A. Course Number and Title

EDU 239: Educating Students with Exceptionalities

B. Number of Credits

Three (3) credit hours

C. Course Description

This course introduces prospective teachers to the individual learning needs and challenges of students with physical, cognitive and emotional/behavioral exceptionalities. The participants will explore historical foundations, major contributors, legislation, methodology, transition services, inclusion, etc. Participants will explore family structure and the continuum of educational services available for students with various exceptionalities. Participants will reflect upon observations and interactions with students with various exceptionalities from the required field experience.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking and reflection, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instructional videos, field experiences, and research.
E. **Course Objectives**

Prospective Teachers will:

1. Discuss etiology, definitions and issues related to the identification of individuals with exceptionalities.

2. Investigate models and theories of deviance and behavior problems as they relate to the psychological and social-emotional characteristics of individuals with disabilities.

3. Explore the historical foundations, classic studies, major contributors, major legislation and current issues related to knowledge and future practice.

4. Discuss and interpret the legal, judicial, and educational systems that are available to assist individuals with exceptionalities.

5. Explore the continuum of placement services available for individuals with exceptionalities, and, the roles and responsibilities of teachers and related service personnel within this continuum.

6. Analyze the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with various exceptionalities, i.e. the role of family and society in the development of individuals with exceptionalities.

7. Discuss reinforcement techniques in serving individuals with exceptionalities, including behavioral interventions.

8. Introduce evidence based, research-supported methods for academic and non-academic instruction for individuals with various exceptionalities.
Program Portfolio Module

Prospective teachers will complete the following program portfolio module as a part of this course:

Exceptionality Research Paper and Field Experience Log

F. Outline of Course Content

1. History of special education
2. Major legislative and judicial directives
3. Characteristics of students with various exceptionalities
4. Role of family, community agencies, and school
5. Diversity issues related to exceptionality
6. Technology and exceptionality
7. Special education teaching models
8. Behavioral intervention

G. Course Requirements

1. Reading of Text:


2. Class Participation and attendance-you cannot participate if you are not here! A grade is awarded for participation.
3. Portfolio Module Exceptionality Research Paper and Field Experience Log

See below

4. Periodic Exams

A midterm exam will be discussed in class. Type of test administered and topics will be discussed.

5. Class Presentation-group preferred**

Due to class size and time allowed, individual presentations are not possible. Group size is determined by number of students in the class divided by the number of presentation slots available. We will attempt to conduct 2 presentations per class. Guest speakers take precedence.

6. Film Review:

Choose 1 of the following films. View the film. Write a short review of the film (½ page). Explain how the film increased your sensitivity to the needs of people with various exceptionalities (1-1 ½ pages). Please submit to me in writing any new films you may be aware of. I will add to the list.

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<tr>
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<tbody>
<tr>
<td>Bill on His Own (1983)</td>
<td>One Flew Over the Cuckoo's Nest (1975)</td>
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<td><strong>A Circle of Children</strong> (1977)</td>
<td><strong>Searching for Bobby Fisher</strong> (1993)</td>
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<td><strong>David and Lisa</strong> (1962)</td>
<td><strong>Sybil</strong> (1976)</td>
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<td><strong>My Dog Skip</strong></td>
<td><strong>Mr. Holland’s Opus</strong></td>
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<td><strong>I Never Promised You a Rose Garden</strong> (1977)</td>
<td><strong>The Other Sister</strong></td>
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**F. Evaluation and Grading**

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<thead>
<tr>
<th><strong>Film Review</strong></th>
<th><strong>10%</strong></th>
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<tr>
<td><strong>Portfolio Module</strong></td>
<td><strong>40%</strong></td>
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<td><strong>Midterm Exam</strong></td>
<td><strong>20%</strong></td>
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<td><strong>Class Presentation</strong></td>
<td><strong>20%</strong></td>
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<td><strong>Class Participation</strong></td>
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Assignments are graded on a scale of A+, A, B+, B, C+, C, D+, D, F. Scoring rubrics will be used to score written work.
Grades are based on the scoring levels as defined on the Rubric for Written Assignments.

A+ = Superior work that meets all criteria and exhibits above average proficiency in the area of special needs.

B+ = Excellent work which meets all criteria and shows effort.

C+ = Adequate work which meets all criteria.

Grades below a “C” will be given when course criteria are not met.

Field Experience:

Candidates matriculated in pre-service teacher education programs must complete a minimum number of field experience hours each semester in order to meet New York State teacher certification requirements. Specific requirements for this course may be assigned to the field experience. Candidates who fail to complete these assignments or the requisite number of field experience hours will not receive a passing grade in the course.

Student Disclosure:

Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity:

“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.
Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.

APA Style:

The College of Education requires that written assignments be word-processed and conform to the style used by the American Psychological Association 5th edition.

EDU 239

Exceptionality Research Paper and Field Experience Log

The Individuals with Disabilities Education Act (IDEA) and other federal and state legislation mandate that students with disabilities be educated in the least restrictive environment. As such, more and more learners with exceptional needs are now placed in the general education classroom with additional supports. General and special education teachers need to be aware of the characteristics of each disability category so that they can help secure the appropriate services and adjust their own practice to meet the needs of students with disabilities. This assignment is intended to develop research skills to learn about disability categories, patterns of development typical of these disabilities, and instructional strategies to enhance the learning of students with these educational disabilities.

The candidate will complete a research paper focusing on one specific condition/disability. The paper will begin with a.) a review of some of the major federal laws regarding special education (ex. IDEA and Section 504) and then b.) a definition and c.) characteristics of a particular condition/disability, d.) a review of how students with the condition/disability commonly differ from typical human growth and development patterns, and e.) a summary of instructional strategies including accommodations, modifications, and assistive technologies that may assist a student with this condition/disability in making educational progress. In addition, the paper will f.) name and describe a community, state, or national organization or agency that provides assistance to individuals with the particular condition/disability and their families.

The 20 hour Learn and Serve Field Experience for this course will be completed with a special education teacher working directly with students with exceptional learning needs. Candidates will maintain a journal of their field experience consisting of:
a. a description of the program (Consultant Teacher, Self-Contained Teacher, Resource Room Teacher, etc.).

b. dates of attendance;

c. conditions/disabilities of students that the candidate worked with on each day of attendance;

d. a list of related services that are observed being provided by other professionals to the students (occupational therapy, physical therapy, speech/language therapy, counseling, etc.)

e. instructional strategies, accommodations, modifications and/or adaptations provided to the students by the special education teacher, general education teacher and/or the teacher candidate on each day of attendance; and

f. assistive technologies observed.
<table>
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<tr>
<th>Program Standards</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Exceptional</th>
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<tr>
<td><strong>239.a</strong> Development:</td>
<td>The major research paper provides little or no description of the development of typical children, nor does it clearly set out how a student with this exceptionality would differ.</td>
<td>The major research paper provides a brief description of how typical children develop and how a child with this exceptionality might differ.</td>
<td>The major research paper provides a comprehensive and detailed description of typical development and how the development of a child with the exceptionality might differ.</td>
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<td>The candidate identifies how typical children learn and develop and identifies how children with exceptionalities differ in their development and learning capabilities.</td>
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<td>[CEC 2]</td>
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<td><strong>239.b</strong> Learning:</td>
<td>The major research paper does not provide examples of accommodations and modifications.</td>
<td>The major research paper identifies at least one modification and one accommodation appropriate for the exceptionality the candidate chose to study.</td>
<td>The major research paper identifies several accommodations and modifications to assist the student with an exceptionality in the classroom</td>
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<td>The journal provides no description of accommodations and modifications for students encountered in the field experience.</td>
<td>The journal provides a brief description of accommodations or modifications for students encountered in the field experience.</td>
<td>The journal provides a detailed description of accommodations and modifications for students encountered in the field experience.</td>
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<td>[CEC 3]</td>
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<td><strong>239.c</strong> Assistive Technology Strategies:</td>
<td>The major research paper provides little or no research information (citations) concerning assistive technology devices and how they can be used to enhance instruction for a student with the chosen exceptionality.</td>
<td>The major research paper provides brief identification information by way of research on one assistive technology device that might pertain to the chosen exceptionality.</td>
<td>The major research paper provides research information (citations) concerning assistive technology as well as a comprehensive and detailed description of how assistive technology can be used.</td>
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<td>Candidates design effective learning environments supported by technology.</td>
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<td>CEC 3</td>
<td>Community Relationships and Collaboration</td>
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<td>The journal provides no description of assistive technologies used by students in the field experience.</td>
<td>The journal provides a brief description of assistive technologies used by students in the field experience.</td>
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<td></td>
<td>The journal provides a detailed description of assistive technologies used by students in the field experience.</td>
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<th>Community Relationships:</th>
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<td>The candidate identifies appropriate community resources for effective collaboration.</td>
<td>The major research paper does not provide a description of the services offered by an agency or organization that provides support to individuals with a particular exceptionality and/or their families.</td>
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<tr>
<td>CEC 10</td>
<td>The major research paper provides a brief description of the services offered by an agency or organization that provides support to individuals with a particular exceptionality and/or their families.</td>
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<td>The major research paper provides a detailed description of the services offered by an agency or organization that provides support to individuals with a particular exceptionality and/or their families.</td>
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<th>239.d</th>
<th>Instructional Planning</th>
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<td>Instructional Planning:</td>
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<td>The candidate maintains a journal of his/her experiences/observations including instructional strategies, accommodations, adaptations for students with exceptionalities.</td>
<td>The journal provides only one or two descriptions of instructional strategies, provides little or no accommodations and/or adaptations that support individuals with exceptionalities in the classroom.</td>
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<td>CEC 7</td>
<td>The journal provides brief description(s) of instructional strategies, accommodations and/or adaptations that support individuals with exceptionalities in the classroom.</td>
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<td>The journal provides a detailed outline and description of many instructional strategies, accommodations and/or adaptations that support individuals with exceptionalities in the classroom.</td>
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<th>General Program Expectations</th>
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<td>239.f</td>
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<td>The candidate</td>
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<td>239.g</td>
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<td>239.h</td>
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