



University of Memphis College of Education

1. Content Knowledge
2. Knowledge of the Learner
3. Pedagogy/ Instruction
4. Assessment and Responsive Practice
5. Management of Classrooms and Individuals
6. Personal and Professional Growth and Development.

College of Education Norms

- I take 100% responsibility.
- I seek equity of voice.
- I am willing to talk about sensitive issues.
- I listen for understanding.

SPED 2000: Issues of Human Diversity

College of Education
 The University of Memphis
 ICL Department
SPED 2000
Dr. Robert Taylor

Course Description: Overview of special education including historical and legal perspectives of the field, characteristics of each exceptionality, and educational and community services utilized by exceptional persons and their families. Field experience 5 hours.

Prerequisites: None

Text(s): Turnbull, A.P., Turnbull, H. R. & Wehmeyer, M. (2007). *Exceptional Lives: Special Education in Today's Schools: 5/e*. Pearson Education.

Support of Conceptual Framework: The Issues of Human Diversity course provides the knowledge base needed to serve all learners. The students, by becoming culturally responsive educators, will be able to identify the characteristics of physical, cognitive, emotional, social, and ecological development not only of individuals with exceptionalities, but of students from cultural and linguistic backgrounds.

The National Council for the Accreditation of College of Education define dispositions as: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The university policy with which you should familiarize yourself is at <http://coe.memphis.edu/teacher-education.htm> on the program menu Dispositions and Retention.

Methods of Instruction:

CREDE principles will serve as the primary pedagogical platform interspersed with lectures, guest speakers and technology when appropriate. The CREDE principles are::

- I. **Joint Productive Activity:** Facilitate learning and development through joint productive activity among leaders and participants.
- II. **Language Development:** Promote learners expertise in professional relevant discourse.
- III. **Making Meaning:** Contextualize teaching, learning, and joint productive activity in the experience and skills of participants.
- IV. **Cognitive Challenge:** Challenge participants toward more complex solutions in addressing problems.
- V. **Instructional Conversation:** Engage participants in dialogue, especially the instructional conversation.

Key Assessments: There is a cumulative final exam given to all students taking SPED 2000. The items are scored and combined to check for understanding of content in CEC and TN state standards 1, & 2.

Course Objectives

Given class discussion, readings, videos and applied experiences, the students will demonstrate an understanding of:

1. The historical and philosophical backgrounds of special education, its major contributors and current program models.
2. The goals and values of special education and current socioeconomic and cultural issues which influence these at national and local levels.
3. The developmental needs of children & adults with disabilities including physical/motor, social/emotional, and cognitive and to recognize atypical characteristics of development in relation to those which are typical.
4. The professional special education teacher in relation to children, parents, other staff, the community, and the unique personal qualities and professional qualifications necessary to satisfy the requirements of this role.
5. The range of special education work environments, job responsibilities and credentials, professional organizations, professional journals, and other sources of the knowledge base for special education, and the professional responsibility for life-long professional learning and leadership.
6. The cooperative roles of regular and special education teachers in implementing the educational plans of students with special needs.
7. The rationale for services for individuals with a disability.
8. The different modifications/accommodations and adaptations in educational settings for individuals with disabilities.

Outline of Course Objectives Supporting State/National Standards and Pillars of Effective Practice:

Pillar of Practice I: Content Knowledge

Objective	Standard(s) Addressed by the Objective
<p>Court cases, laws, and policies</p>	<p>CEC 1 Disability Legislation and Special Education Policies TN Core: 1.4 Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have historically influenced the field of special education and the individualization of learning. Candidates use this knowledge to examine their personal understandings and philosophies of special education. TN Modified: 1.4 Candidates understand the historical and philosophical foundations of services for individuals with mild and moderate disabilities. They know about current trends and issues in these areas. TN Core 1.5 Candidates serve as a resource to others by providing current information about the laws and policies that support students with disabilities and how to access information and resources.</p>
<p>LRE placement and</p>	<p>CEC 1 Disability Legislation and Special Education Policies</p>

services	TN Core: 1.3 Candidates apply appropriately the concept of least restrictive environment, using the continuum of placements and services. TN Modified: 1.3 Candidates apply appropriately the continuum of placement and services available for individuals with mild and moderate disabilities, including the concept of least restrictive environment.
Individual Education Plan (IEP)	TN 1-D; CEC 1 Disability Legislation and Special Education Policies
Modifications and accommodations	CEC 1 Disability Legislation and Special Education Policies TN Core: 1.2 Candidates recognize that some students require an expanded curriculum with learning goals beyond the general curriculum to meet independent and functional living goals.

Pillar of Practice II: Knowledge of the Learner

Objective	Standard(s) Addressed by the Objective
Characteristics of learner	CEC 2 Individual Variations and Disability Influence on Learning TN Core: 2.1 Candidates have knowledge of the characteristics of a wide array of disabilities and the ways that students' abilities and disabilities impact learning and development. TN Core 2.3 Candidates understand how a disability in one area (e.g., physical, cognitive, social, and emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.

Pillar of Practice III: Pedagogy/Instruction

Objective	Standard(s) Addressed by the Objective
Role of language and exceptional learner	CEC 3 Role of Language in Learning (Person –first language)
Different approaches/accommodations in educational settings for individuals with disabilities.	CEC 3 IEP (Introduction of IEP)

Pillar of Practice IV: Assessment and Responsive Practice

Objective	Standard(s) Addressed by the Objective
Cooperative roles of regular and special education teachers in IEP development using assessment data	CEC 5, 8, 10 Collaboration and IEP

Pillar of Practice V: Management of Classrooms and Individuals

Objective	Standard(s) Addressed by the Objective
Positive learning environment	CEC5 Varieties of Classroom Management

Pillar of Practice VI: Personal and Professional Growth and Development

Objective	Standard(s) Addressed by the Objective
Reflective practitioner	CEC 9 Professional Behavior

COE Diversity Performance Standards

Performance Standards	Topics Addressing Standard
Candidates understand diversity, social justice, and equity in order to promote effective learning in their	Programs, practices, trends, issues, and problems regarding various disabilities, least restrictive

everyday practice.	environment, continuum of services, normalization, planning strategies (IEP, IFSP, Transition), community based instruction, and parent involvement.
Candidates will understand linguistic, ethnic, racial and socioeconomic, disability, religious and sexual orientation diversity and will demonstrate culturally relevant practices.	Implementing appropriate accommodations and modifications that can be utilized in regular classrooms to facilitate the education of learners with a particular exceptionality, including technological support. The will use non-discriminatory assessments when evaluating students in Special Education.
Candidates understand the relationships among various historical and present social inequities and use reflective practice to challenge their work and explicitly confront social inequality.	Special education in historical perspective including a socio-cultural history of special education programs and practices, innovations and advocacy in education. This history includes Civil Rights, Brown vs. Board of Education, and the philosophy of normalization.
Candidates understand the larger national and global contexts and demonstrate a clear sense of their own identities in relationship to social justice.	Government involvement in SPED programs and practices <ul style="list-style-type: none"> – national, state, and local efforts to support, fund, and regulate programs serving individuals with disabilities and their families – legislation and public policy as it affects individuals with disabilities, their families, and the delivery of services for individuals.
Candidates understand and value the importance of engaging in comprehensive and sustained professional growth to enhance professional practices involving diverse populations.	Becoming a professional leader in special education. The professional educator's responsibilities: <ul style="list-style-type: none"> – to be an advocate on behalf of individuals with disabilities and their families – to be an active member in national, regional, state, and local professional special education communities. – to engage in ethical behavior in relations with children, parents, other staff and other professionals serving individuals with disabilities.

Major Topics

1. Special education in historical perspective including a socio-cultural history of special education programs and practices, innovations and advocacy in education
2. Philosophy and values of special education

3. Programs, practices, trends, issues, and problems regarding various disabilities, least restrictive environment, continuum of services, normalization, planning strategies (IEP, IFSP, Transition), community based instruction, and parent involvement.
4. Overview of the characteristics of students with disabilities
5. Overview of screening, referral and placement processes used to obtain an appropriate education for exceptional learners.
6. Implementing appropriate accommodations and modifications that can be utilized in regular classrooms to facilitate the education of learners with a particular exceptionality, including technological support.
7. Overview of various medical procedures that may be used by teachers with students who are medically fragile or physically challenged, including movement patterns and record keeping.
8. Government involvement in SPED programs and practices
 - national, state, and local efforts to support, fund, and regulate programs serving individuals with disabilities and their families
 - legislation and public policy as it affects individuals with disabilities, their families, and the delivery of services for individuals.
9. Becoming a professional leader in special education. The professional educator's responsibilities:
 - to be an advocate on behalf of individuals with disabilities and their families
 - to be an active member in national, regional, state, and local professional special education communities.
 - to engage in ethical behavior in relations with children, parents, other staff and other professionals serving individuals with disabilities.

Detailed Course Description/Outline:

I. Content Knowledge and Skills

- A. Court Cases
- B. Legislation
- C. Special Education
 1. Individual Education Plan
 2. Manifestation Determination
 3. Transition

II. Knowledge of the Learner

- A. Developmental, Cognitive, Emotional, Social, and Ecological Adolescent Development Theories
- B. Characteristics of Students with High Incidence Disabilities: Emotional Disabilities, Attention Deficit, Learning Disabilities, Mild Mental Retardation
- C. Characteristics of Students with Low Incidence Disabilities: Multiple, Severe, Autism, Health, TBI
- C. Characteristics of At Risk Students
- D. Characteristics of Gifted and Talented Students
- E. Gender Differences on Learning

III. Pedagogy and Instruction

- A. Accommodations and Modifications to Promote Learning
- B. Learning styles and behaviors

IV. Assessment and Responsive Practice

- A. IEP modifications and accommodations
- B. Collaboration and Assessment Data

V. Management of Classroom and Individuals

- A. Motivation

- B. Behaviors
- VI. Personal and Professional Growth and Development
 - A. Written Reflections on Case Studies
 - B. Co-teaching and Collaboration

Clinical Practice: Five hours Clinical Experience in an educational setting observing or interacting with students with disabilities and their families or educators. Students will have to document this clinical experience. Usually these are conducted as site visits with the class, or may include, for part of the hours, appropriate speakers or panels.

Methods and Activities:

Methods and activities would include some of the following: discussion/lecture, on-site visits, guest speakers, individual learning projects, case studies, audio-visual technology, case studies, hypothetical vignettes, software/internet computer modules, hands-on interactive projects, and disability sensitivity/awareness activities.

Assignments, Exams, and Grading Criteria:

Class schedule is given every semester with class dates, times and assignments explicated.

Final Exam: Court Cases, Laws, Policies, IEP modifications and accommodations; Learner Characteristics, Impact of Ability or Disability on Learning

Course Requirements:

Special Education Department Policy and Procedures

Attendance Policy:

Attendance is mandatory and class attendance and participation (e.g., discussions, activities, and assignments) is expected. In a class which meets weekly for one three-hour session, each class session missed without a verifiable and legitimate excuse results in a decrease of a letter grade for the course. Two unexcused absences can result in a decrease of two letter grades and so on. For a class which meets more often, the professor will designate how many points will be deducted from the final grade for each absence. **The legitimacy of the excuse is solely the judgment of the professor. Students who leave a class without prior consent of the professor before the class is formally dismissed are considered absent for the entire class session.**

Students are accountable for content, assignments, and announcements made during class and should make arrangements (e.g., with a classmate) to get the information whenever absent.

The responsibility for class attendance and participation is considered an important element of the student's development and training. Class attendance and participation in class activities cannot be duplicated in any other fashion. Moreover, absence negatively affects the colleagues with whom a student(s) works, interacts, and learns. In this regard, **both** class attendance and participation are critical for the successful completion of this course.

Tardy Policy:

Unless there is an understandable weather or health related reason, each tardy to class – not being physically present at the start of class- is one percentage point taken off of the final cumulative grade. Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual.

Late Work:

Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. **The legitimacy of the excuse is solely the judgment of the professor.** There is no make up work allowed nor is extra credit available in any special education course.

Failing Students:

Students who are failing will be notified by email or personally about their grade in the seventh week of class in the long semesters or midterm in any semester. The professor will be available to meet with the student to devise an individual academic plan at the request of the student.

Grading:

100-93 = A; 85-92 = B; 75-84 = C; 70-74 = D; <70 = F . A grade of incomplete (I) is rarely allowed. The professor must notify the Special Education program coordinator if a grade of I is being considered for a student.

FERPA:

In keeping with the provisions of the Family Educational Rights and Privacy Act, it is the policy of the Department of Instruction and Curriculum Leadership that student grades are not publicly posted.

Students with Disabilities:

It is the policy of the University of Memphis to accommodate students with disabilities pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. Reasonable and appropriate accommodations will be provided to students with a disability who present a memo from the Student Disability Services. Students with disabilities are encouraged to contact Student Disability Services, 215 Scates Hall, phone 678-2880.

Academic Integrity and Student Conduct:

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs

<http://saweb.memphis.edu/judicialaffairs>. Please read in particular, at the sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.” Students must be aware of these guidelines and conduct themselves accordingly.

CEC Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Short Bibliography:

Bauer, A.M. & Kroeger, S. (2004). *Inclusive classrooms: video cases on CD-ROM activity and learning guide*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Gargiulo, R.M. (2004). *Special education in contemporary society: an introduction to exceptionality*. Belmont, CA.: Wadsworth/Thompson Learning.

Hallahan, D.P. & Kauffman, J.M. (2006). *Exceptional learners: introduction to special education*. (10th ed.). Boston: Allyn and Bacon.

Heward, W.L. (2007). *Exceptional Children: An Introduction to Special Education*. Upper Saddle River, NJ: Merrill/Prentice-Hall.(8th ed.)

Teaching Exceptional Children. Presents articles suggesting classroom teaching strategies, reports of materials, a teacher idea exchange, and other information designed to assist the teacher of exceptional children. Published quarterly by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Exceptional Children. The official journal of the Council for Exceptional Children. Publishes articles on professional issues of concern to special educators and articles on the education and development of exceptional students. Designed to assist all professionals who work with exceptional children. Published six times per year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Journal of Learning Disabilities. Published 10 times a year by PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758-6897. Publishes research and theoretical articles relating to learning disabilities.

The Journal of Special Education. A quarterly journal that publishes articles from all disciplines; deals with research, theory, opinion, and reviews of the literature in special education. Published by PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758-6897.