I. COURSE NUMBER AND TITLE

Special Education 300/500
Exceptional Child

II. SEMESTER CREDIT HOURS

3 semester hours/ 45 clock hours

III. CATALOG DESCRIPTION

An introductory course designed to provide an overview of the field of special education. Principles, characteristics, programs, special needs, legal requirements, and instructional strategies related to the education of children with exceptionalities.

IV. RATIONALE

Special Education is an integral part of any educational system that is serving students whose learning needs require specialized instruction. It allows for exposure to the many facets of the education profession, including special education teachers, regular education teachers, counselors, school psychologists, administrators, etc. For those individuals entering the special education endorsement or degree sequence, the course provides a general introduction to topics that will be addressed in greater depth during further special education coursework.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions in working with students of diverse culturally backgrounds, exceptionalities, and
varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “Educator as a Facilitator of Learning” is expected to develop:

Knowledge, Skills, and Application
Reflective Practice
Professional and Ethical Behavior

VI. PERFORMANCE-BASED OUTCOMES/LEARNING ACTIVITIES

Knowledge

The student will:

1. increase awareness of the legal requirements for providing special education and related services as stipulated in legislation and regulations. (SE Core Standards: 1.1, 1.2, 1.3, 1.4, 1.5; 3.1, 3.4; 4.4; 5.1; 6; 10.1, 10.3, 10.4, 10.5)(SE Early Childhood Standards: 1.1; 2.3; 7.3; 8.1, 8.2, 8.3; 9) (SE Professional Standards: 1.1, 1.4; 3.1; 5.1, 5.3; 6.6; 8.1, 8.4, 8.6; 9.5, 9.6)

2. synthesize major trends in services for individuals with exceptionalities, including increased participation in normalization and integration, the role of litigation in shaping special education services, the growing focus on cultural pluralism in special education. (SE Core Standards: 1.1, 1.2, 1.3, 1.4, 1.5; 3.1, 3.4; 4.4; 5.1; 10.3, 10.4) (SE Early Childhood Standards: 1.1; 2.3; 7.3; 8.1, 8.2) (SE Professional Standards: 1.1, 1.4; 2.1; 3.1; 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 8.1; 9.5, 9.6)

3. increase awareness of the psychological and behavioral characteristics of exceptionalities, including mildly, moderately, and severely handicapping conditions, and gifted and talented. (SE Core Standards: 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, 3.4, 3.5; 4.3, 4.4; 5.2, 5.3, 5.4; 6.3; 7.1, 7.2, 7.3, 7.4, 8.3; 9.1, 9.2, 9.3; 10.1, 10.3, 10.4, 10.5) (SE Early Childhood Standards: 1.1, 1.4; 2.3; 6.2; 7.1, 7.3; 8.1, 8.2; 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1; 4.4, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.5; 8.1; 9.5; 10.1)

4. identify the major approaches utilized in educating persons with various exceptionalities (SE Core Standards: 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, 3.4, 3.5; 4.3, 4.4; 5.2, 5.3, 5.4; 6.3; 7.1, 7.2, 7.3, 7.4; 8.3; 9.1, 9.2, 9.3; 10.1, 10.3, 10.4, 10.5) (SE Early Childhood Standards: 1.1, 1.4; 2.3; 6.2; 7.1,
Skills
1. sequence the steps in the special education pre-referral, referral, eligibility, placement, and programming process, with a focus on the role of assessment. (SE Core Standards: 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, 3.4, 3.5; 4.3, 4.4; 5.2, 5.3, 5.4; 6.3; 7.1, 7.2, 7.3, 7.4; 8.3; 9.1, 9.2, 9.3; 10.1, 10.3, 10.4, 10.5) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6.2; 7.1, 7.3; 8.1, 8.2; 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1, 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.5; 6.6; 8.1, 8.4, 8.6; 10.1)

2. recognize the importance of parental involvement in a student’s education and development. (SE Core Standards: 7.1, 7.3; 9; 10.4, 10.5) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6.2; 7.1, 7.3; 8.2, 8.3; 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1; 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.1, 6.2, 6.3, 6.4; 6.5; 8.1, 8.4, 8.6; 10.1)

3. examine the newest trends in special education services, including the use of microcomputers and other technical aids, early intervention, transition, and collaboration/consultation. (SE Core Standards: 4.3; 6.3; 7.2, 7.3) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6.2; 7.1, 7.3; 8.1, 8.2, 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1; 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.1, 6.2, 6.3, 6.4, 6.5; 9.5, 9.6; 10.1)

Disposition

The student will:
1. recognize the rights of individuals with exceptionalities as full members of society. (SE Core Standards: 3.2; 5.1; 8.3) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6; 7.3) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3; 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.1, 6.2, 6.3, 6.4, 6.5; 9.5, 9.6)

2. affirm the concept of least restrictive environment and the necessity of integrating students with a variety of educational strengths, needs, and cultural backgrounds. (SE Core Standards: 1.3; 3.2; 5.1; 8.3; 9.3) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6; 7.1, 7.3; 8.1, 8.2, 8.3; 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1; 4.1, 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.1, 6.2, 6.3, 6.4, 6.5; 9.5, 9.6)

3. develop effective teacher/student/parent communication skills. (SE Core Standards: 7.1, 7.3; 9; 10.4, 10.5) (SE Early Childhood Standards: 1.1, 1.4; 2.2, 2.3; 6.2; 7.1, 7.3; 8.1, 8.2, 8.3; 9.1) (SE Professional Standards: 1.1, 1.4; 2.1, 2.2; 3.1; 4.1, 4.4; 5.1, 5.3; 6.1, 6.2, 6.3, 6.4; 6.1, 6.2, 6.3, 6.4, 6.5; 8.4, 8.6; 10.1)

4. Diversity issues will be addressed in this class. See the end of this syllabus. The highlighted ones will be specifically addressed.

VII. COURSE CONTENT/ACTIVITIES
A. Introduction to special education as focusing on exceptional learning needs.
B. Identifying risk factors in the area of development and the need for early intervention.
C. Understanding the child with exceptionalities in the school, home, and culture.
D. Discussion of the state and federal legislation and litigation relating to special education, with emphasis on P.L. 94-142 (EHA) and changes brought about by P.L. 101-476 (IDEA) and gain a historical perspective of civil rights law setting the precedents for special education law.
E. Examination of areas of exceptionalities: gifted and talented, learning disabilities, attention deficit disorder, emotional and behavioral disorders, communication disorders, hearing impairments, visual impairments, physical and other health impairments, traumatic brain injury, mental retardation, autism, and early childhood developmental delay.
F. Demonstration of knowledge of the special education procedural sequence of pre-referral/referral, assessment, eligibility, programming by following a hypothetical student through the process, highlighting the team concept involving parents, teachers, counselors, administrators, etc.
G. Discussion of the movement from exclusion to inclusion for students with disabilities and an understanding of the roles different individuals play in a student’s education, communicating and cooperating.
H. Examination of the newest trends in special education services: early intervention, assistive and adaptive technology, transition, collaboration/consulting, co-teaching, multicultural issues in special education.

VIII. EVALUATION PROCEDURES

A. **Exams:** there will be a mid-term and final exam. If you must take the exam at a different time, you must get prior permission.

B. **Annotated Bibliography:** Each student will complete an annotated bibliography with at least 10 peer reviewed journal article reviews on one topic of your choice. Some suggested topics include: inclusion, early childhood special education, parent involvement, classroom management. You are to use Proquest Education Complete. This can be found under electronic data bases through the UTM library web site. Be sure you choose peer-reviewed full text by clicking them when you do your search. The reference for each article should be in APA format, 6th Edition. Each annotation should be 3-5 sentences (or 50-100 words) with NO personal opinions. WEB sites, newspapers, book reviews, and magazine articles are NOT journal articles! If an article does not have an author, do not use it. **The first page of each article must be included with the bibliography with all of these first pages, in order at the end of the bibliography.** NOTE: The
UTM Bookstore sells the *Publication Manual of the American Psychological Association*, 6th edition, and the media center in the library has two copies on reserve. *Note: APA (6th edition) now recommends that when an assigned DOI is available (print or online), it should be included on the reference.* (Manual, p. 189, & p. 198). If an article was not assigned a DOI, then end the reference with page numbers. Do not include “Retrieved on date”. To get the doi you can Google the article title. Do not include Proquest URL when the doi is not available.

An example of the assignment may be found on blackboard. **This must be submitted via the provided assignment link in WORD or RTF format for the purpose of increasing your computer technology skills. Hard copies will not be accepted. Late copies will not be accepted. Copies sent via email attachment will not be accepted.** When using technology, allow time for glitches. “My Internet was down” will not secure a time extension. Assignments turned in 1 week before due date will be eligible for the instructor review and student fix option. The revised copy must be submitted by the due date.

C. **Collaborative Presentation:** Each student will participate in a collaborative presentation. Each group will create a review presentation from a chapter from the text to include the creation of a handout of appropriate classroom interventions. The required length of the total presentation will be about 20 slides. These will be posted online the week before the midterm exam (topics from the first half of course) and the week before the final exam (topics from the second half of the course). They should serve as a review for the associated exams. Each person will responsible for his/her part, and grades will be given for each individual’s work according to the following:

1. **PowerPoint** for your part of the presentation (10 points) (each person in the group) Each of you will turn in your part of the presentation in Group File Exchange. One person will combine them all into one presentation.
2. **Handouts of Classroom Interventions** (individual) (10 points) This will be submitted on Bb.
3. **Reference Page**– Each student must turn in any reference citations you used to gather information for your part of the presentation. (APA format!) If you use the text, reference it in APA format. (10 points) (each person in the group) Include in your individual part of the presentation.
4. **Graphics, organization, review value** (60 points)
5. **The above point value is how I will base my evaluation, which will count 50%**. The other 50% comes from peer-review by your classmates.
D. In-class Activities: Quizzes/Case Studies/etc.– used to check understanding

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Graduate Students will expand the annotated bibliography into a paper which will be averaged with the Annotated Bibliography.

**Attendance/Participation is mandatory.** Attendance/Participation points will be given. It is based on Logins and Postings.

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<td>A=93-100</td>
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<td>B=86-92</td>
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<td>C=77-85</td>
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<td>D=70-76</td>
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Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from Student Academic Support Center within the first two weeks of the semester.

IX. Textbook:

*Introduction to Special Education: Making a Difference* by D.D. Smith, ISBN: 0205505082

X. Other Resources

*Attention Deficit Hyperactivity Disorder (ADHD)*


Autism


**Communication Disorders**


**Early Childhood Education and Family Perspective**


*Emotional Disorders*


**Gifted Education**


**Inclusion**


Learning Disabilities


Mental Retardation


Motivation


No Child Left Behind (NCLB) and Special Education


**Physical Disabilities, Other Health Impaired & Traumatic Brain Injury**


**Sensory Impairments (Visual and Hearing Impairments)**


XI. Faculty frequently teaching this class:

Whitlow, Tomlin, Watts, Hampton, Walker, Ramsey

XII. Prerequisites: None

XIII. Required for Teacher Education and Special Education Programs.
TEACHER CANDIDATE DIVERSITY PROFICIENCIES

The Teacher Candidate will:
1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

ETHNICITY
5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Deal with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)

RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)
8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Deal with students, parents, and colleagues of all races in an equitable manner. (PEB)

SOCIOECONOMIC STATUS
11. Consider socioeconomic status when designing instruction. (RP)
12. Understand the underlying assumptions of students from wealthy, middle class, and generational poverty groups. (KSA)
13. Understand the unique needs of children of poverty. (KSA)
14. During field experiences, demonstrate a knowledge of how poverty affects student learning (PEB)

GENDER
15. Consider gender when designing instruction. (RP)
16. Understand gender related issues relating to teacher questioning strategies. (KSA)
17. Integrate a knowledge of gender related issues into classroom management. (PEB)

LANGUAGE
18. Value linguistic diversity as an integral component of educational systems. (RP)
19. Understand the unique needs of linguistically diverse learners. (KSA)
20. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)
21. Consider these exceptionalities when designing instruction. (RP)
22. Understand strategies to address differentiated instruction and make accommodations in the classroom. (KSA)
23. Understand classroom management strategies which may be appropriate for a variety of exceptional students. (KSA)
24. Make accommodations for 504 students during field experiences. (PEB)
RELIGION
25. Increase personal tolerance for religious diversity. (RP)
26. Consider religious diversity when designing instruction. (RP)
27. Understand legal issues regarding the expression of religion in the public schools. (KSA)
28. Deal with students, parents, and colleagues of all religions in an equitable manner. (PEB)

SEXUAL ORIENTATION
29. Increase personal tolerance for persons of all sexual orientations. (RP)
30. Understand issues related to sexual orientation that may affect learning (KSA)
31. Deal with gay or lesbian students, parents, and colleagues in an equitable manner. (PEB)

GEOGRAPHICAL AREA
32. Consider geographical diversity when designing instruction. (RP)
33. Understand variations in regional speech and attitudes. (KSA)
34. Deal with students, parents, and colleagues from both rural and urban settings in an equitable manner. (PEB)