Survey of Exceptional Children

MWF 2:00 -2:50 p.m., CARR, 112

COURSE DESCRIPTION

This course is a study of children with exceptional needs with emphasis on learning disabilities, handicapping conditions, and on students who are gifted and talented. This course explains the importance of the laws governing special education, the purpose and promise of special education, the planning and collaboration with professionals in determining a free and appropriate education for each student, and collaborating with parents and families in a culturally diverse society.

REQUIRED TEXT

Heward, William L. (2009). *An Introduction to Special Education*, 9E. Upper Saddle River, NJ: Pearson

COURSE GOAL

This course is designed to:

1. Provide students with a foundation for understanding special education laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA).
2. Provide knowledge and information concerning every student's right to a free, appropriate education in the least restrictive environment.
3. Provide students with an understanding of educational needs of exceptional children.
4. Provide students with knowledge and understanding of definitions, characteristics, prevalence, causes, historical background, assessment techniques, educational approaches, placement alternatives, and of specific categories of special education needs.

5. Provide students with knowledge for understanding the importance of special education across the life span of a special needs child.
6. Provide students with knowledge and understanding of how to recognize, assess, document, and refer a student for possible special education services.
7. Prepare the students for knowledge and awareness of the special education competencies.

TEXES COMPETENCIES

DOMAIN I—UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The beginning special education teacher:

- ☐ Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience.
- ☐ Knows how the developmental, academic, social, career, and functional characteristics of individuals with disabilities relate to levels of support needed, and applies knowledge of human development and disabilities to plan and implement appropriate curriculum.
- ☐ Understands the effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
- ☐ Understands ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.
- ☐ Applies knowledge of basic terminology used in assessment and evaluation, the uses and limitations of various types of instruments and techniques, and methods for monitoring the progress of individuals with disabilities.
- ☐ Identifies appropriate evaluation strategies for individual students with diverse characteristics and needs (e.g., related to culture, language, personal beliefs, nature, severity of disabilities).
- ☐ Applies knowledge of procedures for screening, prereferral intervention, referral, and determining eligibility, including criteria used to determine eligibility
- ☐ Understands the reciprocal nature of assessment and instruction; applies skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design,

monitor, and modify instruction for individuals with disabilities

□ Applies skills for using assessment and evaluation information from various sources (e.g., teachers, other professionals, parents/guardians, individuals with disabilities) to make instructional decisions, plan effective programs for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds, and identify supports needed for integration into various program placements.

The beginning special education teacher:

□ Knows how to select, develop, and apply instructional content, materials, resources, and strategies that are responsive to cultural and other factors (e.g., language, religion, gender, personal beliefs, nature and severity of disability).

□ Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs (IEPs) for students with disabilities, and applies skills for sequencing, implementing, and evaluating individual learning objectives

□ Applies procedures for developing and using Individual Education Program (IEP) objectives to plan instruction for individuals with disabilities

□ Knows how to collaborate with other professionals to plan, adapt, and implement effective instruction in the least restrictive setting for individuals with disabilities

□ Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities

□ Applies knowledge of basic classroom management theories, methods, and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning, and management procedures that are appropriate to individual needs

□ Applies procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aides, volunteers, and peer tutors

□ Analyzes cultural factors and perspectives that affect relationships among students, parents/guardians, schools, and communities with regard to providing instruction for individuals with disabilities

□ Knows how to use assessment results to design, monitor, and adapt instruction to enhance student learning, and applies skills for selecting, adapting, and using effective, research-based instructional strategies, practices, and materials that are developmentally appropriate and age appropriate and that meet individual needs.

□ Knows instructional, compensatory, enrichment, and remedial methods, techniques, and curriculum materials, and applies strategies for modifying instruction based on the differing learning styles and needs of students

- Recognizes ways in which teacher attitudes and behaviors and personal cultural biases influence the behavior of students
- Develops and/or selects social skills and behavioral curricula and strategies that promote socially appropriate behavior, and prepares individuals to live cooperatively and productively in society
- Understands functional behavior assessments and evaluations and their role in developing behavior intervention plans
- Knows how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs) and Individual Education Programs (IEPs)
- Applies knowledge of practices that conform to standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics

IDEA INFORMATION

The following learning objectives are emphasized, practiced, and demonstrated in the content and assignments.

OBJECTIVES

Gaining factual knowledge (terminology, classifications, methods, trends)

Acquiring skills in working with others as a member of a team

Learning to apply course material to improve thinking, problem-solving and decision making

Developing specific skills, competencies, and points of view needed by professionals in the teaching field

METHODS OF INSTRUCTION

Lecture, class discussion, group activities, and/or student oral presentations

Student participation in a field experience (10 hours of observation) with students with disabilities

COURSE REQUIREMENTS

Students are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Students are expected to check BLACKBOARD and ASU email on a regular basis each week. Students are expected to attend class, complete reading assignments each week, and take tests/exams as scheduled. Students are expected to

complete 10 clock hours of a field experience of observing in classrooms that have students with disabilities.

Page 5, SPED 2361 Syllabus

ASSIGNMENTS:

Students must access BLACKBOARD for electronic posting of syllabus, assignments, and grading information. Students are to download these documents and bring copies to class. Contact the ASU Help Desk at 942-2911 to learn about BLACKBOARD and accessing it.

See BLACKBOARD for assignment information. (SPED 2361 Schedule/Calendar)

COURSE EVALUATION

The course grade will be based on Learning Styles Assignment, 50 points; Research Assignment, 50 points; 5 Chapter Tests and/or Class Activities, 10 points each (50 points total); 10 Reflections , 10 points each (50 points total); Final Exam, 100 Points.

GRADING POLICY

Grades will be given on a 300-point scale. Letter grades will be given as follows:

270-300 = A

180-209= D

240-269 = B

179 and below = F

210-239= C

ATTENDANCE POLICY

It is your professional responsibility to attend all classes. You are preparing to be a teacher. You need to begin to exhibit professional behaviors. You are expected to be in class on time and to attend each scheduled class session. If you are absent from class you will miss important content and experiences. All class sessions and topics are connected to the course content and competencies. When the final average is completed, each student with perfect attendance will have 5 points added to the overall average. Students with 3 absences will neither benefit nor be penalized. After three absences, 1 point will be deducted from the FINAL GRADE for each absence, starting with the fourth absence. This will be enforced. Use your absences wisely. Should you be faced with extenuating circumstances, please discuss your situation with the instructor as soon as you can.

PERSONS SEEKING ACCOMMODATIONS

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

ACADEMIC HONESTY

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Page 6, SPED 2361 Syllabus

CELL PHONE/ELECTRONIC PAGING DEVICE POLICY

Cell phones, pagers, and other electronic devices are to be turned off during class time.

CLASS SCHEDULE/CALENDAR

A calendar of class session topics, reading assignments, and due dates is posted on BLACKBOARD. (See Class Schedule/Calendar)

WEB SITES

The following web sites may be helpful to you throughout this course and the remainder of your certification program:

<http://blackboard.angelo.edu/>

www.tea.state.tx.us

<https://secure.sbec.state.tx.us/sbeconline/virtcert.asp>

www.apa.org

<http://cms.texas-ets.org/texas/prepmaterials/texas-preparation-manuals/>

<https://www1.taskstream.com/>

Blackboard access at Angelo State University
Texas Education Agency
State Board for Educator Certification (Texas)
American Psychological Association
TExES Preparation Manuals and lists of
Competencies for State Testing
For those with TaskStream accounts, this site
has important links and information for teacher
preparation students. Contact the Teacher
Education office for information on obtaining
a TaskStream account

WITHDRAWAL

The last day to withdraw from classes with a “W” on your transcript is **Thursday, October 29**. Be informed about the withdrawal policy of the university and only utilize this means if you believe that you are unable to complete the course term successfully.

READING ASSIGNMENTS

The assigned readings in the textbook constitute the KNOWLEDGE BASE for the content of this course. Class topics, discussions, projects, and activities will compliment the readings. Examinations will be based on the text readings as well as course sessions.

Read assigned material prior to attending class so that you are prepared to participate in discussions. Be sure to ask for clarification of any reading content that may be confusing to you. Check the course schedule/calendar for the reading assignment schedule.

Page 7, SPED 2361 Syllabus

WRITTEN ASSIGNMENTS

Any written assignment or project submitted for evaluation should be of the highest professional quality. This includes:

- a. Typed, double-spaced, and stapled.
- b. Submitted on time. (Should you be faced with extenuating circumstances, please discuss your situation with the instructor to avoid deductions in your grade.
- c. Editing: It is your responsibility to edit your work. Teachers must be excellent examples of both oral and written communication.

Error Categories:

- a. Typographical errors
- b. Spelling
- c. Syntax
- d. Grammar and Punctuation
- e. Format, including citations
- f. Visual presentation/Professional quality