

WILLIAM PATERSON UNIVERSITY
College of Education
Department of Special Education and Counseling

COURSE OF STUDY

Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions

**A. Course Title: SPC 5550 Educational Foundations in a Diverse Society
Credits: 3**

B. Course Description:

This introductory course introduces teacher candidates to the diversity of perspectives needed to understand special education in today's public school settings for students with exceptional learning needs (ELN). The class will help candidates begin to develop the awareness, sensitivity, knowledge, skills, and competence necessary to advocate on behalf of people with disabilities. A major emphasis of the course will be placed on the disability categories in the Individual with Disabilities Education Improvement Act (2004) including Autism, their etiology and characteristics, and the implementation of educational programs to accommodate these students. In addition, participants will understand the historical roots of the American education system, as well as the current reform trends and critical issues facing education and educators.

This course contains the following required documentation of CEC Standards: Foundation Exam and Professional Dispositions Assessment.

C. Prerequisites, Co-Requisites and Restrictions:

- BA or BS with a liberal arts major

D. Course Objectives:

1. Explore the ethical, professional, and economic demands and the dispositions associated with becoming an educator in today's social climate in the process of evaluating the quality of one's own professional behaviors (Candidate's dispositions will also be assessed as part of this course).
2. Discuss the major social, cultural, and economic issues in special education and the historical events dealing with the perception and treatment of exceptional individuals.
3. Discuss the legal mandates, litigation, and social pressures pertaining to exceptional children.
4. Demonstrate knowledge of the unique needs of culturally diverse, exceptional individuals and their families.
5. Identify knowledge and understanding of characteristics and etiologies of the identified mandated categories and other various conditions that affect provision of educational services to include programming strategies and differentiated instruction.
6. Understand the importance of parental involvement, collaboration, and inclusion in the education of the exceptional child.
7. Learn programming strategies and assessment techniques for exceptional students.

8. Demonstrate an awareness of the role of technology on learning including assistive technology processes for the classroom.

E. Student Learning Outcomes: The teacher candidate will be able to....

1. Explore the Foundations of Special Education through its historical foundations, litigation and legislation that has shaped the delivery of special education services for students with disabilities. Included is discussion on I.E.P. development and implementation. Demonstrate an understanding of the 2004 IDEA categories for special education including their characteristics and etiology, placement and academic needs to include modifications and supports that relate to the classroom learning. Emphasis will also be placed on diversity, multicultural, and technology issues. IDEA categories to be taught are: Language Disorders; Learning Disabilities, Emotional and Behavioral Disorders; Giftedness and Talents,; Autism Spectrum Disorder, Physical Impairment and Other Health Disorders.
2. Demonstrate an understanding of a wide range of current educational topics in special education including Council for Exceptional Children (CEC) Content Standards; I.E.P.'s Individualized Education Plan; Response to Intervention (RTI), Classroom Energizers, Classroom Management, Adaptive Physical Education Activities, New Jersey Core Content Standards and 504 plans.
3. Demonstrate an understanding of best practices for including students in the general education classroom to include discussion on curriculum, assessment, teacher roles, administration, and effective planning.

TEACHER CANDIDATE LEARNING OUTCOMES	CEC	NJ Professional Teaching Standards	WPU Advance Studies Competencies
1. Foundations of special education and its historical and legal implications for today's classrooms. IDEA categories of the major disabilities and its impact on classroom learning	1, 2, 3, 4, 5, 6, 7, 9	1, 2, 3, 4, 7	1
2. Current educational topics in special education.	2, 3, 4, 5, 6, 7	2, 3, 4, 7	4
3. Best practices for including students in general education classrooms.	1, 2, 3, 6, 10	1, 3, 7, 9	2, 5

Link to Standards: <http://www.wpunj.edu/coe/resources/standards.dot>

G. Course Content:

1. Professional dispositions for educators
2. History and foundations of special education
3. Litigation, legislation, and social pressures that have impacted on special education

4. Individualized Education Programs (IEP)
5. IDEA disability categories: characteristics, causes, impact on learning, curricular modifications and accommodations
6. Families of students with disabilities
7. Current topics in special education to include Council for Exceptional Children (CEC) Content Standards; I.E.P.'s Individualized Education Plan; Response to Intervention (RTI), Classroom Energizers, Classroom Management, Adaptive Physical Education Activities, New Jersey Core Content Standards and 504 plans.
8. Research-based practices on inclusion for today's special education environments to include discussion on students from culturally and linguistically diverse backgrounds
9. Technology in Special Education Classrooms

H. Teaching/Learning Methods:

- Lecture, discussion, and BlackBoard technology to augment classroom activities
- Text/Related readings
- Current events issues debates and analysis - Cooperative learning groups
- Video vignettes and case studies
- Internet research

I. Evaluation Methods:

1. Teacher candidates will demonstrate understanding of the history of special education including pertinent laws and litigation for special education in addition to mastery of the characteristics, etiology, and teaching modification and strategies used for students with disabilities in today's classrooms through a mid-term and final examination (SLO # 1).
2. Teacher candidates will show mastery of current educational topics in special education through a collaborative group PowerPoint presentation with rubric (SLO #2).
3. Teacher candidates will use a teacher inclusion checklist to interview teachers working in included classrooms and then write a paper using reflective inquiry integrating these results with textbook and classroom course material. (SLO #3)

J. Recommended Text/Readings:

Deutsch- Smith, D. (2010). *Introduction to special education: Making a difference* (7th ed.). Boston: Pearson.

K. Bibliography:

Alberto, P., & Troutman, A. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson.

Artiles, A.J. (2004). Special education's changing identity: Paradoxes and dilemmas in views of culture and space. *Harvard Educational Review*, 73, 164-202.