SURVEY OF EXCEPTIONAL STUDENTS

BROADCAST TITLE: Survey of Exceptional Students

COURSE NUMBER: SPED 510 VF

REFERENCE NUMBER: 551118

CREDITS: 3 undergraduate or graduate credit hours

DESCRIPTION: Offered in both lecture and televised formats. Introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming exceptional children and considers legal requirements, policies, and directions in special education. Requires fifteen clock hours of fieldwork.

TUITION AND FEES:
Undergraduate: $298.50
Graduate: $314.25

ORIENTATION:
GSU (included in first class session)
Friday, 6:00 p.m.
May 14, 1999

DISCUSSION/EXAM SCHEDULE:
Governors State University
TIME: Fridays, 6:00
DATES: June 4, 1999
June 11, 1999 Midterm-Observation
July 30, 1999 Research Paper Due
August 6, 1999 Final

INSTRUCTOR: Deborah Knox

TELEPHONE: (773) 483-9270

REQUIRED TEXTS:
Heward, W.L. Exceptional Children: An Introduction to Special Education. 5th ed. Columbus, OH: Merrill.


VIDEOTAPES:
24 one-hour tapes, 2 per week

VIEWING:
*GSU Library
*GSU Bookstore
*Kankakee Community College
*Jones Intercable of Southern Suburbs - Channel 26

*Mokena Community Public Library
*Orland Park Public Library
Joliet Junior College North Campus
Course Title: Survey of Exceptional Students

Course Number: SPED 510 VD

Credit Hours: 3.0

Instructor: Deborah Knox
Telephone: (773) 483-9270

Catalog Description:

Offered in both lecture and televised formats, introduces study of various exceptionalities, including learning disabilities and their impact on classroom learning. Focuses on methods for mainstreaming exceptional children and considers legal requirements, policies, and directions in special education. Requires fifteen clock hours of fieldwork.

Text:

Heward, W.L. Exceptional Children: An Introduction to Special Education. 5th ed. Columbus, OH: Merrill.


Rationale:

All applicants for Early Childhood, Elementary, High School or Special certificates are required to complete coursework equivalent to three (3) semester hours in the psychology of exceptional children, identification of exceptional children, and methods of teaching exceptional children. This requirement reflects the current emphasis on integrating exceptional students into the regular education program to the highest degree possible. Practically all elementary and secondary school teachers can expect to assume shared responsibility for the education of exceptional children in their classrooms.

Intended Audience:

Preservice teachers, teachers, support personnel; undergraduate and graduate

Expected Student Outcomes:

The student will be able to:

1. Compare the various types of special education services (including consultation, resource, instructional, co-teaching, inclusion).
2. Consider the implications of the least restrictive environment (LRE) and Regular Education Initiative (REI) concepts for the future of children and youth with disabilities.
3. Review pertinent legislation that has contributed shifts in educational practices.
4. Compare strategies for implementing IEPs in the regular classroom.
5. Discuss the evolution of current special education laws, practices and trends.
6. Analyze issues related to causation, identification, prevention, instruction, and use of teaming and assistive technology regarding children with special learning needs.
7. Identify needs of children with disabilities.
8. Evaluate programs provided for exceptional individuals.
9. Identify and describe "what is special" in special services for various handicapping conditions.
10. Compare the similarities and differences in learning behavior among the physically handicapped, learning disabled, educable mentally handicapped, behavior disordered, and other exceptionalities.
11. Analyze the impact of learning, social, physical, emotional, and cultural differences of individuals with exceptionalities on individuals, their families, and communities.

**Instructional Activities:**

**Related Objectives**

<table>
<thead>
<tr>
<th>Objective Numbers</th>
<th>Description</th>
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<tbody>
<tr>
<td>#1, #4, #6, #7, #8</td>
<td>Visit three different types of special education programs in different areas of exceptionality. (15 hours) (Selections must be approved by your instructor.)</td>
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<tr>
<td>#9, #10, #11</td>
<td>a. Submit a typewritten report on each of three (3) visits, including the following: identification of the site, type of disability, description of physical environment and emotional climate, descriptions of lesson(s) observed, method(s) of maintaining on-task behaviors, comparison of characteristics mentioned in the textbook with those observed and a summary listing of positive aspects along with those which need improvement. (Be certain to include your personal reactions to the experience.) <strong>21 points</strong> (10 points each). (Minimum of three (3) pages.)</td>
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<tr>
<td>#1, #5, #9, #10, #11</td>
<td>b. Submit a verified report of your visits. (Up to 15 clock hours that will apply toward the 100 clock hours of pre-student clinical experiences required for certification in either elementary education or special education.) The field experience is a requirement of the course. (Copies of the form may be obtained at the orientation meeting or at the Division of Education office.)</td>
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<tr>
<td>All objectives</td>
<td>2. Submit a research (referenced) paper on a topic approved by the instructor. Undergraduate typewritten and in APA style. Minimum of ten (10) pages. Graduate students.</td>
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<th>Objective Numbers</th>
<th>Description</th>
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<tr>
<td>All objectives</td>
<td>3. Midterm exam (20 points). Final exam (25 points).</td>
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<th>Description</th>
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<tr>
<td>All objectives</td>
<td>4. Participate in class meetings, small group activities, and whole class discussions. <strong>7 points</strong></td>
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<tr>
<td>All objectives</td>
<td>5. Complete two (2) examinations based on the textbook, handouts, and class sessions. Total of <strong>45 points</strong>.</td>
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Degree of Emphasis: Topical Outline:

10% I. Overview: Who is the exceptional child? Changing perspectives, history of educating exceptional children, current directions, policies, mandates, service options, prevalences, and environmental influences.

30% II. Service principles and issues
   - Individual differences
   - Assessing exceptional children
   - Special education adaptations, individualizing, teaming, inclusion collaborative consultation, mainstreaming
   - Regular education and special education interactions
   - Multicultural considerations

60% III. The exceptionalities, characteristics, and methods:
   - gifted and talented
   - mentally retarded
   - visually impaired
   - hearing impaired
   - communication impaired
   - behaviorally impaired
   - learning disabled
   - multiply, severely, and physically handicapped
   - autistic
   - traumatic brain injury

Evaluation:

Listed below is the point distribution for instructional activities.

(Refer to Instructional Activities):

<table>
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<tr>
<th>Item</th>
<th>Points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Typewritten report on three (3) different types of facilities</td>
<td>7 each</td>
<td>21 points</td>
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<tr>
<td>Research paper</td>
<td>27</td>
<td>27 points</td>
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<td>Two written exams</td>
<td></td>
<td></td>
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<tr>
<td>20 for midterm</td>
<td>20</td>
<td></td>
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<td>25 for final</td>
<td>25</td>
<td>45 points</td>
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<tr>
<td>Participation in discussions/activities</td>
<td>7</td>
<td>7 points</td>
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<td><strong>Total: 100 points</strong></td>
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PROFESSIONAL POLICIES

In order to minimize the confusion and alleviate delayed grades and misunderstandings, the following will be enforced:

1. If the above activities do not meet your professional needs, contact the teacher to arrange more appropriate alternatives.

2. You will be held responsible for knowing the contents of the text, the syllabus, class lectures and announcements. (For teleclass students the study guide and videos.) Please read the syllabus or contact the teacher for clarification on assignments before embarking on them, for papers may not be resubmitted.

3. Please type your work. Correct grammar and spelling are expected.

4. Late papers will be downgraded three (3) points unless an "I" is negotiated or other arrangements have been cleared.

5. If you do not take written exams at the scheduled time the points will be lost unless there is documented evidence to support your absence.

6. Downgrading may occur for class absences after two (2), unless permission has been granted.

7. Papers will not be returned, so photocopy them before submitting them.

8. Plagiarism, claiming the thoughts and writings of another as one's own, is a serious matter and will be treated as such.

9. In order to receive an "I", 75% of the requirements must have been completed and the request must be made in writing at least one full week before the final class meeting.
REFERENCES


