

EDUC614

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC614 **Title :** Living and Learning with Exceptional Students

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Course participants will develop instructional and leadership skills required for teaching students with special learning needs, as well as students at-risk for academic and social failure. The concepts of educator collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, and giftedness will be reviewed using authentic case studies. Participants will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Case studies will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice. The cases in this course depict problems and opportunities related to classroom management, individual behavior management strategies and systems, functional behavioral assessments, developmentally appropriate behavior management goals, and zero tolerance policies. (Prerequisite: EDUC503)

Course Scope:

This course provides an in-depth study of the field of special education. The developmental stages, specific characteristics, and unique needs of children and youth with exceptionalities are defined, researched and analyzed along with the philosophical, historical, ethical, and legal foundations for special education.

Students will gain familiarity with the characteristics of individuals with exceptional needs in public school programs and strategies to use for integration. Included are processes used to identify these individuals; placement procedures and major educational and behavioral intervention techniques; current state and federal legislation dealing with special education; procedures and processes for gifted children; discussion and review of ethnic and multi-cultural learning styles and programs.

Special emphasis will be placed on the realities of teaching special education, including significant paperwork, challenging work environments, teaming with other professionals, and dealing with parents. As a result, the most important assignment for this class is the course resource handbook. Your final draft of your course resource handbook is due on the first day of the last week. While this assignment may seem daunting at first, please realize that if it is done correctly, the portfolio will be an excellent, critical resource for you in the future. By beginning work on your portfolio early in the course, you will find it is not overly time-consuming. It is strongly recommended that you DO NOT wait until close to the due date to begin this assignment. If you read the textbook and related readings, and take notes during the lecturette, you should be able to complete one of the sub-sections every week. As you complete your sections, you are encouraged to submit the section to the instructor for review and feedback.

Objectives

After successfully completing this course, you will be able to:

- Appraise what is “special” about special education (CEC 1)
 - Examine the roles and responsibilities of special education teachers (CEC 4, 7, 9)
 - Distinguish ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
 - Examine other professional roles who provide services to students with special needs (CEC 10)
 - Analyze the protective and risk factors associated with challenging behavior (CEC 1, 2)
 - Defend how relationships protect against risk factors associated with challenging behavior (CEC 1, 2, 9)
 - Use strategies proven to assist in the prevention of challenging behavior (CEC 1, 2, 3, 4, 5, 6, 9)
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Outline

Week 1: Finding Your Role Historical Perspectives

Learning Objectives

- Describe what is “special” about special education (CEC 1)
- Explain the roles and responsibilities of special education teachers (CEC 4, 7, 9)

Readings

Rosenberg, Westling, & McLeskey, Chapters 1 and 2

Pierangelo, Chapters 1, 3, 4, 27, 30

Assignments

Forum 1

Forum 2

Assignment: Biography

Assignment: Two Critical Thinking Questions

Week 2: All Students Can and Will Learn Identification and Planning

Learning Objectives

- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
- Identify other professional who provide services to students with special needs (CEC 10)

Readings

Rosenberg, Westling, & McLeskey, Chapters 3 and 4

Pierangelo, Chapters 2, 6, 7

Assignments

Forum 3

Forum 4

Assignment: Two Critical Thinking Questions

Week 3: Teaching & Behavior Management Learning Disabilities

Learning Objectives

- Articulate the protective and risk factors associated with challenging behavior (CEC 1, 2)
- Describe how relationships protect against risk factors associated with challenging behavior (CEC 1, 2, 9)
- Recognize strategies proven to assist in the prevention of challenging behavior (CEC 1, 2, 3, 4, 5, 6, 9)
- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)

Readings

Rosenberg, Westling, & McLeskey, Chapters 5 and 6

Pierangelo, Chapter 18

Assignments

Forum 5

Forum 6

Assignment: Two Critical Thinking Questions

Week 4: Emotional and Behavioral Disabilities Mild Intellectual Disabilities

Learning Objectives

- Articulate the protective and risk factors associated with challenging behavior (CEC 1, 2)
- Describe how relationships protect against risk factors associated with challenging behavior (CEC 1, 2, 9)
- Recognize strategies proven to assist in the prevention of challenging behavior (CEC 1, 2, 3, 4, 5, 6, 9)
- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
- Identify other professionals who provide services to students with special needs (CEC 10)

Readings

Rosenberg, Westling, & McLeskey, Chapters 7 and 8

Pierangelo, Chapter 19

Assignments

Forum 7

Forum 8

Assignment: Classroom Setting Review

Week 5: ADHD Autistic Spectrum Disorder

Learning Objectives

- Explain the roles and responsibilities of special education teachers (CEC 4, 7, 9)

- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
- Articulate the protective and risk factors associated with challenging behavior (CEC 1, 2)
- Recognize strategies proven to assist in the prevention of challenging behavior (CEC 1, 2, 3, 4, 5, 6, 9)

Readings

Rosenberg, Westling, & McLeskey, Chapters 9 and 10

Pierangelo, Chapter 19

Assignments

Forum 9

Forum 10

Assignment: Two Critical Thinking Questions

Week 6: Communication Disorders Severe Intellectual and Multiple Disabilities Traumatic Brain Injury

Learning Objectives

- Explain the roles and responsibilities of special education teachers (CEC 4, 7, 9)
- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
- Identify other professional who provide services to students with special needs (CEC 10)

Readings

Rosenberg, Westling, & McLeskey, Chapters 11 and 12

Pierangelo, Chapter 19

Assignments

Forum 11

Forum 12

Assignment: Journal Critique

Week 7: Sensory Impairments Physical Disabilities Other Health Impairments

Learning Objectives

- Explain the roles and responsibilities of special education teachers (CEC 4, 7, 9)
- Identify ways a general education teacher can work effectively with students with special needs (CEC 7, 10)
- Identify other professional who provide services to students with special needs (CEC 10)

Readings

Rosenberg, Westling, & McLeskey, Chapters 13 and 14

Pierangelo, Appendices F&G

Assignments

Forum 13

Forum 14

Assignment: Two Critical Thinking Questions

Week 8: Gifted and Talented Continuing in your Career

Learning Objectives

- Describe what is “special” about special education (CEC 1)
- Explain the roles and responsibilities of special education teachers (CEC 4, 7, 9)

Readings

Rosenberg, Westling, & McLeskey, Chapters 15 and 16

Pierangelo, Appendices F&G

Assignments

Forum 15

Forum 16

Assignment: Course Resource Handbook

Assignment: Two Critical Thinking Questions

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Special Education for Today's Teachers: An Intro., 2nd ed (custom)- The custom ISBN may have more competitive pricing in hard copy or electronic format. Non-custom ISBN is:9780137033973, please use this one to search for the book from other booksellers.

Author: Rosenberg

Publication Info: Pearson

ISBN: 9781269656474

Book Title: Special Educator's Survival Guide

Author: Pierangelo, Roger

Publication Info: Jossey-Bass, Inc.

ISBN: 9780787970963

Required Course Textbooks

Rosenberg, M.S., Westling, D.L., McLeskey, J. (2010). *Special education for today's teachers: An introduction*. (2nd ed.). Upper Saddle River, NJ: Pearson

Pierangelo, Roger, Ph.D. (2004). *The Special educator's survival guide*. San Francisco: Jossey-Bass.

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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