

Boyce College
Department of Teacher Education

ED 220 Teaching Exceptional Learners

3 hours

Semester: Fall

Time: TBA

Location: TBA

Professor: To be assigned

Home Ph# -

Office Ph# -

Cell Ph# -

Office Location

Office Hours: 10 Hours Minimum

Email: Office -??????@sbts.edu

Home -

Course Description: This course introduces the student to the characteristics of exceptional learners. It will examine principles and practices of effectively instructing exceptional learners as inclusions of the regular classroom. Prerequisite: Admittance to the Teacher Education Program

Instructional Materials

<u>Text:</u>	Kirk, Samuel, Gallagher, James, Anastasiow, Nicholas and Coleman, Mary Ruth (2006). <u>Educating Exceptional Children</u> –11 th edition.
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Other Reading: If Any

The Boyce Teacher Education Program Mission and Theme: The primary purpose of the Boyce Teacher Education Program (TEP) is to provide Christ-centered quality teacher education, preparing teacher candidates for both Christian and public school teaching under the theme of *teachers as leaders*. The goal of the TEP for each teacher candidate is to develop the knowledge, the skills, the dispositions, and the intent to serve as a professional Christian educator. This goal is depicted in the conceptual framework logo below:

Insert Boyce TEP logo here

LEARNING OUTCOMES: The student of this course will...

1. Define and describe the various categories of conditions of disabilities as stated in the Ky. Special Education Rules and Public Laws 94-142, 99-457, 101-476, 105-17, 103-227 (Goals 2000: Educate America Act), 101-336 (The Americans with Disabilities Acts), and 101-476 (Individuals with Disabilities Education Act of 1990 - IDEA).
2. Describe models, theories, and philosophies that provide the basis for special education practice.
3. Describe the federal, state and local administrative arrangements used to deliver special education services to students with disabilities and gifted students.
4. Describe the components of an IEP, IFSP, ITP, and a GSSP.
5. Describe the ways in which the roles of parents and families are changing in reference to provision of special education services.
6. Delineate the history of educating children with disabilities and the relationship of this history to current practice to include major legal milestones and legislative decisions that have influenced services for children with disabilities.
7. Identify the work of special and general educators, including the various classroom settings, knowledge needed, and related professional roles.
8. Describe the impact of disability within a culturally diverse society.
9. Demonstrate knowledge of scriptural principles and mandates regarding those who have disabilities.
10. Identify research and/or assessment that impact all aspects of the special education planning and placement process.

INSTRUCTION METHODS: This course will be taught using various methods of instruction including lecture, discussion, cooperative learning, interviews, observations, videos, on-line activities, and research.

COURSE REQUIREMENTS:

1. **Attendance and Submission of Assignments** – Strict attendance will be enforced in this class with penalties for absences invoked. All assignments are due on the date as announced. Submitting assignments late will result in loss of points for the assignment.
2. **Interviews** – Reports on three interviews with 3 different special education teachers corresponding to three of the ten groups of exceptional children studied in the course are required on specific dates designated. These interviews must be **conducted in person and in the school setting**. A handout will be issued for the format of these reports. **The special education teachers must be teaching in Kentucky public or Christian schools within a 45 mile radius of Boyce College.** These will be included in the *Professional Portfolio For Special Education* (See Below)
3. **Journal Article Summaries** – Two journal article summaries on two of the groups of exceptional children studied in the course are required. The format for the summaries will be discussed in class. These will be included in the *Professional Portfolio For Special Education* (See Below).
4. **Field Experience** (3 hours required) Three separate observations, minimum of one hour each, in classrooms with at least 1 student identified for special education services (having an IEP) from three of the ten groups of exceptional children studied in this course and completion of a reflection on the behavior of the special needs learner in the

classroom. The Field Experience Record form (Issued in class) must be signed by the teacher of the class where each of the observations are performed. The observations must be in a Kentucky public or Christian school, but may all be performed in three different classrooms of the same school. Include the signed *Field Experience Record* form and the 3 Reflections in the *Professional Portfolio For Special Education*.

5. **Weekly Journal Entry** – At the end of each week of classes for this course write a journal entry on the topic(s) discussed during the class sessions of that week. Each entry must include the dates for that week and the topic title. These will be included in the *Professional Portfolio For Special Education* (See Below).
6. **Tests** – Tests will be given over the course of the semester according to the schedule as indicated in the course schedule. (See the class schedule). The tests will include information from the text, from class lectures and discussions, and from the list of terminology issued at the beginning of each new topic throughout the course.
7. **Professional Portfolio For Special Education** – All assignments as presented in Requirements 2 – 5 above will be organized into four sections of the *Professional Portfolio For Special Education*. Each section must be clearly labeled:
 1. **Interviews**
 2. **Journal Article Summaries**
 3. **Field Experience**
 4. **Weekly Journal Entry**

Since the ability to organize is crucial to the good teacher, this Portfolio will be evaluated on the student's organizational skills.

SPECIAL POLICIES

1. Classroom policies – In order to ensure full class participation, any student with a disabling condition requiring special accommodations (e.g., tape recorders, special adaptive equipment, special note-taking or test taking needs) is strongly encouraged to contact the professor at the beginning of this course.

Male students are not to wear hats or facial jewelry in class.
No food or drinks are allowed in class, except water. Given the technological classroom, only fully-closeable containers of water are permitted.
2. E-campus - There will be other resources available for this class on e-campus. All grades will be recorded through e-campus so you may check your grades (and attendance) throughout the semester.

COURSE EVALUATION

<u>Course Requirement</u>	<u>Assigned Value</u>
Attendance	5%
Interviews	10%
Journal Article Summaries	15%
Field Experience	15%
Weekly Journal Entry	10%
Tests (Average of all)	35%
Organized Professional Portfolio	10%

COURSE ALIGNMENTS This Course is aligned with the following:

Kentucky Teacher Standards: 7, 8, 9

EPSB Themes: diversity

ACEI standards: DEVELOPMENT, LEARNING AND MOTIVATION

INSTRUCTION- 3.2 Adaptation to diverse students

PROFESSIONALISM - 5.1 Professional growth, reflection, and evaluation

5.2 Collaboration with...colleagues...

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COURSE SCHEDULE

Introduction to the Course Content and Requirements

Exceptional Child (Chapter 1)

Completion of Ch.1 and Introduction to Chapter 2:

Exceptional Children and Social Institutions: Schools

Continuation of Ch. 2 – Exceptional Children and Social

Institutions: Government and Courts

Completion Chapter 2 and Introduction to Chapter 3 – Early

Intervention – Priorities and Programs

Completion of Chapter 3 – Early Intervention – Priorities and

Programs and Review for Test 1 over Chapters 1, 2 and 3

****TEST 1 – CHAPTERS 1, 2 & 3****

Introduction to Chapter 4 – Children with Specific Learning Disabilities –

Definitions, Characteristics and Classifications

Chapter 4 – Children with Specific Learning Disabilities –

Identification, Assessment and Adaptations **SPECIFIC LEARNING
DISABILITIES INTERVIEW REPORT, JOURNAL ARTICLE SUMMARY,
OR OBSERVATION REFLECTION DUE ON EPORTFOLIO **

Chapter 4 – Children with Specific Learning Disabilities

Chapter 5 – Children with Mental Retardation and Developmental

Disabilities – Definitions, Factors and Characteristics

Chapter 5 – Identification, Prevention and Educational Adaptations

**MENTAL RETARDATION INTERVIEW REPORT, JOURNAL ARTICLE
SUMMARY, OR OBSERVATION REFLECTION DUE ON EPORTFOLIO **

Chapter 6 – Children with Emotional and Behavior Disorders –

Definitions, Factors, Classifications and Characteristics

Completion of Chapter 6 and Review for Test 2 – Chapters 4, 5, & 6

**EMOTIONAL/BEHAVIOR DISORDERS INTERVIEW REPORT, JOURNAL
ARTICLE SUMMARY, OR OBSERVATION REFLECTION DUE ON
EPORTFOLIO **

Children with Emotional and Behavior Disorders Video

TEST 2 –CHAPTERS 4, 5, & 6

Chapter 7 – Children with Communication Disorders in Speech and

Language – Definitions, Differences, Development and Disorders

Chapter 7 – Children with Communication Disorders in Speech and

Language - Identification, Assessment, and Adaptations

**COMMUNICATION DISORDERS INTERVIEW REPORT, JOURNAL
ARTICLE SUMMARY, OR OBSERVATION REFLECTION DUE ON
EPORTFOLIO **

Chapter 8 – Children with Autism Spectrum Disorders – Definitions,

Prevalence, Causes and Characteristics – Autism: What Do I Do?

Chapter 8 – Children with Autism Spectrum Disorders –Educational

Adaptations and Accommodations **AUTISM SPECTRUM DISORDERS
INTERVIEW REPORT, JOURNAL ARTICLE SUMMARY, OR
OBSERVATION REFLECTION DUE ON EPORTFOLIO **

Chapter 9 – Children Who are Gifted and Talented

DIVERSITY FIELD TRIP - No Class Meeting

Chapter 9 – Educational Adaptations for Gifted and Talented and Review for test over chapters
7, 8 and 9

**GIFTED AND TALENTED INTERVIEW REPORT, JOURNAL ARTICLE
SUMMARY OR OBSERVATION REFLECTION DUE ON EPORTFOLIO **

TEST 3 – CHAPTERS 7, 8, & 9

Chapter 10 – Children Who Are Deaf or Hard of Hearing –
Definitions, Causes, and Characteristics

Chapter 10 – Identification and Adaptations

**DEAF OR HARD OF HEARING INTERVIEW REPORT, JOURNAL
ARTICLE SUMMARY, OR OBSERVATION REFLECTION DUE ON
EPORTFOLIO **

Chapter 11 – Children with Visual Impairments – Definitions,
Structure and Causes

Chapter 11 – Characteristics, Identification and Adaptations

**VISUAL IMPAIRMENTS INTERVIEW REPORT, JOURNAL ARTICLE
SUMMARY, OR OBSERVATION REFLECTION DUE ON EPORTFOLIO **

Chapter 12 – Children with Multiple and Severe Disabilities

**MULTIPLE AND SEVERE DISABILITIES INTERVIEW REPORT,
JOURNAL ARTICLE SUMMARY, OR OBSERVATION REFLECTION DUE
ON EPORTFOLIO**

Chapter 13 – Children with Physical Disabilities and Health

Impairments – and Review for Test 4 – chapters 10, 11, 12 & 13

**PHYSICAL DISABILITIES AND/OR HEALTH IMPAIRMENTS
INTERVIEW REPORT, JOURNAL ARTICLE SUMMARY, OR
OBSERVATION REFLECTION DUE ON E-PORTFOLIO**

TEST 4– Chapters 10, 11, 12 and 13 – See Final Exam Schedule

PLEASE NOTE THAT WORK MUST BE HANDED IN ON THE DATE SCHEDULED
NO LATE PAPERS!!!