SED 5030 Education of Exceptional Children

SECTION: 28821/001
COURSE CREDIT: 3 Hours
TERM/YEAR: Winter, 2014
LOCATION: Education Building, room 171
DAY/TIME: Thursdays, 5:00 – 7:45 p.m.
INSTRUCTOR: Steve Ilmer, Ph.D.
OFFICE: 261 Education Building
CONTACT INFO: steven.ilmer@wayne.edu

*Modifications to this syllabus during the academic term may be announced by the instructor. Such modifications may impact the class schedule, required course assignments, and/or their due dates.

TEXTBOOK (required)
COURSE DESCRIPTION

SED 5030 is designed as an entry level course for students planning to pursue an academic major in special education—with the intent to embark upon a teaching and/or related professional career in working with children, youth and/or adults with special learning and/or behavioral needs. The course provides a comprehensive view of past, current, and emerging practices affecting the education of persons with disabilities.

LEARNING OUTCOMES

Through satisfactorily fulfilling the course requirements stated in this course syllabus, students will demonstrate (via performance on three exams, class participation, and written field observations from P-12 school-classroom and community program site visits) an introductory competency level in basic knowledge and understanding of the practices and principles bulleted below. This knowledge, which will serve as a foundation in preparation for subsequent enrollment in advanced course work in special education, is consistent with the Standards for Initial Professional Preparation (Section 5, see Appendix to this syllabus) advanced by the (national) Council for Exceptional Children (CEC).

- Demonstrate a basic understanding of historical perspectives regarding the education of persons with disabilities and their influence and impact upon contemporary practices.
- Demonstrate an understanding of the impact of advocacy practices and governmental policies upon the education of students with special needs.
- Exhibit a basic understanding of cultural and linguistic factors affecting the identification and education of students with disabilities.
- Exhibit a basic level of knowledge of educational practices affecting students with disabilities (and their families) as required by statute/law.
- Demonstrate knowledge of disability classifications (categorical and non-categorical) as implemented by schools and other institutions.
- Exhibit knowledge of disability classification characteristics, incidence, prevalence, etiology/causes, and prevention.
- Document and explain the use of different intervention systems in areas such as early intervention, transition, partnerships, and collaboration.
- Demonstrate knowledge of key educational practices in inclusion of students with disabilities in regular education programs.
- Identify and document emerging trends in special education with an emphasis upon future implications for educational practices.
COURSE REQUIREMENTS & ASSIGNMENTS

Blackboard

Blackboard will be used to post the course syllabus (and any updates/changes to the syllabus), provide detailed instructions regarding the school/class observation assignment, provide power point slides for each chapter of the required textbook, and to post periodically general information (e.g., special news, articles or readings of interest).

Assigned Course Readings from Required Textbook

Students are expected to read weekly chapter assignments in advance of the chapter topic session scheduled for each class meeting. Your understanding of the readings will be demonstrated during class discussions, reflection, assignments and other activities.

School and Classroom Observation Assignment

Students will make four separate school-classroom and community program field observations during the term. A brief written report will be completed for each observation. Specific information and directions for completing this course requirement will be posted in Blackboard. This course requirement represents 20% of students’ final course grade.

Course Exams

There will be two (in-class) exams and a final take-home exam/assignment during the term (see class schedule for dates). Specific details for preparing for the exams will be discussed in class by the instructor. Each exam represents 20% of students’ final course grade.

Class Participation

Individual student participation in class—especially in instructor-led discussion and small group student-directed discussion—is vitally important to the learning process. Class participation represents 20% of students’ final course grade.

Students are expected to attend class on a regular basis. If you are sick or have a schedule conflict, you are expected to notify the instructor via email in advance of the class meeting as to the reason for your pending absence. If that’s not possible for some reason, you should follow-up immediately with the instructor after your absence.)

COURSE POLICIES

Plagiarism and Academic Dishonesty

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence.
of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Withdrawal Policy
The last day to be able to withdraw from a course in the winter term is March 23 (per university policy). Students who withdraw from a course after March 23, per university policy, will receive one of the following grades: WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade.

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Information for Students with Disabilities
If you have a documented disability that requires accommodations, please register with Student Disability Services for coordination of your academic accommodations. Student Disability Services is located in the Undergraduate Library, department of Student Academic Success Services. Their telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to participate fully in their educational experience at Wayne State University.

Please be aware that a delay in getting an accommodation letter for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letter as early in the semester as possible.

Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the university student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is university policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that suitable alternative arrangements may be made.

The Writing Center
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process –
considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website:

http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring)


CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapter</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Overview of course content, requirements and activities</td>
<td>Introduction to special education</td>
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<td>(wk 1)</td>
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<tr>
<td>Jan. 16</td>
<td>Ch 1 Disabilities &amp; Special Education— Making a Difference</td>
<td>Disability &amp; Social Justice, Disabilities &amp; Students, Making a Difference through Special Education, Emerging Trends</td>
<td>Access to the General Education Curriculum; Settings, Services and Personnel The IEP Process…Steps, Roles, Monitoring</td>
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<tr>
<td>(wk 2)</td>
<td>Ch 2 Individualized Special Education Programs— Planning and Delivering Services</td>
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<tr>
<td>Jan. 23</td>
<td>Ch 3 Cultural &amp; Linguistic Diversity</td>
<td>Definitions, Characteristics, Prevalence, Causes, Assessment, Early Intervention, Transition, Collaboration, Partnerships</td>
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<td>(wk 3)</td>
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<td>Chapter(s)</td>
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<td>Jan. 30</td>
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<td>Exam 1 (in class)</td>
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<td>(wk 4)</td>
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<tr>
<td>Feb. 6</td>
<td>Ch 5</td>
<td>Learning Disabilities Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships Teaching Students with Learning Disabilities</td>
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<td>(wk 5)</td>
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<td>Feb. 13</td>
<td>Ch 6</td>
<td>Attention Deficit Hyperactivity Disorder Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships</td>
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<tr>
<td>(wk 6)</td>
<td>Ch 7</td>
<td>Emotional and Behavioral Disorders Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships Teaching Students with Emotional Disorders and Students on the Autism Spectrum</td>
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<tr>
<td>Feb. 20</td>
<td>Ch 7, Ch 12</td>
<td>Emotional and Behavioral Disorders Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships Teaching Students with Emotional Disorders and Students on the Autism Spectrum</td>
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<td>(wk 7)</td>
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<td>Feb. 27</td>
<td>Ch 8</td>
<td>Intellectual/Cognitive Disabilities Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships Teaching students with Intellectual Disabilities</td>
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<tr>
<td>(wk 8)</td>
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<tr>
<td>March 6</td>
<td>Exam 2 (in class)</td>
<td>School/site written observations 1 &amp; 2 of 4 (total) due in class today.</td>
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<td>(wk 9)</td>
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<td>March 13</td>
<td>University closed—no classes</td>
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<td>(wk 10)</td>
<td>(Spring break)</td>
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<td>March 20</td>
<td>Ch 10 Deaf &amp; Hard of Hearing</td>
<td>Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships</td>
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<tr>
<td>(wk 11)</td>
<td>Ch 11 Low Vision &amp; Blindness</td>
<td>Teaching Students with Sensory Disorders</td>
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<td>March 27</td>
<td>Ch 13 Low Incidence Disabilities</td>
<td>Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships</td>
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<td>(wk 12)</td>
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<td>Teaching Students with Low Incidence Disabilities</td>
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<td>April 3</td>
<td>Ch 15 Giftedness and Talents</td>
<td>Definitions, Characteristics, Prevalence, Causes and Prevention, Assessment, Early Intervention, Transition, Collaboration, Partnerships</td>
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<td>(wk 13)</td>
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<td>Teaching Intellectually Gifted Students and Students with Special Talents</td>
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<td>April 10</td>
<td>Ch 9 Physical or Health Disabilities</td>
<td>Teaching Students with Physical or Health Disabilities</td>
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APPENDIX

(My docs: SED CEC Standards Section 5 Initial and Advanced Prof Content Standards 2009 12-7-11)


Section 5: Initial and Advanced Professional Content Standards and Knowledge and Skill Sets

Each of the (10) content standards listed below describes the skills and responsibilities of all special education specialists. The bolded phrases are critical elements of the standards identified to provide guidance to preparation program developers. This section includes the Initial Content Standards and the Advanced Content Standards. These two sets of standards broadly describe the knowledge and skill that all special educators bring to initial and advanced roles. These broad content standards are informed by the elements delineated in the CEC knowledge and skill sets. They provide both context and content for a variety of special education specialty disciplines. The Knowledge and Skill sets are included for candidates preparing for their first special education position, as well as for special educators preparing to move into advanced classroom-based and other advanced roles. They are the knowledge and skills that professionals entering initial practice or assuming advanced roles should possess to practice safely and effectively. Finally, CEC standards for Mentorship and for Continuing Education are included. Please note that CEC has not included information in this section to support faculty in preparing for CEC performance-based national recognition. In order to ensure that faculty receive the most accurate and up-to-date guidance, all information has been placed on the CEC Web site www.cec.sped.org.

CEC Initial Level Content Standards
Initial Content Standard 1: Foundations
Initial Content Standard 2: Development and Characteristics of Learners
Initial Content Standard 3: Individual Learning Differences
Initial Content Standard 4: Instructional Strategies
Initial Content Standard 5: Learning Environments and Social Interactions
Initial Content Standard 6: Language
Initial Content Standard 7: Instructional Planning
Initial Content Standard 8: Assessment
Initial Content Standard 9: Professional and Ethical Practice

Initial Content Standard 10: Collaboration

Initial Content Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs in both school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations from special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Initial Content Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

Initial Content Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes,
values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 4: Instructional Strategies**

Special educators possess a repertoire of evidence based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 5: Learning Environments and Social Interactions**

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 6: Language**
Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with exceptional learning needs. Special Section 5: Initial and Advanced Professional Content Standards and Knowledge and Skill Sets 49educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter** for individuals with exceptional learning needs whose **primary language is not English.** Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s)Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 7: Instructional Planning**

Individualized decision making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual’s learning progress.** Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s)Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 8: Assessment**

Assessment is integral to the decision making and teaching of special educators and special educators use **multiple types of assessment information** for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and
placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence. Special educators know their own limits of practice and practice CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s), Knowledge and Skills for which the program is preparing candidates.

**Initial Content Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people.
who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services. Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s), Knowledge and Skills.