Campbellsville University

**SED 503-01**

###### Introduction to Special Education

# Professor: Nathan Havens (ABD)

**Class:** SED 503-01 – Introduction to Special Education

**Information:** 3 Credit Hours

**Classroom:** Online

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**Chat Time:** Tuesday 7:30-8:45 p.m. EST

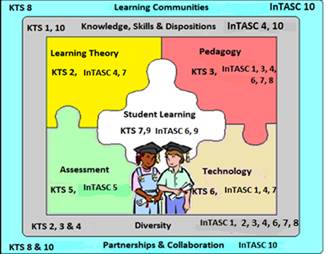
Graduate Term 3 (October 23-December 16, 2017)

**Virtual Office Hours:** The professor can be reached by phone or e-mail.

## School of Education Conceptual Framework

**Theme: Empowerment for Learning**

**Model:**



**Required Texts:**

Mastropieri and Scruggs, *The inclusive classroom: strategies for effective differentiated instruction*, 6th ed. Pearson: 9780134492940

Perrin, R. *Pocket guide to APA style* (6th ed). New York. Cengage Learning Company: 9781305969698

Textbooks are required for this course. All materials for this course can be found in the textbook and Internet site for this course. All reading materials are contained in the body of the course.

**Course Description:**

This course will provide information and knowledge regarding models, theorists, and philosophies that form the basis of special education. The family systems and the role of families in the education process will be studied with specific emphasis on culturally diverse groups. Issues related to due process will be addressed within a continuum of services. A primary research project will be conducted regarding the variations in beliefs and values across cultures and their effects on relationships among individuals with exceptional learning needs.

### School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* demonstration
* teamwork
* speakers
* cooperative learning activities
* site visitation and classroom observation

# Purpose of Course

The purpose of the course is to prepare teachers by providing a historical perspective of special education with emphasis on litigation and legislation. The students will identify and explain both educationally relevant characteristics and various types of educational services and intervention for children and youth with special needs.

**Alignment with Curricular Guidelines and National Standards:**

**Diversity Proficiencies**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment data.

5.4 Describes, analyzes, and evaluates student performance data.

8.1 Identifies students where learning could be enhanced by collaboration.

**Council of Exceptional Children Standards**

Standard #1-Foundations: ICC1K1, ICC1K3, ICC1K7, ICC1K8, BD1K2, BD1K3, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3

Standard #3-Individual Learning Differences: ICC3K1, ICC3K4, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1, BD4S2, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2

Standard #7-Instructional Planning: ICC7S2, CC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4

ICC9S6, LD9K2

Standard # 10-Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1, LD10K2

**IRA Standards**

**2** The Curriculum and Instruction Standard recognizes the need to prepare educators who have a deep understanding and knowledge of the elements of a balanced, integrated, and comprehensive literacy curriculum and have developed expertise in enacting that curriculum. The elements focus on the use of effective practices in a well-articulated curriculum, using traditional print, digital, and online resources.

**5** The Literate Environment Standard focuses on the need for candidates to synthesize their [foundational knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx) about content, pedagogy, the effective use of physical space, instructional materials and technology, and the impact of the social environment to create an environment that fosters and supports students’ traditional print, digital, and online reading and writing achievement. This standard recognizes that candidates must create a literate environment that meets the diverse needs of students and facilitates connections across content areas as well as with the world outside the school.

**Framework for Teachers**

**Domain 1**

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

**Domain 2**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

**Domain 3**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

**Domain 4**

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

**Kentucky Common Core Standards and College Readiness Standards**

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

##### Course Objectives

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

1. Demonstrate competence and leadership in understanding the history of special

education, litigation and legislation in special education including Public Law

105-17, the Individual with Disability Education Act of 1997, Section 504 of the

Rehabilitation Act of 1973 and subsequent related laws. **KTS 1, 10**

2. Identify and explain educationally relevant characteristics of children and youth

with special educational needs, such as medical, learning, and cultural variables.

**KTS 1**

3. Identify and explain various types of educational services and interventions for

children and youth with disabilities. **KTS 1, 10**

4. Demonstrate knowledge of the reactions of diverse families to a child with

disabilities and the importance of parent involvement in the education process.

**KTS 1, 3**

5. Understand the effects of various medications on individuals with exceptional   
 learning needs. **KTS 1**

6. Understand the effects that an exceptional condition can have on an individual’s   
 learning in school and throughout life. **KTS 1**

7. Learn to create environments for individuals with exceptional learning needs

that fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. **KTS 1, 3**

8. Integrate individuals with exceptional learning needs in regular environments and   
 engage them in meaningful learning activities and interactions. **KTS 1, 2, 3, 4, 5,**

**7, 8**

9. Be familiar with augmentative, alternative, and assistive technologies to support   
 and enhance communication. **KTS 6**

10. Maintain confidential communication about individuals with exceptional learning   
 needs. **KTS 1, 10**

11. Demonstrate sensitivity for the culture, language, religion, gender, disability,   
 socio-economic status, and sexual orientation of individuals. **KTS 1, 10**

12. Conduct a research project regarding the variations in beliefs and values across   
 cultures and their effects on special education. **KTS 1, 3, 4, 6, 10**

### Course Assignments and Assessment

### All assignments must be word-processed using Microsoft Word, 6.0 or higher. Forums and Quizzes may not be completed after due date and time. All other assignments submitted after due date and time will incur a 10% penalty each day late.

**Book/Movie Review (KTS 7)**

Read a book or view a movie view a movie from the list provided by the instructor and write a two-page reflection. If you prefer to view a movie or read a book not included on the list, email the instructor prior to completing the review. The movie/book list and the guidelines for completing the assignment are located on the course page under the Courses Resources link.

**Characteristics Paper – Team Assignment**

Each team will write at least a one-page summary of each of the following disability categories: Autism, Deaf-Blindness, Developmental Delay, Emotional-Behavioral Disability, Hearing Impairment, Mild Mental Disability, Multiple Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Each summary must include (a) eligibility criteria; (b) exclusionary criteria (those elements that may prevent the child from being considered eligible for the disability); and (c) a discussion of how the disability impacts the individual’s learning, social and emotional well being, and transition to life after high school (e.g., further education, employment). Information related to eligibility and exclusionary criteria can be found on the KDE website under the Special Education link (Eligibility Determination Form). Each team member’s name should be listed with his/her work. This will provide for individual grading of the work each team member has produced. This team assignment should be submitted as one complete document.

**Class Participation and Attendance**

Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded. Class attendance will be checked. Students must contribute to each class discussion a minimum of five times. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students should also contact the professor in advance if they might be absent.

**Court Case Review**

Given the name of a special education landmark court case, students will write a review and present it to the class. The review of the court case includes its facts, issues, judgment, reasons, and a personal critique. A more detailed review outline is posted online.

**Field Experience (KTS 1, 2, 3, 4, 5, 6, 7, 8,10)**

Students will complete a total of **eighteen (18) field hours** in different settings—inclusion (collaborative), resource, and self-contained. During the field experience, students will interview a Director of Special Education and an ARC Chairperson. Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of a field experience is experience with students, whether in your own classroom or another.Observation and assist cannot be completed within your own classroom.

Students will write a three – five page reflective summary that includes a discussion comparing and contrasting the models of special education service delivery (e.g., resource, self-contained, inclusion). Discuss similarities and differences related to instructional adaptations, modifications, and accommodations. The discussion should include how each setting may impact students and you, as a teacher. Use artificial names when you write about learners and teachers to maintain confidentially. Read the Field Hours Requirement document for details that can be found on the School of Education’s web page and also on our course page under the Course Resources link. Logs must be kept of the field experience. The signed original Field Experience Summary Form and a copy of the reflections must be sent to the Special Education Program office (FAX 270-789-5508). The field summary form must be completed in order to receive credit.

IEP (Team Assignment)

Given a case study to review, students will be expected to use the appropriate KDE eligibility form and the KDE IEP form to produce an accurate representation of the eligibility to support the correctly filled out IEP form for the student represented in the case study. This assignment will follow a chat session with the Professor in which all questions and concerns about using eligibility and IEP forms have been answered. This may be a new experience, and those on each team with experience writing IEP’s should take the lead in providing support as the team completes this assignment. The professor will give guidance in the development of the ‘Present Level of Education Performance’ section of the IEP.

**Lesson Plan**(**KTS 1, 2, 3 4, 5, 6, 7)**

Students will review and discuss the components of lesson plans including how they are used to guide instruction. Forms can be located on the School of Education web page at www.campbellsville.edu/mase.

**Philosophy of Education Paper (KTS 9)**

Write a two-page paper that addresses your goals and beliefs about curriculum, instructional strategies, assessment, and classroom management. Include your philosophy for how individuals with disabilities learn and should be taught. Students may revise their philosophy paper written in SED 502.

**Professional Growth Plan****(KTS 9)**

Students will develop or revise their Professional Growth Plan (PGP). Forms can be located on the School of Education web page at www.campbellsville.edu/mase. If currently teaching, you may use the plan you have submitted to your district.

Quizzes (KTS 5)

Students will complete multiple-choice quizzes over the readings and information presented and discussed during class. Two attempts are permitted, and the highest score will be recorded.

**Research Paper**

Write a five-page paper on one of the exceptionalities covered in the textbook or a topic of your own choosing with the approval of the instructor. The paper should be written in APA format, and the five pages do not include the cover page, abstract, bibliography, etc. Prior to grading the paper, the instructor will submit your paper to Turnitin, which is an online program that helps identify citation errors and plagiarism. Turnitin generates an “Originality Check” for your paper, and it must be 10% or lower to for you to receive credit. To learn more about Turnitin, please visit CU’s Montgomery Library online at <http://www.campbellsville.edu/library>.

**Reading Responses**

Students will write responses to question-items related to assigned readings. Responses should be complete and free of errors.

**Grading System**

Course Grading Scale

93 - 100% = A

86 - 92% = B

79 - 85% = C

72 - 78% = D

Below 72 = F

Assignments Points

Book/ Movie Review 50

Characteristics/Team Assignment 50

Class Participation 80

Court Case Review 25

Discussion Forums 40

Field Experience 100

Goals & Objectives 10

IEP Report/ Team Assignment 50

Philosophy Draft & Final 55

Pre-Professional Growth Plan 25

Quizzes 80

Reading Responses 90

Research Topic & Paper 155

Start Here & Introduction 10

Total: 820

Incomplete Policy

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Coursework and other requirements must be completed by the end of the following eight-week term. If by the end of the designated time the requirements have not been met, the professor will change the “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2003-05 Bulletin Catalog, p. 35.)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

Technical Support and Assistance

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet. Review the Online Etiquette and The Core Rules of Netiquette sites concerning guidelines and rules for online courses.

* **Online Etiquette**  
  <http://www.alamo.edu/sac/history/keller/accdit/SSOetq.htm>  
  *This site provides guidelines for etiquette for students taking online courses.*
* **The Core Rules of Netiquette**<http://www.albion.com/netiquette/corerules.html>   
  *This site displays a set of rules for communicating in an online class.*

Disability Statement

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

**Kentucky Field Experience Tracking System (KFETS)**

KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2014-15 forms are located on the SOE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov)). Complete this task before the end of each 8-week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help.

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