



**Fayetteville State University  
Fayetteville, North Carolina**

**Area of Special Education - Department of Curriculum and  
Instruction**

**I. Locator Information**

**Semester: Fall, 2009**

**Course: SPED 480-Seminar II: The Exceptional Student/Field  
Experience (3)**

**Instructor: Dr. Cathy Kosterman [ckosterman@uncfsu.edu](mailto:ckosterman@uncfsu.edu)**

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at

<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description:**

**This course provides a clinical field experience with accompanying seminar series in the area of exceptional students. The field experience portion includes observations, tutoring, and/or selected teaching area(s) of exceptional students. The seminar portion provides for an on-going opportunity for discussion of current issues as well as problems and questions which arise during the field portion of the course.**

**III. Readings:**

**Text: *Meeting the Challenge*. (2002). Reston, VA: CEC (ISBN 0-8106-2022-7)**

Additional readings may be assigned by instructor from a variety of sources.

**IV. Conceptual Framework:**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities

**V. Standards:**

**Professional**

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Professional Development activities
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Placement Activities
X	3. Teachers know the content they teach.	#3 Individual Learning Differences #4 Instructional Strategies; # 1 Knowledge, Skills, Dispositions	Research Assignment Field Placement Activities
X	4. Teachers facilitate	# 6 Communications	Field Placement Activities

	learning for their students.	#1 Foundations; # 1 Knowledge, Skills, Dispositions; #4 Diversity	
X	5. Teachers reflect on their practice.	# 9 Professional and Ethical Practice # 1 Knowledge, Skills, Dispositions	Reflective Essay

### SPED: General Curriculum

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness, letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
- Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.
- Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base

ten, equality, numeration, algebraic and geometric equation and proportional reasoning).

- Use age appropriate transition assessments for students ages 14 and above.

**Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.

- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to design a self-management program and instruct students on implementation of program.
- Know research-validated cognitive learning strategies.
- Know research-validated meta-cognitive learning strategies.
- Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.
- Plan and facilitate comprehensive transition services.

**Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.

- Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.
- Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).
- Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).
- Understand and provide instruction in the essential components of written language instruction (composition and conventions).

**Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.**

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.**

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

**VI. Course Competencies:**

The area of Special Education is consonant with the conceptual framework of the School of Education's efforts for preparing educators who seek to make the learning process accessible and who enable learning to take place successfully. The conceptual framework encompasses four critical areas that educators should do: demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society. This framework is also aligned with the University, School and Department's Mission and Goal statements.

This course is designed to apply competencies and clinical knowledge introduced in the special education courses.

These competencies, by their nature, will require and involve participants in independent thinking, effective communications, and the making of relevant judgements. As facilitators of learning at the graduate level participants in this course will be exposed to course activities and assignments, which stress the following professional development and interactions:

- a. professional ethics and confidentiality
- b. effective contribution to student and in the educational system
- c. professional collaboration
- d. on-going professional growth and development

Specific course competencies include the following:

After completing this course the student will be able to:

- \_\_\_\_\_ 1. Solve problems in areas of critical thinking skills, adaptive (and computer) technologies, group management, evaluation (formal and informal), and cooperation with parents' and professionals.
- \_\_\_\_\_ 2. Design and implement curriculum tutorial activities for selected students based on short-term instructional objectives and goals in the student's written IEP and/or case study utilizing approved practices of teaching exceptional students.
- \_\_\_\_\_ 3. Design and implement selected group activities for exceptional students based on task analysis, general objectives and goals for the group or class utilizing approved practices of teaching exceptional students.
- \_\_\_\_\_ 4. Assist the teacher in designing and checking materials and work completed by the exceptional students.
- \_\_\_\_\_ 5. Observe and/or participate in pupil-progress, teacher-parent, psychological or school-based conferences, etc. regarding strengths and weaknesses of a particular exceptional child, or in evaluating a particular program, modifying where necessary.
- \_\_\_\_\_ 6. Observe and/or participate in formal assessment of pupil progress in the exceptional or regular classroom.
- \_\_\_\_\_ 7. Apply knowledge of American Psychological Association (APA) ethics and confidentiality when working with exceptional children, labels, test scores, files etc. Also apply professional attitudes and values to represent philosophy of school and "best practices."
- \_\_\_\_\_ 8. Demonstrate an understanding of the role, responsibilities, and duties of a teacher of diverse groups of exceptional students; examine personal commitment to teaching this population of students.
- \_\_\_\_\_ 9. Utilize or modify modules, games, kits, workbooks, technology programs, and

other materials as a tutor of exceptional students.

- \_\_\_\_\_10. Evaluate personal strengths, weaknesses and dispositions for teaching in a formal evaluation conference, and indicate on-going problems during the three seminar conferences, thus enabling the university instructor to review, reteach, advise, conduct mini-lessons, etc. in order to make the seminar a more worthwhile learning experience.

## VII. Course Requirements

The following requirements are designed to prepare special educators as effective facilitators of learning. Students will complete requirements within seminars, field placements, and independent work opportunities under the direction of a university instructor and a site supervisor. Complete specifications for the assignments will be presented in the SPED 480 course folder on the SPED Field Experiences Blackboard site (under Course Documents).

1. **Field Placement-** Students will complete 90 hours of field placement. They will engage in the activities cited under Section VI, Course Competencies (above). The accomplishment of each will be verified by the site supervisor/facilitating teacher and/or instructor. The instructor will make 1-2 visits to the student's site placement. **Three verification documents** of field placement activities will be maintained by the student and verified by the site supervisor. These are the Observation Log, the Course Competencies Checklist and the Final Course Evaluation (available in the course folder at the Blackboard course site under Course Documents). **All three verification documents will to be submitted to the course instructor in a SPED 480 Activities Notebook by the due dates specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site.**
2. **Readings/Chapter Summaries** - Students will complete independent readings from the course text, and prepare an original 1/3-1/2 page summary of each chapter of the text using appropriate spelling and grammatical construction. **The summaries are to be compiled into one document and submitted to the course instructor in a SPED 480 Activities Notebook by the due date specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site.**
3. **Seminar Attendance/Web Quest Research Assignment** - Students will complete seminar sessions in which they will engage in 10 hours of study/reading related to exceptional students and the field experience. Seminars will involve activities/discussion related to the following topics:
  - a) Teachers lead in their classrooms.
  - b) Teachers establish a respectful environment for diverse student

populations.

- c) Teachers know the content they teach.
- d) Teachers facilitate learning for their students.
- e) Teachers like professional growth to their professional goals.

Students will complete a Web Quest Research Assignment related to the above topics in preparation for the Reflective Essay Assignment (below). Students will also complete a dispositions checklist and Taskstream entry training as a part of the seminar requirement.

The initial Web Quest Research Assignment will be compiled into one document and submitted to the course instructor through the Digital Drop Box of the Blackboard course site for initial feedback by the due date specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site.

The Final Web Quest Research Assignment will be compiled into one document and submitted to the course instructor in a SPED 480 Activities Notebook by the due date specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site.

4. PRAXIS Lab/Study Program Attendance - Students who have not passed PRAXIS I (and who need to do so) should complete a minimum of 30 hours in the PRAXIS Lab (209 Butler) OR on a PRAXIS study site on the Internet, such as PLATO. If required, a log of attendance should be submitted to the course instructor in a SPED 480 Activities Notebook by the due date specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site.
  
5. Reflective/Philosophy Essay - Students will write a brief reflective Essay paper at the end of the semester. This paper should be at least 3 pages in length and will address the following elements:
  - (a) Teachers lead in their classrooms
  - (b) Teachers establish a respectful environment for diverse student populations
  - (c) Teachers know the content they teach
  - (d) Teachers facilitate learning for their students
  - (e) Teachers like professional growth to their professional goals

The initial Reflective Essay will be completed by the due date specified on the Timeline in the SPED 480 folder in the SPED Field Experiences Blackboard web site and submitted to the instructor through the Digital Drop Box on the Blackboard course site for feedback.

The final Reflective Essay with corrections will be submitted through Taskstream to the instructor for final evaluation according to the scoring rubric. (A copy of this final version will also go into the SPED 480 Activities Notebook but the copy to be graded will go into

Taskstream.)

6. **SPED 480 Activities Notebook—Students will** compile all of their completed SPED 480 activities (above) into a SPED 480 Activities Notebook. The Notebook should be the correct size for the task and professional in the following areas: appearance, completeness, appropriate use of English, etc. The following items should be included in the Notebook:
- Field Placement Observation Log (w/signatures)
  - Course Competencies Checklist (w/signatures)
  - Final Course Evaluation (w/signatures)
  - Text Chapter Summaries
  - Final Web Quest Research Assignment
  - PRAXIS Study Log or statement of status
  - Copy of Reflective Essay (a copy of the Taskstream final version)

**VIII. Course Outline:**

Students will:

- Attend initial seminar/orientation meeting at which they will
  - Complete the Personal Information Sheet and Field Placement Form
  - Receive course information and documents
  - Get access to the SPED Field Experiences Blackboard site
- Secure site placement from Office of Teacher Education and attend site placement classroom for 90 hours, according to schedule established between student and site supervising teacher
  - Complete activities selected from the Course Competencies Checklist under direction of site supervising teacher
  - Receive 1-2 visits from the course instructor to the site
- Complete Text Reading and Chapter Summaries
- Complete Seminar Attendance and Activities
  - Dispositions Checklist
  - Web Quest Research Assignment
  - Taskstream Entry Training
  - Other Discussions
- Complete PRAXIS Study Activities (if required)
- Complete initial and final Reflective Essay
- Submit SPED 480 Notebook and Contents to Instructor

**IX. Grading Procedures**

Points will be accumulated toward a final grade in the following way:

Field Placement Activities (including verification forms)	300 points
Text Chapter Summaries	50 points
Seminar Attendance/Web Quest Research Assignment	100 points
Reflective Essay	100 points
Completed SPED 480 Activities Notebook with Assignments (Appearance, Completeness, Appropriate Use of English, etc.)	

Total Points = 600

Final grades are assigned as follows: A= 92-100% of points, B= 84-91% of points, C= 76-83% of points; F=Below 76% of points; WN=did not attend the course but failed to withdraw\* (see new grading policy attached to end of this syllabus)

**X. Methods of Instruction**

Instruction will take place by means of readings, seminar discussions, on-site setting visitations/feedback, web enhanced resources, and student projects.

**XI. University Policies**

**Ethics and Conduct**

Students in the Special Education courses at the University are expected to adhere to appropriate ethical and behavioral guidelines (including doing your own work and not copying from others or the Internet or other printed sources). Faculty will adhere to the new code of conduct policies as related to student behaviors. If you have questions, please discuss with your instructor.

**Disabilities**

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university

Grading (see new grading policy at end of syllabus)

**XII. References**

Students are expected to make efficient use of professional publications in the field of Exceptional Children, such as:

Journal of Learning Disabilities

Journal of Special Education

Learning Disabilities Quarterly

Academic Therapy

Teaching Exceptional Children

Exceptional Children

American Journal of Mental Deficiency

## Behavioral Disorders

Exceptional Children Division, Public Schools of NC  
<http://www.ncpublicschools.org/ec/>

Friend, (2008). *Special Education: Contemporary Perspectives for School Professionals*. Merrill. (ISBN-10: 0205505317).

Hallahan, Kauffman & Pullen. (2009). *Exceptional Learners: Introduction to Special Education*, Merrill, (ISBN-10: 013606793X)

Heward, *Exceptional Children: An Introduction to Special Education*. (2009). Merrill (ISBN-10: 0135035295)

## ADDENDUM

### \* New Final Grades Policy– This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

Grade	Credit Hours	Quality Points	Meaning
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D*not applicable to grad courses	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)
P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

#### REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

##### WN GRADE DISCONTINUED:

- **WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.**  
STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. \*See warning below about class withdrawals.

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See "FN" below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an "EA" grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

**NEW FINAL GRADE:**

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw\* from) all the classes for which you are enrolled. *\*See warning below about class withdrawals.*

**WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
- **STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!**