



Your University of Choice

Educating Exceptional Students Syllabus

Term: Spring, 2017

Course Number: EDUC 430B

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Office Hours: as arranged before and after class

Course Times: Monday through Thursday 8:30 am – 12:00 pm

Course Dates: April 3 – April 20 CCSJ: Room 307

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

About Your Professor:

Dr. Sperling has been fortunate enough to be in education for the past 30 years, as a teacher of Economics and Social Studies at the high school level and Language Arts/Social Studies at the Middle School Level, Assistant Principal, Principal, Assistant Superintendent, and Superintendent. He has taught

both on the undergraduate and graduate levels in the Colleges/Departments of Education at Wayne State University in Detroit, Michigan, Indiana University Northwest, Purdue University Northwest-Hammond, and Calumet College of St. Joseph.

Prior to coming into education, he spent 16 years in Psychiatric Social Work at the Boys Republic, a residential treatment center for Emotionally Disturbed and Socially Maladjusted adolescents as a child care worker, Therapist, and Assistant Executive Director. He has a Bachelor's Degree in Sociology/Social Work from the University of Detroit, Master's Degree in Counseling from Eastern Michigan University, Specialist in Educational Leadership from the University of Detroit, and Doctorate in Administrative and Organizational Studies from Wayne State University in Detroit, Michigan. Additionally, he has worked with AdvancED Indiana working with Focus and Priority Schools in the area of School Improvement and is a Lead Evaluator in both their Accreditation and Diagnostic Review programs.

Course Description:

The characteristics, capabilities, and expectations of students with special needs, students who are at-risk for learning problems, English Learners (EL) and gifted students encompass the diverse approach to evaluating strategies for quality learning. Students research the teacher's role in assisting students who face attention, behavioral, learning, physical and social challenges, and other relevant and practical issues unique to educating exceptional students. As well, students engage in descriptive research on parenting the exceptional child. A Field experience is required.

Prerequisites: GENL 299; EDUC 300, 311, 342, and 370

Field Experience:

A Field Experience has been scheduled during the second week of the course at the Northwest Indiana Special Education Cooperative in Crown Point. so that you will have the opportunity to observe a practicing educator within a classroom environment. You may have an opportunity to teach an individual or small group lesson during your week there. Your instructor will facilitate the scheduling and implementation of this experience.

Purpose of Course:

The purpose of this course is to introduce teachers and others who may work with children, to the history of special education, relevant laws and legal/ethical issues, as well as the characteristics, etiology, and special needs associated with a variety of exceptionalities. As teachers are often the first professionals to identify a variety of learning and behavioral needs of children and given the importance of early identification and intervention for later success, it is critical that teachers be familiar with a wide range of childhood exceptionalities. Candidates will also be presented with information as to how to assist and support families of exceptional children in order to work as a team to enhance learning.

Additionally, candidates will be introduced to a range of assessments and strategies for meeting the needs of students with exceptional needs. Although this class will emphasize characteristics of different exceptionalities, it is hoped that candidates will learn to see the wide spectrum of functioning within each are of exceptionality, and to recognize that each child is a unique individual that often requires an

individual approach to teaching,

Course Objectives: Upon successful completion of SPED 337, students will be able to:

1. reflect on their own philosophies about the individual needs of students;
2. describe legislation relating to individuals with disabilities;
3. identify the characteristics of exceptional learners;
4. analyze the issues surrounding the labeling and stereotyping of students;
5. collaborate in problem-solving activities and curriculum planning for diverse learners
6. develop effective teaching strategies for all students, including those with disabilities;
7. differentiate instruction to meet the needs of all students in the classroom;
8. utilize strategies that promote learning and social acceptance in the classroom;
9. develop classroom accommodations for students with disabilities;
10. develop strategies that enhance motivation and self-esteem in students;
11. develop classroom strategies for creating a classroom community;
12. critique and reflect upon in-class behaviors of teachers that either promote or inhibit instruction of students with disabilities in inclusive classrooms.

“The biggest mistake of past centuries in teaching has been to treat all children as if they were variants of the same individual, and thus to feel justified in teaching them the same subjects in the same ways.” ~ Howard Gardner

Assignments:

Views of working with Students with Disabilities:

Students will compose a paper after discussion in class on their personal views of working with Exceptional Students in their General Education classrooms.

Disability in the Media and Reference Guide

Develop and lead a class discussion about a movie, book, or current media that portrays a person with a disability. Show a short clip of the media or read a selection of printed material. Include an activity that helps establish the purpose of your selection. Assignment can be done singularly or in pairs

Guidelines for Field Experience Notebook

Cover page listing the hours of field experience including dates, brief description of field experience, observations at NISEC

Write entries in field experience journal for each day that you are in a classroom at NISEC

Be sure to include observations, theories/research content from class discussion to support your reflection. Choose from the following reflection questions for your reflection following the journal entries:

- Is there a theory of psychology or early experience of yours that you are associating with the event?
- How did you feel about the task/experience? Was it what you had expected, if not how so?
- Did the experience challenge any previous held beliefs you had, or reinforce previous held beliefs?
- What insights into your knowledge base, experience, or values have been gained?
- What spiritual, moral, or ethical issue does this episode bring to light for you?
- How will this experience and reflection possibly translate into changes in the way you interact with students?
- How might this experience translate into practices or activities you would like to be involved with in the community to advocate for or support people with disabilities within families and the community?

Case analysis

Choose one individual with special needs have observed and worked with/spent time with during the field experience. Based on your observations, information from teachers, parents, or others in the community involved with this individual, and any experiences you may have had interacting with the individual respond to his/her surroundings and any questions that you may have asked the student. If you consulted with the teacher or teacher's aide, how did they perceive the student.

- Arrange to interview a child at NISEC with a disability and reflect on their educational history or experiences and how they have been assisted during the educational process by the school. Utilize this information for your Case Analysis paper . Towards the end of the paper reflect on what you will do as a future educator to meet the educational needs of students with disabilities and families based on the information provided in the interview.

Course Schedule

subject to modification – students notified in class or by email

<p>Week 1 At CCSJ</p> <p>April 3, 2017</p>	<ul style="list-style-type: none"> • Introduction to the course – Dr. Greene • Review of the various exceptionalities – Dr. Greene and Dr. Sperling • Overview of the Syllabus and Course Assignments • Discussion on the Field Experience at NISEC – Dr. Sperling • Views of working with Exceptional Children (in-class assignment and discussion) • Exceptional Children (in class assignment and • Theory and Review of Relevant Media and Research on Exceptional Children
<p>Week 2: at NISEC</p> <p>April 10, 2017</p>	<ul style="list-style-type: none"> • Report each day at 8 am to your assigned classroom • Complete a journal entry for each day’s experience • Begin to conceptualize your case analysis • Work on Media/Research Project
<p>Week3: at CCSJ</p> <p>April 17, 2017 (no class)</p> <p>April 18, 2017 (class meets)</p>	<ul style="list-style-type: none"> • Each student will present a summary to the class of the • Case Analysis and individually or in pairs their Disability in the Media or Research project • Students will submit their Case Analysis and Media/Research Projects • Students will submit their Field Experience Journals • Closing Thoughts • Class Evaluation