University of Arkansas - Fort Smith
5210 Grand Avenue
P. O. Box 3649
Fort Smith, AR 72913-3649
479-788-7000

General Syllabus

SPED 3003 Teaching Diverse Learners

Credit Hours: 3   Lecture Hours: 3   Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program

Prerequisites or corequisites: ELML 3403 Practicum II, READ 3503 Methods and Materials for Teaching Literacy, and READ 3803 Literacy Assessment and Intervention

Effective Catalog:2023-2024

I.   Course Information

A. Catalog Description
Provides teacher candidates with the knowledge base to understand and meet the needs of diverse learners.

B. Additional Information
The Conceptual Framework derives from, "The UAFS School of Education's mission is to ensure every teacher candidate is "Day One Ready" so all learners achieve their greatest potential." 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). This course addresses the *Competencies for Online Teaching Grades K-12* developed by the Division of Elementary and Secondary Education.

II.   Student Learning Outcomes

A. Subject Matter
Upon successful completion of this course, the student will be able to:

1. Describe the basic characteristics and defining factors for students who are Gifted, ELL and ADD/ADHD.
2. Describe the basic characteristics and defining factors for each of the major disability categories.
3. Outline federal legislation that has impacted public education.
4. Explain recommended educational practices for students with exceptional learning needs.
5. Define the roles and responsibilities of the special education teacher, general education teacher, and other professionals who deliver special education services.
6. Explain the impact of language, culture, socioeconomics, and gender differences on learning.
7. Summarize Universal Design for Learning and outline its major principles.
8. Identify the main components of an Individualized Education Plan, 504 Plan, and Behavior Intervention Plan.
9. Research various types of assistive technologies and identify the audience for which each would be most beneficial.
10. Compare and contrast the roles of the special education teacher and regular education teacher.
11. Use technology to design for equity in any learning environment.
12. Connect to students and parents during remote learning.

B. **University Learning Outcomes:**
This course enhances student abilities in the following education areas:

Global and Cultural Perspectives
Students will reflect upon cultural differences and demonstrate understanding or application of K8 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. Students will 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 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 reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

    A. Professional Standards
    B. Federal Definitions and Requirements
    C. Personnel and Procedures of Special Education
    D. Multicultural, Bilingual, and Gender Perspectives
    E. Socio-Economic Perspectives
    F. Collaboration in Special Education
    G. Individualized Education Plans
        1. 504 plans
        2. Accommodations and modifications
        3. Individual differences and the law
            a. Americans with Disabilities Act
            b. Individuals with Disabilities Education Act
            c. Response to Intervention/Instruction
            d. Family Education Rights and Privacy Act
            e. Documentation
    H. Roles and Responsibilities of the General Education Teacher
    I. Universal Design for Learning
    J. Attention Deficit-Hyperactivity Disorder
    K. Major Disability Categories
    L. Gifted and Talented
    M. English Language Learners
    N. Twice-Exceptional Students
    O. Accessibility, Usability and Inclusion in Creating Online Content
    P. Tools for Serving Special Needs Students During Remote Learning