University of Arkansas - Fort Smith
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General Syllabus

SPED 3022 Survey of Diverse Populations

Credit Hours: 2   Lecture Hours: 2   Laboratory Hours: 0

Prerequisite: Admission to the educator preparation program

Corequisite: EDUC 4211 Practicum II, EDUC 3612 Classroom and Behavioral Management

Effective Catalog: 2023-2024

I. Course Information

A. Catalog Description
A survey of diverse populations designed to provide a knowledge and understanding of individuals with exceptionality and students from different cultures and of their special needs within a school program.

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. Interpret definitions of terms and discuss issues related to the identification of individuals with Exceptional Learning Needs (ELNs).
2. Explain the models and theories of behavior problems and the theory of reinforcement techniques in serving individuals with ELNs.
3. Connect historical foundations, classic studies, major contributors, and major legislation to compare with current issues related to the knowledge and practice of services for young children, middle level and adolescents.
4. Provide accurate information related to legal, judicial, and educational systems to assist individuals with disabilities and access and interpret federal (IDEA) and state laws and policies that concern middle level and adolescents in transition.
5. Define and discuss, using the academic/professional language expected in the special education field, the continuum of placement and services, normalization, and the concept of least restrictive environment available for individuals with ELN at middle and adolescent levels.
6. Assess factors that influence the overrepresentation of culturally/ linguistically diverse students in programs for individuals with disabilities.
7. Articulate sensitivities to diverse cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
8. Conduct research on relationships between individual outcomes and transition practices.
9. Differentiate between typical and atypical human growth and development in early childhood, elementary, middle level and adolescence.
10. Discuss characteristics and effects of the cultural and environmental milieu of the individuals with exceptional learning needs and the family.
11. Compare and contrast the similarities and differences of individuals with and without exceptional learning needs.
12. Define and discuss etiologies and medical aspects of conditions affecting individuals with disabilities, effects of various medications on individuals with ELNs, in addition to types and transmission routes of infectious diseases. Describe the effects an exceptional condition(s) can have on an individual's life.
13. Comprehend and explain the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
14. Examine and discuss a variety of cultural perspectives influencing the relationships among families, schools, and communities.
15. Construct examples of differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and identify and apply strategies for addressing these differences.
16. Apply knowledge of the impact of disabilities on auditory and information processing skills in planning accommodations to meet diverse learners' needs.
17. Identify and use intervention strategies with children and adolescents and their families that affirm and respect family, cultural, and linguistic diversities.
18. Use technology to design for equity in any learning environment.
19. Connect to students and parents during remote learning.

B. **University Learning Outcomes:**

This course enhances student abilities in the following education areas:

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.

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.

III. **Major Course Topics**

A. The Inclusive Classroom
   1. Success for All Students in the General Education and Online Classroom
   2. Collaboration and the Team Approach
   3. Students with Disabilities and Other Types of Special Needs
   4. Diversity in Today's General Education, Blended and Online Classroom
B. Skills for the General Education Teacher
   1. Adapting Instruction
   2. Encouraging Positive
   3. Classroom Behavior
   4. Promoting Social Acceptance
   5. Coordinating the Classroom and Online Learning Environment
   6. Assistive Technology
C. Strategies for Teaching Students with Specific Disabilities
   1. Learning Disabilities and Attention Deficit Hyperactivity Disorders
   2. Intellectual Disorders
   3. Behavioral Disorders
   4. Communication Disorders
   5. Autism Spectrum Disorder
   6. Physical and Health Impairments
   7. Visual and Hearing Impairments
D. Methods for Teaching Students with Other Types of Special Needs
   1. Gifted and Talented
   2. English Language Learners