

Special Education 4000
Education of Exceptional Individuals
Fall 2009

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Office Hours: Tuesdays and Fridays 2-5 and by appointment

Overview:

This is a *hybrid course*. The on-campus undergraduate program consists of hybrid courses, which consist of both on-line and live course activities. On-line activities are designed to provide flexibility for the student. Live sessions are important components of all courses and provide opportunities for interactions with instructors, guest speakers, and classmates. Exams, readings, class information and some assignments, etc. will be located on Blackboard. If you are unfamiliar with Blackboard, you can get further instruction on the Blackboard homepage (bb.usu.edu) under "Resources for Students". Also, where indicated on the course schedule, a number of class topics will be completed online only using IRIS Star Legacy Modules. Further instructions will be given through Blackboard regarding the on-line sessions. On those indicated sessions, students will be dismissed from class early and will complete specified assignments outside of the classroom.

There are four primary goals for this course.

1. Students will come away with some basic facts, definitions, causes, psychological/behavioral characteristics, and educational approaches concerning persons with disabilities as follows: intellectual disabilities, learning disabilities, emotional/behavior disorders, communication disorders, hearing impairments, and/or physical disabilities.
2. Students will have a basic knowledge of legal issues surrounding special education, including but not limited to, understanding Section 504 & ADA (civil rights) and IDEIA (Individuals with Disabilities Educational Improvement Act 2004 - federally mandated). Students will also be able to identify similarities and differences between Section 504, ADA and IDEIA.
3. Students will begin to identify important components of behavior management plans for their future classrooms. This includes being able to identify problem behavior, potential causes for the behavior, and offer realistic solutions to alleviate the behavior.
4. Students will leave this course with a better appreciation of what it is like to have a disability or have a family member who has a disability. This course should help create healthier, positive, but realistic attitude toward people with disabilities.

Course Resource Materials

You are required to read identified handouts specified for each session for this course. Information from the handouts will be found on the exams. Students have two options to obtain these required handouts.

1. **READINGS IN COURSE READER:** There is a course reader available to purchase through the USU bookstore for all SPED 4000 courses. This course reader contains all the required readings for this course.
- OR**
2. **READINGS ON BLACBOARD:** The readings will also be available through Blackboard.

It is your choice to purchase the reader or download the assigned material through Blackboard

Course Assignments:

Explanations and further instructions for each assignment can be found on Blackboard. Availability dates and due dates can be found on Blackboard for each assignment and/or on the course schedule. Assignments are due $\frac{1}{2}$ hour before the beginning of class on the specified due date. **NO** assignments will be accepted once assignments are closed on Blackboard.

1. Disability Law

This is an in-class group assignment. It is worth 20 points. No makeup or alternative assignment will be given to students who miss this class.

2. Disability Summaries

For this assignment you will research professional journal articles, IRIS, etc. to locate information on three separate disabilities of your choosing. You will write a one-page summary of each disability that includes characteristics, teaching strategies, modifications, adaptations, accommodations, etc. The complete description of the assignment, resources and an example are located on the course content page under Lesson 6.

3. Classroom activities

There will be 10 unannounced activities throughout the semester. These activities may include guest lectures, videos, assessments, hands-on activities, pop quizzes, etc. On the days activities are included, you will be asked to turn in specific paperwork or sign a roll giving you credit for participating in the activity. You will drop one activity (in case of illness, family activities, a wedding, missed alarm, etc.). **You will NOT be able to make up any classroom activities.**

4. Journal Reflection: Assigned Readings

You will be required to reflect on the assigned readings (handouts). Refer to your course schedule to identify the week each entry is due. There are a few weeks where there is no entry required. Under the Course Content page, you will find the link to post your entry. Each entry will be worth 5 points and you will NOT be able to drop any of your entries. A specific question for each entry will be provided. Your score will be a result of your thoroughness and thoughtfulness of your response.

At a minimum, your response should be at least 500 words in length including both your answer to the question and your reflection. It might help if you write the response using a program like Word to measure length. Then you can copy and paste what you wrote into Blackboard. Please demonstrate an understanding of the reading. If you use small parts of the reading in your response, please paraphrase into your own words (changing one or two words in a sentence is not enough), or use quotation marks to reflect that you are using the words directly from the text.

When the journals are graded, the grader will first look to make sure that all parts of the question are answered correctly. So, if the question has multiple parts (like in Reflection Journal 5 - Families), between one and four points will be earned by answering each part of the question. The remaining points are earned by providing sufficient explanation and reflection about what you learned.

Explanation and reflection means that you should provide your own personal viewpoint. You can talk about whether you agree or disagree with the information you read. You can talk about some possible fears or goals you have about using the knowledge you have gained. You can give very

specific explanations about how a strategy will work in a particular situation in your future classroom (for example, describe how you personally would use visual demonstration to help a child learn to measure the length of a table - or whatever is appropriate for your students' age level and subject). In the reflection part, the grader is looking for you to provide some thoughts beyond what you read in the handouts.

5. Syllabus Quiz: See schedule for quiz date
There is one quiz at the beginning of the semester. The information on the quiz will cover classroom and syllabus information.
6. Exams: Midterm and Final
Each exam will have 50 questions and is worth 50 points. See schedule for exam date. Study guides will be provided at a later date.

On-Line Sessions

Each on-line session will be completed outside of the classroom. Typically class will be dismissed early on the days of the assigned modules. The time usually spent in class will be devoted to the completion of the module. Refer to the course schedule for more detail and dates.

1. IRIS: Cultural and Linguistic Differences - **NO CLASS - ASSIGNMENT DUE DAY AFTER LABOR DAY**
2. IRIS: Collaborating with Families - **CLASS DISMISSED EARLY**
3. IRIS: Response to Intervention (RTI Part 1) - **CLASS DISMISSED EARLY**
4. IRIS: Addressing Disruptive and Noncompliant Behavior (Part 1) - **CLASS DISMISSED EARLY**
5. IRIS: Instructional Accommodations for Students with Visual Disabilities - **CLASS DISMISSED EARLY**

Student Evaluation:

Students will be able to earn up to 440 points for the course, as follows:

Syllabus Quiz	10 points
Disability Law	20 points
Disability Summaries	60 points (3 @ 20 points each)
IRIS Assignments	100 points (5 @ 20 points each)
Class activities	90 points (10 activities @ 10 points each; drop one activity)
Reflection Journal	60 points (12@5 points each)
Midterm Exam	50 points
Final exam	50 points

Percentage	Grade
94 - 100	A
90 - 93.99	A-
87 - 89.99	B+
83 - 86.99	B
80 - 82.99	B-
77 - 79.99	C+

Percentage	Grade
73 - 76.99	C
70 - 72.99	C-
65 - 69.99	D+
60 - 64.99	D
Below 60	F

Note: Students earn the grade they receive. The instructor will not change any grades any time during or after the semester.

The instructor reserves the right to modify this syllabus or schedule to accommodate student needs, guest speakers, lectures, information presented, etc.

Students with Disabilities: Students with physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. **Please contact the instructor during the first week of class to arrange such accommodations. The instructor must have the appropriate forms from the DRC in order to address any accommodations.**

Student Code: Students need to adhere to student code by not interfering with the instruction or the learning of other students. The instructor encourages each student to actively participate in class discussions.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance the group process. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), (3) listening (not talking) during the lecture or class discussion, and (4) refraining from the use of cell phones (including texting), internet surfing, and unrelated reading. If unrelated computer use becomes excessive in class, laptops may be banned.

If this becomes a problem by interfering with the instruction of the instructor and interrupting the learning and listening of other students, you may be asked to leave the class.

Student Responsibilities

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class

guidelines as set forth in syllabi and as announced by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of Conduct (Honor System - see section V-3, Misconduct - see section V-3).

Academic Honesty

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. Be aware that I use the following definitions. According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

Group work has become an issue in classes. In past classes there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged.

Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others' and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else's quizzes, assignment, or articles is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

CEC Standards: CEC standards in Special Education are equivalent to INTASC Standards. We use these standards as a reference to this course.

CECStandard	Description	Learning Activities	Evaluation
CC1K7	Family systems and the role of families in the education process.	Reading text Lecture/discussion	Quiz//exam
CC1K8	Historical points of view and contribution of culturally diverse groups.	Reading text Lecture/discussion	Quiz//exam
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.	Reading text Lecture/discussion Activity	Quiz, exams, and assignment
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	Reading text Lecture/discussion	Quiz, exams, and assignment
CC1K6	Issues, assurances and due process rights related assessment, eligibility, and placement within a continuum of services.	Reading text Lecture/discussion Activity	Quiz//exam

CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	Reading text Lecture/discussion	Quiz, exams, and assignment
CC1K3	Relationship of special education to the organization and function of educational agencies	Reading text Lecture/discussion	Quiz//exam
CC2K2	Educational implications of characteristics of various exceptionalities	Reading text Lecture/discussion	Quiz, exams, and assignment
CC2K4	Family systems and the role of families in supporting development.	Reading text Lecture/discussion	Quiz//exam
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.	Reading text Lecture/discussion Activity	Quiz, exams, and assignment
CC2K6	Similarities and differences among individuals with exceptional learning needs.	Reading text Lecture/discussion	Quiz, exams, and assignment
CC3K1	Effects an exceptional condition(s) can have on an individual's life.	Reading text Lecture/discussion	Quiz//exam
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies addressing these differences	Reading text Lecture/discussion	Quiz//exam
CC5K2	Basic classroom management theories and strategies for individual with exceptional learning needs.	Reading text Lecture/discussion	Quiz, exams, and assignment
CC5K3	Effective management of teaching and learning	Reading text Lecture/discussion Activity	Quiz//exam
CC6K4	Augmentative and assistive communication strategies.	Reading text Lecture/discussion	Quiz//exam
CC7S5	Use task analysis.	Reading text Lecture/discussion Activity	Activity
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.	Reading text Lecture/discussion	Quiz//exam
CC8K3	Screening, pre-referral, referral, and classification procedures.	Reading text Lecture/discussion	Quiz, exams, and assignment
CC9S10	Access information on exceptionalities.	Lecture/discussion	Assignment
GC1K1/IC1K1	Definitions and issues related to the identification of individuals with disabilities.	Reading text Lecture/discussion	Quiz//exam
GC1K5/IC1K4	Continuum of placement and services available for individuals with disabilities.	Reading text Lecture/discussion	Quiz//exam
GC1K7	Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.	Reading text Lecture/discussion	Quiz//exam
GC1K8/IC1K6	Principles of normalization and concept of least restrictive environment.	Reading text Lecture/discussion	Quiz//exam

GC2K2/IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Reading text Lecture/discussion	Quiz//exam
GC2K3/IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities.	Reading text Lecture/discussion	Quiz, exams, and assignment
GC2K5	Common etiologies and the impact of sensory disabilities on learning and experience.	Reading text Lecture/discussion	Quiz, exams, and assignment
GC3K1/IC3K2	Impact of disabilities on auditory and information processing skills.	Reading text Lecture/discussion	Quiz//exam
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	Reading text Lecture/discussion	Quiz//exam
IC4K1	Specialized materials for individuals with disabilities.	Reading text Lecture/discussion	Quiz, exams, and assignment
GC4S7/IC4S2	Use appropriate adaptations and technology for all individuals with disabilities.	Reading text Lecture/discussion	Quiz//exam
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	Reading text Lecture/discussion	Quiz//exam
CC5K6	Strategies for crisis prevention and intervention.	Online Instructional module	Quiz//exam
CC5S5	Modify the learning environment to manage behaviors.	Reading text Lecture/discussion	Quiz//exam
CC5S10	Use effective and varied behavior management strategies.	Lecture/discussion Online Instructional Module	Quiz//exam
GC6K2/IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.	Reading Text Guest Lecturer	Quiz//exam
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	Reading text Lecture/discussion Activity	Quiz//exam

Special Education 4000 Schedule

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Fall 2009

(all quizzes/assignments open up after class
and will close at 2:00 PM on the following Monday)

Week	Date	Topic	Handout (H) Additional Resources (AR) Due	Assignments & Due Dates (2:00 PM on Mondays)
Week 1	8/24	<ul style="list-style-type: none"> Introduction Special Education Overview 	H1, H2, H6	
Week 2	8/31	<ul style="list-style-type: none"> IDEIA Section 504 and ADA 	H4, H5, H6, H9, H10	Reflection Journal 1: Person First Language Syllabus Quiz
Week 3	9/7	<ul style="list-style-type: none"> No class - Holiday IRIS; Cultural and Linguistic Differences (out of class assignment) 	H3	Reflection Journal 2: IDEIA IRIS: Cultural and Linguistic Differences Due Tues 9/8 at 2PM because of the holiday
Week 4	9/14	<ul style="list-style-type: none"> Inclusion Special Education Process Individualized Education Plan (IEP) 	Info Brief: Including Students H7, H8	Reflection Journal 3: Section 504
Week 5	9/21	<ul style="list-style-type: none"> Disability Law IRIS: Collaborating with Families (class dismissed early) 		Reflection Journal 4: Inclusion Disability Law (in class)
Week 6	9/28	<ul style="list-style-type: none"> Learning Disabilities A Disability Summaries Assignment discussed in class 	H11	Reflection Journal 5: Families IRIS: Collaborating with Families
Week 7	10/5	<ul style="list-style-type: none"> Learning Disabilities B IRIS: Response to Instruction Part 1 (class dismissed early) 		Reflection Journal 6: Learning Disabilities
Week 8	10/12	<ul style="list-style-type: none"> Mental Retardation School Wide Positive Behavior Support 	H12, H13, H34, H19	IRIS: RTI
Week 9	10/19	<ul style="list-style-type: none"> Emotional/Behavior Disorders Classroom Management Strategies 	H18	Reflection Journal 7: Mental Retardation
Week 10	10/26	<ul style="list-style-type: none"> Midterm IRIS: Addressing Disruptive Behaviors (class dismissed early) 		Reflection Journal 8: Emotional/Behavior Disorders

Week 11	11/2	<ul style="list-style-type: none"> • Autism • Communication Disorders 	H20, H25	IRIS: Addressing Disruptive Behaviors
Week 12	11/9	<ul style="list-style-type: none"> • ADHD 	H14, H15, H16, H17	Reflection Journal 9: Autism
Week 13	11/16	<ul style="list-style-type: none"> • Low Incidence Disabilities, Physical Disabilities, Health Impairments 	H26, H27, H28, H29, H30, H31, H32, H33, H34, H35, H36	Reflection Journal 10: ADHD Disability Summaries Due at beginning of class (2:30 PM)
Week 14	11/23	<ul style="list-style-type: none"> • Deafness/Hearing Loss • IRIS: Instructional Accommodations for Students with Visual Disabilities (class dismissed early) 	H21, H22, H23, H35, H24	Reflection Journal 11: Low Incidence Disabilities
Week 15	11/30	<ul style="list-style-type: none"> • Transition • Assistive Technology • Final Review 	H37, H38, H39	Reflection Journal 12: Visual/Hearing Impairments IRIS: Instructional Accommodations
Final	12/7 Mon.	Final Exam 1:30		