

Special Education 4000

Education of Exceptional Individuals

Fall '09

Instructor: **Tami Pyfer, M.Ed.**

Email: Email contact must be made through Blackboard

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Office hours: MW 9:20-10:30, or drop in, or by appointment

Course Date and Time: Monday and Wednesday, 8:30-9:20am

Location: Education Building Room #131

COURSE RESOURCE MATERIALS

Course Reader: There is a course reader available to purchase through USU bookstore. This course reader contains all required readings for the course. The readings will also be available through Blackboard. It is your choice to purchase the reader or download and read the assigned material through Blackboard. You **WILL NEED ACCESS** to the readings in order to complete assignments in the course.

OVERVIEW & COURSE GOALS

This is a **hybrid course**. This means your coursework will be completed through a variety of modes including 1) in-class lectures; 2) out-of-class online modules; 3) out-of-class video and online activities; 4) Blackboard-based readings; and 5) in-class guest lectures and video presentations. Where indicated on the schedule, class sessions will be completed online: students will not come to class but will use that scheduled time to complete specified assignments outside of the classroom.

1. Goals

- Students will learn basic facts, definitions, causes, psychological/behavioral characteristics, and educational approaches concerning persons with disabilities. They will be more knowledgeable about the approximate 1 in 10 students identified as exceptional in one or more of the following ways (a person with): mental retardation or an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional disturbance or behavior disorder; an orthopedic impairment; autism; a traumatic brain injury; a specific learning disability; deaf-blindness; other health impairments; or multiple disabilities.
- Students will gain a better understanding of what it is like to have a disability or have a family member who has a disability. Students will be encouraged to strive for a healthy, positive, but realistic attitude toward people with disabilities.
- Students will gain a greater awareness of the major issues in special education and be prepared for (sometimes controversial) special education-related issues which will arise in their careers. Students will also be given the opportunity to consider a variety of perspectives on important disability-related issues.
- Students will learn basic information about positive behavior support and behavior management strategies that can be used in a variety of settings, including the regular education classroom.

2. Blackboard

Information relative to this course can be accessed online via Blackboard. IRIS Module assessments, Activities, Reflection Journals, other assessments, midterm and final exams will be taken on Blackboard. Lecture outlines and handouts will also be posted there. **Please check the course webpage regularly** for special announcements, assignment reminders or supplementary materials.

3. Absences

Although no formal attendance roll is taken for this class, 90 points will be given for participation in class lectures and/or activities. There will be a total of 10 activities, many of them consisting of unannounced in-class activities. You will be able to “drop” 1 of these activities. If you miss class because of a medical or other emergency, and there is an in-class activity that day, you can utilize your “drop.” You will **not** be given the opportunity to make up assignments, quizzes, or in-class activities.

PLEASE NOTE: If you have an emergency during the semester (i.e., hospitalization, death in family, etc.) which results in several missed classes or missed assignments, you must contact me as soon as possible.

Students need to adhere to student code by not interfering with the instruction or the learning of other students. See the course website for details about the student honor code and USU classroom civility policy (summarized below).

ACADEMIC HONESTY is expected of every student on every assignment. See USU Policy on Academic Honesty (summarized below).

LATE Policy:

Any assignment submitted through Blackboard will have a scheduled due date, after which the assignment will be closed. **No late submissions of these assignments/assessments will be accepted.** All assignments and quizzes have specific open and close dates and you will have several days, and in most cases, weeks or months to complete them. If you miss the deadline, you will receive a zero for that quiz or assignment.

The only assignments that will be accepted late are the Disability Summaries or the Case Study assignment. They are due by **class time** (8:30 am) on the due date listed. Assignments submitted after class begins will be counted as late. For example, the Disability Summaries assignment is due on a Monday, at 8:30 am. If it is turned in later that day at 10:00 am, it will be considered 1 day late. If it is turned in the next day, Tuesday at 10:00, it is 2 days late, etc. **Late submissions will be penalized 10% per day, and will not be accepted after 5 days late, or Friday after 5:00 pm.**

COURSEWORK

Activities, Assessments, Assignments and IRIS Online Modules are briefly described below. Further instructions for each assignment can be found on Blackboard.

ACTIVITIES

There will be 10 activities throughout the semester. Some of the activities are listed on your Course Schedule, while other activities will be unannounced and will occur during class. For instructions on the Activities listed on the schedule, see the “Assignments” section of Blackboard, under Course Content. On the days when an unannounced activity happens, 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 alarms, etc.). **You will NOT be able to make up any classroom activities.**

ASSESSMENTS

Syllabus Quiz: There is one quiz at the beginning of the semester. The information on the quiz will cover classroom and syllabus information. You can retake this quiz as many times as necessary to receive the full 10 points. NOTE: This is the ***only*** quiz or exam where you are allowed re-takes!

Disability Law Assessment: This assessment will evaluate your understanding of the special education laws that protect individuals with disabilities. These laws include Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act. You will receive information in class about how to access and study for this assessment.

Midterm and Final Exams: The midterm and final exam each consist of 50 questions, worth 50 points. They will be taken through Blackboard in a computer lab. See Class Schedule for date and location.

ASSIGNMENTS

Reflection Journal: You will be asked to reflect on the assigned readings (handouts). Entries will be worth 10-15 points each and will be graded on the thoroughness and thoughtfulness of the response. Responses will be about one page in length including both the answer to the question and your reflection and/or explanation. When asked for your reflection, you should provide your own personal viewpoint. You can talk about whether you agree or disagree with the information you read, or talk about some possible fears or goals you have about using the knowledge you have gained.

Disability Summaries or Case Study: There is one major assignment worth 60 points. You have the option of selecting one of the following to complete for this assignment:

- 1) Disability Summaries – For this assignment you will research internet, professional journal articles, IRIS, etc. to find information on **three** separate disabilities of your choosing. You will write a one-page summary of each disability which includes, characteristics, teaching strategies, modifications, adaptations, etc. More information on this assignment will be posted on Blackboard. This assignment is completed individually.

OR

- 2) Case Study – You will work in groups of 2-3 students to complete a case study on a selected topic. Each group will be required to present a 2-3 page summary or recommendations based on the information gained in the case study. Each member of the group will be responsible for 1 page of the summary. The topics available and more information will be discussed in class.

IRIS MODULES

These online educational modules are completed out-of-class at your own pace. They consist of video, audio, readings and interactive activities about disability-related teaching topics. Each module takes between 1-2 hours to complete, and you will be assessed by completing a Module Assessment on Blackboard. These assessments may contain multiple choice or short essay questions. They will be “open book” (open module) but they will be timed! We will not hold class session on the days that IRIS Modules are assigned. We will walk through the first module together as a class, and then all of the modules will be opened – students can work ahead if they desire. The modules can be found at <http://iris.peabody.vanderbilt.edu/>

STUDENT EVALUATION

Students will be able to earn up to 450 points for the course, as follows:

Syllabus Quiz10 points
Disability Law20 points
Reflection Journals.....	90 points
Disability Summaries OR Case Study.....	60 points
IRIS Assignments80 points (4 @ 20 points each)
Class activities90 points (10 activities @ 10 pts; drop one)
Midterm Exam50 points
Final Exam50 points

Percentage	Grade		
94 – 100	A	73 – 76.99	C
90 – 93.99	A-	70 – 72.99	C-
87 – 89.99	B+	65 – 69.99	D+
83 – 86.99	B	60 – 64.99	D
80 – 82.99	B-	Below 60	F
77 – 79.99	C+		

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. **(NOTE: I 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 that each student will actively participate in class discussion.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance 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 lecture or class discussion, (4) ringing cell phones, talking on cell phones, text messaging, surfing the internet on laptops, and similar activities during class time are not accepted in this course, and (5) do not read the newspaper during lecture.

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 (the 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 we 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 on-line classes. In the 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 or

assignments 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 or your assignment.

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

CEC/NCATE Standards:

CEC Standard	Description	Learning Activities	Evaluation
CC1K7	Family systems and the role of families in the education process.	Reading text Lecture/discussion	Section Questions/exam
CC1K8	Historical points of view and contribution of culturally diverse groups.	Reading text Lecture/discussion	Online Module/ 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	Online Module/ Quiz, exam
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.	Reading text Lecture/discussion	Online Module/ Quiz, exam
CC1K6	Issues, assurances and due process rights related assessment, eligibility, and placement within a continuum of services.	Reading text Lecture/discussion Activity	Class activity, exam, section questions
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	Reading text Lecture/discussion	Class activity, exam, section questions
CC1K3	Relationship of special education to the organization and function of educational agencies	Reading text Lecture/discussion	Class activity, exam, section questions
CC2K2	Educational implications of characteristics of various exceptionalities	Reading text Lecture/discussion	Class activity, exam, section questions
CC2K4	Family systems and the role of families in supporting development.	Reading text Lecture/discussion	Class activity, exam, section questions
CC2K5	Similarities and differences of individuals with and without exceptional leaning needs.	Reading text Lecture/discussion Activity	Class activity, exam, section questions
CC2K6	Similarities and differences among individuals with exceptional learning needs.	Reading text Lecture/discussion	Class activity, exam, section questions
CC3K1	Effects an exceptional condition(s) can have on an individual's life.	Reading text Lecture/discussion	Section questions, 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	Class activity, exam, section questions, online module
CC5K2	Basic classroom management theories and strategies for individual with exceptional learning needs.	Reading text Lecture/discussion	Class activity, exam
CC5K3	Effective management of teaching and learning	Reading text Lecture/discussion Activity	Class activity, exam
CC6K4	Augmentative and assistive communication strategies.	Reading text Lecture/discussion	Class activity, exam, online module
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, section questions
CC8K3	Screening, pre-referral, referral, and classification procedures.	Reading text Lecture/discussion	Quiz, exams, and class activity, section questions
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	Exam, assignment, section questions
GC1K5/IC1K4	Continuum of placement and services available for	Reading text	Exam, assignment,

	individuals with disabilities.	Lecture/discussion	section questions
GC1K7	Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.	Reading text Lecture/discussion	Exam, assignment, section questions, online module
GC1K8/IC1K6	Principles of normalization and concept of least restrictive environment.	Reading text Lecture/discussion	Exam, assignment, section questions, class activity
GC2K2/IC2K2	Impact of sensory impairments, physical and health disabilities on individuals, families, and society.	Reading text Lecture/discussion	Exam, assignment, section questions, online module
GC2K3/IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities.	Reading text Lecture/discussion	Section questions, exam
GC2K5	Common etiologies and the impact of sensory disabilities on learning and experience.	Reading text Lecture/discussion	Section questions, exam
GC3K1/IC3K2	Impact of disabilities on auditory and information processing skills.	Reading text Lecture/discussion	Section questions, exam
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.	Reading text Lecture/discussion	Section questions, exam, class activity
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	Exam
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	Reading text Lecture/discussion	Exam
CC5K6	Strategies for crisis prevention and intervention.	Online Instructional module	Exam, online module
CC5S5	Modify the learning environment to manage behaviors.	Reading text Lecture/discussion	Exam, online module
CC5S10	Use effective and varied behavior management strategies.	Lecture/discussion Online Instructional Module	Exam, online module, assignment
GC6K2/IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.	Reading Text Guest Lecturer	Exam, section questions
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	Exam, section questions
CC5K9	Ways specific cultures are negatively stereotyped	Online instruction Reading text	Exam, online module, section questions
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism	Online instruction Reading text	Exam
IC5K2	Barriers to accessibility and acceptance of individuals with disabilities	Lecture/discussion, Reading Text, Online instruction	Exam Assignment
CC5S3	Identify supports needed for integration into various program placements	Lecture/discussion, Reading Text	Exam
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences	Online instruction Reading text	Exam Assignment, section questions
IC6K1	Impact of language development and listening comprehension on academic learning of individuals with disabilities	Reading Text Guest lecturer	Exam ,Assignment, section questions
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences	Online instruction Reading Text	Exam, online module, Assignment