

WAYLAND BAPTIST UNIVERSITY

School of Education

WBUonline

# WAYLAND MISSION STATEMENT:

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

## **COURSE NUMBER AND TITLE**:

EDSP 2304 – *Introduction to Special Education*

## **TERM AND DATES**:

Fall 2021 – (August 9 – October 2, 2020)

## **INSTRUCTOR INFORMATION**:

Instructor Name: Dr. Sheri Warren

Office Address: 400 Garland Street, Plainview, TX 79072

Phone: (806) 494-1248

E-mail Address: sheri.warren@wayland.wbu.edu

**OFFICE HOURS & LOCATION**

4:30 p.m. to 5:30 p.m. Monday through Thursday,

Online or by phone, or any time by appointment

## **CATALOG COURSE DESCRIPTION**:

This course provides a broad introduction to the field of special education. Developmental stages and characteristics of children and youth with exceptionalities are explored along with the philosophical, historical, ethical, and legal foundations for special education, vocabulary, terminology, and acronyms for special education and field experience working with students who have disabilities. Field experience: 6 hours.

## **REQUIRED RESOURCE MATERIALS**:

**A.** Student Textbook:

Heward, W. L., Alber-Morgan, S. R. & Konrad, M. (2017). *Exceptional children: An introduction to special education*, 11th Edition. Upper Saddle River, NJ: Pearson.

ISBN: 9780134201405

B. Access to [WBU Learning Resources](http://www.wbu.edu/lrc) [www.wbu.edu/lrc]

## **COURSE OUTLINE**:

I. Foundations for Understanding Special Education

II. Educational Needs of Exceptional Students

III. Special Education Across the Life Span

### Student Learning Outcomes:

Course Outlines and Competencies: Competencies based on Special Education Standards from the State of Texas:

*Standard I.* The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

The beginning special education teacher knows and

1.1k understands the historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice in the education of individuals with disabilities;

1.2k major research, models, theories, and philosophies that provide the basis for special education practice;

1.3k current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;

1.4k issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

1.5k differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of a variety of disabilities;

1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community;

1.7k the continuum of placement and services available for individuals with disabilities;

1.8k assurances and due process rights related to assessment, eligibility, placement, and services;

1.9k rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs; and

1.10k the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.

The beginning special education teacher is able to:

1.1s conduct instructional and other professional activities consistent with the requirements of state and federal laws, rules and regulations, and local district policies and procedures;

1.2s articulate current issues and best practices in the education of individuals with disabilities; and

1.3s articulate the factors that influence the overrepresentation of minority students in programs for individuals with disabilities.

Student Learning Outcomes:

1. The student will formulate an understanding of special education law and the historical background associated with this area of study.
2. The student will memorize specific terminology and definitions directly related to Special Education.
3. The student will describe the identification procedures for individuals with disabilities.

*Standard IV.* The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

 The beginning special education teacher knows and understands:

4.1k differential characteristics of individuals with disabilities, including levels of severity and multiple disabilities across eligibility categories;

4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communications, motor, behavior);

4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;

4.4k characteristics of normal, delayed, and disordered communication patterns of individuals with disabilities;

4.5k physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals;

4.6k common etiologies and the impact of sensory, physical, cognitive, and emotional disabilities on learning and experience;

4.7k effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions;

4.8k the educational implications of various disabilities;

4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;

4.10k effects that one or more disabilities may have on an individual’s life;

4.11k effects of cultural and environmental influences (e.g., cultural and linguistics characteristics, socioeconomic level, abuse/neglect, substance abuse) on the child and family;

4.12k various etiologies and medical aspects of conditions affecting individuals with disabilities.

4.13k the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities;

4.14k medical complications and their implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR); and

4.15k laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The beginning special education teacher is able to:

4.1s access information on various cognitive, communicative, physical, cultural, social, and emotional conditions of individuals with disabilities;

4.2s describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed;

4.3s apply knowledge of human development and disabilities to plan and implement appropriate curriculum with appropriate modifications and adaptations; and

4.4s help students understand the characteristics of their disabilities, with emphasis on their unique strengths and learning needs.

Student Learning Outcomes:

1. The student will list the individual characteristics of students with disabilities for each of the 13 exceptionalities, specifying the level of severity and eligibility requirements associated with each.
2. The student will study developmental characteristics for children and how these vary for children with, including cognitive, physical, cultural, social, environmental, psychological, and emotional needs.
3. The student will research the various teaching strategies and methodologies available for teachers to use in special education.

*Standard IX.* The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

 The beginning special education teacher knows and understands:

9.1k state and federal laws pertaining to transition issues and services;

9.4k the programs and services available at various levels and how to assist students and families in planning for transition;

9.7k procedures and supports needed to facilitate transitions across programs and placements.

Student Learning Outcomes:

1. The student will read and analyze state and federal laws as they pertain to special education on specific issues such as transition.
2. The student will identify specific programs and services available to students with disabilities and their families.

## **MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:**

* Exceptionality Research Paper
* Six (6) hours Field Experience
* Journal Article Review
* Chapter Questions
* Final Exam

## **ATTENDANCE POLICY**:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Online Participation- The university instructor expects students to submit scheduled assignments on time as detailed by the course syllabus. Students who may need to submit an assignment pass the due date should contact the instructor and provide an explanation as to why the assignment is being submitted after the due date. The instructor will notify the student whether the assignment will be received with or without penalty. Students may call [(806) 494-1248 or email the professor [sheri.warren@wayland.wbu.edu] to notify her of late submissions, or for questions or concerns regarding course expectancies.

## METHODS OF INSTRUCTION:

The delivery system for the course will consist of on-line/virtual instruction supplemented by Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

## EVALUATION:

### University Grading System:

A 90-100

B 80-89

C 70-70

D 60-69

F below 60

C for Credit

NC No Credit

I Incomplete\*

W for withdrawal

WP Withdrawal Passing

WF Withdrawal Failing

X No grade given

IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

### **Course grading criteria**:

All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed.

| **Assignments** | **Quantity** | **Point Value** |
| --- | --- | --- |
| Exceptionality Research Paper | 1 | 200 |
| Field Experience  | 6 hours | 200 |
| Journal Article Review | 1  | 100 |
| Text Chapter Questions | 15 @ 20 each | 300 |
| Final Exam | 1 | 100 |
| TOTAL POINTS POSSIBLE |  | 900 |

Course Evaluation Scale:

799 – 900 = A; 699 – 800 = B; 599 - 700= C; 499- 600= D; 399 below= F

## ACADEMIC HONESTY:

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

## **PERSONS WITH DISABILITIES**:

 It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

## **MEETING TIMES, DATES AND ASSIGNMENTS**:

Class is scheduled on-line via

WBUonline with weekly assignments due. Assignments are listed in this syllabus.

### EDSP 2304 – WBUonline Tentative Course Schedule

I reserve the right to amend the tentative course outline as needed during the course.

| **Weeks** | **Text Readings**  | **Assignments** | **Assignment Due Dates** |
| --- | --- | --- | --- |
| Week 1Aug 9-15 | Read Chapters 1 & 2:The Purpose and Promise of Special EducationPlanning and Providing Special Education Services | Complete Chapter 1 question on Discussion Board, & Chapter 2 questions via BlackboardIdentify and contact special education teachers that you will use for field experience (due Oct. 10) | Chapters 1 & 2 questions due by midnight 8/15 |
| Week 2Aug 16 - 22 | Read Chapters 4 & 5:Intellectual DisabilitiesLearning Disabilities |  Chapter 4 question on Discussion Board andComplete Chapters 5 questions via BlackboardLocate journal article for article review assignment | Chapters 4 & 5 questions due by midnight 8/22 |
| Week 3Aug 23 – 29 | Read Chapters 6 & 7:Emotional and Behavioral DisordersAutism Spectrum Disorder | Complete Chapter 6 Question on Discussion Board and Chapter 7 questions via BlackboardSelect exceptionality and begin research for research paper (due 10/2) | Chapters 6 & 7 questions due by midnight 8/29 |
| Week 4Aug 30 - Sep 5 | Read Chapters 8 & 9:Communication DisordersDeafness and Hearing Loss | Complete Chapter 8 & 9 questions via Blackboard | Chapters 8 & 9 questions due by midnight 9/5Article Review assignment due by midnight 9/5 |
| Week 5Sept 6 - 12 | Read Chapters 10 & 11Blindness and Low VisionAttention-Deficit/Hyperactivity Disorder, Health Impairments, and Physical Impairments | Complete Chapters 10 & 11 questions via Discussion BoardCase Study Assigned via Blackboard | Chapters 10 & 11 questions due by midnight 9/12 |
| Week 6Sept 13 - 19 | Read Chapters 12 & 13Low- Incidence DisabilitiesGifted and Talented | Complete Chapter 12 & 13 questions via BlackboardRemember Field Experience observations! 6 hrs. required!!!! | Chapter 12 & 13 questions due by midnight 9/19 |
| Week 7Sept 20 – 26 | Read Chapters 14 & 15Early Childhood Special EducationTransition to Adulthood | Complete Chapter 14 questions via Discussion Board and Chapter 15 questions via BlackboardComplete Exceptionality PaperDon’t Forget Field Experience Hours!!! | Exceptionality Paper Due by midnight 9/26Chapter 14 and 15 questions due by midnight 9/26Field Experience log form and write-ups must be received by Oct. 2nd - NO EXCEPTIONS |
| Week 8Sept 27 – Oct 2 | FINAL EXAM |  | Complete Final Exam by 10/2 |