

University of Arkansas – Fort Smith
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General Syllabus

SPED 4803 Special Education Academy 101

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program or consent of department head

Effective Catalog: 2018-2019

I. Course Information

A. Catalog Description

Addresses essential information for educators teaching special education.

B. Additional Information

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Explain how language, culture, and family background influence the learning of individuals with exceptionalities.
2. Describe how human development and individual differences impact the way we respond to the needs of individuals with exceptionalities.
3. Demonstrate the ability, through collaboration with general educators and other

colleagues, to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

4. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
5. Intervene safely and appropriately with individuals with exceptionalities in crisis.
6. Modify general and specialized curricula to make the curricula accessible to individuals with exceptionalities.
7. Identify intervention strategies for learners with exceptionalities that effect progress in science, mathematics, English language arts, and social studies.
8. Analyze and use formal and informal assessments to plan instruction and for students with exceptionalities.
9. Collaborate with colleagues and families, to use multiple types of assessment information in making decisions about individuals with exceptionalities.
10. Identify ways to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
11. Follow legal guidelines, emphasizing the importance of using technically sound formal and informal assessments that minimize bias and guide individual programming and placement.
12. Identify ways to evaluate an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
13. Identify ways to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different experiences in collaboration with individuals, f
15. Identify the legal foundations for special education including:
 - a. Federal/state definitions.
 - b. Federal requirements for pre-referral, referral, and identification.
 - c. Federal safeguards of the rights of stakeholders.
 - d. Components of a legally defensible individualized education program (IEP).
 - e. Roles and responsibilities of the special education teacher.
 - f. Roles and responsibilities of the general education teacher.
 - g. Roles and responsibilities of other professionals who deliver special education services.
 - h. Potential bias issues that may impact teaching and interactions with students and their families.
16. Articulate the legal issues of disciplining individuals with exceptionalities.
17. Demonstrate professional Ethical Principles and Professional Practice Standards to Guide teaching.
18. Articulate ways to serve as an advocate for individuals with exceptionalities.
19. Collaborate with others to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
20. Identify ways to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and

different learning experiences in collaboration with individuals, families, and teams.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of K12 education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. Students will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. They will also give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will use analytical/critical thinking skills to draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will think critically to reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Diverse learners
- B. Human growth and learning
- C. Learning environments
- D. Motivational and instructional interventions
- E. Safe interventions
- F. Modifications for students with exceptionalities
- G. Intervention strategies for the general curriculum
- H. Formal and informal assessments
- I. Collaboration
- J. Continuum of services
- K. IEPs and transition plans

- L. Universal design for learning principles
- M. Legal aspects of special education
- N. Disciplining individuals with disabilities
- O. Ethical principles and professional practice standards
- P. Advocacy