# C:\Users\ljacobs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.MSO\C9E9BA97.tmpEPY 260, Survey of Exceptional Children

**Summer 2022**

**Professor: Dr. Amelia Spencer**

**College Catalog Description:** The role and scope of educational programs for exceptional children including etiology, identification, and incidence. An overview of how individualized educational programs, special education timelines, and special education laws and court cases allows students to fully understand special education.  Information about assessments, behavior plans, and instructional strategies allow students to understand what they observe in the special education classroom. Four hours of observation in a special education setting is mandatory in this course. Laboratory required.

**Comprehensive Description (Specific ACTS Indicators/Topics Covered/Standard Numbers)**

Students will understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas; Understand how learners grow and develop, recognizing that patterns of learning and development that vary by individual across the cognitive, linguistic, social, emotional, and physical areas; understand that individual differences and diverse cultures and community in order to ensure inclusive learning environments; demonstrates an understanding of a variety of instructional strategies that facilitate a deep understanding content area and apply knowledge; Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities; understand how foundational knowledge and current issues influence professional practice; Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

**Special Education Standards**: 1.1.2, 6.1.2, 6.1.3

**InTASC/ACTS Standards:** 1, 2, 8

**Required Texts-**

Gargiulo, R. (2016). *Teaching in Today’s Inclusive Classrooms: A Universal Design for Learning Approach, 3rd Edition.* Wadsworth Press*.*

Martin, A. (2014) *Rain, Reign*. USA: Donnelley & Sons.

Trueman, T. (2005) *Cruise Control*. USA: HarperTeen.

Trueman,T. (2001) *Stuck in Neutral*. USA: HarperTeen.

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

**Honor Code:** Students must adhere to the BSC Honor Code. If students violate the honor code, the assignment results in a “0”.

**BSC Resources for Writers**

The Writing Center, located in the Humanities Center 102, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance, or additional instruction on any aspects of writing. The Writing Center serves all student writers, in any BSC course. The Writing Center also helps with extra-curricular projects, such as personal statements and scholarship applications. Peer tutors are prepared to spend thirty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. Visit the Writing Center website at <http://www.bsc.edu/academics/arc/writing.cfm> for more information.

**Academic Accommodations:** Students who have academic accommodations must register with the academic accommodations department. Please meet with professor as soon as possible in the term.

**COURSE REQUIREMENTS:**

**Movie Project:**

Students will watch 2 movies involving a character with exceptionalities. The written reviews, due prior to class, will address the following topics: reaction to the film, character credibility, portrayal of the disability, this disability’s impact on human condition, connection with the character with exceptionality. More information is available on Moodle.

**Parent Interview Response:**

A parent of a child with an exceptionality is interviewed by Dr. Spencer and available on Moodle. You will watch the recording and respond to the 3 questions posted on Moodle. Written response is worth a total of 30 points.

**Issues Paper:**

Students will identify an issue in the world of individuals with special needs. This assignment relates to the CI (Community Interests) designation of this course. Students will be graded on the CI rubric standards along with the education standards. Topic ideas must be approved by professor. Research papers must describe the identified issue in the field of special education. The paper should be no more than 5 pages typed, written in APA style, citing all sources for your information. Use at least 3 sources. Rubric is available on Moodle. (48 points).

**Field Experience Reports:**

Students will attend at least four virtual field trips during the semester, as a part of the lab requirement for this course. These virtual field trips will be watched outside of class.

The student will submit a final summary report which will recap these experiences. The student, as an educational researcher, will discuss the philosophy of education and “classroom” learning observed during the site visits, **using the text as a reference**. Please submit final papers to Moodle.

**Book Club:**

Students will read three fiction young adult fiction books, *Rain, Reign* and *Cruise Control* & *Stuck in Neutral* (CC & SIN are paired for discussion and writing assignment). These books have as their main character individuals with exceptionalities. Writing assignments are embedded in the Modules.

**Information concerning assignments:**

1. Collaboration on written assignments is not permitted, except when specifically instructed.
2. All assignments must be submitted on or before the due date. For each calendar day an assignment is late, a letter grade is deducted. Any exceptions to this rule must be discussed before the due date of an assignment.

**Epy 260, Survey of Exceptional Children**

**Summer 2021**

**Assignments and Due Dates, by Week**

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| **Week** | **CLASS** | **Assignments and Due Dates** |
| **May 31-June 3** | | |
|  | Module 1 What is Special Education | **Due June 3 by midnight**  Flipgrid Response to Module (10 points)  Google Document, Chapter 1 (20 points) |
|  | Module 2: Special Education & UDL | **Due June 3 by midnight**  Forum- Turnbull and Inclusion (10 points) |
| **June 6-10** | | |
|  | Module 3: Special Education Process | **Due June 10 by midnight**  One Page Summary of Extended Standards (20 points) |
|  | Exceptionalities Movie Assignment | **Due June 10 by midnight**  Flipgrid assignment (10 points) |
|  | Module 4: Learning Disabilities and Intellectual Disabilities | **Due June 10 by midnight**  One-Page Summary of LD and ID (20 points) |
| **June 13-17**  **Major Assignment: Movie Paper due WEDNESDAY June 15, by midnight**  **AND determine your Issues Paper topic!** | | |
|  | Module 5: Attention Deficit Hyperactivity Disorder | **Due June 17 by midnight**  Flipgrid- ADHD (10 points)  Forum- ADHD (10 points) |
|  | Module 6: Emotional/Behavior Disorders | **Due June 17 by midnight**  Forum- EBD and Bully (10 points)  One-Page Summary of EBD readings (20 points) |
| **June 20-24** | | |
|  | Module 7: Autism Spectrum Disorder | **Due June 24 by midnight**  Autism Questions, Moodle (20 points)  Flipgrid- Rain, Reign (10 points) |
|  | Module 8: Speech and Language | **Due June 24 midnight**  Flipgrid- Speech Activity (10 points) |
|  | Module 9: Classroom Strategies and Technologies for All Learners | **Due June 24 by midnight**  Strategies assignment (20 points)  Technology assignment (20 points) |
| **June 27-July 1**  **Major Assignment: Issues Paper due WEDNESDAY June 29 by midnight** | | |
|  | Module 10: Families of Children with Exceptionalities | **Due July 1 by midnight**  Parent Interview Paper (30 points) |
|  | Module 11: Hearing Impairments | **Due July 1 by midnight**  Forum- Hearing Impairment (10 points)  One-Page Summary of Technology for those who are deaf or have hearing loss (20 points) |
|  | Module 12- Learners who are Gifted, Culturally or Linguistically Diverse, or At -Risk | **Due July 1 by midnight**  One-Page Summary on Implicit Bias (20 points) |
| **July 4- 8**  **Major Assignment: Virtual Field Trip Paper due July 8 by midnight** | | |
|  | Module 13: Blindness and Partially- Sighted | **Due WEDNESDAY July 6 by midnight**  Flipgrid- Blind or Low-Vision (10 points) |
|  | Module 14: Physical and Severe Disabilities and TBI | **Due by WEDNESDAY July 6 by midnight**  One-Page response to Terry Truman books (20 points) |