

Syllabus for
SED 353/GPED 553—Introduction to Special Education: Mild-Moderate Disabilities
3 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Acquaints students with different exceptionalities served in the schools. Focuses on assessment procedures, placement, methods, materials, and teaching strategies. (Includes a 15-hour practicum for undergraduates and a 30-hour practicum for graduates.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become familiar with the various exceptionalities and assessment procedures, placement options, and program alternatives.
- B. Develop an understanding of techniques and practices for curriculum modification for various subjects and special classroom management modifications.
- C. Gain an understanding of current trends, practices, and terms used in special education.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

As a result of successfully completing the course, the teacher candidate will be able to do the following:

- 1. Identify the prevalence and characteristics of various handicapping conditions and their effects on the learner.
- 2. Identify the continuum of services and placement options for special needs students including mainstreaming and inclusion.
- 3. Discuss the roles of various facility members, staff members, and support personnel in instructional planning and program implementation for special needs students.
- 4. Participate in various classroom activities, simulations, presentations, role-play events, and cooperative learning groups as a means of modeling effective instructional strategies while covering the content material.
- 5. Discuss the impact of technology on the education of special needs students
- 6. Identify techniques for adapting instruction based on the student's handicapping condition.
- 7. Identify strategies for promoting social acceptance of special needs students in the regular classroom.

8. Identify principles for managing and improving behavior of special students in the mainstream classroom.
9. Describe the steps of successful mainstreaming and characteristics of effective inclusive classrooms.
10. Participate in classroom activities that include cooperative learning and collaboration
11. Observe the use of multi-sensory activities in the lessons of this course.
12. Participate in special education programs that model effective communication and collaboration in public and private school classrooms.
13. Discuss instructional modifications, methods, and techniques for teaching students with disabilities in the regular classroom.
14. Outline procedures and strategies for gathering data and assessing student needs as well as evaluating program strengths and weaknesses.
15. Identify skills for coordinating the learning environment.
16. Identify the major components of PL 104-476, PL 74-142, and other legal provisions that influence the education of special students.
17. Summarize the rights of and due process proceedings for parents and students in relation to special education.
18. Participate in a 15-hour practicum in a program for any exceptionality, record observations in journal format. (GC 3, 4, 5, 6, 7)
19. Interact with technologies and computer assisted instruction through live demonstrations and in the practicum placement. (GC 4)
20. Abstract and critique current journal articles for special education. (GC 4)
21. Role play given situations for enhancing social skills of special needs students. (GC 5)
22. Master unit exams with at least 70% mastery. (GC 3, 4, 5, 6, 7, 13)
23. Record observations of social, behavior, and motivation skills, strategies, and techniques from various videos, guest speakers, and the practicum placement. (GC 5)
24. Participate in a group presentation of assigned topic and task-specific objectives. (GC 6)
25. Interact with various guest speakers who have handicapping conditions. (GC 6)
26. Identify the steps and procedures for pre-referral and formal referral of students with special needs. (GC 13)

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: General Competencies (GC) 3, 4, 5, 6, 7, and 13; IS 1, 2, 7, 8, 16, 17.

This course is designed to help students meet General Competencies:

- GC 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.
- GC 4: The teacher understands curricular integration processes and uses a variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills and effective use of technology.
- GC 5: The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation, and active engagement in learning, thus, providing opportunities for success.

- GC 6: The teacher develops a knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- GC 7: The teacher plans instruction based on curricular goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.
- GC 13: The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.
- IS 1: The candidate is a reflective, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on other (students, families, and other professionals in the learning community) from a Christian worldview.
- IS 2: The candidate is a reflective, transformed educator who actively seeks opportunities to grow professionally and understands the evaluation process of relative constituencies.
- IS 7: the candidate demonstrates an understanding of effective verbal, nonverbal and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
- IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidence to adapt his/her practices to meet the needs of each learner.
- IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
- IS 17: The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Garqiulo, R. (2012). *Special education in contemporary society*. (4th ed.) Los Angeles: Sage. ISBN 9781412996952

Lindberg, E., & Berumen, R. (2008). *Mild to moderate disability practicum handbook*. Tulsa, OK: Oral Roberts University. (Elementary or Secondary)

2. Other None

B. Optional Materials

1. Textbooks

A bibliography of suggested reading will be distributed at the first class meeting.

Gould, P. (1999). *The inclusive early childhood classroom*. Beltsville, MD: Gryphon House. ISBN 9780876592038
(For early childhood majors only)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from

the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.

4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
5. **Attendance Policy**—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. **Administrative Excused Absence**—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. **Senior Cohort Attendance**—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.

8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
11. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

	<u>Points</u>
a. Chapter tests	200
b. Career lesson plan	100
c. IEP objectives and referral	100
d. Chapter take home quizzes/midterm	200
e. Chapter presentation/handout or PPT or transparency	200
f. Final exam—comprehensive	<u>200</u>

Total 1,000

2. ePortfolio
 - a. Required:
 - (1) Individualized Education Plan
 - (2) Practicum evaluation form and journal
 - (3) Career lesson plan
 - b. Optional:
 - (1) Detailed outline and notes from group presentation
 - (2) Articles and abstracts
 - (3) Publications, brochures, flyers, etc., from practicum placement

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
 - a. Project I—Career Lesson Plan
 - b. Project II—IEP: Objectives

The teacher candidate will be given a case study based on his or her degree emphasis (ele/sec.). The teacher candidate will address the modifications and accommodations needed for that child in his or her class.
 - c. Practicum:
 - (1) 15 hours
 - (2) Journal of activities and personal observations of each visit with a final typed reflection of the entire practicum experience
 - (3) Teacher's signature on log for each visit
 - (4) Teacher assigns final grade and must sign practicum form
 - (5) Upload to ePortfolio
 - (a) Contextual information
 - (b) Teacher's grade
 - (c) Reflection
 - d. Project III:

Group-Parent Resource Booklet on EC, LD, MR, OHI, ED, BD.

VI. COURSE CALENDAR

Session	Topic
1	Introduction Lecture on Learning Styles
2	Chapter 1: The Purpose and Promise of Special Education
3	Chapter 2: Planning and Providing Special Education Services
4	Chapter 3: Collaborating With Parents and Families in a Culturally and Linguistically Diverse Culture
5	Chapter 4: Mental Retardation
6	Chapter 5: Learning Disabilities Exam 1
7	Chapter 6: Emotional and Behavioral Disorders
8	Chapter 7: Autism Spectrum Disorders
9	Chapter 8: Communication Disorders
10	Chapter 9 and 10: Deafness and Hearing Loss; Blindness and Low Vision Exam 2
11	Chapter 10 and 11: Physical Disabilities, Health Impairments, and ADHD; Low Incidence Disabilities
12	Chapter 13: Giftedness and Talent
13	Chapter 15: Transitioning to Adulthood
14	Reading in the Content/Dyslexia
15	Final Exam

Course Inventory for ORU's Student Learning Outcomes
SED 353/GPED 553—Introduction to Special Education: Mild-Moderate Disabilities
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior		X		

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives		X		
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			X	

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship	X			
4E	Leadership capacity			X	