

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

SPED 6010
METHODS OF TEACHING STUDENTS WITH MILD DISABILITIES (3-0-3)

Professor: Michael O'Connor, Ph.D.

Office: 305 University Hall

Office Hours:

12:30- 4:30 Tuesday

12:00- 2:00 Wednesday

12:30- 2:30 Thursday

Other times by appointment

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Phone: 706-667-4505 (Email communication is preferred, and certainly more efficient.)

Course Description: *SPED 6010 Methods of Teaching Students with Mild Disabilities (3-0-3)*

An introductory course in mild disabilities which covers materials methods, definitions, usage, and development of methods for teaching students with mild disabilities, and major contributors; theories and philosophies affecting this area of study, especially inclusion; and current trends and issues *Prerequisite(s): admission to graduate program.*

TEXTBOOK AND READINGS:

There is no textbook for this course. We will use online sources instead. You will use the Wilson Omnifile electronic database, from the GALILEO system, to access selected journal articles for this course.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

Upon successful completion of this course, students will meet a common core of knowledge and skills essential for special educators in the field of Special Education by demonstrating the following competencies:

1. Understand sources of material, curricula, and resources for teaching students with mild disabilities.
2. Demonstrate knowledge of prevention and intervention strategies for teaching individuals with mild disabilities.
3. Demonstrate knowledge of strategies to facilitate integration and inclusion in regular classes.
4. Demonstrate knowledge of strategies using multiple theoretical approaches to teaching and learning.
5. Demonstrate understanding of effective methods for prevention of problem behaviors in classes.
6. Demonstrate knowledge of methods for ensuring each student experiences success in the classroom.
7. Demonstrate knowledge regarding how to create effective learning environments.
8. Demonstrate knowledge of how to effectively utilize paraprofessionals and other classroom supports.

1. College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.
Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A5: Ability to teach and work in authentic settings with diverse populations of learners
Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Program-Specific Standards Addressed in This Course:

1. Understand sources of material, curricula, and resources for teaching students with mild disabilities. (CEC GC4K1)
2. Demonstrate knowledge of prevention and intervention strategies for teaching individuals with mild disabilities. (CEC GC4K4)
3. Demonstrate knowledge of strategies to facilitate integration and inclusion in regular classes.(CEC CC4S1)
4. Demonstrate knowledge of strategies using multiple theoretical approaches to teaching and learning.(CEC GC4S2)
5. Demonstrate understanding of effective methods for prevention of problem behaviors in classes (CEC 4S9)
6. Demonstrate knowledge of methods for ensuring each student experiences success in the classroom (CEC GC5K3)
7. Demonstrate knowledge regarding how to create effective learning environments. (CEC 5S14)
8. Demonstrate knowledge of how to effectively utilize paraprofessionals and other classroom supports. (CEC CC5S15).

Method of Instruction:

This is fully online course. In this course, you will read selected online sources and journal articles, write academic reviews of these readings, communicate with the instructor and your fellow students on Discussion Board, create a training Powerpoint on co-teaching, and co-teach in a general education classroom. The specific requirements for these assignments and projects are given, as individual sets of instructions, in the Documents section of your Livetext account. This syllabus is posted to Livetext, on the course page for SPED 6010.

The instructor will use email on a regular basis to communicate with the class. You are required to check your ASU email each day for this course. You are fully responsible for all dates, deadlines, and assignments given via email.

You are required to be a registered user of LiveText for this class. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system, as well as Livetext.

The Information Technology Dept. on the first floor of University Hall can also provide very helpful assistance. There is a technical support phone number and email address for

help with Livetext, which you will find on the Livetext website. I am available for one-on-one help in negotiating LiveText during my office hours or by appointment.

COURSE CALENDAR

-All written assignments must be submitted **as attached Word documents only, and only via Livetext.** Please do not email me any assignments. Emailed assignments will receive no credit, and I will not open any attached documents sent to me via email. So, emailing an assignment will not in any way substitute for submitting via Livetext. In addition, I will not acknowledge or reply to emails sent to me from any address other than your ASU email account. This last point is a university-wide requirement, by the way.

-All assignments, unless otherwise noted, are due within one week of their assignment date.

*****IMPORTANT: For all writing assignments, be sure to answer the correct questions, according to your status as an MAT, M.Ed., or Ed.S. candidate. (See below the section of syllabus entitled WRITTEN ASSIGNMENTS).**

Session

Week 1 (March 7)

Topic:

Special Education and the IEP

Reading:

Basics of Special Education:

<http://resources.sai-iowa.org/specialed/concepts.html>

Assignment: Scroll through to read all of the webpages found at this site, until you reach the section where students are asked to identify services various hypothetical students should receive. Write a 3-4 page review of the reading, noting all of the most important policy considerations regarding the IEP. (NOTE: This guide was created by educational officials in Iowa, a leading state in education, but IDEA is a federal law, so these procedures and legal requirements apply equally in Georgia.) Your review must include a general description of the IEP, including a brief description of each of the major components of the IEP, written entirely in your own words.

NOTE: This review must be written in essay style, following strict APA guidelines. In other words, you may not use outline style, or any form other than essay form. Please use only one line at the top for your title and/or name, do not include extra skipped lines, and do not use lists, bullet points, or other similar uses of space. Use paragraphs to clearly organize your writing and ideas—paragraphs that are nearly a whole page long, for example, will be significantly penalized.

Week 2 (Mar 14) **Current Inclusive Practice**

Reading: Locate an article in an academic journal regarding the topic of inclusion . The Wilson Omnifile database in GALILEO is an excellent resource for locating academic articles in education. No credit will be given for articles located in non-academic journals, or items that are not full-length articles (Hint: full-length articles are always longer than 2 pages, and the **academic journals you choose must be peer-reviewed.** Please email me if you are not sure about an article or a journal.

Assignments:

(1) Write a 2 pp. review of the reading, including the full citation in correct APA style, discussing why you found this article helpful or relevant regarding inclusive practice in today's schools. As in Week 1, this review must be in strict essay style, and at least the minimum length in APA style. See the cautions regarding your Week 1 essay/review—these also fully apply for your Week 2 review.

(2) Post a 200 word post, and two replies, to the instructor question on Discussion Board (our class discussion board is found by clicking on the Discussions tab of the Livetext course page for SPED 6010).

Week 3 (Mar 21) **Co-Teaching**

Assignment: Conduct individual research on Co-Teaching, work on Powerpoint.

Week 4 (Mar 28) **Co-Teaching**

Assignments:

1. Conduct individual research on Co-Teaching, work on Powerpoint.
2. Post a 200-word post, and two replies in response to the instructor post on Discussion Board.

Week 5 (April 4) **Differentiation of Instruction:**

Reading: Locate an article from an academic journal on *differentiation of instruction*, and read it. This article must be taken from a database available through the GALILEO system.

Assignments:

1. **Turn in Powerpoint on Co-Teaching (due April 7).**
3. Post 200-word description of your journal article to Discussion Board, giving at least two specific examples of how teachers differentiate instruction in a classroom.

4. Post at least two replies to your fellow Discussion Board group members, commenting on their journal articles and suggestions.

Week 6 (April 11)

Focus on At-Risk Learners

Reading:

Finnan, C., et. al., Accelerating the Learning of Low-Achieving Students: The Transformation of a Dropout. *Phi Delta Kappan* v. 88 no. 8 (April 2007) p. 625-9 (Available on Wilson Omnifile full-text electronic database)

Assignment:

1. Write 2-page review of reading in essay style, following the essay/review guidelines given in Week 1.
2. Film co-teaching lesson (with you as **lead** teacher) in general education classroom. (Due April 18 on standard size DVD, mailed to my office or dropped off in the box outside my door. Email me for confirmation of my receipt of your DVD).

Week 7 (April 18)

Specific Methods and Techniques

Reading: Locate and read an academic journal article describing an interesting method for working with at-risk and/or special needs students. You should not have submitted a paper on this article for any other class or assignment.

Assignments:

1. Write a 2-page review of your journal article in essay form, using the writing style guidelines for your Week 1 essay/review.
2. Post a description of the methods that your article recommends to the Discussion Board (200 words). *Please give your classmates only the most important points regarding how they can more effectively work with challenged learners.*

Week 8 (April 25)

Review of Co-Teaching Experience and Course Summary

Assignments:

1. Post at least 200 words to Discussion Board on your experience with co-teaching. *I want you to share with*

- your classmates what you thought was most significant about this experience, both positive and negative.*
2. Post at least two replies to your fellow group members regarding their co-teaching experiences.
 3. Complete final exam (due April 27, at 5 PM).
 4. Go out and celebrate: you earned it.

WRITTEN ASSIGNMENTS

As in SPED 6009, all papers for this course must be submitted in APA (6th Edition) style. Papers submitted that are less than the minimum length, contain headers longer than one line, blank spaces, incorrect margins, bullet points, lists, or any quotations will receive a zero. Direct quotations from other sources given without quotation marks will be considered plagiarism.

- Your papers will be evaluated for clarity, attention to the guiding questions, proper use of written English and APA style, and evidence that you read and understood the reading. Incomplete assignments will receive a zero, and this includes papers that are not the required length due to excessive headers, skipped lines between paragraphs, improper margins, or any departure from APA style. I do not accept re-submissions of papers, so please be sure your assignments are the required length and form before you submit them.
- I realize it is not possible, in most cases, to discuss every single important point from a given reading in your paper, but your paper should be comprehensive in that it clearly demonstrates that you read the entire reading. For example, the points you discuss should not come from only one portion of the reading—try to synthesize the information found across the article's scope.

IMPORTANT: *Be sure to keep your papers/discussion clearly based upon the information given in the reading. You should give your opinion, of course, or discuss your experiences as a teacher when the guiding questions indicates, but please remember that the primary purpose of your paper is to demonstrate to the instructor that you read and understood the reading. If you take up too much space giving your opinions, describing your experience or your students, or discussing material not found in the reading, for example, it is very likely you will fail to adequately demonstrate that you read and understood the article, unless you write twice as many pages as required-- so please be aware of this, and balance your response.*

- As a rule, your paper should be composed of no more than about 25% opinion/personal experience (and only when this is specifically asked for by the guiding question), and at least 75% factual material from the chapter.

***IMPORTANT:** As you also know from taking SPED 6009, the prerequisite for this course, assignments will differ according to whether you are an MAT candidate, or an M.Ed. or Ed.S. candidate. In your written reviews of textbook passages, and journal article reviews, you must answer the following questions, according to your graduate status:

For MAT candidates:

Write a synopsis of the reading (adhering strictly to the cautions given above in bullet points and italics) and be sure to include the following points

- What are the specific issues discussed in this reading?
- What did you learn from reading this article?
- What was most interesting to you about this reading?
- What are some of the recommended techniques given here for working with individuals with disabilities?

For M.Ed. or Ed.S. candidates:

Write a synopsis of the reading, including the following points (also adhering strictly to the cautions given above in italics):

- From a working teacher's point of view, what are the most important points brought out in this reading? Discuss the possible usefulness and/or validity of the techniques described, backing up your statements with information found in the reading as well as your own experience in the classroom.
- What techniques given in this article are most interesting to you? Why?
- Include at least one suggestion for how the chapter or journal article could be improved. In other words, please describe some important facet of this topic that was left out of the reading.

LAB EXPERIENCE REQUIREMENTS:

This course requires 30 hours of direct contact with students with mild disabilities. You will be required to post a description of your experience to Discussion Board, and document your participation in this field experience.

IMPORTANT: If you do not currently work full-time as a certified teacher in a K-12 public school, you must contact me via email and inform me of this within the first week of this course. I will then arrange to have a lab placement set up for you—but only after you contact me with this information. Time is a critical factor here, as it takes time to set up a placement, and the course is only 8 weeks long. In addition, this course will absolutely require you to establish a working rapport with the teachers at your lab setting, which also takes time.

IMPORTANT: Students may not, under any circumstances, place themselves in a lab setting, or use any lab setting other than the one the special education sets up for them.

I will contact you, via email, with specific directions for completing the lab experience assignment.

CO-TEACHING PROJECT:

In this course we will embark on a multi-level project on co-teaching. You have, in your LiveText account, separate documents outlining the requirements for each part of this project, but a general overview follows:

First, you will create a Powerpoint presentation which could be used to train teachers on current best practices in co-teaching. This Powerpoint presentation will be research-based, and must cite at least five academic references outside of those found in your textbook. In order to complete the Powerpoint, then, you will have to research co-teaching using the Wilson Omnifile database or other sources, and use this information to create your training Powerpoint. Specific directions for this project are found in the Documents section of your LiveText account.

Next, you you will “practice as you preach” in your Powerpoint. You will be required to create a 35-45 minute film in which you are the lead teacher in a co-teaching setting in a general education classroom. In order to do this, you will cooperate with a general education teacher for a planned lesson in the general education classroom. This lesson must be done in a general education classroom (no exceptions). If you are currently working in a special education setting (resource room, etc.), then it will be up to you to find a general educator in your school who will cooperate with you in accomplishing this assignment. If you cannot arrange this, we can have you assigned to a lab placement in another school for this purpose. You would, of course, have to take time off from work to do this, so it is certainly in your best interests to find a general education in your building who will cooperate with you in this project.

Your co-teaching will be evaluated using the Co-Teaching Rubric found on the course page of your LiveText account.

DISCUSSION BOARD REQUIREMENTS:

Some weeks you will be required to post to our Discussion Board---found by clicking the Discussions tab on your Livetext course page---one 200-word response to the instructor question or discussion topic. In case you are wondering---I do not count the words, but my student assistant does! Initial posts less than 200 words are incomplete, and receive no credit.

- Most of you are familiar with Discussion Board from SPED 6009, and you may assume the general procedures are the same. The weekly deadlines are strictly enforced on the Discussion board, for the very good reason that your classmates are depending on you to post your initial posts on time, so that they have something to reply to.

- Discussion board posts that are made late receive no credit, and if (for any given week), a student fails to make their initial post on time, that student will receive no credit for any late initial post, or any replies they may make. In other words, no credit is given for replies without an initial post made on time, for any given week.

Here are the deadlines:

Please think of this course as running from Monday to Monday. I will post the instructor question when the syllabus indicates a discussion board assignment. I usually post the instructor post on Tuesday---at that time you have until Friday at midnight to make your initial post. This will ensure that you have numerous posts to choose from by Saturday.

- You are required, on weeks when you have a discussion board assignment, to read ALL the posts of your fellow group members, and then to POST REPLIES to TWO of your fellow group-member’s post. Each of your replies should be at least 100 words long, and should offer some research-based, or experience-based view on the topic being discussed.

Thus, each student will have Saturday, Sunday, and Monday to post replies to their fellow students. All posts must be made by Monday at midnight.

- I do not check my email or respond to emails over the weekend. I check my email around 5:00 PM on Friday, and do not check it again until Monday morning. It is important to find a balance in life, and spend time with your family. I recommend you take weekends off when possible. Of course, I was a working student/teacher myself for many years, and I used to do my homework on most Saturdays. So, at least try to take one day off every week! This will actually improve your overall academic performance, according to research.

FINAL EXAM:

The final exam will be an essay, take-home exam in which you will discuss and expand upon the concepts and issues presented in this course. I will send the final exam questions to you via LiveText.

Your final exam will be evaluated for clarity, grammatical correctness, and evidence that you have devoted serious thought and consideration to the content of this course, as well as your experiences with students having difficulties in school.

Assessment for final grade:

Research-Based Training Powerpoint on Co-Teaching	15 pts.
Co-Teaching Lab Experience Filmed Lesson	20 pts
Discussion Board posts	15 pts.
Written reviews of readings	20 pts.
Final Exam	30 pts.

WRITING GUIDELINES

All papers should be typed, double spaced, with 12-point font and 1” margins using *APA* guidelines. Times New Roman font should be used.

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 and spelling errors will be penalized.

Do not include lists, quotations, or bullet-points in any document you create for this class. All chapter reviews and synopsis must be at least the minimum length required. There should be no header except for one line with the title.

IMPORTANT: Documents submitted with blank spaces, lists, quotations, headers, or are less than the required length due to departure from APA style (which strictly defines margins, fonts, and font size) will receive a score of zero. Please remember, I do not accept re-submissions of papers. I will accept late papers, but late papers are generally penalized up to 30%, depending on how late the paper is. I do not accept any assignments that are more than a week late. I will determine specific late penalties on an individual basis.

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.

NOTE: If persistent problems are noted in your writing, I may require you to go to the Writing Center before turning in any papers to me, and require verification that each paper has been edited by someone in the Writing Center.

****PLAGIARISM WARNING****

I actively search for plagiarism in student papers. Please be aware that all faculty have software specifically designed to locate plagiarism. In addition, I can easily do a digital search of every paper that has ever been turned in for this online course. Every paper that has ever been turned in for this class is archived permanently in Livetext, and I have only to type in some distinctive phrase from a student paper to see if it matches any other previous submission. If this should happen, the consequences can only be described as severe.

I maintain a zero tolerance policy regarding plagiarism. I do not make exceptions regarding plagiarism. In my view, there does not exist a single valid excuse for sinking to the level of plagiarism in university work. University students are routinely expelled for plagiarism, and I strongly support this trend.

If I detect plagiarism, the consequences are as follows: The first instance of plagiarism reduces your final grade in this course by 25 points, giving you a C at best. I will report the matter to my chairperson and your advisor.

If I detect a second instance of plagiarism, you will receive an automatic F for the course. I will report the matter to my chairperson. Expulsion is a possible consequence as well. I will not offer any make-up work or exceptions with regard to plagiarism.

In short, do not “cut and paste” or copy ANY text for this course. ALL WORK HANDED IN FOR THIS COURSE MUST BE ENTIRELY IN YOUR OWN WORDS.

If you do not understand what plagiarism is, it is your now responsibility to learn the full definition of the word. If I detect plagiarism, the excuse “I did not know that was plagiarism” will not be a valid defense in the least. Please consider yourself forewarned, and if necessary, re-acquaint yourself with the definition of plagiarism.

- In summary---if you simply follow my rule (do not cut and paste anything for this course!) and write everything for this course in your own words, you will never have to worry about this.

Here is the definition of plagiarism taken from the ASU student handbook (emphasis added by me):

“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.”

IMPORTANT: This passage, given above, is a good definition of plagiarism. Please be aware that each time you submit a paper to me, you are implicitly declaring to me that these are your words, and no one else’s.

Quotations, by the way, are NEVER allowed in this course, so it is impossible to accidentally violate this rule in SPED 6010. If, in any given instance, the words you submitted were written by someone other than yourself, you have without a doubt committed plagiarism. It is not necessary to show motive or intent before penalizing a student for plagiarism—the words on the paper constitute all the evidence needed. In ordinary terms, that means that it does not matter whether you meant to do it or not---so please be sure to write everything from this course in your own words.

ADDITIONAL REQUIREMENTS:

Pipeline e-mail and class information access

Students are assigned an e-mail address on Pipeline and are responsible for information on e-mail and on class bulletin boards located on the Pipeline system. **Check your e-mail regularly.** Information updates and class notes will be posted there. Informational and tutorial sessions are available for students who are unfamiliar with the Pipeline system.

Grade Scale

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

Assigning a student the grade of *Incomplete* is strongly discouraged at ASU, and will only be allowed under documented, extraordinary circumstances. Please consider the requirements specified in the syllabus as you plan your schedule.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found on page 42–43 of the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. 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.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental 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/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

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

If you have a question about the class, send me a personal email.

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

Reference websites for additional helpful links:

<http://www.interdys.org/>

<http://ldresources.com>

<http://ideapractices.com>

<http://www.ldonline.org>

<http://www.doe.k12.ga.us>

GRADE SCALE 100-90 A 89-80 B 79-70 C

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.

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 in

Bellevue Hall, 706-737-1471.

ALL STUDENTS ENROLLED IN SPED 6301 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.

Academic Honesty

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“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.** [Emphasis added by instructor].

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.”

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Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit our departmental website. 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.

Writing Assistance

Please contact the ASU Writing Center (737-1402) for assistance with developing papers and improving composition skills.

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