



SPED 2030

Division: Social and Behavioral Science

Department: Education

Course: SPED 2030

Title: Introduction to Special Education

Catalog Description:

This course is designed to introduce prospective elementary and secondary teachers with an overview of the historical, philosophical, psychological, and cultural forces that affect education. Participants will understand the nature of learning and the diversity of learners from those considered at-risk to those who may be gifted. An overview of the current trends and issues that face the general education teachers in terms of identification, referral and teacher of students who may have learning differences will be presented. The concept of inclusion and the continuum of special education services will be discussed. The participants will be aware of a variety of exceptionalities, specific strategies and adaptations that might be employed to assist in teaching student with learning problems.

General Education Requirements: N/A

Semesters Offered: Fall, Spring

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: EDUC 1010

Justification:

This course will give students considering a career in Special Education a good overall look at what it is like to work with this type of student.

The student, after taking this course should be able to make an informed decision as to whether or not they would like to pursue this avenue of the Education field.

This course is also a requirement for education degrees in the State of Utah.

Student Learning Outcomes:

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

- Describe the subtypes and characteristics of students with behavior, learning, and intellectual disabilities.

- Demonstrate understanding of the IEP with its various components including, short and long term goals, services, and placement.
- Describe a variety of effective management procedures including modifications to environment
- Recognize and articulate roles and responsibilities of the para-educator related to instruction, intervention, and direct service.
- Discuss the rights to privacy, confidentiality, and respect for differences among all persons with disabilities including medical and academic records.
- Describe effective service delivery systems for students with mild and moderate disabilities at the elementary and secondary levels.
- Identify effective instructional procedures that facilitate prevention and intervention strategies for use with students with mild and moderate disabilities.
- Describe the functions of assessment in (a) the classification of, and (b) instructional programming for students with mild and moderate disabilities.

Content:

- Introduction to Inclusive Classrooms
- Success for All Students in the General Education Classroom
- Students with Disabilities and Other Types of Special Needs
- Diversity in Today's Classrooms
- Skills for the General Education Teacher
- Adapting Instruction
- Encouraging positive classroom behavior (Behavior Management and Positive Behavior Supports)
- Strategies for Teaching Students with Disabilities
- Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorders
- Teaching Students with Intellectual Disabilities
- Teaching Students with Behavior Disorders
- Teaching Students with Communication Disorders
- Teaching students with Autism Spectrum Disorders
- Teaching Students with Physical and Health Impairments

- Teaching Students with Visual and Hearing impairments
- Strategies for Teaching Students with Other Types of Special Needs

Teaching Students Who Are Gifted and Talented

General Education Outcomes:

2) Write clearly, informatively, and persuasively.

Students will write responses to articles or portions of reading from the text conveying clearly their thoughts and ideas about what the author is presenting.

The instructor will read the papers for content and provide feedback for improvement.

3) Speak effectively in a variety of contexts.

Discussion is expected and encouraged.

Students will discuss problems posed by the instructor in small groups, make conclusions and report to the class their ideas.

The instructor will provide feedback during discussions to provoke additional thinking or explanation as the instructor sees fit.

Key Performance Indicators:

Student Learning Outcomes will be assessed by three or more of the Following Key Performance Indicators:

- Written assignments
- Group Projects/presentations
- Literature review in paper format
- In class discussion responses
- Quizzes/exams

Representative Text and/or Supplies:

Lewis, R. B. & Doorlag, D. H. (2006). *Teaching special students in general education classrooms*, (8th Ed.) Merrill, Prentice Hall. Upper Saddle River, New Jersey. ISBN=

0136101240

Optimum Class Size: 25
Maximum Class Size: 35

Signatures:

I hereby submit this course syllabus:

Richard Squire, MEd, Instructor

I hereby find this course consistent with the goals and resources of the Education Department:

Richard Squire, MEd, Instructor, Chair

I hereby find this course consistent with the goals and resources of the Social and Behavioral Science Division:

Sue Dalley, M.S., Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)