Syllabus

EDU 260 - 01 Introduction to Students with Special Needs

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Class Meeting Time: Email: jric8530@shawu.edu
Office Hours Monday 2:00 -4:00; Tuesday 12:30-2:30;
Wednesday 1:00-4:00; Thursday 11:00-2:00
Semester: Fall, 2008 Blackboard Course
Blackboard contact: hooshang@shawu.edu, 919-546-8323
Dept. Chair: 919-546-8530

CONCEPTUAL FRAMEWORK THEME

The theme/purpose of the conceptual framework undergirding the Department of Education's program is: To produce graduates who are critical thinkers and problem solvers with the professional dispositions and technological skills necessary to function as competent and effective teachers in a diverse world.

Department of Education Mission Statement

The Shaw University Department of Education builds on the knowledge, skills, and values that students acquire through their liberal arts and science foundations. Candidates graduating from the department will have the specialty area knowledge, professional skills, and experiences that will enable them to function as competent and effective teachers who think critically and demonstrate effective problem-solving skills.

Departmental majors may choose a specific concentration from four different specialty areas. Each student is encouraged to choose one of the specialty areas listed below by the end of his/her sophomore year.

Birth through Kindergarten Education (B-K)
Elementary Education (K-6)

Graduate students may pursue a Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education.

[The Secondary English Education (9-12) and Secondary Mathematics Education (9-12) programs are housed in the content areas. The University suspended the Special Education: General Curriculum (K-12) Program, effective in fall 2006.]

Department of Education/Program Goals

The goals of the Department of Education are:

1. to align the institutional mission and goals with state, regional, national, and departmental standards and requirements;

2. to prepare candidates to work in schools as teachers who know and can demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all P-12 students learn;
3. to implement an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs;

4. to collaborate with school partners to design, implement, and evaluate field experiences and clinical practice so that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn;

5. to design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn;

6. to maintain a qualified faculty that models best professional practices in scholarship, service, and teaching; and

7. to maintain the leadership, authority, budget, personnel, facilities, and resources for the preparation of candidates to meet professional, state, and institutional standards.

NOTE: The mission statement and goals of the Department of Education are aligned with the mission statement and goals of each of its programs.

TEXT


College LiveText

http://college.livetext.com/ Blackboard -

http://shawu.blackboard.com

COURSE DESCRIPTION

This course provides a comprehensive overview of exceptionalities, knowledge about legislation to protect the rights of exceptional children, support systems for mainstreaming, and educational programming with emphasis on modifications needed in general education classrooms. This course is infused with critical-thinking skills, problem-solving strategies, and consideration of students with diverse needs.

STUDENT LEARNING OUTCOMES

At the conclusion of this course the student will be able to

1. Effectively advocate for students with exceptionalities
2. Make an appropriate student referral for specialized education services
3. Determine the eligibility of a student for specialized education services
4. Make appropriate modifications for students with exceptionalities
5. Provide support and information to families of students with exceptionalities

SPECIFIC NCDPI STANDARDS & INDICATORS

Students with Special Needs is designed to enable students to acquire relevant, minimum competencies as identified in the Standards for Special Education Teachers, which has
been aligned with the Core Standards for Teachers and the Leave No Child Behind legislation. Upon completion of this course, the student will demonstrate the following competencies:

1.1 Broad knowledge of content; describe and various definitions related to special education
1.2 Know content appropriate to their teaching specialty
2.1 Know the ways learning takes place and appropriate levels of intellectual, physical, social, and emotional development of the students they teach
2.8 Teach communication, thinking and problem solving skills
3.0 Successful in teaching a diverse population of students
3.4 Adapt teaching for the benefit of students with special needs
5.0 Reflective about their practice
4.0.1 Use technology resources to engage in ongoing professional development and lifelong learning
3.3 Describe implementation, at classroom and individual levels, of a positive behavior supports school wide program
9.1 Describe pre-referral intervention in the procedure for special education services
6.0 Reflective practitioners who are committed to educational equity

**Diversity:**
1.0 Understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can
   - create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners
6.0 Reflective practitioners who are committed to educational equity

**Technology:**
2.0 Plan and design effective learning environments and experiences supported by technology
3.0, 5.1 Use technology resources to engage in ongoing professional development and lifelong learning
3.3 Describe implementation, at classroom and individual levels, of a positive behavior supports school wide program
9.1 Describe pre-referral intervention in the procedure for special education services
6.0 Reflective practitioners who are committed to educational equity

**Special Education:**
9.0 Describe pre-referral intervention in the procedure for special education services
6.5 Describe student use of technology (including assistive technology) in curriculum
6.6 Instruct students in the use of problem-solving techniques relevant to their functioning level
   - (e.g., conflict resolution strategies, self-monitoring of behavior)
9.2 Describe participation in multidisciplinary educational and psychological evaluations
9.3 Describe participation in writing IEPs aligned with general curriculum
9.4 Describe implementation of objectives on the IEP

10.0 Collaborate and consult with general education teachers, parents and other professionals
10.1 Describe effective communication with parents
10.2 Describe variety of instructional modifications for use in collaboration with general education teachers
11.0 Pursue continued professional development and learning to improve schools and advance knowledge

11.1 Demonstrate professional interest through continuing professional development through a variety of activities including higher education coursework, CEU and other staff development activities, membership in professional organization, and professional presentations
ASSIGNMENTS (Assignments that are submitted after the due date will be penalized 5% for each day that the is assignment is late)

A. Assignment Reading Submission
An Assignment Reading (AR) is a paper on a topic related to special education. Each AR submission should have an Outline and an Issue. The AR topics may be selected from the list of books and/or periodicals that are listed.

This is how the Outline submission should look:

1. Your name
2. APA style reference of the additional Reading you are outlining;
3. A concise outline that achieves a balance between skimpy (important points omitted) and bloated (verbose, too many minor points, etc.). In your outline, do not use whole sentences. Instead use brief phrases that include key words, common abbreviations, and other ways to condense the material. Put Roman numerals or numbers on the margin, indent slightly for capital letters, and on for outline style. You should not disregard the sections and headings in the reading, of course, but do not stick too closely to these, either, or I may doubt that you considered the reading carefully. Instead, individualize your outline by emphasizing selected parts of the reading by outlining them in more detail.

This is how the Issue should look:

4. Identify what in the reading prompted your issue by stating very briefly (25 words or fewer) some point the author(s) made and giving the page number(s) on which this point is found. Then in no more than 100 words present your Issue, which consists of 3 parts:
5. a statement that legitimately can be supported (pro) and criticized (con), depending on one's point of view or interpretation;
6. a pro side of the issue, which believably supports or gives evidence for your statement
7. a con side of the issue, which believably criticizes or gives evidence against your statement

Be sure to confine points (1)-(3) above to the Outline, points (4)-(7) to the Issue.

Each AR submission will be expected to be completed on its due date. Late submissions may be penalized one point.

There are 2 AR submissions due from you. Evaluation considerations will include accuracy of APA Manual style for reference, logic and clarity of outline, reasonableness of issue statement, believability of pro and con arguments, and legibility of all parts to me. (CS5,DS1,DS4,TS1)
B. Group Chapter Discussions and Presentations (CS 5, DS 1, DS 4, TS1)

C. Four Article Reviews From Special Education Professional Journals only– Dept. of Educ. Format (CS 5, DS 1, DS 4, TS1)
   Shaw University Department of Education format:
   A. Title of Article
   B. Author
   C. Journal, Date
   D. Synopsis (Summary in your own words, at least ½ page in length)
   E. Subjects (People involved in study, ex. fifty ten year old boys)
   F. Instrument (Kind of test, survey, etc. used to collect data)
   G. Findings (outcome)
   H. Implications/Applications (How will or can this information be used or applied?)
   I. Reflection (Use the Dept.’s Conceptual Framework to describe whether the article/study addressed use of professional dispositions, use of instructional technology, strategies necessary for working with diverse populations, critical thinking, problem solving, activities to improve student learning, etc. and how used.) (CS 5, DS 1, DS 4, TS1)

D. Research Paper - Develop a 10 page research paper on one of the following topics:
   - Children with Autism Spectrum Disorders
   - Children with Emotional and Behavior Disorders
   - Children with Specific Learning Disorders

   The paper must be written using the APA writing style, which includes a title page, introduction, sub-topics, conclusion, and reference page. (CS 1.1, 1.2, 3.4 ; SE 9.2)

E. Quizzes and Final Examination
For 9/22

For 11/3

TOPICAL COURSE OUTLINE

Broad areas to be covered in this course include:
1. Educating the Exceptional Child
2. Exceptional Children and Social Institutions: Schools, Government, and the Courts
3. Early Intervention: Priorities and Programs
4. Children with Specific Learning Disabilities
5. Children with Mental Retardation and Developmental Disabilities
6. Children with Emotional and Behavior Disorders
7. Children with Communication Disorders in Speech and Language
8. Children with Autism Spectrum Disorders
9. Children who are Gifted and Talented
10. Children who are Deaf or Hard of Hearing
11. Children with Visual Impairments
12. Children with Multiple and Severe Disabilities

Week of August 21
1st class Welcome, Course overview
Check In with introduction on discussion board in
<table>
<thead>
<tr>
<th>Week of August 25</th>
<th>Read chapter 1: Educating the Exceptional Child. Read the Code of Ethics for North Carolina Educators</th>
</tr>
</thead>
</table>
| Week of September 1 | Read chapter 2: Exceptional Children and Social Institutions: Schools, Government, and the Courts  
Discussion on Blackboard |
| Week of September 8 | Read chapter 3: Early Intervention: Priorities and Programs. 2 Journal Articles Due |
| Week of September 15 | Read chapter 4: Children with Learning Disabilities (Quiz) |
| Week of September 22 | Read chapter 5: Children with Mental Retardation Assignment Reading (Assigned Reading #1 DUE)  
Discussion on Blackboard |
| Week of September 29 | Outline of Research Paper Due  
Discussion on Blackboard |
| Week of October 6 | Read chapter 6: Children with Emotional and Behavior Disorders |
| Week of October 13 | Read chapter 7: Children with Communication Disorders in Speech and Language (2 Journal Articles) |
| Week of October 20 | Read chapter 8: Children With Autism Spectrum Disorders (Quiz) |
| Week of October 27 | Read chapter 9: Children Who Are Gifted and Talented, Discussion on Blackboard |
| Week of November 3 | Read chapter 10: Children Who Are Deaf or |
| Week of November 10 | Read chapter 11: Children with Visual |
| Week of November 17 | Read chapter 12: Children with Multiple and |
| Week of November 24 | Thanksgiving |
| Week of December 1 | Final Exam (Dec. 4) |
EVALUATION

1. Homework/Projects. Homework and projects are due on the day the assignment is due. Due to the nature of this course being online, your assignments are due before midnight on the due date. Assignments not turned in on time will result in a recorded grade of zero.

2. Tests. Tests and quizzes will be announced in advance. Make-up tests will only be given when a student produces a University excuse. An arrangement for a makeup test is the responsibility of the student and must be completed within one week of the original date.

3. Grading Scale.   
   A = 90-100 (Target)  
   B= 80-89  
   (Acceptable) C=  
   70-79 (Acceptable)  
   D = 60-69  
   (Unacceptable) F=  
   59 and below  
   (Unacceptable)  

Common rubrics to assess performance on assignments will be used. Performance at target, acceptable, and unacceptable levels will be assessed for all assignments, including professional dispositions.

4. Grading. Course grades will be based on a possible 100 points, distributed as outlined below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journal Articles 4@2.5</td>
<td>10</td>
</tr>
<tr>
<td>Additional Readings 2 @ 5</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>40</td>
</tr>
<tr>
<td>Group Chapter Discussions Online</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation Online</td>
<td>10</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY OF SUGGESTED READINGS

The class textbook will be supplemented with materials from other sources, including books and journals. Students are encouraged to consult professional journals, including the following:
Special Education
Education and Treatment of Children Exceptional Children
The Journal of Special Education Remedial and Special
Education Teaching Exceptional Children

Early Intervention
Topics in Early Childhood Education

Gifted and Talented
Gifted Child Quarterly Journal of Gifted Education
Roeper Review

Mental Retardation
American Journal of Mental Deficiency
American Journal of Mental Retardation
Education and Training in Mental Retardation and Developmental Disabilities
Diagnostique
Journal of Mental Deficiency Research
Mental Retardation

Learning Disabilities
Learning Disabilities Quarterly Learning Disabilities Research &
Practice Journal of Learning Disabilities Perceptual and Motor
Skills

Emotional and Behavior Disorders
Behavior Disorders
Journal of Applied Behavior Analysis
Journal of Emotional and Behavior Disorders

Communication Disorders
Journal of Speech and Hearing Research

Autism Spectrum Disorders
Journal of Autism and Developmental Disorders Focus on Autism and
Other Developmental Disabilities

Visual Impairments
Education of the Visually Handicapped Journal of Visual
Impairment and Blindness

Hearing Impairments
American Annals of the Deaf Volta Review

Physical and Health Impairments
Child Care, Health, and Development
Developmental Medicine and Child
Neurology Journal of Rehabilitation
CLASSROOM RULES/EXPECTATIONS

Each student is expected to participate actively and professionally in class discussions and other applied in-class activities weekly. This includes active, respectful listening to others and coming to class prepared for discussion will count for attendance and participation. It is expected that every participant will treat others with respect even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. See Graduate Handbook.

Academic Integrity/Cheating and Plagiarism. Cheating is the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. Cheating and/or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by and "F" on the assignment to and "F" in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student's file.

Students are allowed as many unexcused absences as the number of times the course meets per week. For example, in a three-credit hour course that meets three times per week, the student will be allowed three unexcused absences per semester; if the class meets twice a week, the student will be allowed two unexcused absences per semester.

You are expected to comply with the University Attendance Policy. Remember that it is YOUR responsibility to explain to the instructor any absence, reason for tardiness, or early departure from class at the earliest possible time. YOU WILL HAVE ONE WEEK FROM THE DATE OF AN ABSENCE TO PRESENT THE INSTRUCTOR WITH A UNIVERSITY EXCUSE. Absences beyond those included in the University policy will lower your grade. Points will be deducted for late arrivals and/or early departures. However, we will follow the University attendance policy.

Professional Dispositions (Checklist of Indicators)
Each student is expected to participate actively and professionally in class discussions and other applied in-class activities. This includes active, respectful listening to others, and coming to class, prepared for discussion. It is expected that every participant will treat others with respect, even when disagreeing with ideas or viewpoints presented. Regular attendance is a class requirement due to the many activities that will take place in class. Regular attendance is also a University requirement. Absences will lower your grade.

Academic Integrity/Cheating and Plagiarism: Cheating is the practice of fraudulent and deceptive acts for improving a grade or obtaining course credit. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work. Cheating and/or plagiarism will not be tolerated in this course. Depending upon the seriousness of the action, the student may be penalized by an 'F' on the assignment, to an 'F' in the course and the filing of a Cheating/Plagiarism Report with the Dean to be placed in the student's file.

Student Classroom Decorum Expectations
To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will
refrain from disruptive classroom behavior (i.e., talking to classmates, disrespectful responses to teacher instructions, swearing, wearing clothes that impede academic learning) such as, but not limited to, wearing body-revealing clothing and excessively baggy pants, hats/caps and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors, will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Department Chair. The student may appeal the decision of the Department Chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the Department Chair. Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the Department Chair. The faculty member should retain a copy for his/her own records.

Additional student behavior codes may be found in Student Affairs.

**North Carolina Code of Ethics for Educators**

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles.

The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity.

The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

(See attachment in Blackboard)

**SIGNIFICANT DATE**

Sept. 2 Last date to add or drop courses:

October 23 Last day to withdraw

October 20-24 Academic Advising

December 4 Final Exam