University of North Dakota
College of Education and Human Development
Department of Teaching and Learning

T&L 315: Education of Exceptional Students (3 credits)

Fall 2007 | *10:00 – 11:15 M & W* | *Education 201*

Instructor Information:
Nathan Foss
nathan.foss@und.nodak.edu
701 777-3159

Office Location:
Education Room 9B
Office Hours:
M&W 11:30-2:30 or by appointment.

"I got a fortune cookie that said, 'To remember is to understand.' I have never forgotten it. A good judge remembers what it was like to be a lawyer. A good editor remembers being a writer. A good parent remembers what it was like to be a child. A good teacher remembers what it was like to be a student."

~Anna Quindlen

Course Description

This course is an orientation course, especially for classroom teachers, stressing the identification, characteristics, and educational problems of exceptional children.

Course Mission

It is the mission of this course that students will gain professional and disciplinary knowledge enabling them to become effective, ethical, self-aware leaders as they will one day be providing a service to others within their community by the dissemination of the knowledge and skills gained through their education.

Required Textbook

Friend, M. (2008). *Special education: Contemporary perspectives for school professionals* (2nd ed.). Boston, Massachusetts: Allyn and Bacon.

Teaching and Learning Conceptual Framework

The teacher education programs at the University of North Dakota are grounded in constructivist principles. Through our programs, we support the development of teachers who are learners, active agents of learning, and articulate visionaries.

Course Expectations

1. Regular attendance and participation.
2. Reading the assigned material prior to the date on which it is discussed.
3. Completion of Response Cards throughout the semester.
4. Completion of two exams.
5. Completion of a group project.

Course Objectives

(See INTASC Principles located at end of syllabus)

Through individual reading and reflective writing, group discussions, exams and completion of course assignments, students will demonstrate their understanding of:

1. The history, definitions, laws and classification systems associated with the field of special education. They will become more aware of the needs of exceptional children and subsequently show more sensitivity toward them. (INTASC Principles 1, 2, 8, 9)

2. Formal and informal assessment procedures and educational approaches relating to the identification and education of exceptional students. (INTASC Principles 1, 2, 3, 4, 6, 7, 8)

3. The continuum of service delivery models available to students with disabilities. (INTASC Principles 1, 3, 6, 9, 10)

4. The characteristics of students with exceptional needs (including cognitive, social, emotional, communication, physical, and cultural) enough to discuss basic adaptations of the general education curriculum that might be needed by these students. (INTASC Principles 1, 3, 6, 9, 10)

5. How to work collaboratively with families of students with exceptionalities as well as with other professionals. (INTASC Principles 6, 9, 10)

6. Current issues related to the education of students with exceptionalities, including multicultural and bilingual needs, assistive/adaptive technology, early childhood intervention, vocational education, and transition to adulthood. (INTASC Principles 1, 2, 3, 4, 6, 7, 8, 9, 10)

Course Requirements

Dispositions: Professional disposition are formally and/or informally monitored throughout the teacher education program. Faculty, instructors and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of strength or concerns. Written documentation of this conference may be included in the candidate's permanent file. Specific procedures are delineated on the form, Professional Dispositions for UND Teacher Education.

Participation and Attendance: Many of you will one day become teachers. Within your courses you will, no doubt, expect that your students attend and contribute to the class. Those same expectations hold true in this course. It is expected that students will listen attentively to the instructor and their peers, ask questions and interject comments when appropriate, take an active role in group projects, and display respectful behavior in all interactions.

Course Assessments

Assessment within this course will occur three ways. The first is through response card filled out periodically throughout the semester. The second is through two non-comprehensive exams. The last is through a group project presented to the class. Please see the *Syllabus Addendum* for more in depth descriptions of the requirements for each of these assessments.

Grading:

Response Cards……. 50 points	180-200 points = A
Exam 1 (Ch. 1-7)…… 50 points	160-179 points = B
Exam 2 (Ch. 8-15)…….. 50 points	140-159 points = C
Group Project……. 50 points	120-139 points = D
	119 and below = F

Note

It is the responsibility of the student to contact me immediately if severe circumstances prevent one from turning in work on time. If the circumstances are legitimate, no points will be deducted. If I am not contacted and the work is turned in late, two points per calendar day will be deducted until the work is turned in.

Absences on days of the exams or project presentations are strongly discouraged. If severe circumstances prevent attendance, I must be contacted immediately so that a make up exam or work can be scheduled.

Important Dates:

Labor Day Holiday……...	September 3
Last day to add full-term course……	September 4
Last day to drop a full-term course....	November 2
Veterans Day Holiday……	November 12
Thanksgiving recess……...	November 22-23
Reading and Review Day……...	December 7
Semester examination period……	December 10-14
Grades due at noon……	December 18

Tentative Schedule:

Date	Topic	To Be Read Before Class
Aug. 22 (Wedn.)	Introductions. Course Syllabus Ice Breaker Activity	
Aug. 27 (Mon.)	Key Concepts for Understanding Special Education Selection of Group Projects	Read Ch. 1
Aug. 29 (Wedn.)	The Personnel and Procedures of Special Education	Read Ch. 2
Sept. 3 (Mon.)	No Class. Labor Day.	
Sept. 5 (Wedn.)	No class…meet with your partner	
Sept. 10 (Mon.)	Multicultural and Bilingual Aspects of Special Education	Read Ch. 3
Sept. 12 (Wedn.)	Partnerships through Collaboration	Read Ch. 4
Sept 17 (Mon.)	Learners with Learning Disabilities Group project	Read Ch. 5
Sept. 19 (Wedn.)	Video	
Sept. 24 (Mon.)	Learners with Attention Deficit Disorders	Read Ch. 6

Sept. 26 (Wedn.)	Controversies over ADHD Group project Review for Exam	
Oct. 1 (Mon.)	Exam 1	
Oct. 3 (Wedn.)	Go over corrected exams. Group project	
Oct. 8 (Mon.)	Learners with Emotional Disturbance Group project	Read Ch. 7
Oct. 10 (Wedn.)	Learners with Mental Retardation Group project	Read Ch. 8
Oct. 15 (Mon.)	Video	
Oct. 17 (Wedn.)	No class…..work on projects	
Oct. 22 (Mon.)	Learners with Communication Disorders	Read Ch. 9
Oct. 24 (Wedn.)	Learners who are Deaf or Hard of Hearing Group Project	Read Ch. 10
Oct. 29 (Mon.)	Learners with Blindness or Visual Impairment	Read Ch. 11
Oct. 31 (Wedn.)	Speaker	
Nov. 5 (Mon.)	Learners with Autism 2 Group Projects	Read Ch. 12
Nov. 7 (Wedn.)	Parents of Children with Autism Sharing Their Experiences	
Nov. 12 (Mon.)	Effective Discipline – How it Reduce Referrals to Special Education Small Group Activity	

Nov. 14 (Wedn.)	Learners with Physical Disabilities Projects Presentations: Amputations, Cerebral Palsy, Epilepsy, Multiple Sclerosis	Read Ch. 13
Nov. 19 (Mon.)	Learners with Severe and Multiple Disabilities	Read Ch. 14
Nov. 21 (Wedn.)	Projects Presentations: Muscular Dystrophy, Spina Bifida, Traumatic Brain Injury, Asthma	
Nov. 26 (Mon.)	Learners with Special Gifts and Talents Speaker: Meghan Salyers – Parent of two Gifted Daughters and GTA for T&L	Read Ch. 15
Nov. 28 (Wedn.)	Project Presentations: AIDS, Cystic Fibrosis…video	
Dec. 3 (Mon.)	Project Presentations: Fetal Alcohol Syndrome, Juvenile Diabetes Receive Exam 2 review sheet	
Dec. 5 (Wedn.)	Small Group Work on case Analyses: Course evaluation	
Dec. 10 (Mon.)	Exam 2	

Interstate New Teachers Assessment and Support Consortium

Principle 1: **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle 6: **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Syllabus Addendum
T&L 315
Education of Exceptional Students
Fall 2007

Course Policies

Response Cards

Exams

Group Presentation
Directions for Handout
Rubric for Group Project
Feedback Form

Course Policies

Attendance:
The University of North Dakota does not allow instructors to grade a student on attendance. Nonetheless, it is expected that you attend scheduled classes. If you should miss a class for illness, you are responsible for obtaining the notes and assignments given. You may wish to arrange for a classmate to tape record a session that cannot be made up (e.g., guest speakers).

Incomplete Grades:
If you anticipate that you cannot complete assigned coursework according to the given timeline, you should reconsider enrollment in this course. The mark, "I", Incomplete, will only be assigned to students who have been in attendance and have done satisfactory work up to a time within four weeks of the end of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to the instructor (See p. 38 of 2005-2007 UND Catalog for complete statement for undergraduates).

Plagiarism and Cheating:
While I do not expect this to be an issue in this class, it will not be tolerated. All assignments must be original work. Students are expected to abide by professional ethics and university policies in regard to plagiarism. (See *The Code of Student Life* for information on the University's classification of academic dishonesty and the repercussions for engaging in such actions).

Discrimination:
The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or nation origin and neither shall I. If you feel you have problems in these areas, you may contact the Affirmative Action Office at
777-4171.

Special Circumstances:
If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me as soon as possible and I will try to make appropriate arrangements with Disability Support Services (777-3425).

Exceptionalities:
Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner.

Social Justice:
I am committed to treating everyone honorably and respectfully. I expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. It is the student's obligation to work through channels to resolve problems before going to the Department Chair or Dean.

Student → Professor → Department Chair → Dean

Grievance Procedures:
Students are encouraged to voice their perceptions of all relevant academic matters in class and to the professor outside of class. Should an academic grievance arise, it is the Department of Teaching and Learning policy to proceed as follows:

1. Any student with an academic grievance should discuss the grievance with the professor, and request mediation with the person.
2. If the grievance is not resolved as faculty level, the student may discuss it with the program coordinator, and request mediation.
3. If the grievance is not resolved at the coordinator level, the student may discuss it with Dr. Glenn Olsen, chair of the Teaching and Learning Department and request mediation.
4. If the grievance is not resolved at the Department level, the student may discuss it with the Associate Dean of Teaching and Learning Department and Dr. Barbara Combs, Director of Teacher Education and request mediation.
5. If the grievance is not resolved at the Director level, the student may appeal it to the Department's Grievance and Appeals committee.
6. If the grievance is not resolved at the Department level, the student should discuss it with Dr. Dan Rice, Dean of the College of Education and Human Development and request remediation. Further details regarding grievance policy of the college can be found on the EHD home page on the internet.
7. If the grievance is not resolved at the college level, the student may request a review of the grievance by the Academic Standards Committee of the University. The ASC will consult with all parties involved in the grievance, will document its findings, and will make recommendations to the Vice President of Academic Affairs who will then render the disposition of the grievance within fifteen days following receipt of the ASC recommendations.

It is the student's responsibility to initiate and advance the grievance.

Essential Functions:
All teacher education students must be able to perform the essential functions expected of a student in a field-based classroom experience as described in the Student Teacher Handbook, p. 11 (Guidelines for Student Teachers). Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Associate Dean for Teaching and Learning and suggest any accommodations that they think will enable them to perform as teacher candidates. The Associate Dean for Teaching and Learning will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

Response Cards

Eleven times throughout the semester, students will be asked to respond to an ill-defined or open-ended question about either the reading for the week or the week's topic. Five points will be awarded for turning in a response. Responses should be well thought-out and reflective. These responses will take place within the classroom and serve as a way for the instructor to assess individual growth within the class, to have a personal dialogue with the students about the issues and ideas presented in this course, and to use as a stimulus for class discussion. Of the 11 response cards, the lowest scoring card will be thrown out. The remaining 10 response cards will be tallied and weighed into the overall grade for each student. A student must be present to obtain the points earned through these assessments.

Exams

Students will be asked to complete two non-comprehensive exams within this course. These exams will consist of a mixture of questions including multiple choice, matching, and case study analysis. The first exam will cover material found within chapters 1-7 within the textbook. The second exam will cover material found within chapters 8-15. Each exam is worth a total of 50 points.

Group Project

Groups of 2 will be formed and each will choose a topic that is on the approved list for a specific date. Members of the group will be given class time to meet and subsequently decide what each will do to complete the project and again to put final touches on the project. To search out information, members of the group may engage in several activities (e.g., reading books or journals, conducting internet searches, interviewing individuals with exceptionalities or who work with those having exceptionalities). Class time will be scheduled for each group to make a presentation of approximately 15-20 minutes. These presentations should share the group's findings in as creative a manner as possible and allow each group member to take part equally. A handout should be provided for classmates.

Directions for Preparing Group Project Handout

1) It is often helpful to use an outline format. The outline can be constructed using full sentences, phrases or words but at each level of the outline, keep it consistent.

2) In terms of content, be certain to answer the following questions:

- What is the definition of the condition?
- What characteristics do students exhibit who are diagnosed with the condition?
- How prevalent is this condition? Does prevalence vary by age, cultural group, gender, geographic location?
- What are the educational implications associated with the condition?
- Are there accommodations a classroom teacher would need to consider for students diagnosed with this condition?
- Are there services outside of the classroom that will need to be accessed?

Rubric for Group Project

Important Dimensions	Possible Points	Points Awarded
Use of Resources	10	
Handout Provided Peers Usefulness (5) Organization (5) Good Mechanics (5)	15	
Presentation Organization (5) Creativity Shown (5) Equal Participation by Group Members (5)	15	
Contribution to Group Self-report (5) Peer report (5)	10	

Explanation of Rubric:

- Use at least 3 resources (book, journals, internet, interviews) …only one should be an internet source.

- Provide a handout of 3 double-spaced pages that is easy to read, well organized, accurate and mechanically sound (references should be included, APA format as part of your last page).

- Be creative in your presentation and think about how to motivate the audience (e.g., overheads, poster boards, role plays, power point with graphics, audience participation).

- Be a good group member and provide a description to me of what you did within your group.

- Fill out the Group Work Feedback Form and turn it in to me.

Group Work Feedback Form

Please rate each member of your group (including yourself) on a scale of 1-5 as described below and give commentary to explain your rating. Lower ratings *must* be accompanied by commentary explaining the rational behind the rating. Be sure to explain what specific things you did within your group to complete the project.

5 = Participation was excellent… this person truly contributed something valuable to the group.

4 = Participation was very good… this person did his/her share of the work.

3 = Participation was good… this person did slightly less than other members.

2 = Participation was fair… this person did significantly less than other members.

1 = Participation was poor… this person did very little work in the group.

Name of Group Member Rating

_____ _____

Commentary:

Your Name Rating

_____ _____

Commentary: