Catalog Entry


[Abbreviation: INTRO DIVERS LRNERS & SP ED]

Three hours lecture (3).

Prerequisites: 2.5 GPA in all prior undergraduate coursework

Course Description:
Provides an overview of the historical, social and cultural foundations that frame our response to disability and diversity today. Students will gain an understanding of the laws and policies that have shaped educational practice for students with disabilities. An introduction to diverse learning needs (including ADHD and giftedness) and the categories of eligibility for services, the general characteristics and needs of students with exceptionalities and their families, and the current trends and issues in service delivery and special education professional practice will be included. This course must be taken before any other coursework in special education can be completed.

Detailed Description of Content of Course

This course as described above, incorporates the appropriate use of media and technology, and includes the following topics:

- Historical, social and cultural foundations of disability and special education, and major contributors and organizations in the disability field.
- Legal basis of special education including major laws and litigation
- An overview of the Special Education process including screening, referral, evaluation, eligibility, and IEP development and implementation.
- An introduction to the needs of families with children with diverse learning needs, and strategies and requirements for involvement and support.
- An overview of each of the specific exceptionalities/disabilities/disorders: attention deficit disorder, autism, deaf-blindness, deafness, emotional and behavioral disorders, giftedness, hearing impairments, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech/language impairment, traumatic brain injury, visual impairment and blindness, and developmental delay.
- An introduction to the issues in identification procedures and definition for students from culturally and/or linguistically diverse backgrounds.
- Continuum of placement options, services and supports for children and youth with disabilities and their families, age three to 21.
- A framework of the skills, knowledge and dispositions needed by all educators who work
Detailed Description of Conduct of Course

Lecture, demonstration, discussion, small group activities, documentaries and training DVDs, readings in textbook, small group application activities, and completion of a semester-long portfolio project.

Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standards 1b Pedagogical Content Knowledge and 1g Professional Dispositions.

Objectives below also include the following standards:

- Council for Exceptional Children [CEC] Common Core standards in Standard #1: Foundations (CC 1) for all Entry-level Special Education Teachers
- Council for Exceptional Children [CEC] Common Core standards in Standard #2: Development and Characteristics of Learners (CC2)
- Council for Exceptional Children [CEC] Common Core standards in Standard #9: Professional and Ethical Practice (CC9)
- Virginia Department of Education Teacher [VDOE] Licensure standards:
  - Special Education: General Education Curriculum and Special Education: Adapted Curriculum requirements in Foundations. Characteristics, Legal and medical aspects for Special Education (VGC/VAC1a and VGC/VAC1b),
  - Hearing Impairment, Visual Impairment, and Early Childhood Special Education requirements in Nature and Characteristics (VHI/VVI/VEC1) and Foundations (VHI/VVI/VEC2)
  - Professional Studies requirements in Human Growth and Development [VPS1] for Prek-12, special education, and secondary education and Early/primary prek-3 education, elementary education, prek-6, and middle education.

Having successfully completed this course, the student will:

1. Demonstrate knowledge of the models, theories, and philosophies that provide the basis for special education. (CC1, K1)
2. Explain the basic intent of the Individuals with Disabilities Education Act (2004) and its regulations in relation to:
   i. Least restrictive environment
   ii. Due process procedures/procedural safeguards
   iii. Free appropriate public education
iv. Individual education plan

v. Nondiscriminatory assessment

vi. Transition planning (CC1, K4, K5)

vii. Disciplinary practices, policies and procedures, and alternate placements/programs (CC1K2)

viii. Rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues. (CC1K4)

3. Exhibit basic knowledge of federal legislation (IDEA, ADA, Section 504, No Child Left Behind Act, etc.) and state legislation related to the participation of students with exceptionalities in schools, including the rights and responsibilities of parents, students, teachers, other professionals, and schools as they relate to the individual learning needs of students. (CC1, K4, K5)

4. Examine variations in human growth and development, and be able to recognize similarities and differences among the cognitive, physical, cultural, social, and emotional needs of students with and without exceptional learning needs. (CC2, K1) (CC2, S1)

5. Understand the impact of the dominant culture on shaping schools and the individuals who study and work in them. (CC1K9)

6. Explain variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling; and explain their potential influence on the effective education and participation of students with disabilities in the home, school, and community. (CC1, K2) (CC4, K7)

7. Understand the impact of family values, language and customs, and individual differences and diversity-economic, social, racial, ethnic, religion, physical ability, and intellectual ability-on development and social and academic success in school and community; Identify the dynamics and issues that arise from the interaction of these factors with developmental disabilities and developmental issues such as attention deficit disorders, substance abuse, child abuse, and family disruptions: and recognize the teacher's role in developing classroom and school communities that promote a sense of belonging and value for all children. (CC1K5, CC1K8, CC1K10)(CC2K3) (VPS1) (VGC/AC1a3) (VHI/VVI/VEC1d);

8. Discuss issues in definitions related to exceptionality, and how we identify and assess those who will receive services, including students from culturally and/or linguistically diverse backgrounds. (CC1K3)

9. Define and list the differential characteristics of individuals with exceptionalities and the effects that exceptional conditions may have on an individual's school performance and quality of life. (CC2, K2) (CC2, K4)

10. Demonstrate understanding of how teachers and other professionals collaborate to ensure school success for students with exceptionalities. (CC2, K7) (CC4, K1)

11. Discuss the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities. (CC2, K6)

12. Begin to identify personal and cultural attitudes, beliefs, values and biases about disability and difference, develop new personal understandings of ability and disability, develop and demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals, and reflect on how past and present
13. Understand the characteristics, learning, medical, and support needs of birth-grade 12 students with exceptional learning needs including attention deficit disorder, autism, deaf-blindness, deafness, emotional and behavioral disorders, giftedness, hearing impairments, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech/language impairment, traumatic brain injury, visual impairment and blindness, and developmental delay. (CC2K2)(VPS1)(VGC/AC1a2) (VGC/AC 1a6) (VHI/VVI/VEC1a) (VDOE A1a4) (VDOE A1a4)

14. Examine laws, policies, and ethical principals regarding behavior management planning and implementation and demonstrate an understanding of accepted standards of professional behavior (CC1K2) (VDOE A1 a7)

Assessment Measures

- Exams
- Class participation in discussions and interactive activities
- Disability specific assignment such as disability study, completion of comparison chart or web quest assignments
- Key NCATE Performance Assessment: “Images of Disability” Portfolio Project submitted in digital format.
- For licensure candidates who have not yet passed Praxis I and VCLA: proof of having taken proficiency exams in semester of course

Review and Approval

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<td>Alice G. Anderson</td>
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<td>Debora Bays</td>
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<td>Title change, course description &amp; official syllabus revised</td>
<td>Vanessa Haskins and Liz Altieri</td>
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