

Arkansas State University-Newport's mission is to provide an accessible, affordable, quality education that transforms the lives of our students, enriches our communities, and strengthens the regional economy.

## EDU2043: Exceptional Student in the Regular Classroom

**Catalog Description:** This course examines historical and current delivery of special education services and program practices. Legal foundations and issues, special education terminology, and professional roles are addressed. This course is specifically for Elementary Education K-6 or K-12 Special Education majors.

**Course Type:** Lecture

**Instructor Name:**

**Office:**

**Office Phone:**

**Email:**

**Office Hours:**

### Department Information

Course Department:

Academic Department:

Academic Coordinator:

Email:

Associate Dean:

Associate Dean Contact Number:

Email:

### Materials: Required and Optional

Required Text: Heward, W. L. *Exceptional Children: An Introduction to Special Education*. 10<sup>th</sup> ed. Prentice Hall  
ISBN: 9780132893046

Optional Texts: None

Required Materials: Computer that is internet connected, notebook, pencils, Microsoft Word

Optional Materials: None

### Institutional Learning Outcomes

Upon graduating from ASU-Newport with any Associate Degree, a student will be proficient in the following:

#### ILO1: Communication

Goal: Students will express ideas, knowledge, and concepts in a clear and concise manner.

- a) Written
- b) Verbal
- c) Interpersonal

#### ILO2: Reasoning

Goal: Students will apply reasoning skills in a variety of environments, which demonstrate problem-solving and applied knowledge.

- a) Explore
- b) Locate
- c) Interpret
- d) Evaluate
- e) Apply

### **ILO3: Responsibility**

Goal: Students will participate in service activities that instill in them a sense of social responsibility.

- a) Civic
- b) Academic
- c) Financial

### Institutional Grading Scale

Grading Scale:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59
- S: Satisfactory
- U: Unsatisfactory

### Americans with Disabilities Act Compliance

In order to obtain appropriate disability related accommodations and services to which they are entitled, students with documented disabilities should voluntarily and confidentially provide the Office of Disability Services (870-512-7838 or [disabilityservices@asun.edu](mailto:disabilityservices@asun.edu)) with appropriate medical documentation regarding the nature and extent of their disability, make their needs known to this Office and follow established procedures for acquiring needed services and accommodations in the classroom or online.

### Information Technology Services

If you experience any problems or issues with Canvas, MyCampus, or other equipment, please contact ITS at 870-512-7783 or <http://its.asun.edu>. Canvas has a 24/7 live chat as well. This is a valuable resource for those late night test or assignments that just do not seem to work properly.

ASU-Newport provides a number of different services to assist students in areas that directly impact their academic success. The following direct websites will help you get in touch with those services that may be needed during your time as an ASUN student:

Academic Support Center: <http://academicsupport.asun.edu>

Financial Aid: <http://financialaid.asun.edu>

Career Pathways: <http://pathways.asun.edu>

University Police: <http://cpd.asun.edu>

Information Technology Services: 512-7783 or [its@asun.edu](mailto:its@asun.edu)

Disability Services: [http://www.asun.edu/disability\\_services](http://www.asun.edu/disability_services)

Admissions: <http://admissions.asun.edu>

### Academic Dishonesty (As stated in the ASUN Student Handbook)

ASU-Newport enthusiastically promotes academic integrity and professional ethics among all members of the ASU-Newport academic community. Violations of this policy are considered serious misconduct and may result in disciplinary action and severe penalties. Cheating in any form-including plagiarism, turning in assignments prepared by others, unauthorized possession of exams - may result in the student being dropped from the class with an "F" and/or being

suspended from the College. Students who feel they have been unfairly accused of cheating may appeal to the Dean and the Vice Chancellor for Academic Affairs.

**Campus Safety Information**

What to know and do to be prepared for emergencies at ASUN:

- Opt-in to receive ASUN’s School Messenger notifications regarding weather closings, emergencies, and other important notifications. All currently enrolled students will receive an email within the first two weeks of the semester prompting them to Opt-in to the messaging system.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from your instructor or other designated authorities.
- For additional emergency information see the ASUN Emergency Response Guide in the Portal under “More” then select “Department of Safety”.
- Know the emergency phone number for ASUN Campus Police or dial 911.
- Report suspicious activities and objects found on campus.
- Keep your permanent address and emergency contact information current in MyCampus.

**Inclement Weather**

In the event of inclement weather, class cancelation is left to the discretion of the Chancellor. You will be notified of class cancelation on the university website, through news media, and through our school messaging system.

**Children in the Classroom:**

ASUN classroom policy requires that the learning environment should be free of distraction in order to provide the highest learning opportunity for all students. In this light, students should not bring children to the classroom. If you must bring a child on campus, please have your child properly supervised in the public gathering areas.

**Course Learning Outcomes:**

As stated in the CEC Initial Level Special Educator Preparation Handbook Standards, upon successful completion of this course, students will be able to:

Course Learning Outcomes	Assessment
Identify how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Quizzes, Discussions, Video Reviews, Article Critiques, Movie Review, Misunderstood Minds, Special Education Resources, Observation, Special Education Philosophy, IDEA Essay (MSA)
Show how to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Discussions, Article Critique, Misunderstood Minds, Special Education Resources, Special Education Philosophy, IDEA Essay (MSA)
Apply knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	Quizzes, Discussions, Video Reviews, Movie Review, Misunderstood Minds, Special Education Philosophy, IDEA Essay (MSA)
Employ multiple methods of assessment and data-sources in making educational decisions.	Discussions, Movie Reviews, Special Education Resources, IDEA Essay (MSA)
Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Discussions, Video Reviews, Movie Review, Special Education Resources, Observation , IDEA Essay (MSA)
Use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Discussion, Article Critique, Movie Review, Special Education Resources, Special Education Philosophy, IDEA Essay (MSA)

<p>Demonstrate how to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<p>Discussions, Misunderstood Minds, Special Education Philosophy, Observation, IDEA Essay (MSA)</p>
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**\*The MSA for this course will specifically measure/assess ILO 1a: Written Communication**

Additionally, as published in the Arkansas Department of Education Competencies for K-6 Teachers, students will demonstrate knowledge and/or competencies in the following content areas:

<p><b>1. Diversity</b>          ACEI: 3.2, 5.2</p>	<p>1.1 Knowledge of theoretical approaches to student learning and motivation          1.2 Knowledge of the impact of language, culture, and gender differences on learning          1.3 Knowledge of the environmental and societal influences on student development and achievement          1.4 Knowledge of the basic characteristics and defining factors for each of the major disability categories          1.5 Knowledge of the basic characteristics and defining factors for gifted and ELL students          1.6 Knowledge of the impact of exceptionalities on individuals, families, and society across the life span</p>
<p><b>2. Foundations of Special Education</b>          ACEI: 3.2</p>	<p>2.1 Knowledge of federal definitions related to special education          2.2 Knowledge of the federal requirements for pre-referral, referral, and identification          2.3 Knowledge of the federal safeguards of the rights of stakeholders          2.4 Knowledge of the components of a legally defensible individualized education program          2.5 Knowledge of major legislation related to special education          2.6 Knowledge of the roles and responsibilities of the special education teacher          2.7 Knowledge of the roles and responsibilities of the general education teacher          2.8 Knowledge of the roles and responsibilities of other professionals who deliver special education services          2.9 Ability to understand the strengths and limitations of various collaborative approaches          2.10 Ability to communicate with stakeholders          2.11 Knowledge of potential bias issues that may impact teaching and interactions with students and their families</p>
<p><b>3. Students with Disabilities</b>          ACEI: 3.2, 4.0</p>	<p>3.1 Knowledge of multiple means of representation–information and content is presented in different ways          3.2 Knowledge of multiple means of action and expression –differentiation in the way students express their knowledge/learning          3.3 Knowledge of multiple means of engagement–stimulates interest and motivation for learning          3.4 Ability to understand learning objectives that are measurable and appropriately challenging          3.5 Ability to understand the means of providing access to the curriculum          3.6 Ability to organize the learning environment</p>

	<p>3.7 Ability to understand and support students with challenging behaviors</p> <p>3.8 Knowledge of instructional strategies/techniques that are appropriate, considering students' ages and abilities</p> <p>3.9 Knowledge of instructional strategies for ensuring individual academic and behavioral success in one-to-one, small group, and large group settings</p> <p>3.10 Knowledge of instructional strategies that facilitate maintenance and generalization of concepts</p> <p>3.11 Ability to select and implement research-based interventions for individual students</p> <p>3.12 Ability to select and implement supplementary and/or functional curriculum</p> <p>3.13 Knowledge of options for assistive technology</p> <p>3.14 Knowledge of preventative strategies and intervention strategies for at-risk learners</p> <p>3.15 Knowledge of the impact of language, culture, and gender on the identification process</p> <p>3.16 Knowledge of evidence-based assessments that are effective and appropriate</p> <p>3.17 Ability to select and use assessments for various purposes</p> <p>3.18 Ability to interpret assessment results</p> <p>3.19 Ability to understand and use the results of assessments</p>
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**Course Policies and Procedures**

**Academic Calendar**

**Disclaimer**

This syllabus and all documents associated with the syllabus are considered a contract between the student and the instructor. Students are expected to carefully read and review the syllabus and all associated documents in order to be familiar with course expectations and policies. This syllabus is subject to change at the discretion of the instructor, who will inform students of any changes. Students are responsible for keeping up with any changes.