

SYLLABUS

COURSE NUMBER: SES 540
COURSE TITLE: Introduction to Special Education
CREDITS: Three semester hours

PREREQUISITES/COREQUISITES:

None

FOR WHOM PLANNED:

This is a required course for students admitted to the PAIL program in Specialized Education Services.

INSTRUCTOR INFORMATION: Wayne Foster, Ph.D.
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Office Hours: By appointment

COURSE PURPOSE/CATALOG DESCRIPTION:

Accepting and supporting students with disabilities in schools has undergone several revolutions in America. In the not too distant past students with disabilities were denied equal educational opportunity in America's public schools. Today federal law mandates high achievement outcomes for all students, including students with disabilities. The goals of this course are to (a) detail the historical and philosophical changes regarding the education of individuals with disabilities in this country, and (b) to familiarize the student with the general types of disabilities and the laws that govern the provision of educational services.

Teachers Academy Conceptual Framework Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

COURSE OBJECTIVES:

At the conclusion of the course, the students should be able to:

1. Describe the historical and philosophical changes regarding support of students with disabilities in the United States from 1920 to the present.
2. Define disability as it pertains to educational performance and identify the categories of disability as defined by state and federal law.
3. List and describe the major provisions under IDEA for the support of students with disabilities.
4. Discuss the process for identifying students with disabilities and to list strengths and weaknesses of that process.
5. Describe several models of educational service provision for students with disabilities in the public schools.
6. Discuss the major components of the IEP and the rationale for those components.
7. Discuss services provided through regular education to support students who do not qualify for special education but who are, nevertheless, educationally or social challenged.
8. Discuss issues and trends facing special education in the United States and abroad.

TEACHING STRATEGIES:

Course content will be delivered through lecture, use of on-line resources and discussions, face-to-face discussions and cohort study groups.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS

Assignments – All Students

Tests: There will be two tests comprised of short answer and essay questions. Each test will be worth 25 points for a total of 50 points towards the final grade.

Paper: Each student will select one category of disability (based on IDEA) and provide detailed information on the disability. At least three articles must be cited in the paper. In the paper a hypothetical student will be created with a plan for service provision and educational goals (IEP). This paper will be worth 30 points. For undergraduate students the length of the paper should be no less than 12 pages. For graduate students the minimum is 18 pages with at least 5 references. (APA format for references is expected.) You may turn in a draft of the paper early for instructor edits. The paper will be returned to the student by the next class.

Presentation: Students must present their 'hypothesized student' from their paper to the class. This presentation must be multimedia and will be graded on content and presentation style. The instructor has the option of assigning up to 6 extra points towards the final grade based on the quality and professionalism of the presentation.

Observation: Each student is expected to identify one agency that provides services for students with disabilities and plan a one hour observation. A one page summary of that observation must be turned in. This project is worth 10 points.

Class Participation: Each student will be assessed on class preparation and participation. A total of 10 points will be assigned based on the student’s preparation for class, organization of notes, thoughtful consideration and discussion of topics, and short presentation of one article read for the term paper.

Grading

Test #1: 25 points
 Test #2: 25 points
 Paper: 30 points
 Observation: 10 points
 Class Participation: 10 points

Total: 100 points

Letter Grades:

92 – 100 A
 85 – 91 B
 78 – 84 C
 70 – 77 D
 Below 70 F

REQUIRED TEXT(S)/READINGS:

Friend, M. (2005). Special education: Contemporary Perspective for School Professionals (IDEA 2004 Update Edition). Boston: Allyn and Bacon.

TOPICAL OUTLINE:

Course Calendar

Date	Topic	Assignments
August 18	Course introduction Defining Disability Historical Perspectives	Chapter 1
August 25	Identifying Disability Regular vs. Special Education Student Assistance Teams 504 legislation Special Educators The IEP	Chapter 2
September 1	Disability Categories	Chapters 5

	Specific Learning Disability	
September 8	Disability Categories: Continued Mental Handicapping Conditions EMD, TMD, & Multiple Handicaps Selection of Paper Topic	Chapter 8
September 15	Speech and Language Disorders	Chapter 9
September 22	Sensory Deficits: Hearing and Vision	Chapters 10 & 11: Pages 368 – 375 Pages 408 - 426
September 29	Test #1 Trends in Special Education Paying for Special Education Student Examples	Lecture
October 6	Autism Article Presentation Demonstration by Instructor Assistive Technology and Augmentative Communication	Chapter 12
October 13	Demonstration of Assistive Technology Article Discussions: Each student will discuss one article selected for paper. (5 – 7 minutes maximum)	Locate and read 2 articles for paper
October 20	Physical and Health Disabilities Models of Service Provision	Chapter 13 Turn in Observation Summary
October 27	Emotional and Behavioral Disorders	Chapter 7
November 3	Test #2	Lecture
November 10	Another Look at the IEP Process Special Education and the Law	Reading Materials Provided by Instructor
December 1	Paper Presentations	
	Paper Presentations Summary Discussion: The Revision of IDEA and NCLB	Final Day to Turn in Paper

(Need alignment with State and National Standards)