

SEC-201
Foundations of Special Education
Spring 2013

Faculty: Dr. Alison DuBois

Class: TR 3:40-5:10pm

Office: Old Main #302

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Office Hours: before class or by appointment

Course Description: The purpose of this course is to provide an introduction to the unique educational needs of children identified as having “exceptionalities” in various developmental areas. This course will provide foundational knowledge in the areas of legal, social, educational, medical, and psychological concepts within the realm of special education.

Course Text: Hunt, N. & Marshall, K. (2012), *Exceptional children & youth*. (5th ed.), Cengage, Los Angeles, CA.

Course Outcomes: Course outcomes are based on the educational standards set by the Pennsylvania Department of Education (PDE). Students will be able to gain skills, knowledge and understandings in the areas listed below.

- A. Laws and Policies Guiding Current Practice
 1. Students will use appropriate terminology related to special education.
 2. Students will identify the provisions of important federal and state legislation and the impact each has on teaching children with disabilities.
 3. Students will discuss general issues and trends, which will include historical, current, programmatic, curricular, and social matters affecting the field.
 4. Students will discuss the role of the general and special education teachers, in addition to related service providers.
- B. Risk Factors and the Role of the Family
 1. Students will examine and discuss the causes of disability and conditions that place a child at risk for developmental delay and disability.
 2. Students will discuss factors that contribute to the development of giftedness.
 3. Students will examine the benefits of early intervention and the types of programming available to this population.
 4. Students will identify factors important to culturally reciprocal practices in special education.
- C. Major Categories of Disabilities
 1. Students will demonstrate knowledge about the characteristics of each exceptionality category and the eligibility requirements for classification of exceptional students.
 2. Students will examine the relationship between student learning characteristics and educational needs.
 3. Students will develop models and strategies for providing effective instruction to exceptional students.

Course Requirements:

1. Through active class participation, students will demonstrate an understanding of material (e.g. required readings, professional knowledge) covered and synthesize their knowledge in weekly coursework and class discussions. Any student missing three or more classes may be asked to withdraw. Unexcused absences and tardiness will have a negative impact on a student's grade. All assignments/exams will be accepted/administered on pre-determined dates. Turning in either late will result in a 5% drop in grade, unless excuse is accompanied by a written medical note or documented family emergency. Additionally, a professional manner at field placement sites is expected. If the student believes he/she has incurred unfair treatment at the field site, contact the faculty member as soon as possible to address the issue. (25 points). ***Texting is prohibited during class.*** Final grade will be affected (at the discretion of the faculty) if student engages in this activity.
2. Students will write a 1-2 page Philosophy of Special Education. (30 points)
(PA Candidate Competency [CC] IA)
3. Students will write **TWO** 2 page journal critiques on one Journal Article related to the course. This paper must follow APA style formatting. An example of a journal article will be provided, although students are expected to retrieve their own article from an educational database to complete this assignment. The first topic will be the "How does poverty affect a child's development?" The second topic **MUST** relate to current research on one of the disability categories covered in class. (25 pts. each)
(CC IVA1-2; B1-2; C1-8)
4. Students will complete 5 hours of fieldwork in a **special education classroom**. Students will maintain a log sheet that records the dates and times of the observation and the teacher's signature for each data entry. This log sheet will be attached to an Observation Journal that will be maintained throughout the field experience. The purpose of this activity is for the student to observe and then reflect on information that is presented and discussed in class, and then observed within an actual early childhood setting. *Areas to consider when creating each entry may include but not be limited to: children's developmental domains (e.g. cognitive, fine motor, etc.), behavior management, special education accommodations/interventions, impressions of the co-operating teacher's profession identity/development-in addition to your own, use of learning theories in the classroom, diversity and multi-cultural issues addressed in the classroom, Family Involvement. This Journal is NOT meant to be a running record of the daily schedule.* Journal should be typed, double-spaced and no less than 5 pages-1 page entry per hour of observation. (35 points) (CC IA,B,C)
5. Visit the Office of Disability Resources on campus; get a signature from a staff member. After visiting, write a one page paper explaining what type of assistive devices you looked at/observed, how they are/can be used, and anything new that you learned about assistive devices. (15 pts.) ***Do NOT wait until assignment is due to complete! You will have to schedule with the Coordinator and this can NOT be done last minute.**

Contact:
Mrs. Faith Craig
209 Thompson-Clark Hall
724-946-7192

6. Working in small groups, students will be assigned a case study. The students will problem-solve and discuss the issues presented in the case study. The students must identify the case study's educational needs, research interventions, write an IEP, and present their conclusions to the class. ***Attendance is mandatory on these days!*** (10 points per day) (CC I A; III A; III E)
7. Students will complete a mid-term and final exam. Information covered in class and readings will be included on these exams. (50 points each) (CC I A,B,C)
8. Students will be asked to participate in **ONE** of the following activities: (CC I A, B, C)
 - (A) Create a model of a tri-fold brochure for distribution to pregnant women and girls that informs them of pre-natal risk factors, including high-risk behaviors, leading to birth defects. Recommendations for appropriate pre-natal care should be included in the brochure.
 - (B) Develop a guide (e.g. poster, brochure, etc.) of resources available in the community to support families with children who have disabilities. The guide should be divided into four sections: (1) Agencies and individuals who provide screening and diagnostic services, (2) Agencies and individuals who provide intervention programs and services, (3) Agencies individuals who provide respite care, and (4) Agencies and individual who provide parent support and advocacy.
 - (C) Create a list/tri-fold/poster that includes a list of at least 10 picture, chapter, or poem books (for children that can be used in the classroom) and 10 adult books that are about disabilities or have a character with a disability. Include bibliography and target audience. You must create an annotated bibliography (brief description of book) and categorize. If possible, try to bring examples of some of the books.
 - (D) Identify and share specific information about five of the following: Articles, Videos, Television programs, or Movies addressing disabilities. The student will provide a written analysis of each media item. Explain briefly what the chosen medium is about in relation to the disability. Discussion should include but not be limited to: the way the disability is portrayed, how close it is to the reality of the disability, your perception of the information or portrayal, reflections of the information based on what you've learned throughout the semester, how you can/will use the information in practice.

Special Needs

Students with disabilities are entitled to *reasonable accommodations*, as determined by the institution, after proper documentation of the disability has been received. At Westminster College, the Office of Disability Resources is responsible for determining necessary supports and accommodations to assist the student, in accordance to IDEA regulations. It is the responsibility of the student to notify the faculty member at the beginning of the school term, if *reasonable accommodations* are needed. Students with documented disabilities must be provided equal educational opportunities, therefore, *reasonable accommodations* will be made with the assistance of the Office of Disability Resources. A student must demonstrate competence in the areas covered within the scope of this course in order for successful completion of this course.

Grading

96-100 Of all possible points= A+

94-95 = A

92-93 = A-

90-91 = B+

84-89 = B

82-83 = B-

80-81 = C+

74-79 = C

72-73 = C-

65-71 Of all possible points= D

Below 65= Failure of course

*****Education majors must earn a minimum of a 3.0 in this course.***

Grading Rubric The student must consistently, actively engage in and demonstrate *advanced* knowledge of the weekly material presented, fully participate in the active learning activities, and show an advanced understanding of the practical and social implications of the information to be considered Advanced in this course. This is accomplished through maintenance of assigned weekly readings, participation in class discussions, thoughtful preparation of student journals, active engagement in experiential class exercises, and group presentations. Students showing *adequate* knowledge, participation, and understanding and rely on the leadership and study of others, or reflect opinion rather than study, though and contemplation will receive a Satisfactory. Students that *inconsistently or* passively demonstrate participation in any areas of the learning will be considered minimally acceptable.

Writing:	Critical reading:	Audience, purpose, voice:	Organization:	Research and information:
Students will maintain a weekly Reflective Journal and a written paper.	Students will critically read and respond to a variety of texts by summarizing, paraphrasing, analyzing, and synthesizing.	Students will make a formal presentation to the class, demonstrating an understanding of the material and audience.	Students will compose coherent and cohesive written assignments and complete a class presentation.	Students will locate, evaluate, and synthesize primary source materials when presenting information.
Advanced	Information is presented in a polished, insightful manner demonstrating a synthesis of the learning process. Text contains few errors in Standard Written English.	Writing and speaking engages fully with the text, demonstrating developed inferential and evaluative skills.	Written and verbal Information is clear, thought-provoking, and well focused, supported by vivid and concrete evidence.	Writing demonstrates a logical, clear structure, including sophisticated transitions and cohesive paragraphs.
Proficient	Though thoughts and ideas are competently expressed, text contains some errors in Standard Written English.	Work shows adequate comprehension and some inferential ability; writing shows an ability to engage with the text.	Information is coherent and is supported by research in a matter of fact manner.	Work shows a skilled development of beginning, middle, and end with focused, organized paragraphs.
Competent	Writing style is erratic, inconsistent, problems with content and/or Standard Written English.	Presentation demonstrates little comprehension of relevant information, limited inferential skills, and a lack of awareness of practical applications.	Information is somewhat disorganized with few references supporting ideas..	Introduction, body, and/or conclusion are unfocused.

Spring 2013 Semester Schedule:

1-15	First Class	Introduction; Go over Syllabus Read Ch. 1, Handouts for 2 nd class. <i>Candidate Competencies (CC) IA;IB;G1-8; III E</i>
1-17		Discuss Ch. 1 Read Ch. 2, Handouts for next class.
1-22		Discuss Ch. 2, Handouts ER/IEP Activity Read Ch.3 for next class <i>CC IAI;C</i>
1-24		Discuss Ch. 3 Read Ch. 4, Handouts <i>CCIAI;IVB1-4</i>
1-29		Discuss Ch. 4, Family Systems Activities <i>CCIAI;IVB1-4</i>
1-31		Ch. 6 (IDD) "Sean's Story" Video <i>CCIA;IV VL</i>
2-5		Discuss Ch. 6 Read Ch. 7, Handouts
2-7	JOURNAL CRITIQUE DUE	Discuss Ch. 5 (LD) Video "Fat City" <i>CCIA;IIA2</i>
2-12		Discuss Ch. 5, ADHD Video Read Ch. 8, Handouts
		Discuss Ch. 8, Behavior Activities <i>CCIA;IID,E; IIF2; IIC12</i>
2-14		Discuss Ch. 8
		Discuss Ch. 8 Read Ch. 9, Handouts
2-19		Discuss Ch. 9 "Autism is a World" Video <i>CCIA;IID,E; IIF2; IIC12</i>
2-21		Discuss Ch. 9
2-26	Campus Disability Activity DUE	REVIEW FOR MID-TERM

2-29		MID- TERM
3-5	Spring Break	Have Ch. 10 (Comm) Handouts Read for the 12 th .
3-7	Spring Break	
3-12		Discuss Ch. 10, Video Clips <i>CC 1A; IIE1</i>
		Ch. 10 Read Ch. 11, Handouts
3-14		Discuss Ch. 11 (HI) <i>CC 1A; IV V L</i>
		Ch. 11 Read Ch.12, Handouts
3-19		Discuss Ch. 12 Video “Deaf/Blindness”
		Ch. 12 (VI) <i>CC 1A; IV V L</i> Read Ch. 13, Handouts
3-21		Discuss Ch. 7 (Severe) <i>CC1A; IID,E; IIF2; IIC12</i>
3-26		Ch. 13 (Ortho.Imp) <i>CC 1A; IV V L</i> Read Ch. 14, Handouts
4-2		Ch. 14. Gifted <i>CC 1A; III VK</i>
4-4	2nd Journal Critique Due	Catch up Day
4-9		IEP Activity (Direct instruction)

4-11		IEP Activity (Group Work) <i>CC 1A; IIG1-8</i>
4-16		IN CLASS Group Activity Work
4-18		IN CLASS Group Activity Work
4-23	Philosophy of Education DUE	Assessment/Inclusion Video "Including Samuel"
4-25	Group Activity Assignments DUE	Group Activity Presentations
4-30		Group Activity Presentations
5-2		Child Abuse
5-7		Child Abuse
5-9	LAST CLASS; Fieldwork Journal DUE	SEMESTER REVIEW
5-13	FINALS WEEK	