

Southeastern Oklahoma State University
Teacher Education Program Syllabus

Professionals for the 21st Century: Competent, Committed, and Ethical

INSTRUCTOR CONTACT INFORMATION:

Dr. Kathy Hogan

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Office Hours: Tuesday 1 pm – 5 pm; Wednesday 9:30 am – 1:30; other times by appointment

Virtual Office Hours (BigBlueButton): Thursday 4:00 pm – 6:00 pm

COURSE TITLE: SPED 2123: Introduction to Individuals with Exceptionalities

PREREQUISITES: None

CATALOG DESCRIPTION: The course is a study of the etiology and concepts relating to individuals with exceptional learning needs and their inclusion in public schools.

REQUIRED MATERIALS:

Textbook: Friend, M. & Bursuck, W.D. (2014). *Including students with special needs: A practical guide for classroom teachers* (7th ed.). Upper Saddle River, NJ: Pearson.

Portfolio Assessment Software: Chalk and Wire (Teacher candidates will be required to submit the portfolio artifact in the electronic portfolio on Chalk and Wire. Chalk and Wire submission for the portfolio artifact is required before the course is completed and a grade is assigned.)

OPTIONAL MATERIALS:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (Students are required to write according to APA 6th edition)

TECHNICAL REQUIREMENTS: Available through the Southeastern Online Learning website or <http://www.se.edu/online-learning/technology/hardware-software-requirements/>

INTERNET ETIQUETTE (NETIQUETTE): Available through the Southeastern Online Learning website or <http://www.se.edu/online-learning/technology/communication-netiquette/>

LIBRARY AND INFORMATION RESOURCES: Available through the Southeastern Online Learning website or <http://www.se.edu/lib/>

OTHER RESOURCES AND LOCATION: None

PORTFOLIO COMPONENTS:

An individual education program for a student with exceptional learning needs will be developed. The portfolio artifact must be submitted on the electronic portfolio through Chalk and Wire. **No grade will be issued in the class unless the portfolio has been submitted through Chalk and Wire.**

COURSE OBJECTIVES:

The teacher candidate will:

1. Understand current developments in the treatment of learners with exceptionalities.
2. Identify the effects of key legislation and court decisions on special education.
3. Demonstrate knowledge regarding the current State and federal definitions for categories of disability.
4. Explain the characteristics and presumed causes of cognitive, affective, and physical disabilities and predict the potential impact on learning and independent living.
5. Examine the instructional implications of disability, especially within the regular education environment.
6. Identify appropriate best practice accommodations, adaptations, and modifications for use in the learning process with learners with exceptional learning needs.
7. Develop and write an individualized educational program for a student with exceptional learning needs.

DEMONSTRATION OF STANDARDS AND COMPETENCIES:

The teacher candidate will demonstrate the following State of Oklahoma Standards:

Standard 1 – Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2 – Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 9 – Professional Responsibility: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, family, other professionals, and the community), and adapts practice to meet the needs of each learner.

Instruction:

The teacher candidates will read and discuss information about the mild/moderate categories eligible under IDEA. Using case studies on various exceptionalities, the candidates will identify academic and social strengths and weaknesses for students.

Assessment:

The teacher candidates will write an Individual Educational Program (IEP) for the selected student with special learning needs. The IEP must contain appropriate learning goals and activities.

CONCEPTUAL FRAMEWORK:

The conceptual framework for the teacher education program at Southeastern Oklahoma State University is based on the theme **Professionals for the 21st Century: Competent, Committed, and Ethical**. Southeastern is dedicated to producing competent, committed and ethical educators who successfully work with diverse students. A professional for the 21st Century is prepared to effectively utilize technology in teaching, counseling, administering and leading in P-12 schools. The conceptual framework establishes the role of the candidates as they develop partnerships with professionals, parents and the community in order to facilitate the education of all students in a caring, non-discriminatory and equitable manner.

Special education is generally agreed upon as being the most litigated field in education being the topic in numerous state, federal, and Supreme Court decisions; and supporting an administrative hearing system within the Oklahoma Department of Education. Special education draws not just from scientifically-based best practices in education, but crosses over into the subjects of sociology, medicine, genetics, and psychology. This course will provide insight into current legal requirements, definitions, practices, and the ongoing shift in practice in this field of education.

The specific competencies in the conceptual framework which will be emphasized in this class include the following: planning instruction which is appropriate for a diverse student population; promoting positive learning outcomes for all students; embracing cultural diversity and accommodate the needs of diverse learners; supporting learning for diverse learners in a caring, non-discriminatory and equitable manner; and respecting and valuing all students and others for their diverse talents, abilities, and contributions.

RESEARCH OR PROJECT COMPONENT:

It is vital for the teacher candidates to understand the unique characteristics of various types of disabilities. Through this understanding, the teacher candidates will identify the special educational needs that are created by these characteristics and how they can be addressed within the school setting. The activity will culminate into a professional presentation to be uploaded into BlackBoard.

Additionally, the teacher candidate will read articles from professional journals on various topics related to special education. This activity will include a summary and an evaluation of the article (Journal Abstract).

FIELD COMPONENT:

There is no required field component within this class.

DIVERSITY COMPONENTS:

Cultural and Linguistic Diversity Component

The teacher candidates will examine concepts related to culture, gender, socioeconomic, and disability issues and the implications for both the individual and those empowered within the school environment to notice and act upon deviations from the norm. As drawn from the Council for Exceptional Children (CEC) Standards, the student practitioner will develop in the following knowledge and skills areas:

ISCI 1 K7 - Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family

ISCI 1 K12 - Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences

ISCI 1 K13 - Effects of cultural and linguistic differences on growth and development

ISCI 1 K15 - Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

ISCI 6 K5 – Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.

IGC6 K7 – Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities

Students with Exceptionalities Component

This course is an introductory course in special education. Philosophical, historical and legal foundations of special education are included. The teacher candidates will develop a basic understanding of various disabilities with emphasis on mild/moderate learning disabilities, intellectual disabilities, emotional/behavior disorders, physical and health impaired, and speech and language disorders. Elements drawn from the CEC Standards will include the following:

Learner Development and Individual Learning Differences

ISCI 1 K3 – Educational implications of characteristics of various exceptionalities

ISCI 1 K10 – Effects an exceptional condition(s) can have on an individual's life

ISCI 1 K12 – Differing ways of learning of individuals with exceptionalities, including those from culturally diverse backgrounds and strategies for addressing these differences

IGC1 K8 – Impact of exceptionalities on auditory and information processing skills

Learning Environments

ISCI 2 K4 – Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities

ISCI 2 K5 – Social skills needed for educational and other environments

Curricular Content Knowledge

ISCI 3 S1 - Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities

Assessment

ISCI 4 K2 – Legal provisions and ethical principles regarding assessment of individuals

IGC4 K2 – Laws and policies regarding referral and placement procedures for individuals with exceptionalities

Instructional Planning and Strategies

ISCI 5 K1 - Roles and responsibilities of the paraeducator related to instruction, intervention, and direct services

ISCI 5 S2 – Involve the individual and family in setting instructional goals and monitoring progress

ISCI 5 S5 – Sequence, implement, and evaluate individualized learning objectives

ISCI 5 S13 – Use strategies to facilitate integration into various settings

Professional Learning and Ethical Practice

- ISCI 6 K4** – Rights and responsibilities of individuals with exceptionalities, parents, teachers, and other professionals, and schools related to exceptionalities
- ISCI 6 K5** – Issues in definition and identification of individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds.
- ISCI 6 K6** – Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services
- ISCI 6 K7** - Family systems and the role families in the educational process
- IGC6 K3** – Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
- IGC6 K4** – The legal, judicial, and educational systems to assist individuals with exceptionalities
- IGC6 K5** – Continuum of placement and services available for individuals with exceptionalities
- IGC6 K7** – Factors that influence the over-representation of culturally/linguistically diverse individuals with exceptionalities in programs for individuals with exceptionalities
- IG6 K8** – Principles of normalization and concept of least restrictive environment

Collaboration

- ISCI 7 K1** – Models and strategies of consultation and collaboration
- ISCI 7 K2** – Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program
- ISCI 7 K3** – Concerns of families of individuals with exceptionalities and strategies to help address these concerns
- ISCI 7 K4** – Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members
- IGC7 K4** – Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities
- ISCI 7 S1** – Maintain confidential communication about individuals with exceptionalities

Other Diversity Issues Component:

The teacher candidates will study the issues of gender, socioeconomic status, and geographical areas and their impact on the identification of students with exceptionalities.

TECHNOLOGY COMPONENT:

The teacher candidate will utilize technology in this course by accessing current materials on students with exceptionalities on various websites as selected by the professor. In addition, assistive technology specifically designed for students with exceptionalities will be studied in the completion of the IEP and within the physical and health impaired section.

PERFORMANCE ACTIVITIES:

The following activities will be utilized:

1. Reading and discussing the required textbook, *Including students with special needs* by Marilyn Friend and William Bursuck.
2. Discussing the concepts, laws, entitlements, continuum of services, and practices used with individuals with disabilities in the school, home, and community.
3. Discussing traits, characteristics, etiologies, and instructional practices associated with various academic, affective, and psychomotor conditions of disability.
4. Attendance and participation in class lectures, demonstrations, and simulations.
5. Identification of research-based articles and ability to write following APA 6th edition.
6. Creation of professional presentations
7. Developing and adapting a plan of study for a hypothetical student in the form of an individual education program.

SUPPLEMENTARY READINGS:

Supplementary readings may be assigned based on the needs of the individual class. Information on any supplementary readings will be on BlackBoard.

COURSE SCHEDULE:

Course week will be Tuesday to Tuesday. All assignments are due by 10:00 pm the Monday after assignment is assigned (unless otherwise noted). Online discussions will need to be answered by Saturday @ 10:00 pm and you must respond to 2 other students by Monday at 10:00 pm.

This course schedule is a brief overview. Read through BlackBoard EACH week for more details on each assignment.

Week #	Date	Topic	Readings	Assignment
1	August 18	Introduction to Course	APA Module (see Bb)	1. Introduction Video 2. Sample Quiz 3. Sample Assignment
2	August 25	Foundations of Special Education	Chapter 1 (textbook)	1. Online Discussion 2. Weekly Activities 3. Movie/Book Review (Due 10/12 @ 10:00 pm)
3	September 1	Special Education Procedures and Services	Chapter 2 (textbook)	1. Online Discussion 2. Weekly Activities
4	September 8	Response to Intervention	1. RtI PPT 2. Outside Readings (see Bb)	1. Weekly Activities 2. Journal Abstract #1
5	September 15	Collaboration/Co-Teaching	1. Chapter 3 (textbook) 2. Collaboration/Co-Teaching PPT (see Bb)	1. Online Discussion 2. Weekly Activities 3. Journal Abstract #2
6	September 22	Assessing Student Needs	Chapter 4 (textbook)	1. Online Discussion 2. Weekly Activities
7	September 29	Planning Instruction/Universal Design for Learning	Chapter 5 (textbook) UDL PPT	1. Online Discussion 2. Weekly Activities 3. Journal Abstract #3
8	October 6	High-Incidence Disabilities	Chapter 7 (textbook)	1. Online Discussion 2. Weekly Activities
9	October 13	Low-Incidence Disabilities	Chapter 6 (textbook)	1. Online Discussion 2. Weekly Activities 3. Disability PPT (Due 11/02 @ 10:00 pm)

10	October 20	Special Needs other than Disabilities	Chapter 8 (textbook)	1. Online Discussion 2. Weekly Activities
11	October 27	Differentiating Instruction	Chapter 9 (textbook)	1. Online Discussion 2. Weekly Activities 3. IEP Project (Due 11/30 @ 10:00 pm)
12	November 3	Instructional Strategies	Chapter 10 (textbook)	1. Online Discussion 2. Weekly Activities
13	November 10	Evaluating Student Learning	Chapter 11 (textbook)	1. Online Discussion 2. Weekly Activities
14	November 17	Responding to Student Behavior/PBIS	Chapter 12 (textbook) PBIS PPT Outside Reading (see Bb)	1. Online Discussion 2. Weekly Activities 3. Journal Abstract #4
15	November 24	Thanksgiving Holiday	Thanksgiving Holiday	Thanksgiving Holiday
16	December 1			Final Exam Review
17	Week of December 12			Final Exam

SEMESTER CALENDAR:

Date	Events
August 17, 2015	Class Begins
August 21, 2015	Last day to enroll in or add a class Last day to drop a class with no grade record Last day to drop a class with a refund
September 7, 2015	Labor Day Holiday
October 15-16, 2015	Fall Break
October 30, 2015	Last day to apply for graduation
November 1, 2015	Last day to drop a class
November 25-27, 2015	Thanksgiving Holiday
December 7-11, 2015	Finals Week
December 11, 2015	Semester Ends
December 12, 2015	Commencement

COURSE POLICIES:

Attendance: The Registrar's office defines attendance in online classes as:

Stopped Attending – Students who were participating online but have stopped submitting any assignments, without contacting or making arrangements with the professor.

Never Attended – Students who never accessed Blackboard to view the course or never completed any assignments that were due in the course.

Excessive Absences – Students who have submitted some work but are infrequent in their participation or late on assignments which will lead to a failing grade.

Students are expected to attend the virtual class and participate in class activities and assignments. Candidate should be logging in, turning in assignments when due, completing quizzes and exams on time and participating in discussion forums.

Late Assignments: Assignments are expected to be submitted on time. Any extenuating circumstances should be discussed with the professor **in advance**. Waiting until the last minute to complete assignments and quizzes will create problems, which could have been avoided. I know life happens, but you have the syllabus, list of assignments and due dates. Do not wait until the last minute to complete and turn in your assignments because without fail, the electricity will go out, or BlackBoard will go down, or a kid will get sick, etc. Remember you are going into a profession where you will have deadlines and your students/parents/principal will not accept excuses.

Makeup Exams: There is only one exam in this course. It is your responsibility to plan accordingly to take the exam during the specified exam time. Check BlackBoard for more information regarding your final exam.

Expectations of Instructor and Students (** items came from Dr. S. Thomas @ TAMU – Commerce through SyllabusShare on Early Career SIG website):

Your instructor will do their best to return your email within 24 hours. Please understand that email is a great way to communicate, but please adhere to proper writing style (i.e. capitalization, punctuation, text-talk (lol), proper grammar, etc.) when communicating with your professor via email.

All students are expected to complete their own work unless an activity is a group project. If students are unable to meet the instructional needs and goals of the class, the professor should be notified as soon as possible.

** “Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead).”

Remember it is important to communicate with your instructor. It is best to keep them in the loop, rather than discuss concerns last minute with them.

Other Course Policies: The instructor may make changes in the syllabus, assignments or grading policy as needed in order to meet the instructional needs and goals of the class. The candidates will be notified of any changes in the class.

COURSE REQUIREMENTS:

Timeframe for Participation:

In order to be successful in this class the candidates must be highly self-motivated.

You will be graded on your completion of the assignments, quizzes/exams, and participation in the discussion boards. Discussion board will be available on a weekly basis. New topics will be posted on Tuesdays by 8:00 am and will remain available until the following Monday at 10:00 pm. To receive credit for participating, you must provide meaningfully responses to the discussion boards each time a topic is available. You are required to post your response to the question on the discussion board and post comments on two other responses. Be sure to read and follow the instructions posted with each discussion question.

All activities and assignments are due by 10:00 pm Monday, following the week assigned, unless otherwise stated. Check BlackBoard for more information on activities and assignments and their due dates.

Approximate Time Required for Individual Activities:

Students should block out at least a 3-hour block for this course, as they would if they were attending class on campus and in person. Additionally, completing course activities could take another 2-3 hours per week.

Expectations for Communications:

Check the course Blackboard site often. You should also check your grades regularly and contact me concerning submitted assignments that are not reflected in your grades.

Email Address – You are required to use your SE student email address when using Blackboard. In addition, you should regularly check you SE student email address. If I need to contact you about an issue concerning you, I will notify you by SE email. I **will not** answer emails sent through Blackboard.

Activity and Other Assignment Expectations:

Weekly assignments will be posted by 8:00 am on Tuesday mornings. The due dates for the assignments are listed in the Assignment Schedule under Course Information. All components of the weekly assignments must be submitted by 10:00 pm on the due date.

Survey Expectations:

The final exam is comprehensive and will be posted for 48 hours, with a designated time limit to complete the exam. The dates for the final exam are listed on the Exam Schedule, posted under Course Information.

Other Course Requirements:

Course calendar in the syllabus is an overview. Students are responsible for completing all activities/assignments that are posted in BlackBoard within the week.

ASSESSMENT/GRADES:

Each week's activities will be worth 15 points. Failure to complete any of the activities will result in a 0 (zero) for that week's activities. Make sure you complete ALL the weekly activities. These assignments will need to be turned in as **one document**. Further information on these activities can be found in BlackBoard.

The discussion board will be assigned 10 points per week for participation. It is imperative you write like the professional you are. Reflective responses to the discussion thread and your fellow classmates are imperative. Failure to give thorough responses will forfeit your points for that week's discussion post.

The portfolio activity, IEP, will be assigned 100 points. More information on this can be found on BlackBoard.

The final exam is comprehensive and will be worth 100 points.

The disability presentation **and** movie/book review will both be worth 50 points. Further information on these activities can be found in BlackBoard.

The components of the class will be considered by the following grading scale and grade weight.

Weekly Discussions (12 x 10 pts)	120 points
Sample Quiz	10 points
Sample Activity	10 points
Weekly Activities (13 x 15 pts)	195 points
Journal Abstracts (4 x 12 pts)	48 points
Individual Educational Plan	100 points
Disability Presentation	50 points
Movie/Book Review	50 points
Final Exam	<u>100 points</u>
Total	683 points

683 - 613 = A

612 - 545 = B

544 - 475 = C

474 - 407 = D

406 & Below = F

UNIVERSITY AND SCHOOL POLICIES:

Privacy: Available through the Southeastern Online Learning website or <http://www.se.edu/academics/general-information/students-rights/>

Academic Integrity: Available through the Southeastern Online Learning website or <http://www.se.edu/student-life/documents/student-handbook.pdf#page=6>

Special Accommodations: Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Student Union, Suite 204 or call (580) 745-2254 (TDD#745-2704). It is the responsibility of each student to make an official request to the Coordinator for academic accommodations. For additional information, see the Americans with Disability Act on the Southeastern Online Learning website or <http://www.se.edu/ada/>

Other University and/or School Policies: None

Equal Opportunity Statement

In Compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and other Federal Laws and Regulations, Southeastern Oklahoma State University does not discriminate on the basis of race, color, national origin, sex, sexual identity, sexual orientation, age, religion, handicap, disability, or status as a veteran in any of its policies, practices or procedures, this includes but is not limited to admissions, employment, financial aid, and educational services.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) states: No person in the United States, shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." Southeastern Oklahoma State University does not discriminate on the basis of sex in its education programs or activities, in compliance with Title IX and the U.S. Department of Education's regulations at 34 C.F.R. §§ 86.1 et seq. Individuals who believe they have been discriminated against on the basis of sex may contact S.E.'s Title IX Coordinator at 580-745-3090, titleix@se.edu, or PMB 2750.

