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**Professor: Dr. Amelia Spencer**

**Class: Tuesday and Thursday @ 12:30**

**Harbert 126**

**Office Hours:**  **Mondays 10-11:30; Tuesdays 2-3:00; Wednesdays 2-4:00; Thursdays 11-12:00**

**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, 7.1.3

**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
2. Demonstrate Philosophical, Pedagogical, and Academic Grounding
3. Practice Reflective and Intentional Teaching
4. Practice Advocacy for the Community, the Profession, and for All Children

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| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| SE 1.1.2 | Candidates use understanding of development to respond to the needs of individuals with exceptionalities; Use motivational and instructional interventions to teach individuals with exceptionalities. | Field Experience Report Rubric | Field Experience Report Rubric |
| SE 6.1.2 | Candidates understand how foundational knowledge and current issues influence professional practice. | Field Experience Report  Exams | Field Experience Report Rubric  Examination |
| SE 6.1.3 | Candidates 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. | Field Experience Report Rubric | Field Experience Report Rubric |
| SE 7.1.3 | Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators. | Field Experience Report | Field Experience Report Rubric |
| ACTS 1 | Learner Development. Candidates 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, and design and implement developmentally appropriate and challenging learning experiences. | Exams  Movie Project  Field Experiences Report Rubric | Examination  Movie Project Rubric  Field Experience Report Rubric |
| ACTS 2 | Learning Differences. The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Exams, Field Experience Report | Field Experience Report  Exams | Field Experience Report  Exams |
| ACTS 8 | Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | Exams  Field Experience Report | Examination  Report Rubric |

**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

**Title IX**

Birmingham-Southern College is committed to the creation and maintenance of a safe and healthy learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct. See the BSC Title IX website ([www.bsc.edu/titleix](http://www.bsc.edu/titleix)) for more information, including a link to file an online report form and information about how and to whom to report in person. If you or a peer have experienced such misconduct, the Title IX webpage also includes information about the numerous resources available on campus and in the local community with whom the College encourages you to seek support. Confidential resources include counseling and health care providers, our Chaplain, and numerous faculty and staff members who are trained in assisting students by answering questions and helping them navigate their choices in seeking further support and the reporting process.

**Accessibility Statement**

Students with a disability that qualify under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act and require accommodations should be registered with BSC’s Accessibility Office. If you are registered for academic accommodation, please make an appointment with me as soon as possible to discuss any accommodation that may be necessary. During this discussion you are not expected to disclose any details concerning your disability though you may do so at your discretion. If you have a disability but have not yet registered, please contact Dr. Sandra Foster, Assistant Director of Accessibility Services and Resources, at 205-226-7909 (x1909) or [smfoster@bsc.edu](mailto:smfoster@bsc.edu), or visit Norton 228. Keep in mind that no accommodation will be made unless and until the instructor receives official notification from the College.

**Honor Code** -

Much of the work in this class will be collaborative in nature so it is expected that you will discuss assignments with your classmates. However, when you turn in work as your own, you need to be sure that what you have written is your understanding of the concept and not simply copied from another source. You must properly cite and reference all sources. If you are unsure how to do this properly, please reach out to me and the Writing Center. If you are found in violation of the Honor Code by the Honor Council, you will receive no credit for the assignment, test, or quiz in question.

**BSC Resources for Writers and Readers**

Located in Humanities 102, the Writing Center offers in-person and virtual peer-to-peer tutoring and a quiet, supportive lab space to work on writing assignments. The Writing Center’s tutors are students from a wide variety of majors on campus and have the range to address student writing needs with discipline specificity. Supervised and assisted by Writing Center directors, our tutors provide one-on-one consultations for any student at any point in the writing process. During these consultations, tutors do not “edit” papers; instead, they assist students in addressing any potential writing issues, including content development, grammar usage, and citation formatting. Each tutorial is about 30 minutes long, free of charge, and available on a drop-in basis. There is no limit to how many tutorials a student may attend. Once logged in, a director will take your information and pair you with a tutor for your 30-minute tutorial.

The Writing Center is open Sunday-Thursday, 2pm-8pm. To ensure a full 30-minute tutorial time slot, students are encouraged to be mindful of assignment-heavy weeks, keep track of due dates, and visit the Writing Center at their earliest availability during open hours. Please contact Dr. Anna Williams or Laura Tolbert ([writingcenter@bsc.edu](mailto:writingcenter@bsc.edu)) with any questions or requests for virtual appointments.

**Statement of Inclusion & Equity**

In this course, I support an inclusive learning environment where diverse perspectives are recognized and respected. As outlined in the Birmingham-Southern mission, the College challenges students to engage in their community and the greater world, to examine diverse perspectives, and to live with integrity. Assignments outlined in the course syllabus will address diversity consideration for communities, why those communities exist, who they serve, and how their practices reflect their values.

**Mask Policy**

Mask use is optional. At this time, masks are only required when students have tested positive (and/or the professor). Please be respectful of others. You must wear a mask for 5 days after quarantine if you have had the virus.

This policy is subject to change according to need.

**COURSE ASSIGNMENTS:**

**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. Please submit papers to Moodle by class time 9-15 and bring a printed copy to class. (50 points.)

**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 before class on 10-13. 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 the professor. Research papers must describe the identified issue in the field of special education. **No more than 8 typed pages, the paper should be written in APA style, citing all sources for your information**. Use at least 3 sources. Rubric is available on Moodle. **Please submit papers to Moodle**, due 11-1 before class time and bring a printed copy to class (48 points).

**Field Experience Reports:**

Students will attend the two in person field trips during the semester as a part of the lab requirement for this course. In addition, students will watch TWO virtual field trips 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, due 11-17 before class time. (100 points)

**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 in class will provide opportunities for students to respond to these readings. Writing assignments and class discussion dates are listed on syllabus schedule (Total of 20 points, 10 points per writing assignment). Check schedule for due dates.

**Exams:**

Two exams are scheduled during the semester, 10-4 and TBD. These exams will measure your learning from readings, lectures, class assignments, class discussions, guest speakers, and field experiences. (100 points for each exam. A total of 200 points.) The final exam will cover the basics of special education (module 1) AND the material covered since the midterm.

**Participation and Quick Writes:**

Class attendance and participation is expected in this course. Please let the professor know prior to class if you will miss a class. Class participation and individual work are crucial. Students are expected to come to class prepared by reading the assignments prior to class. Some classes MAY begin with a quick write quiz to prepare students to begin thinking about what they have read prior to class. These quizzes will be worth 10 points each (possibly 4 or 5 total quizzes).

**Technology:**

Laptops may be used in class ONLY for class purposes. Please do not use your cell phone in class.

**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.

***Tentative* Class Schedule for EPY 260, Survey of Exceptional Children:**

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| **DATE** | **CLASS** | **Assigned Reading** | **Assignment Due** |
| 8-25 | Intro., Review Syllabus |  |  |
|  | **Module 1** |  |  |
| 8-30 | Special Education Terminology, Placement Options | Chapter 1 | Read and be ready to discuss. |
| 9-1 | Special Education Law & Universal Design for Learning | Chapter 1 & 2 | Read and be ready to discuss. |
| 9-6 | Special Education Policies, Practices and Processes  Ethics and Professional Responsibilities of Teachers | Chapter 3  PPT on Moodle | Read and be ready to discuss. |
| 9-8 | Introduction to Field Experience Project  Overview of Teaching, based on *Lesson Planning Handbook* |  | Watch Ms. Allen’s Virtual Field Trip PRIOR to class and article provided on Moodle and be ready to discuss. |
|  | **Module 2** |  |  |
| 9-13 | Introduction of Exceptionalities  Discussion of Movie Characterizations of Individuals with Exceptionalities |  | **Movie Project on Moodle, 9-15 by class time** |
|  | **Module 3** |  |  |
| 9-15 | Learning Disabilities and Intellectual Disabilities | Chapter 4, p. 79-88 | Read and be ready to discuss. |
|  | **Module 4** |  |  |
| 9-2 | Attention Deficit Hyperactivity Disorder | Chapter 5, 99-103 | Read and be ready to discuss.  Watch one of the virtual field trips and be ready to discuss. |
|  | **Module 5** |  |  |
| 9-22 | Autism Spectrum Disorder within the context of Fiction Literature | *Rain, Reign* | **Read *Rain Reign* and be ready to discuss. Students will complete a writing assignment in class, 9-27.** |
| 9-27 | Autism Spectrum Disorder | Chapter 5, p. 123-128 | Read and be ready to discuss. |
| 9-29 | Field Trip to the Bell Center |  | You must fill out the confidentiality/release forms before you go! |
| 10-4 | Exam 1 | Chapters 1, 2, 3, 4 & 5 |  |

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|  | **Module 6** |  |  |
| 10-11 | Parent Perspective VIRTUAL CLASS | Gargiulo Text  p. 65-66  p. 169-172  p. 239-240  p. 307-309 | Read selected portions of text prior to watching the Virtual Class. |
|  | **Module 7** |  |  |
| 10-13 | Hearing Impairments | Chapter 5, p.109-114 | **Parent Interview Paper due on Moodle before class time, 10-13** |
|  | **Module 8** |  |  |
| 10-18 | Emotional/Behavior Disorders | Chapter 4, p. 93-99 | Read and be ready to discuss.  **EBD Homework due on Moodle before class time 10-18.** |
| 10-20 | Field Trip to Spring Valley School |  | You must fill out the confidentiality/release forms before you can go! |
|  | **Module 9** |  |  |
| 10-25 | Diversity in the Classroom &  Giftedness | Chapter 6 | Read and be ready to discuss. |
| 10-27 | Diversity and at-risk learners and Bias | Complete the Harvard Bias Quiz |  |
|  | **Module 10** |  |  |
| 11-1 | Speech and Language Disabilities | Chapter 4, p. 89-99 |  |
|  | **Module 11** |  |  |
| 11-3 | Blindness and Low Vision  Guest Speaker:  Chantal McManus  **VIRTUAL CLASS** | Chapter 5, p.114-120 | Read selected portions of the text prior to watching the Virtual Class.  **Issues Paper is due on Moodle before class, 11-3** |
|  | **Module 12** |  |  |
| 11-8 | Physical Disabilities  TBI | Chapter 5, p. 129-137 | Read and be ready to discuss. |
| 11-10 | **NO CLASS** |  |  |
| 11-15 | Severe/Multiple Disabilities  Early Intervention | Chapter 5, p. 129-137 | ***Cruise Control* and *Stuck in Neutral* writing assignment due on Moodle before Class time, 4-15** |
|  | **Module 13** |  |  |
| 11-17 | Selecting Instructional Strategies for Teaching All Learners | Chapter 10 | **Field Experience Reports Due on Moodle before class 11-17** |
| 11-22 | Behavioral Supports in the Classroom | Chapter 11 | Read and be ready to discuss. |
|  | Technology in the Special Education Classroom |  | Read and be ready to discuss. |
| 11-29 | Last Day of Class |  | |
| TBD | Final Examination | Chapters 1, 3, 4, 5, 6, 10, 11, and other assigned reading | |