I. Course: EDT 340 Educating Students with Diverse Learning Needs

Prerequisite(s): EDT 207 or EDT 222

Description: Study of the characteristics, legal aspects, and educational needs of students with learning problems. Role of the general educator in making curricular modifications and accommodations, adapting instruction, and collaborating with other educators to facilitate learning in the general education classroom for these students. Field and clinical experience.

The goal of this course is to recognize the special and unique needs of members of ethnic and multicultural groups, promoting all efforts which will assist in creating full and equitable participation of these individuals in society. The Council for Exceptional Children (CEC) and the Office of Special Education and Rehabilitative Services of the U.S. Department of Education recommend that focus must be on improvement of best practices in order to eliminate disparities that exist with diverse groups (e.g., promote learning among students with diverse learning styles).

The National Council for Accreditation in Teacher Education (NCATE) utilizes a broad definition of diversity consisting of “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.”

The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning Communities Through Critical Reflection.” The conceptual framework of the School of Education and Allied Professions embraces diversity for the promotion of social justice, and engages in building a community where the faculty model and candidates develop as scholar practitioners, who engage in critical reflection. The outcomes of “diversity for the promotion of social justice” and “critical reflection” will be central themes in EDT 340.
The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout our entire program of study. The theme of “Teacher as Reflective Decision Maker in a Pluralistic Society” is an appropriate choice, considering the complex needs of students from many different backgrounds and the demand that teachers have as much preparation for this challenge as possible.

The department adopted this theme in accordance with the University's Marianist Mission Statement, which encourages students to take an active role in improving the state of the larger community. This attitude is encouraged when professors and teachers embrace and model qualities of character embodied in the Marianist tradition. These values, found as well in student-centered classrooms, include faith, community, mission, inclusivity, respect, acceptance, empathy, authenticity, service, compassion, a sense of humor, expectancy of good, concern for the total development of the child, and commitment of being professional-minded.

This course supports the state of Ohio's performance-based licensure standards (INTASC based) and as such prepares beginning teachers to demonstrate student success in the classroom in relation to: (1) subject matter and (2) student learning. Student-centered instruction is effective when considering the individual needs of students in a (3) diverse student population and when teachers are (4) planning instruction and encouraging (5) instructional strategies that develop critical thinking skills in students. The emphasis on student learning is a major component in a (6) learning environment that encourages positive interaction and self-motivation for all students. When teachers incorporate critical thinking into their learning environments that diversifies the (7) communication techniques utilized with their students, especially in relation to the connection between technology, media, and literature. A teacher as facilitator thinks about (8) assessment of his/her students in multiple ways, both formally and informally. Teachers who emphasize student learning in their classrooms have an ongoing commitment in their professional development (9) to stay updated on the research and professional literature in their field. Communication with (10) parents/family members to support student learning is a necessity for effective instruction.

The state of Ohio has adopted PRAXIS III as the summative performance-based assessment for licensure decisions for beginning teachers. Candidates in this inclusive education course will be encouraged to selectively include relevant evidence from class learning experiences in their working professional portfolios if applicable. The portfolios, initiated in the EDT 110 course, are organized around the four domains and nineteen criteria of the PRAXIS III/Pathwise framework. Fostering links between the specific course objectives and the PRAXIS III/Pathwise framework will help prepare candidates for the corresponding performance-based assessments used in our methods and student teaching experiences, and ultimately the PRAXIS III assessment. Some states use the INTASC teacher assessments rather than the PRAXIS III/Pathwise framework. The Curriculum Materials Center and EDT faculty have information that compares the content and similarities between these frameworks. Candidates who plan to teach in states that use INTASC should familiarize themselves with this information.

Additionally, each candidate should become familiar with the standards of the professional organizations (learned societies) for the various licensure areas (e.g., CEC, NAEYC, NMSA, NCTE, NCTM, IRA, etc.). Portfolio updates should reflect knowledge of these standards as well as the PRAXIS III/Pathwise criteria.
It is our hope that at some point in their teaching careers, our graduates will pursue National Board Certification in their licensure area(s). The CMC has information on the National Board for Professional Teaching Standards for your future reference.

Finally, with increasing emphasis on performance based assessment of both teachers and students, it is important for all members of the learning community to continually reflect upon the kinds of evidence that would indicate that these standards (or knowledge, skills, and dispositions) are developing or have been achieved.

II Objectives
The following course objectives adhere to the professional standards of The Council for Exceptional Children (CEC). CEC is the major advocacy organization for students with Exceptional Learning Needs (ELN), their families, and the professionals entrusted with their education. The CEC standards are divided into three parts: (1) field experiences and clinical practice standards, (2) assessment system standards, and (3) special education content standards. The CEC special education content standards consist of ten (10) domain areas which are parallel to the ten (10) Interstate New Teacher Assessment Consortium (INTASC) principles.

Knowledge: The candidate will
A. Possess an understanding of the philosophical, historical, and legal foundations of special education including:
   1. Models, current and past, theories, and philosophies that provide the basis for special education practice.
   2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
   3. Issues in definition and identification procedures (e.g., criteria, labeling terminology issues and controversies, current incidence and prevalence figures) for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
   4. Assurances and due process rights related to assessment, eligibility, and placement.
   5. Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs.
   6. Continuum of placement and services available for students with disabilities.
7. Evolution and major perspectives from medicine, psychology, behavior and education on the definitions and etiologies of individuals with disabilities.

8. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.

9. Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

B. Possess an understanding of characteristics of learners including:

1. Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.

2. Etiological factors, medical aspects, and differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.

3. Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.

4. Educational implications of characteristics of various exceptionalities.

5. The psychological and social-emotional aspects of individuals with disabilities such as mental retardation and learning disabilities, including adaptive behavior, social competence, social isolation, and learned helplessness, and juvenile delinquency.

6. Common etiologies and the impact of sensory disabilities on learning and experience.

7. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities.

8. Effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.

C. Possess an understanding of issues related to assessment, diagnosis, and evaluation

1. Typical procedures used for screening, prereferral, referral, and classification

2. The relationship between assessment and placement decisions.

D. Possess an understanding of issues related to instructional content and practice including:

1. Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.
2. Demands of various learning environments such as individualized instruction in general education classes.
3. Alternatives for teaching skills and strategies to individuals with different degrees and types of disabilities including instructional and remedial methods, techniques, and curriculum materials.
4. Techniques for modifying instructional methods and materials and sources of specialized materials for students with differing degrees and kinds of disabilities.
5. Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
6. Strategies for intervening with behavior challenges, including Functional Behavior Assessment (FBA) and Positive Behavioral Supports.

E. Possess an understanding of issues related to planning and managing the teaching and learning environment including:
   1. School setting adaptations necessary to accommodate the needs and abilities of individuals with varying degrees and kinds of disabilities.
   2. Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities.

F. Possess an understanding of issues related to communication and collaborative partnerships including:
   1. Development of individual student programs working in collaboration with team members.
   2. Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
   3. Ethical practices for confidential communication to others about individuals with exceptional learning needs.
   4. Collaborative and/or consultative role of the special education teacher in the reintegration of students with disabilities (e.g., classroom/instructional modifications).
   5. Types and importance of information generally available from family, school officials, legal system, and community service agencies.
6. Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.

G. Possess an understanding of issues related professionalism and ethical practices including:
   1. Importance of the teacher serving as a model for individuals with exceptional learning needs.
   2. Consumer and professional organizations, agencies, publications, and journals relevant to various types of disability conditions.
   3. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.

Skills: The candidate will
A. Possess skills in articulating the philosophical, historical, and legal foundations of special education including:
   1. Articulate personal philosophy of special education including its relationship to/with regular education.
   2. Analyze and articulate the pros and cons of current issues and trends in special education.
   3. Delineate the principles of normalization versus the educational concept of least restrictive environment in designing educational programs for students with disabilities.
   4. Articulate the factors that influence overrepresentation of culturally and linguistically diverse individuals in programs for individuals with disabilities.
   5. Articulate the service delivery options for individuals with disabilities and their relation to contemporary educational placement and instructional content.

B. Possess skills in describing and defining characteristics of learners with disabilities including:
   1. Access information on various cognitive, communication, physical, cultural, social and emotional conditions of individuals with exceptional learning needs.
2. Describe and define general developmental, academic, social, career, and functional characteristics of individuals with varying degrees and kinds of disabilities as they relate to levels of support needed.

C. Possess skills in planning and managing the teaching and learning environment including:
   1. Assist individuals to develop sensitivity toward those who have communicable diseases.
   2. Identifying appropriate interventions for students with behavioral challenges (e.g., Functional Behavior Assessment (FBA) and Positive Behavioral Supports)

Dispositions: The candidate will
A. Demonstrate professionalism and the use of ethical practices including:
   1. Demonstrate commitment to developing the highest educational and quality-of-life potential for individuals with exceptional learning needs.
   2. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.
   3. Promote and maintain a high level of competence and integrity in the practice of the profession.
   4. Exercise objective professional judgment in the practice of the profession.
   5. Demonstrate proficiency in oral and written communication.
   6. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
   7. Articulate the teacher’s ethical responsibility to nonidentified individuals who function similarly to individuals who have disabilities (e.g., at-risk individuals).
   8. Use copyrighted educational materials in an ethical manner.
   9. Practice within the CEC Code of Ethics and other standards and policies of the profession.

III. Topics to be covered: Philosophies; Rights and responsibilities of various stakeholders; Major legislation & litigation (IDEA, 504, NCLB); Service delivery options (IDEA, 504) and educational planning (IFSP, IEP, IHP, ITP); Learner characteristics and educational needs; Assessment procedures (IAT, IBMFE); Adaptations and accommodations; Barriers
to accessibility and acceptance; Cultural issues; At-risk learners; Educational collaboration; Professional ethics (Copyright laws, confidentiality)

IV. TEACHING METHODS:

Lectures, discussions, cooperative learning activities, problem solving sessions utilizing print and videotaped cases, guest speakers, student presentations, and other instructional media (e.g., videotapes); technology, including software/assistive technology assessments, exploration of professional resources, websites, and databases, and email and/or threaded discussions of course topics. Students will also utilize appropriate technology in completing course assignments as needed (e.g., word processing, Power Point, Smartboards).

V. STUDENT EVALUATION CRITERIA:

See schedule of classes and assignments for specific due dates. Refer to assignment sheets for specific guidelines.

1. It is the candidate's responsibility to read the textbook and come to class, and exams, prepared. Lectures and in-class learning experiences will clarify and expand upon selected material from the text. Please feel free to ask questions regarding any material you find unclear.

2. All projects, papers and assignments have a due date. Please plan ahead and turn in assignments on the due date. Assignments turned in late will get a 50% point reduction. You can always turn assignments in early for points and if it doesn’t meet the requirements you may redo it for additional points. Papers turned in late cannot be redone.

3. Dates for in-class clinicals will be announced in advance. Any in-class clinicals that are missed must be made up in order to receive credit for the course.

4. Attendance, participation, and professionalism are an important part of your evaluation. Regular and prompt attendance in class is required. Absences and tardiness will result in a loss of points. Additionally, educators are expected to demonstrate professionalism by participating in class learning experiences, interacting in a mature manner with the instructor and peers, submitting work in a timely and professional manner, and demonstrating an interest in school age students and the subject matter.

VI. COURSE ASSIGNMENTS—see assignment sheets for specific details and point values; assignments typically consist of written case analyses, adapted learning experiences for P-12 learners, field experience reflections, technology assignments, and exams/assessments based upon the course content. Portfolio entries may also be required.
VII GRADING SCALE

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VIII. Clinical Experiences: 10 clock hours

Reviewing and discussing IEP's; developing modifications in learning experiences for exceptional learners; resolving problem cases that reflect the complex challenges of inclusive education; utilizing relevant professional literature; reviewing technology appropriate for diverse learners/inclusive education settings; participating in simulations of various disabilities; visiting community resources serving citizens with disabilities. *Clinical experiences must be completed to receive course credit.

IX. FIELD-BASED EXPERIENCES: 20 clock hours in a local school

*Preservice candidates will be placed in a school setting.
*An evaluation from the cooperating teacher is required.

X. REQUIRED COURSE TEXT:


XI. SUPPLEMENTARY RESOURCES:


**SUGGESTED JOURNALS FOR ADDITIONAL READING:**

- Behavior Therapy
- Education and Training in Mental Retardation
- Exceptional Children
- Intervention
- Journal of the Association of Persons with Severe Handicaps
- Journal of the Council for Children with Behavioral Disorders
- Journal of Learning Disabilities
- Journal of Special Education
- Journal of Speech and Hearing Disorders
- Journal of Visual Impairment and Blindness
- Mental Retardation
- Remedial and Special Education
- Teaching Exceptional Children

*Note: General education journals are increasingly including articles related to inclusive education and professional collaboration as regular features. Become familiar with the journals that relate to your licensure areas.*
Notice to U.D. Students with Disabilities

To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form from the Office for Students with Disabilities indicating that you have a disability, which requires accommodation, please present it to me so we can discuss the accommodations you might need in class.

In addition, the following information is important information for all students:

**Undergraduate Program Benchmarks and Benchmark Flags:** The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)
2. PRAXIS I: Failure in any or all sections
3. Grade of “D” or lower in an EDT course
4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Two or more flags may constitute a **Benchmark failure**.

1. Feedback which includes a “not met” or “one” in a competency on the field observation forms
2. A “C-” in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.

**Plagiarism Statement for EDT Syllabi**

Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

- Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
- Knowingly citing an incorrect source
• Using ideas (other than information that is common knowledge) from any course of
material including other students’ work and materials from research consultants without
citing the source and identifying the borrowed material/ideas
• Faculty may establish additional guidelines for plagiarism -

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in
appropriately quoting and citing sources used.

Additional information on plagiarism is available through the U.D. Roesch Library website (http:
library.udayton.edu/faqs/howto/plagiarism.php).

**Students should be aware that the University has access to software designed to detect
plagiarized passages and work. This software will be applied randomly or at the
instructor's discretion. Detection of plagiarized passages or work can result in disciplinary
action.**

DATE OF SYLLABUS DEVELOPMENT OR REVISION:
August, 2005