



Syllabus: Florida Campus

Course Name-Exceptional Learner Course Number-EDA 320
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Course Co-requisite: Candidate is Completing a Level II Field Experience of 10 hours.

<p>Text and Required Materials: Text: Turnbull, A., Turnbull, R., & Wehmeyer, M.L. (2009) (Sixth Edition) Companion Website: The companion website for textbook contains additional resources. www.prenhall.com/turnbull http://wps.prenhall.com/wps/media/access/Pearson_Default/6649/6808871/1ogin.html On Reserve in Curriculum Lab: IDEA 04 Law Video and How Difficult Can this Be by Richard Lavoie</p>

Links to...	Course Description
Department Mission, Theme, and Conceptual Framework	The purpose of this course: <ul style="list-style-type: none"> • to introduce students to the various disabilities encountered in the school population • make available a variety of readings and materials, which illustrate specific disabilities • provide opportunity for students to observe populations of students with disabilities

	<ul style="list-style-type: none"> • introduce (IDEA) and appropriate procedures for referrals by the regular classroom teacher • develop student competence with certain adaptations for the disabled in inclusion • practice techniques that may assist the student with a disability in the regular classroom • develop collaborative techniques with other teachers <p>In this course, candidates develop “facilitative” skills to accommodate the needs of students with mild disabilities for us in instruction and assessment.</p> <p>This course emphasizes the diverse exceptional populations, instructional strategies, and accommodations for diverse classroom needs. It will emphasize how these components enable a professional educator to be a guide and <u>facilitator</u> in inclusion and collaborative classrooms. Within this course, varying course activities will use facilitation methods. All three of the Education Department’s conceptual framework knowledge’s (i.e., declarative, procedural, and conditional) are integrated into this course.</p> <p><u>Declarative</u> knowledge is represented through the content on exceptional populations and the significant pieces of legislation. <u>Procedural</u> knowledge is highlighted through the instructional methodology module that demonstrates techniques specific to special education. <u>Conditional</u> knowledge is observed by the decisions made on the Literature Review/Case and in the Field Experience.</p>
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Attention to...	Description
Culturally Responsive Instruction	<p>This course emphasizes <u>moral and ethical issues related to the diverse exceptional populations</u>, instructional strategies, and accommodations for diverse classroom needs. A teacher responds first and foremost to the needs of the learner, discovers ways to enable the learner to experience different forms of instructional strategies. It will also emphasize how these issues enable a professional educator to be a guide and facilitator in inclusion and collaborative classrooms. As a leader the educator finds ways to assess and design instruction to meet the needs of all students. As an advocate the educator demonstrates strategies that will work in diverse contexts and multiple disciplines. As a motivator, the educator works to foster community among all learners and teachers. As a learner, the educator demonstrates a life of commitment to the vocation of teaching and learning.</p>

Technology Integration:	
Professor's Use	The course design and materials are accessible through Discovery, Asbury's online learning application. Applications used include: Discovery, Power point, Word, Micro grade, video vignettes and instructional videos.
Candidate's Use	Discovery and these applications in the design of products: Word, Power point, and a variety of internet sites.
Dispositional Development	This course emphasizes <u>moral and ethical issues related to the diverse exceptional populations</u> , instructional strategies, and accommodations for diverse classroom needs. A teacher responds first and foremost to the needs of the learner, discovers ways to enable the learner to experience different forms of instructional strategies. It will also emphasize how these issues enable a professional educator to be a guide and facilitator in inclusion and collaborative classrooms. As a leader the educator finds ways to assess and design instruction to meet the needs of all students. As an advocate the educator demonstrates strategies that will work in diverse contexts and multiple disciplines. As a motivator, the educator works to foster community among all learners and teachers. As a learner, the educator demonstrates a life of commitment to the vocation of teaching and learning.
Impact on Learning	Impact on candidate learning assessed through the following course objectives:
Impact on Candidate Learning	Upon completion of this course, the student will be able to... <ol style="list-style-type: none"> 1. Discuss the legislative landmarks for the disabled. 2. Describe the basic components of PL 94-142 and IDEA 04. 3. List the typical groupings for children with disabilities. 4. Identify the characteristics of the various disabilities. 5. Demonstrate methods that can benefit the student with mild disabilities in the classroom. 6. State the characteristics of the gifted/talented student. 7. Complete a referral form appropriately. 8. Describe various assistive/adaptive technologies. 9. Describe techniques to enhance parent-teacher interactions. 10. Demonstrate appropriate classroom techniques as experienced in Field Experience. 11. Describe multicultural issues that impact students with disabilities. 12. Implement strategies appropriate for the inclusion model.

Candidate's Impact On K-6 Student Learning	Within this class, candidates develop a knowledge base for the characteristics of the various disabilities and demonstrate methods that can benefit the learners K-grade 6 with mild disabilities in the classroom. During their field experience, candidates observe multiple methods of teaching learners, and reflect in writing on the impact of these methods on the learning of the students. Where possible, their written reflections/evaluations are supported by samples of student work, including the work of an LEP student.
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Instructional Strategies Used in this Course

- Cooperative Learning
- Direct Instruction
- Large and Small Group Discussion
- Instructor Modeling
- Lecture
- Independent Student Activities
- Peer Assessment

Summary Standards Addressed in Course:

- Florida Educator Accomplished Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13
- CEC Content Standards for Special Education Teachers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- English for Speakers of Other Languages Performance Standards 10
- Asbury's Dispositions Standard: Respect/compassion for others; Passion for teaching; Personal/emotional wellness & vitality; Moral/ethical integrity

Course Topics

- What is special education?
- Key issues: Collaboration/Inclusion
- Special education law and public policy, IDEA 04/reform
- UDL and current placement trends
- Cultural Diversity and Educating all students and Facilitating Success of ELL's
- Collaboration/Inclusion/ Parent Participation
- Specific Learning Disabilities
- Communication Disorders
- Emotional and Behavior Disorders
- Attention-Deficit/ Hyperactivity Disorder
- Instructional Methodology Strategies
- Mental Retardation/ Intellectual Disabilities
- Multiple and Severe Disabilities
- Autism
- Physical Disabilities
- Traumatic Brain Injury
- Hearing Loss

Attendance Statement-This course requires in-class and out-of-class time

to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

Academic Integrity Statement-Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. Once a paper, project, or assignment is used in a class that same paper, project, or assignment cannot be used again for another class in your teacher education program. A paper, project, or assignment can be used as an evidence in your portfolio to support a Florida Educator Accomplished Practice.

REQUIRED COURSE ACTIVITIES:

1. **PARTICIPATION:** Attendance will be taken for each class session. *FEAP 4, 7, 8, 9; CEC 1, 4, 6, 9*
Five bonus points are given for perfect attendance. (Perfect attendance = attended every class). **Excused** absences do not count toward perfect attendance. Please remember that class attendance **is important** in demonstrating your ability to be **dependable as a teacher education candidate**. **Since we meet once a week, attendance is essential.**
2. **READINGS:**
FEAP 2, 3, 4, 5, 7, 8, 9, 12; CEC 1, 2, 3, 4, 6, 7, 8, 9, 10
Each student will be expected to complete reading assignments according to the class schedule from the required text. Students are encouraged to make use of additional materials from the library, Internet, professional journals and/or instructor and may be asked, on

occasion to read additional material in preparation for class activities. Students will be expected to review previous lecture notes and class readings before each class. We will have weekly check up's over the chapters assigned from text. These check up's are posted on Discovery and should be taken prior to class each week.

Reading the text is excellent preparation for the PRAXIS.

DUE DATES: Weekly Chapter Check Up's (40 pts. X 4)

Total Points: 160

3. Student-Presentation of Research:

FEAP 2, 4, 5, 7, 8, 12; CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

During the course students will share one research article supporting topics covered within the course. The articles are provided on DISCOVERY. The student presentation will be done with a partner and will be presented in **5 minutes or less** with a power point presentation of no more than 3 slides for the article. Presentations over 5 minutes will receive a deduction of 5 points per 30 seconds over 5 minutes!!!! The presenters will provide a **note-taking guide for each student in class.**

DUE DATES: Assigned based on article -Week 2 & 3

Total Points: 30

Format Guidelines:

- ◆ **Slide 1:** Title of article
- ◆ **Slide 2:** Overview of article/research
- ◆ **Slide 3:** Conclusions of research
- ◆ **Slide Information:** Significant information, aesthetic colors, tasteful graphics, appropriate animation.
- ◆ **Grades:** Based upon the ability of the presenters to abstract the "meat" from the article and present in an informative format to colleagues. Presentation is worth 30 points, 10 points per slide.

Article Assignments/Partner Presentations

Article #1:	_____	_____
Article #2:	_____	_____
Article #3:	_____	_____
Article #4:	_____	_____
Article #5:	_____	_____
Article #6:	_____	_____
Article #7:	_____	_____
Article #8:	_____	_____
Article #9:	_____	_____

Article #10: _____
Article #11: _____
Article #12: _____

4. **Special Education Law Quiz:**

FEAP 4, 5, 6, 8, 11; CEC 1, 3, 6, 9

This quiz will be a Discovery quiz over special education Law/Guest Speaker Video. Quizzes can be taken as many times as you want until the due date.

DUE DATE: Taken by Week 3 @ 6:00 p.m.
Total Points: 35

5. **Referral Forms:**

FEAP 4, 5, 6, 8, 11; CEC 1, 3, 6, 9

(PORTFOLIO TASK) Students will be expected to complete an on-line referral form on a fictitious student (Discovery Activity). They must be completed accurately and carefully.

DUE DATE: Week 4
Total Points: 20

6. **Field Experience:**

FEAP 4, 5, 6, 8, 11; CEC 1, 2, 3, 4, 6, 7, 9, 10

Evaluation form from Field Experience – Portfolio task) *appropriately, and demonstrate professional behavior. Practicum will be arranged through a school system and for those students who are not currently teaching, you will be expected to spend 10 hours with students. Guided Reflections will be done from this observation.*

DUE DATE: This will take place during class with Prof Crook during 2009-2010 school year.

7. **Examinations: Final Exam:**

FEAP 4, 5, 6, 8, 11; CEC 1, 2, 3, 4, 9

A **take-home** content exam will be on DISCOVERY beginning week 2 and can be worked on until the due date. The exam will consist of multiple-choice questions from Units 1-12 and application questions.

DUE DATE: Post week 5
Total Points: 130

8. **Literature Review**

FEAP 4, 5, 6, 8, 11; CEC 1, 2, 3, 4, 9

(Portfolio task): Each student will write a literature review that will focus on a mild disability. This literature review includes a focus on a specific disability and on a specific discipline (math, science, social studies, language arts, health, music). The student will incorporate appropriate teaching strategies and instructional practices. You will need at least 3 research-based articles and these must be within **the last ten years** (or approval from instructor) and should not include any books except for citing the textbook.

Format Guidelines:

- ◆ **Research Sources:** minimum of three (3) professional journals
- ◆ **Length:** 5-7 pages, double spaced
- ◆ **Margins:** 1 inch (Left & Right); 1 inch (Top & Bottom)
- ◆ **Font:** Arial or Palatino
- ◆ **Font Size:** 12
- ◆ **Title page**
- ◆ **No abstract** (no report covers)
- ◆ **APA guidelines:** A complete copy of the APA guidelines is available in the Kinlaw Library, the Writing Center, or guidelines for citations via the internet may be obtained as follows: (the syllabus bibliography provides examples also)
<http://www.writinghelp-central.com/apa.html>
<http://www.wooster.edu/psychology/apa-crib.html>
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796#quotations

Section I – Introduction (states the problem)	= 10 points
Section II- Research on disability and related content area	= 15 points
Section III-Research on instructional strategies	= 20 points
Section IV – Summary of Literature	= 10 points
Bibliography + 3 articles	= 10 points
APA style	= 5 points
Appropriate professional writing	= <u>5 points</u>
Total Points	= 75 points

DUE DATE: Post Week 5
 Total Possible Points: 75

- ◆ **Literature Review Drafts:** On specified sessions by the professor, each student is required to produce a draft for sharing

with the class and for peer review and assessment. The following drafts will be due with point values included in the final scoring for turning in drafts at the time they are due. **No late drafts will be accepted and expected to be ready for each class session they are due.** Incomplete drafts receive only 1 of 5 points and 3 of 10 points.

- Draft # 1 – topic with outline = 5 points**
- Draft # 2 – Listing of bibliographic references = 10 points**
- Draft # 3 – Introduction ¶ & Research population/disability = 10 points**
- Draft #4 – Research on discipline area (math, reading, etc) =10 points**
- Draft # 5 – Research on instructional strategies = 10 points**
- Draft # 6 –Summary of literature = 10 points**
- Total Points = 55 points**

◆ **Literature Review Presentations:** Class presentations will occur on the last day class sessions, week 4. Students are expected to present their findings in 5min. points will be deducted for presentations under 5 minutes and over 5 minutes. This is required attendance and each person must be prepared to stay for the entire session, please save your PowerPoint presentation on a jump drive or CD.

- 1. Introductory slide- Define Disability = 10 points**
- 2. Slide on population and disability = 10 points**
- 3. How does this disability affect impact the school setting = 10 points**
- 4. Teaching methods/ways student can be accommodated in the General Education classroom = 10 points**
- 5. Professional style and presentation Slides include graphics and animation = 15 points**
- Total Points for presentation = 55 points**

You will be given websites and e- addresses for EBSCO HOST and kyvl.org to do online searches for your literature review. The following are examples of appropriate professional journals, which are online:

- Journal of Special Education
- Exceptional Children
- The Journal of Applied Behavior Analysis (JABA)
- Teaching Exceptional Children
- Journal of Educational Psychology

Grades

Based upon the student's competence in completing the Literature Review drafts, the Literature Review, Literature Review presentation, the article presentations, the final exam, the Field Experience, law activity, and the referral form task. The student is expected to demonstrate knowledge in relation to selected topics, communicate his/her insights, and produce work that is accurate, informative, useful, instructive, and professional

All assignments are expected to be completed by 6:15 p.m. on the due date. The instructor must be informed if an assignment will be late due to an unexpected emergency. Regarding late assignments, a response-cost penalty of 50% is applied if the instructor is not notified within 24 hours of the assignment. Computer failure is not an acceptable excuse for a late assignment.

REQUIRED ASSIGNMENTS:		Grade	Points Earned	Percentage
Article Presentation	30 pts.	A	543-570	96 -100
Weekly Online Chap. Check Ups	160 pts.	A-	523-542	93 -95
Law Quiz	35 pts.	B+	510-522	91 -92
Online Referral Form	20 pts.	B	483-509	87 -90
* <i>Reflections</i>	15 pts.	B-	470-482	85 -86
(*Do you have a heart, IDEA 04 video, & FAT City Video)		C+	456-469	83 -84
Field Experience-will be completed to meet education requirement during class with Prof. Crook during 2009-2010 school year.		C	423-455	78 -82
		C-	409-422	76 -77
		D	369-408	70 -75
		F	Below 369	<69
Drafts of Lit. Review	55 pts.			
Final Exam	130 pts.			
Literature Review	75 pts.			
Literature Review Presentation	50 pts.			
Total Points Possible:	670 pts.			

The Candidate Will be able to:	Specific type of CF knowledge development	Link to FEAP	Link to CEC Standards	Link to ESOL	Link to Course Activities/ Assignments	Link to Portfolio (possible evidence)
Objective 1 discuss the legislative landmarks for the disabled	Declarative	3, 5, 7, 8, 9, 10, 11,12,	1, 9		Article Presentation, Law Quiz, Guest Speaker, Final	
Objective 2 Describe the basic components of PL 94-142 and IDEA 04	Declarative Conditional	2, 3, 5, 8, 9, 10, 11, 12	1, 5, 6, 8, 9		Article Presentation, Cooperative Learning Activities, Field Experience, Final	

Objective 3 list the typical groupings for children with disabilities	Declarative Procedural	1, 2, 5, 6, 9, 10, 13	1, 2, 4, 5, 7, 8, 10		Article Presentation, Cooperative Learning Activities, Field Experience, Literature Review	
Objective 4 identify the characteristic of the various disabilities	Declarative Procedural Conditional	1, 2, 3, 4, 5, 6, 7, 9, 10, 13	1, 2, 3, 8		Article Presentation, Cooperative Learning Activities, Field Experience, Final, Literature Review	Literature Review on specific disability
Objective 5 demonstrate methods that can benefit the student with mild disabilities in the classroom	Declarative Procedural Conditional	6, 10, 13	1, 2, 4, 5, 7, 8, 10		Article Presentation, Cooperative Learning Activities, Field Experience, Literature Review	Literature Review on specific disability
Objective 6 State the characteristics of the gifted/talented student	Declarative Procedural Conditional	1, 6, 10, 13	1, 2, 3, 4, 5, 7, 8, 10		Article Presentation, Cooperative Learning Activities, Field Experience, Final, Literature Review	Literature Review on specific disability
Objective 7 complete a special education referral form appropriately	Declarative	1, 6, 10, 13	5, 8, 10		Online referral	Online referral
Objective 8 describe various assistive/ adaptive technologies	Declarative	1, 6, 10, 12, 13	4, 6, 7		Article Presentation, Guest Speaker	
Objective 9 Describe techniques to	Declarative	6, 13	2, 3, 9, 10		Article Presentation, Cooperative	

enhance parent-teacher interactions					Learning Activities	
Objective 10 demonstrate appropriate classroom techniques as experienced in field experience	Declarative Procedural Conditional	1, 2, 3, 5, 6, 8, 9, 10, 11, 12, 13	1, 2, 3, 4, 7, 8, 9, 10		Cooperative Learning Activities, Field Experience	
Objective 11 describe multicultural issues that impact students with disabilities	Declarative Procedural Conditional	6, 8, 10, 11	1, 2, 3, 4, 5, 7, 8, 9, 10		Protection & Advocacy Attorney, Law Quiz, Cooperative Learning Activities, Field Experience, Final	
Objective 12 implement strategies appropriate for the inclusion model	Declarative Procedural Conditional	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2, 3, 4, 5, 7, 8, 9, 10		Article Presentation, Literature Review, Field Experience	Literature Review on specific disability

EDA 320, Exceptional Learner: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
25	4, 5, 6, 11, 12	Alley, G., & Deshler, D. (1979). Teaching the learning disabled adolescent: Strategies and methods. Denver: Love.	Article Presentation,
		Lavoie, R. (1989). How difficult can this be? The f.a.t. city workshop. (PBS Video).	Video reflection guide

		Kameenui, E.J., & Simmons, D.C. (1990). <i>Designing instructional strategies</i> . Columbus, OH: Merrill.	Class discussion and questions on midterm assessment
		Gardner, H. (1993). <i>Multiple intelligences: The theory in practice</i> . New York: Basic Books.	Exit slip following small group discussion
		Barrera, M. (2006). Roles of definitional and assessment models in the identification of new or second language learners of english for special education. <i>Journal of Learning Disabilities</i> , 39, 142-156.	Article presentation and Class discussion

Bibliography
Classic Works

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Contemporary Works

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Books.

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