

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF CLINICAL AND PROFESSIONAL STUDIES
SPECIAL EDUCATION PROGRAM**

**SPED 4002
TEACHING STUDENTS WITH DISABILITIES
IN GENERAL EDUCATION CLASSROOMS
3 SEMESTER HOURS**

Professor: Karyn Warren

Contact Information:

Email: kwarren1@aug.edu (email contact is preferred)

Leave a message for me in the office at 706-737-1497

Call me at Tutt Middle School at 706-737-7288

Office hours are by appointment only

TEXTBOOKS AND READINGS:

SPECIAL EDUCATION FOR TODAY'S TEACHERS: AN INTRODUCTION
by Michael Rosenberg, David Westling, and James McLeskey. Copyright 2008.

Additionally, I strongly recommend that you purchase the 5th edition of the APA Publication Manual. You can also purchase software that will assist you in formatting your writing while using Microsoft Word. Visit www.apastyle.org for more details.

CONCEPTUAL FRAMEWORK PRINCIPLES

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

The Department of Clinical and Professional Studies holds a common set of standards (knowledge, skills, and dispositions) in which candidates are prepared to practice as professionals in their disciplines. The members of the Department will promote the success of all students by demonstrating:

- I. Learned and Scholarly Professionals who are Knowledgeable – Ethical – Collegial.
- II. Democratic Professionals who are Advocates and Meaning-Makers.
- III. Self-Actualizing Professionals who are Role Models and Change Agents.

CLINICAL AND PROFESSIONAL STUDIES' STANDARDS ARE CONGRUENT WITH NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE), PROFESSIONAL STANDARDS COMMISSION (PSC), INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC), COUNCIL FOR EXCEPTIONAL CHILDREN (CEC), AND BOARD OF REGENTS (BOR) STANDARDS.

COURSE DESCRIPTION: An introductory course for future general and special educators which includes: (a) basic laws governing and affecting special education, (b) prereferral and referral procedures, (c) definitions and characteristics of individuals with disabilities, students with multiple abilities and students from diverse backgrounds, (d) instructional methodologies, strategies, and techniques, (e) collaboration/consultation, (f) classroom acceptance, and (g) assistive technologies.

COURSE OBJECTIVES:

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for general and special educators to support students of diverse needs and abilities by demonstrating the following competencies:

The student will:

1. Cite definitions of disabilities according to IDEA and identify major characteristics of each. (PSC/NCATE 1, 7; INTASC 1, 2; BOR IIB(1); CEC: CC1K1-8, GC1K1,4,6,8, GC2K3-5)
2. List prereferral and referral procedures for special services and note procedural due process and parental rights. (PSC/NCATE 1, 7; INTASC 1; BOR IIB(1); CEC: CC1K4-6, GC1K3-5, 8)
3. Demonstrate knowledge of research-based teaching methodologies, strategies, and techniques to meet the diverse needs of students with diverse needs and abilities. (PSC/NCATE 1, 3; INTASC 3, 4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
4. Utilize technological advances to meet the needs of individuals with disabilities. (PSC/NCATE 1, 3; INTASC 3, 4; BOR IIB(1); CEC: CC7K4, CC7S9, GC7S4)
5. Adapt and modify a lesson plan to meet the needs of students with a specific disability and/or multiple abilities; provide additional strategies and activities that may be needed to facilitate maximal achievement. (PSC/NCATE 7; INTASC 7, 8; BOR IIB(3); CEC: CC7K1-3, CC7S10, 11)
6. Foster acceptance and willingness to teach individuals with disabilities. (PSC/NCATE 1.4; INTASC 1, 5, 10; BOR IIB(3); CEC: GC7K1, 3, CC8S8, CC9K2, CC10S7, 9, CC1S1)
7. Demonstrate proficiency in oral and written communication. (PSC/NCATE 8; INTASC 9; BOR II; CEC: CC9S7, 8, 9)

COURSE CALENDAR

Other items may be added to the calendar as the semester progresses.

Class 1 & 2

Introduction
Review syllabus
Law
IEPs
Continuum of services
Eligibility & placement

Class 3

Communication Disorders – Chapter 11
Learning Disabilities – Chapter 6

Class 4

Intellectual Disabilities – Chapter 8 & Chapter 12

Class 5

Emotional Behavioral Disorders – Chapter 7
ADHD – Chapter 9

Class 6

Autism – Chapter 10

Class 7

Low Incidence Disabilities – Chapter 14
Sensory Impairments – Chapter 13

Class 8

Gifted – Chapter 15

Class 9

Behavior Management – Chapter 5
Classroom management

Class 10

Review for exam

Week of December 7

FINAL EXAM on regular class day at regular class time

ATTENDANCE & PUNCTUALITY, CONTRIBUTION TO CLASS DISCUSSIONS, AND WRITTEN ASSIGNMENTS

Attendance, punctuality, and active participation in class are considered indicators of your professionalism and dedication. Students who demonstrate professionalism by participating in class, arriving on time, and attending class meetings should expect to receive a higher course grade than those who do not. The following scale will be used to calculate your attendance points: 0-1 absences = 5 pts; 2 absences = 3 pts; 3 absences = 1 pts; 4 absences = 0 for attendance **and a letter grade deduction from the course grade.** **More than 4 absences will result in a grade of F for the course.** Arriving more than 30 minutes late and/or leaving early will be counted as an absence.

PLEASE NOTE: I realize that circumstances beyond your control may at times require that you arrive late, leave early, or miss class. Please write, or email, a note to me explaining any such circumstances in case I do not remember verbal explanations. I will not excuse absences, but I will take reasonable conflicts into consideration when calculating final course grades.

It is your responsibility to keep copies of all handouts and other course materials and document your class performance should questions arise. Copies of missed handouts should be secured from fellow students first since multiple copies of old handouts are not carried to class each day by the instructor. As an alternative, you could talk to me directly about missed handouts and get them after class if possible.

Turning in assignments:

In order to avoid **receiving a zero**, the instructor must receive assignments by class time on the due date. **If you arrive late on the evening an assignment is due, you will receive a zero for that assignment.** If you must miss class on the night an assignment is due, you may email it as a Word document attachment **prior** to the start of class with no penalty. Assignments may also be submitted early.

Please let me know promptly about problems or concerns with assignments or requirements of the course.

Unless otherwise specified, **all papers should be typed, double spaced, with 12-point font and 1" margins using APA guidelines.** References to journals, books, and websites should be cited in *APA* format at the end of each report in a *Reference* section. If you are unfamiliar with *APA*, see the *Publication Manual* in the Library or check out the website: <http://www.apastyle.org/>.

Always use *Person First* language and other appropriate terms as indicated in the *APA Manual*. Written assignments will be graded on content and style. Grammatical, spelling, and punctuation errors will be penalized at the rate of 1/3 of a point per error.

Please ask for assistance with writing style if you have questions about these expectations. Also, you may contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

OTHER INFORMATION

Pipeline e-mail and class information access

Students are assigned an e-mail address on Pipeline and are responsible for information posted by e-mail and on class bulletin boards located on the Pipeline system. Check your e-mail and class postings **daily**. You are responsible for any assignments or deadlines sent to you via Pipeline. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system.

Clinical & Professional Studies' Website

Students are invited to visit the department website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.”

ALL STUDENTS ENROLLED IN SPED 4002 ARE EXPECTED TO ABIDE BY ALL ASU RULES AND REGULATIONS CONCERNING ACADEMIC INTEGRITY, INCLUDING ACADEMIC HONESTY, CHEATING, PLAGIARISM, COLLUSION WITH OTHERS TO CHEAT OR PLAGIARIZE, AND SANCTIONS FOR ACADEMIC DISHONESTY.

If there are any questions or concerns about the integrity code, please see the instructor. Faculty support the code and expect students to do likewise.

Students with disabilities who are registered with the office of Disability Services are invited to schedule an appointment with the instructor to discuss academic accommodations. Disability Services is located in the Counseling and Testing Center and can be reached at 737-1471.

ASSESSMENT

Grading Key:

1. Quizzes – 20 points
2. Final Exam – 20 points
3. Lab Assignment – 20 points
4. Research paper – 15 points
5. Attendance – 5 points
6. Book about disabilities – 20 points

Total: 100 points

Grade Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: below 60

A grade of *Incomplete* for the course will only be given under documented extraordinary circumstances or events not due to a student's own negligence that prevent completion of specific assignments. Please consider the requirements specified in the syllabus as you plan your schedule.

Assignments:

RESEARCH PAPER GUIDELINES

1. The research paper is not an essay! It is not written in the first person (but in the third person). It should have at least **5 full pages** of text. This does not include the title page (with a running head), the abstract or the bibliography. Your research paper must be written using the American Psychological Association (APA) style.

2. **Your manuscript must be edited!** Do not submit a manuscript full of surface errors. It must be signed by the person that did the proofing for you. Note: Select someone with decent writing skills!!! I would suggest the **Writing Center** (as a viable option).

3. You must have at least 3 scholarly sources (professional journals, books, dissertations or acceptable websites). **Popular magazines, Wikipedia and dictionaries are unacceptable!**

RESEARCH PAPER:

The purpose of this exercise is to help you develop skills in the areas of research and writing. Given the nature of education here at Augusta State University, it is critical that you be capable of carrying out research, especially research that is technology driven. The lower limits of the research paper will consist of 1) an abstract (detailing the content of your paper), 2) no less than five (5) pages typed and double spaced, and 3) a reference page that includes at least three (3) scholarly sources. The research paper must follow the American Psychological Association writing style. Below are the approved topics suitable for your research.

- Portrayal of disabilities in the media
- Co-teaching/inclusion
- Transition planning for special education
- Assistive technology devices and services
- Behavior management techniques
- Parenting a child with special needs

SPED 4002 Lab Requirements

This course requires 30 hours of lab experience.

If you are currently employed within a school, this lab experience can be completed at your own school. This requires a field experience placement waiver to be signed by your principal.

If you are not currently employed in a school, you will be assigned a school to complete your lab. You will have several weeks off from class meetings to allow you additional time to complete your lab experience.

The following is the written assignment you are to complete from your lab experience:

1. Prepare a brief written report that describes your lab setting. This report should include the following components:
 - a) The type of class (i.e., general education, special education, inclusive, etc.)
 - b) The age(s) and grade level(s) of the students
 - c) Number of students and number of adults in the setting
 - d) Describe the contribution you made to the class while you were there

Prepare to give the above information to your class in a five to ten minute oral report.
Date of presentation: November 27th.

2. Select a content area that you observed during this lab (i.e., language arts, math, etc.).
What evidence did you observe of differentiation of instruction? Accommodations?
Modifications?
Were the lesson objectives the same for all students?

3. Create a study guide (or activity) for a student preparing to take a test.
4. Ask your cooperating/supervising teacher for a student (currently in special education) to observe in a general education class. How did he/she perform? What modifications were made for his/her disability? What effect did these accommodations have on his/her classroom functioning (i.e., academic, social, or other)? What else might be done to maximize this student's classroom performance?

Book on Disabilities/Social Story

You will be writing a short book that either describes a disability or is a social story. This book can be written from the perspective of a child or an adult. It can be directed at a child or an adult. If you choose to write about a disability, this book is merely an overview of that disability. You will receive a packet to complete this book. PLEASE FOLLOW THE DIRECTIONS OF THE BOOK COMPANY!! This book must be illustrated, but you may use clip art or have someone else illustrate for you if you wish. Your grade will be based on content, illustrations, spelling/grammar, and neatness. Please see your rubric for further details.

Quizzes

You will have a weekly quiz that will cover content from the TEXTBOOK. You are to read the chapter the week before it is covered in class. You will then take a quiz over the chapter at the beginning of class BEFORE I cover the material to ensure that you have prepared for the class discussion. These quizzes will be graded on a 20 point scale, then averaged together to count for 20 points of your final grade.

Final Exam

Due to the short number of classes and not taking a midterm, the final exam will be comprehensive. It is mostly multiple choice, with a few true/false and short answer questions.

Book Project (CHOOSE ONE)

Book on Disabilities

Description of the disability/characteristics	_____ /4 points
Definition of the disability	_____ /4 points
How to accommodate for/treat someone with this disability	_____ /3 points
Spelling/grammar	_____ /3 points
Illustrations	_____ /3 points
Neatness	_____ /3 points
TOTAL	_____ /20 points

OR

Social Story Book

Description of the problem behavior	_____ /4 points
How the behavior makes others feel	_____ /3 points
How the behavior should be changed (replacement behavior)	_____ /4 points
How people will react to the replacement behavior	_____ /3 points
Spelling/grammar	_____ /2 points
Illustrations	_____ /2 points
Neatness	_____ /2 points
TOTAL	_____ /20 points