

## OFFICIAL SYLLABUS

DISCIPLINE: EDSP  
COURSE: 504

### **A. Catalog Entry**

EDSP 504: Introduction to Special Education for Secondary Educators  
(Abbreviation: INTRO SPEC ED SEC)

(3) Three hours lecture

Co-requisite: Must coincide with a field experience in secondary education

Prospective educators in secondary education are introduced to characteristics of exceptional learners, laws governing the delivery of special education and rights of people with disabilities, current trends and issues in special education services, and evidence-based instructional strategies that meet the needs of students with disabilities in a general education setting.

### **B. Detailed Description of Content of Course**

Prospective educators in secondary education are introduced to characteristics of exceptional learners, laws governing the delivery of special education and rights of people with disabilities, and current trends and issues in special education services. The course also addresses exposure to a repertoire of evidence-based instructional strategies, differentiated lesson planning, adapting instructional delivery, materials and assessment, and designing accessible curriculum and learning activities for secondary students with disabilities in a general education setting. This course is offered fall semester to teacher education candidates enrolled in the blocking field experience in secondary education.

### **C. Detailed Description of Conduct of Course**

This course is conducted with emphasis on practical application of the subject matter through student participation and discussion, individual and collaborative group projects, presentations and demonstrations, technology applications, videos, readings (web and text-based), cooperative learning activities, case studies, simulations, lecture, and exams or other assessment measures. An emphasis is placed on learning with and from each other.

### **D. Goals and Objectives of the Course**

Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills and 1g Dispositions. The course goals, objectives, and assignments also address CEC Content Standard 1, 4 and 7 and INTASC Special Education Standards for General and Special Educators 1-4, 7 and 9.

The codes included below refer to the CEC Knowledge and Skill Standards and the Virginia Department of Education teacher licensure competencies. Code for CEC Standards: CC = Common Core; GC = General Curriculum. Code for VADOE Standards: VGCA = Virginia's General Curriculum PART A; VGCB = Virginia's General Curriculum PART B; VPS = Virginia's Professional Studies

Upon successful completion of this course the students will be able to:

1. Understand disability in new ways, with an emphasis on the perspectives of ability awareness and focusing on the person, not the disability. (CC1K1, 4, CC9K1, K2, CC9S5, GC1K8)
2. Gain an awareness and understanding of what it means to be a person with a disability in our society, especially in our schools. (CC2K2, CC1K8, CC9K1, K2, CC9S5)
3. Develop the knowledge, skills, and attitudes necessary for working in a general education classroom with students with disabilities. (CC9K1, K2, CC9S5)
4. Demonstrate knowledge of the historical perspectives, models, theories, and philosophies that provide the basis for special education. (CC1K1, GC1K3, VGCA1a, b)
5. Explain the basic intent of the Individuals with Disabilities Education Improvement Act of 2004 and its regulations in relation to: Least Restrictive Environment; Due process procedures/ procedural safeguards; Free Appropriate Public Education; Individualized Education Plan; Nondiscriminatory assessment; and Transition planning. (CC1K4, K5, GC1K3, GC1K8)
6. Exhibit basic knowledge of federal legislation (IDEA 2004 or IDEIA, ADA, Section 504) 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. (CC1K4, K5, GC1K3)
7. Define and list the differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities. (CC2K2, K5, K6, GC1K1, GC2K4, VGCA1a2, VGCB1a, b)
8. Explain the effects exceptional condition(s) may have on an individual's life. (CC2K2, K3, GC2K4, VGCA1a5)
9. Explain the demands of the various learning environments in which students with exceptionalities may be educated (i.e., individualized instruction in the general education classroom or instruction in a resource setting). (CC4K2, GC1K8, VGCA1a6)
10. Exhibit knowledge of inclusive practices, collaboration, and co-teaching including implications for students and teachers (GC1K8, VGCA2b7, 9)
11. Demonstrate knowledge of educational implications of characteristics of various exceptionalities and will explain how materials, course content, and teaching procedures can be modified to meet individual student's exceptional characteristics and learning styles. (VGCA2b9, CC2, K7) (CC4, K1)
12. Select evidence-based instructional strategies and technologies appropriate to the abilities and needs of the individual and apply differentiation to lesson

- development. (CC7S8, GC7S2, VGCA2b6, VGCB2a3a, VPS2)
13. Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies and technologies including the Strategic Instruction Model® Content Enhancement series. (CC7K2-3, CC7S10, VGCA2b6, VPS2)
  14. Identify ways to integrate academic instruction with behavior management and collaborating with the special education teacher to implement specific behavioral supports. (CC4K1, CC4S1, VGCA2b6, VGCA2c1)

**E. Assessment Measures**

1. Formal tests and/or quizzes to assess mastery of course goals
2. Class participation in discussions, small group activities, and reflective writing
3. Professionally-written responses to various readings submitted electronically (following APA style/format and adhering to standard written English conventions)
4. Develop and teach a detailed lesson plan on a content area topic aligned with state standards using evidence-based instructional strategies including the Strategic Instruction Model® Content Enhancement series. A video recording of the lesson taught in a school setting will be critiqued and presented in class. (technology task)
5. Complete an Images of Disability Portfolio project and Student Inquiry project, and Content Area Strategies project. (technology task)
6. Research essay on a relevant topic in special education addressing the latest evidence-based practices identified in peer-reviewed journals (following APA style/format and adhering to standard written English conventions)

**F. Other Course Information**

None