Course Description

This course teaches a survey of children with special needs during the early years, their families, and the agencies and systems available to provide assistance. Emphasis will be placed on biomedical, legal, and diversity concerns. Required participation in (ten hours) selected field experiences.

Course Purpose

The conceptual framework which guides the work in this Department is heavily tied to integrative education principles and thinking, which results in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of directed constructivist, developmental, and social learning theories derived from the writings of systems theories such as Asubel and Gagne; philosophers such as John Dewey; social scientist such as W.E.B. DuBois; practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky.
Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance.

The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards, Language Arts Through ESOL, Accomplished Practices, the Florida Adopted Subject Area Competencies, National Association for the Education of Young Children and the National Association for Childhood Education International.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

**DIVERSITY**

- CF 1
- Through this focal area, the FAMU professional education candidate will:
CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals. 
F: 5, 6, 7
I: 3

CF: 1.5 (K, S) Establish a climate that values diversity and supports learning for all students. 
F: 5, 7, 9, 10
I: 5

TECHNOLOGY
•CF 2
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1, 6</td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Demonstrate an understanding of concepts related to software, hardware and application.</td>
<td>F: 2, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S, D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES
•CF3
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people and cultures.</td>
<td>F: 5, 6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

CRITICAL THINKING
•CF4
•Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
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</thead>
<tbody>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM
• CF 5
• Through this focal area, the FAMU professional education candidate will:
<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPS</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
<tr>
<td>C.F: 5.8 (K,S)</td>
<td>Know and use student personnel services</td>
<td>F:5,10,12</td>
<td>I: 2,10</td>
</tr>
</tbody>
</table>

**Academic Learning Compact**

#1 **FEAP Communication**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively communicate with all children age three through eight and their families.

#2 – **FEAP Diversity**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively deal with diversity of all children age three through eight and their families.

#3 **FEAP Ethics**- Students will have the knowledge, skill, and disposition to adhere to the Professional Code of Ethics for Early Childhood Educators.

#4 **FEAP Human Development and Learning Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to effectively plan and facilitate a positive learning environment that supports intellectual, personal, and social development.**

#5 **FEAP Learning Environments**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

#6 **FEAP – Assessment**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to assess students and use the data to plan and provide learning activities and evaluate outcomes.

#7 **FEAP Critical Thinking**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to support students in using higher level cognitive skills including problem solving and critical thinking.

#8 **FEAP Knowledge of Subject Matter**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to work with students in the content areas of math, science, social studies, reading, language arts, art, music, movement, and drama.

#9 **Role of the Teacher**- Students will demonstrate the essential knowledge, skills, and dispositions required of teachers to
Overall Goals of the Course

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

1. demonstrate an understanding of the philosophical, social (including culture) and legal foundations of early childhood special education
2. demonstrate understanding of the characteristics of the various exceptional categories
3. Understand the needs of children and families of children with chronic biomedical and health problems in a school setting
3. Understand the procedures for delivering services to children with special needs and their families in the least restrictive and natural environments
4. Understand the educators’ role, responsibility and legal mandates of providing education and services to children who have special needs
5. Understand the use of adaptive and assistive technologies for children with special needs

Specific Behavioral Objectives

Upon completion of this course students will be able to

1. demonstrate knowledge of etiology, diagnosis and characteristics of disabilities identifiable in the early childhood years
2. demonstrate knowledge of the ongoing medical and developmental intervention needs of infants who were born prematurely and/or with disabilities. This includes biomedical problems, prenatal drug exposure, residuals of abuse
3. demonstrate knowledge and skill of medication use, administration, its treatment and effects on child behavior, development, and education
4. demonstrate knowledge of the educational system’s roles and responsibilities for the education and care of children with disabilities, including IEP
5. demonstrate knowledge of the teacher’s roles and responsibilities for the education and care of children with disabilities.
6. demonstrate knowledge of the community’s (government, agency, organization’s) system’s roles and responsibilities for the education and care of children with disabilities.
7. demonstrate knowledge and skill in the use, purpose and function of assistive technology
8. demonstrate knowledge of changes in special education laws
9. demonstrate knowledge of impact of disability on diverse families, school, community
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>CEC Standards</th>
<th>Professional Organization NAEYC/NCATE</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td></td>
<td>1,2,5</td>
<td>1</td>
<td>2,7,8, 11,12</td>
<td>5.1 7.3 7.5</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Field Experience/ Observation</td>
<td>1,2,6</td>
<td>2,5</td>
<td>5,8</td>
<td>7.2 7.3 2,5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview (Indiv.) or Web Module (Indiv.)</td>
<td>5,8</td>
<td>5,9,10</td>
<td>2</td>
<td>2,8,11 7.3 7.8</td>
<td>1,2,4,5</td>
<td></td>
</tr>
<tr>
<td>Teacher Role &amp; Responsibility</td>
<td>3,4,5,6</td>
<td>7,10</td>
<td>1</td>
<td>6,8,9, 10,11 7.8</td>
<td>4,5</td>
<td></td>
</tr>
<tr>
<td>Panel Discussion@ Family Response to Illness (Gr.)</td>
<td>10</td>
<td>2,9</td>
<td>1,2</td>
<td>2,5,6,8 5.1 7.3</td>
<td>1,3</td>
<td></td>
</tr>
<tr>
<td>IEP Simulation</td>
<td>4,5,6</td>
<td>7,10,12</td>
<td>1</td>
<td>2,5,8,11,12</td>
<td>2.3 7.6 8.3</td>
<td>1,2</td>
</tr>
</tbody>
</table>
Florida Pre-professional Educator Accomplished Practices

2 Communication
5. Diversity
6. Ethics
7. Human Development and Learning
8. Knowledge of Subject Matter
9. Learning Environment
10. Planning
11. Role of Teacher
12. Technology

Prekindergarten–Primary
PK-3
2 Knowledge of foundations of early childhood (PreK–3) education
3. Identify the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).

5 Knowledge of issues and strategies for family and community involvement
   1. Identify strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

7 Knowledge of the diverse needs of all children and their families
   2. Identify the characteristics of children with diverse needs.
   3. Identify ways to facilitate family support and involvement with children who have diverse needs.
   5. Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.
   8. Identify strategies for accessing health information for monitoring children's medical needs, including medications for allergies and other health impairments.

8 Knowledge of diagnosis, assessment, and evaluation
3. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.
NAEYC/NCATE
1. Promoting Child Development and Learning
   1b: knowing and understanding the multiple influences on development and learning
2. Build Family and Community Relationships
   2a: Knowing about and understanding family and community characteristics
   2b: Supporting and empowering families and communities through respectful, reciprocal relationships

CEC
1 Foundations
2 Development and Characteristics of Learner
5 Learning Environments and Social Interactions
9 Professional and Ethical Practice
10 Collaboration

Topical Outline

I. Historical and Legal Considerations
II. Effect of human exceptionality on Learning and Behavior
III. Individualized Program Planning and Services
IV. Cultural, and Linguistic, Family Diversity and Exceptionality
V. Prematurity and Neonatal
VI. Classification and Categories
   IDEIA and Societies
      1. Characteristics
      2. Prevalence
      3. Cause and Prevention
      4. Identification/Assessment
      5. Early Identification
      6. Accommodation, Modification, Technology

VII. Collaboration

Teaching Methods

Lecture/discussion, audiovisual, technology, observation, individual and group reporting, guest presentations, cooperative learning.
Ten hours of field experience is required. Desired outcomes include demonstrating understanding of impact of exceptionality on the child’s education; understanding the educational system’s including the teacher’s roles and responsibilities for the care of children with disabilities. Demonstrate knowledge and skill in the use, purpose and function of assistive technology; demonstrating knowledge of the ongoing medical and developmental intervention needs of infants who were born prematurely and/or with disabilities.

Course Evaluation

ALL ASSIGNMENTS MUST BE WORD-PROCESSED.

Research Paper 15% Points
A six (6) to eight-(8) page paper is required. The paper covers a topic relevant to course content, which has been approved by the course instructor. The topic, an abstract and an outline of the paper, along with three references used, must be submitted to the instructor for approval at the specified due date. The abstract is a brief narrative of your topical intent. The outline specifies the areas or components that you will cover in your paper.

Required components include cause of condition, how diagnosed, medication and/or treatment procedures, impact of condition on developmental domains (cognition and learning, physical, social/emotional), impact and involvement of family, assistive and adaptive technology, appropriate services and resources, and teacher role and responsibility for a child with the condition, conclusion and recommendations.

The paper must consist of all components of a quality research paper (refer to APA writing manual). It must have a minimum of six (6) references. The paper is to be written according to APA writing style. It is to be double-spaced, with one-inch margins and font size no greater than “12” in plain text. The paper will be assessed for organization of ideas, adequate coverage of topic, correct grammar and spelling, currency, adequacy and appropriateness of references. The original outline must accompany the research paper.

Paper and oral presentation of your research (15-mins. max.) are to be given during the week in which the subject is covered in class. Points will be deducted for reading the presentation. You are expected to use multimedia, including technology in presenting the research.

Select from the following topics:
- Cerebral Palsy
- Autism Spectrum Disorders
- Low Vision and Blindness
- Intellectual Disabilities
Attention Deficit Hyperactivity Disorder
Emotional and Behavior Disorder
Speech and Language Disorders
Giftedness
Deaf and Hard of Hearing
Health Impairments - asthma, sickle cell anemia, allergies, diabetes

Assessment

- Paper 12% pts.
- Presentation 3% pts

Assessment Rubric Research Paper

<table>
<thead>
<tr>
<th>Level 1 Target</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12 pts</td>
<td>Acceptable 8.5-10</td>
<td>Unacceptable 7.8 &amp; less</td>
</tr>
</tbody>
</table>

- Required length, comprehensive, all required areas addressed, well sequenced and organized, demonstrates knowledge and understanding
  - Comment

- Formatting is correct according to APA, properly documented
  - Comment

- Outline and abstract gives good overview, original and revised
  - Comment

- Presentation - uses appropriate

<table>
<thead>
<tr>
<th>Level 1 Target</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 % pt</td>
<td>Acceptable 2% pts</td>
<td>Unacceptable 0-1% pts</td>
</tr>
</tbody>
</table>

- Uses technology, refers
  - Does not use technology,
Projects and Reports

#1 Individual Interview & Module
Develop a set of interview questions. Interview one of the following: special or regular education teacher who works directly with children with biomedical needs; developmental pediatrician or nurse; principal or director of school or facility that provides such services; neonatal personnel; home intervention personnel. The Project’s written report will be assessed for thoroughness and appearance. The quality of the oral presentation will also be assessed. Submitting the interview questions to the instructor for preview is strongly recommended. Refer to calendar for due date.

Assessment Rubric Interview Project

<table>
<thead>
<tr>
<th>Level 1 Target</th>
<th>Level 2 Acceptable</th>
<th>Level 3 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough,</td>
<td>Fails to cover major areas</td>
<td></td>
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</tbody>
</table>

#1 Individual WebLink Module: Working with Your School Nurse
Access the Module listed above
- complete each section as directed
- give a brief narrative summary of the module
- state the relevance of the information provided
- write a reflection on how this information may be used by you or any general education teacher in the future

Rubric Working with Your School Nurse 5% Pts

<table>
<thead>
<tr>
<th>Favorable-Thorough accurate, response, no errors</th>
<th>Acceptable-Clear, concise, response, 1-2 errors</th>
<th>Marginal-Minimum response, 3-4 errors</th>
<th>Unacceptable-Absence response, inaccurate data or more 4 errors</th>
<th>Comment/score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Questions</td>
<td></td>
<td></td>
<td></td>
<td>/2</td>
</tr>
</tbody>
</table>
#2  **Group**  Family, Cultural, Community Response to Disability

Participate in a panel discussion on cultural response to childhood disabilities and their impact on school and community involvement. Each member is expected to thoroughly research the topic, to be prepared to present information as a panel member, and answer questions from the audience related to the topic.

**Assessment Rubric**  **Cultural Response to Illness**

<table>
<thead>
<tr>
<th>Level 1 Target</th>
<th>Level 2 Acceptable</th>
<th>Level 3 Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive, all required areas addressed, well sequenced and organized, demonstrates knowledge and understanding</td>
<td>Addresses major areas, minimal coverage, not well conceptualized</td>
<td>Inadequate coverage of required areas</td>
</tr>
</tbody>
</table>

**Task**

- What are chronic illnesses?

- How do parents usually react to having a child with a chronic illness?

- Does it increase stress, disruption of relationships within families? If so, describe how.

- Describe how family members respond to the presence of a chronic illness or disability
What are major factors affecting parental reactions and responses to a child's chronic condition?

How does chronic illness impact the lives and relationships of siblings? Positively and negatively

How does chronic illness impact the lives and relationships of well friends and classmates? Negatively and positively?

Discuss Kubler-Ross's stage theory on grief, death and dying

Discuss the economic, social and political reaction and response to chronic illness in the community.

Throughout the discussion discuss how culture may impact the family's reaction and response to the child's chronic.

How might religion impact the family's reaction and response to the child's chronic condition?

Parents must play a vital role in the child's education if the child is to obtain maximum benefit. Discuss parental involvement.

What are some strategies for helping children and families deal with chronic illness, grief, death, and dying?

Presentation (indiv. contribution, knowledge level)

Other

Project

#3 Group Technology, Assistive, and Adaptive

Prepare a presentation on technology and assistive devices used by individuals with biomedical exceptionalities. Include devices used by teachers and paraprofessionals who work with children with biomedical impairments. Each group will present major impairments areas covered by this course as noted below. This is a multimedia
presentation that must include pictures and actual objects. A videotape developed by the group or organization may also be presented. The oral report to the class should include:

- Identify object, give its purpose
- Describe its use or operation
- Describe teacher role and responsibility.

Resources for this project include the Internet, sale catalogues, FDLRS, and service providers. The Project will be assessed for thoroughness and appearance as well as quality of presentation. Refer to calendar for due date.

Group 1  Neurological and Orthopedic/Musculoskeletal
- Mobility, positioning and seating, environmental controls

Group 2  Adaptations for Personal Care and Independence
- Feeding & swallowing, dressing & grooming, elimination

Assessment Rubric  Technology, Assistive, and Adaptive

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comment/Score</th>
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</thead>
<tbody>
<tr>
<td>Identifies object, gives its purpose</td>
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<tr>
<td>Describes its use or operation</td>
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<tr>
<td>Describes teacher role and responsibility</td>
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<tr>
<td>Presents quality visual of objects/equipment</td>
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<td>Presents actual objects/equipment</td>
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<tr>
<td>Thoroughness and appearance</td>
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<tr>
<td>Presentation Quality</td>
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<td>Total score</td>
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Resource Folder:

#4 Individual  Medication: Teacher Role & Responsibility

Schooling of children with special medical and health care needs is often compromised by the condition or medication they must take for the condition. This project has two parts: A) you will identify typical medications used for medical and health conditions and their impact on the child’s education: B) you will identify three teacher classroom role and responsibility for a child with conditions such as respiratory, cardiovascular,
hematological, neurological (cerebral palsy), altered immune, and endocrine and exocrine (specific condition listed in assignment). The information should be placed in a three-ringed binder or clamped folder. Do not use sheet protectors.

**Part A. Medication** Details information on medication side effects and teacher responsibility regarding the side effects. Complete information on medication for the following conditions: asthma, sickle cell anemia, cerebral palsy and diabetes.

Use the following format for each disorder:
Condition _______________________
Medication Name: Generic _______________________
Brand _______________________
Medication action in the body) _______________________________________
Common Side affects and what teacher should do in the classroom for each side effect.

**Part B Intervention and Strategies**

Describe characteristic problems that a child with the specified condition or disorder is likely to exhibit in school. Identify three classroom intervention strategies (including modification and/or accommodation) a teacher must make to address these problems. Specific conditions or disorders to be covered are asthma, sickle cell anemia, cerebral palsy, diabetes, HIV/AIDS, and food allergies.

The problem is to be stated clearly; classroom intervention must also be clear and detailed.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Problems Exhibited in classroom</th>
<th>Classroom Intervention/strategies</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Assessment Rubric**

<table>
<thead>
<tr>
<th>Medication: A. Teacher Role &amp; Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required area and number</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>-----</td>
</tr>
</tbody>
</table>
Correct Side effects

Appropriate teacher role and responsibility for each side effect

Total Score

Assessment Rubric

<table>
<thead>
<tr>
<th>Part B Intervention and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Required area and number</td>
</tr>
<tr>
<td>Rationale</td>
</tr>
<tr>
<td>Teacher role and responsibility</td>
</tr>
<tr>
<td>Rationale</td>
</tr>
<tr>
<td>Total Score</td>
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</table>

Observation & Field Experience

Field experience is in two parts: 1) observation at a children’s specialty clinic and 2) observation and participation at a school based site for young children with special needs. It is important that you attend the clinic (date and time) that you are assigned. Use the Field Experience I form to document your experience.

You will be assigned to a school that serves infant, toddlers, preschool and/or primary aged children with health and medical related disorders. Complete the Field Experience II form and submit both as indicated by the course calendar.

IEP Simulation

In groups of six-seven, simulate an IEP planning conference. Use the information provided in the hypothetical case provided by the instructor to develop a plan for the student. All required components of an IEP must be included. The 20-minute simulated planning session will be presented before the class on the assigned date. A written IEP form (to be provided by instructor) must be submitted by each team at the end of the simulation. Read the case completely as it is to be used to complete the form. Goals,
objectives, and related services that the student may need in order to benefit from education must be identified.

**Grading**

Grading Scale:
- 90-100  A
- 80-89   B
- 70-79   C
- 60-69   D
- 59 and below  F

*Grade of “I” (incomplete) must have met guidelines outlined in University Catalog, no exceptions.*

Course Requirements and Evaluation Procedures:
- Research Paper  15% Pts.
  - Paper  12%
  - Presentation  3%
- Observation  10% Pts.
- Projects and Reports  30% Pts.
  - Interview (Indiv.) or Web Module (Indiv.) (5)
  - Medication: R&R (Indiv.) (10)
  - Panel Discussion (Gr.) (5)
  - Technology/Accommodation (Gr.) (5)
- Exceptionality Report
- Tests  25% Pts.
- Final Exam  20% Pts.

**Course Policies**

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)
• CLASS ATTENDANCE IS COMPULSORY FOR ALL STUDENTS (SEE FAMU CATALOG, PP. 26-27).

• ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD.
  STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS AT THE TIME THEY ARE DUE AND MAY NOT USE THEIR ABSENCE FROM CLASS AS A PLEA FOR EXTENSIONS OF TIME TO COMPLETE ASSIGNMENTS OR FOR PERMISSION TO TAKE MAKE-UP EXAMINATIONS OR QUIZZES.

• ABSENCE FROM CLASS FOR CAUSE INCLUDES PARTICIPATION IN RECOGNIZED UNIVERSITY ACTIVITIES, PERSONAL ILLNESS PROPERLY CERTIFIED, OR EMERGENCIES (properly certified) CAUSED BY CIRCUMSTANCES OVER WHICH THE STUDENT HAS NO IMMEDIATE CONTROL. Assignments during such absence must be submitted within one (1) week upon returning to class. EXCEPTIONS ARE RARE AND CARRY A 5 POINT PER DAY PENALTY.
  THE RESPONSIBILITY FOR PROMPT CLASS ATTENDANCE AND PARTICIPATION IS CONSIDERED AN IMPORTANT ELEMENT OF THE STUDENT'S DEVELOPMENT AND TRAINING AS AN EXEMPLARY PROFESSIONAL. PROMPT CLASS ATTENDANCE AND PARTICIPATION ARE IMPORTANT FOR THE SUCCESSFUL COMPLETION OF THIS COURSE. COURSE GRADE WILL BE NEGATIVELY AFFECTED BY ABSENCE, TARDINESS, EARLY EXIT FROM CLASS AND DISRUPTIVE BEHAVIOR. Disruptive behavior includes, but not limited to, use of profanity, verbal outburst, and conversations between students (verbal or written).
  CELLULAR PHONES, PAGERS AND OTHER DISTRACTING COMMUNICATION DEVICES ARE DISRUPTIVE AND ARE NOT PREMITTED IN CLASS. USE WILL RESULT IN AN AUTOMATIC 20 POINTS FROM COURSE GRADE FOR EACH INFRINGEMENT.

• ACADEMIC DISHONESTY WILL RESULT IN NO VALUE FOR THE ASSIGNMENT OR COURSE WORK. INCLUDED, BUT NOT LIMITED TO, ARE PLAGIARISM, CHEATING ON EXAMS, SUBMITTING WORK DONE BY SOMEONE ELSE OR FROM THE INTERNET. ACADEMIC DISHONESTY WILL BE REPORTED TO THE DEAN OF THE COLLEGE.
  ALL ASSIGNMENTS MUST BE TYPED UNLESS SPECIFIED BY THE PROFESSOR.
  ASSIGNMENTS WITH MULTIPLE PAGES MUST BE SECURED TO EACH OTHER.
  ALL ASSIGNMENTS WILL BE ASSESSED FOR CORRECT SPELLING, GRAMMAR AND NEATNESS. REPEATED ERRORS WILL BE PENALIZED.

Policy related to Students with Disabilities:
When a student with a documented disability is unable to complete the course requirements as outlined, an alternative method will be developed.
Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Reading, Research</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Orientation School Setting, Characteristics</td>
<td>Chapter 1</td>
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<tr>
<td>8/24</td>
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<tr>
<td>Week 2</td>
<td>Historical and Legal Considerations</td>
<td>Chapter 2</td>
<td>Proj. #1 Iris: Working with Your School Nurse Module</td>
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<td>8/31</td>
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<tr>
<td>Week 3</td>
<td>Needs and Considerations @Family, Culture, Community</td>
<td>Supplement</td>
<td>Proj. #2 Panel Discussion</td>
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<td>9/7</td>
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<td>Abstract &amp; outline</td>
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<tr>
<td>Week 4</td>
<td>Prenatal Toxen Exposure, Prematurity and Neonatal ICU</td>
<td>Supplement</td>
<td>Test #1</td>
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<td>9/14</td>
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<td>Week 5</td>
<td>Learning and Behavioral Characteristics -Physical, Health, Multiple &amp; Intellectual Disabilities</td>
<td>Chapter 2, 3</td>
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<tr>
<td>Week 6</td>
<td>Neuromotor-Cerebral Palsy</td>
<td>Chapter 5</td>
<td>Test #2</td>
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<tr>
<td>Week 7</td>
<td>Neuromotor: Spinal Cord &amp; Spina Bifida, Clept Lip &amp; Palate, Traumatic Brain Injury</td>
<td>Chapter 6, 7</td>
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<td>Week 8</td>
<td>Neuromotor: OMS: Scoliosis, Hip Replacement OMS: Juvenile RA, Osteogenesis</td>
<td>Chapter 9 &amp; 10</td>
<td>Test #3</td>
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<td>10/12</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter(s)</td>
<td>Assignment(s)</td>
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<tr>
<td>9 10/19</td>
<td>Assistive Technology Classroom Adaptation</td>
<td>8 &amp; 12</td>
<td>Proj. #3 Tech. Gr. 1 &amp; Gr. 2</td>
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<tr>
<td>10 10/26</td>
<td>OMS: Vision &amp; Hearing MD</td>
<td>11 &amp; 13</td>
<td>Test #4</td>
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<tr>
<td>11 11/2</td>
<td>Cystic Fibrosis Asthma</td>
<td>15 &amp; 18</td>
<td>Proj. #4 Teacher R &amp; R</td>
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<td>12 11/9</td>
<td>Seizures &amp; Epilepsy</td>
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<td>13 11/16</td>
<td>Diabetes Aids</td>
<td>19 &amp; 21</td>
<td>Test #5</td>
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<td>14 11/23</td>
<td>Congenital infections</td>
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<td>15 11/30</td>
<td>Universal Precautions Health Care Plans</td>
<td>20 &amp; 23</td>
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<td>16 7-11</td>
<td>Final Exam</td>
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</table>

Test day: Thursday  Assignment day: Tuesday

*The instructor reserves the right to change dates when deemed necessary. When possible, students will be involved in the decision.

**References**

**Recommended-Supplementary Reading:**


Lamorey, S. The effects of culture on special education services: Evil eyes, prayer meetings, and ieps. (2002). Teaching Exceptional Children 34(5), 67-71

Other Resources:
www.attainmentcompany.com Atainment Company
http://www.abledata.com Abledata
www.sammonspreston.com Patterson Medical
Professional Education Unit Conceptual Framework (CF)  EDIT

FL-FAMU-CF.4
Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

FL-FAMU-CF.5
Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

Florida Educator Accomplished Practices (FEAP)

FEAP.1
ACCOMPLISHED PRACTICE #1: Assessment
FEAP.2
FEAP.3
FEAP.4
ACCOMPLISHED PRACTICE #4: Critical-thinking
FEAP.5
ACCOMPLISHED PRACTICE #5: Diversity

FEAP.6
FEAP.8
ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter

FEAP.9
FEAP.10
FEAP.11
FEAP.12
ACCOMPLISHED PRACTICE #12: Technology (revised 9-4-03)

Florida Subject Area
5
7

National Association Standards

NAEYC
1
CEC
1
2
5
7
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