Course Description:
This course is designed to provide licensure candidates with information about students with exceptional needs. This will include current research and practices related to issues in the field of special education such as MTSS and inclusionary practices. This course will assist students with developing the skills needed to recognize the need for prevention and intervention and to implement strategies for adapting instruction for students with a wide range of disabilities, abilities and differences.

Goal for the Course:
The goal for this course is that prospective teachers will develop a broad range of skills to meet the needs of all learners in their classrooms and therefore be more comfortable with and capable of working with students with unique needs in the general education classroom. This course emphasizes information about differentiation and special education that will assist the general education teacher in teaching all students.

Course Objectives:
The learner will be able to:
1. Gain perspective on the continually changing field of education, the needs of all learners and the roles of all involved in educating tomorrow’s adults.
2. Understand the concept and application of MTSS and how this impacts and supports the general education classroom.
3. Learn pertinent terminology used in the field of special education and use semantically correct terms including ‘person first’ language.
4. Identify indicators of learning differences and exceptionalities in students often identified as exceptional learners.
5. Identify the roles of special education providers and general education teachers in identification of exceptionality, collaborative planning, teaching and evaluating exceptional learners.
6. Know how to access assistance, advocate for students, and participate in problem solving as related to identifying and serving students with targeted and intensive needs
7. Develop skills to work effectively with parents of students with exceptionalities by understanding their concerns, knowing their rights and roles in supporting their child in school.
8. Apply Universal Learning Design in the planning, delivery, managing, and evaluating lesson plans to meet the needs of all learners in the classroom.

9. Increase knowledge of teaching strategies and adaptations useful for students with exceptionalities.

10. Describe ways to help the student with diverse and/or special needs integrate into class activities both academically and socially.

**Texts for the Course:**
1. *401 Practical Adaptations for Every Classroom*; Beverly Holden Johns; Corwin Publishers


**Course Requirements:**
1. Participation 40 points
2. Book and Film Project 20 points
3. News and Media Project 15 points
4. Interview or Children’s Books Project 20 points
5. Textbook Review and Presentation 30 points
6. Textbook Review and Presentation 30 points
7. Mid Term Exam 15 points
8. Final Exam and Self Evaluation 30 points

**Total:** 200 points

**Evaluation:**
Participation: Completion of required readings, preparation, and participation in each class activity and task. Class participation is a vital part of this course. There are no assignments allowed to make up participation points.

Written Work: Written assignments are evaluated on the quality of written work, thoughtfulness of reflection, and demonstration of understanding of the difficulties faced by those with exceptionalities and their parents and/or caregivers. All written assignments will be reviewed as if they are going to be in a school newsletter and seen by parents. Therefore, spelling, punctuation, syntax, grammar and organization will count.

Group Work: Group projects are evaluated by thoroughness of the review, collaboration with peers and the quality of presentation to the class.

Other assignments relevant to text topics, discussions and lectures may be assigned as necessary to reach the goal and objectives as well as the needs of a particular class. This may include both in-class and out-of-class assignments.

**Book and Film Project:**

Purpose: To increase awareness of individuals with exceptionalities as portrayed in literature and/or movies.
Activities: Select two resources from books, movies, or documentaries, which delve into the lives of people with exceptionalities. Each selection needs to present a viewpoint from a different exceptionality. Write a response for each selection. Include:
- What you have learned regarding awareness and perceptions that society has in the present and/or in the past about individuals with exceptionalities,
- What it would be like to parent someone with this exceptionality,
- What it might be like to function in today's world with this exceptionality.
- A goal and one to three possible accommodations and/or modifications that might benefit a student with this exceptionality in your classroom.

News/Media Project:

Purpose: To increase awareness of individuals with disabilities and other exceptionalities and their needs in today's society.

Activities: Compile a minimum of three newspaper/magazine articles, radio/television spots, or other forms of current media resources, which provide information, observations, discussion and/or perspective about individuals with exceptionalities. This can include parenting children with exceptionalities.
- Write a brief summary statement for each source. Include the date, source, author, interviewer/interviewee, etc. of each source.
- Write a response, which includes evaluation of information and the perspective offered concerning individuals with this exceptionality.

Teacher Interview OR Children’s Literature:

Teacher Interview

Purpose: To become aware of an educator’s planning, delivering, managing and evaluating lessons through a structured interview based on Strategies and Tactics for Effective Instruction by Algozine, Ysseldyke, and Elliott.

Activities: Interview one to two teachers using the guide provided. Record responses and write a summary of your impressions.

Children’s Literature about Disabilities

Purpose: To develop a resource guide of children’s literature that would assist either peers or a child with exceptionalities in understanding and coping with differences.

Activities: Research a minimum of eight children’s books about exceptionalities. Write a short review of each book followed by a summary statement of the impact of disabilities and differences on a child’s learning and social progress.
Textbook Review and Presentation: *Including Students with Special Needs: A Practical Guide for Classroom Teachers*

**Purpose:** To collaborate with peers on the investigation of the nature of students with diverse needs and exceptionalities and on strategies to accommodate their learning needs in the general education classroom and to teach findings to the class.

**Activities:** Select one to two chapters on exceptionalities and interventions from *Including Students with Special Needs: A Practical Guide for Classroom Teachers* to present to the class in collaboration with peers who selected the same chapters. Specific chapters will be selected/assigned in class.

Textbook Review and Presentation: *401 Practical Adaptations for Every Classroom*

**Purpose:** To collaborate with peers on exploring adaptations and demonstrating selected adaptations to the class.

**Activities:** Select one to two chapters on adaptations from *401 Practical Adaptations for Every Classroom* to present to the class in collaboration with peers who selected the same chapters. Specific chapters will be selected/assigned in class.

**Grading Criteria:** Final grades will be assigned using the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>F</td>
<td>less than 60%</td>
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**UNC Policy on Incompletes**

An "I" is assigned due to unanticipated circumstances the last week of the term that make the student unable to complete course requirements within the allotted time (e.g. he/she missed the final examination due to sickness, an emergency in the family). The instructor must submit to the school director, a written notice of the specific coursework to be completed before the final grade is determined; a copy is kept in the school and one is provided to the student. To amend a grade of "I" with an earned grade on a student's transcript, the student must complete all incomplete course work by the last day of the next semester, including summer term. If the course requirements are not completed within the time limitation and the grade received in the Registrar's Office, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

**UW grade**
A UW grade means you never attended nor actively participated in the course.

**UNC Policy on Originality of Products**
You are encouraged to build on your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. Projects from other classes are not to be duplicated and turned in to fulfill other course requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. In other words, you are expected to do original work for each project and assignment that you complete in this class.

**Policy on Plagiarism:**
Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof, or the ideas, language, or symbols of same, and passing them off as the product of one’s own mind. Plagiarism includes not only the exact duplication of another’s work, but also lifting of a substantial or essential portion thereof (UNC definition). Regarding written work in particular, direct quotations, statements which are a result of paraphrasing or summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of afoot note. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. Regarding class projects, you are not to use as your entire presentation the completed work of faculty members, fully imported websites, or any other body of work in which you are not the author. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your class assignments, and you can provide references to these other works for students who have an interest in pursuing a topic further.

For more information see [www.unco.edu/dos/honor_code/defining_plagiarism.html](http://www.unco.edu/dos/honor_code/defining_plagiarism.html)

**Accommodations:**
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center (970) 351-2289. If you have an identified disability and are in need of specific accommodations, please let the instructor know at beginning of term.

**Diversity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other people’s perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in ...educational services on the basis of sexual orientation or political affiliation.” (See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm)). Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).