

Syllabus for
SED 423—Issues, Trends, and Curriculum Modification in Special Education
3 Credit Hours
Spring 2014

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 the 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

Gives the student an understanding of adapting commercially prepared instructional materials and developing teacher-made materials to meet the unique needs of exceptional individuals. Emphasizes writing and implementing IEPs for both self-contained and mainstreamed placements. (This is a writing-intensive course.)

Prerequisite: SED 353.

This course will be taught with an emphasis on writing. Writing will be used in both pedagogy and assessment of student learning.

II. COURSE GOALS

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

- A. Understand the most current strategies and techniques related to the field of special education.
- B. Become acquainted with the most current educational legislation and regulations regarding special needs students.
- C. Learn to determine curriculum modifications appropriate to each student's needs.
- D. Improve his or her ability to communicate special education legal issues through written language.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

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

- 1. Explore accommodations for meeting the needs of special students in the inclusive classroom.
- 2. Utilize various methods for adapting materials to meet individual needs.
- 3. Identify and/or adapt appropriate instructional materials for special needs students.
- 4. Prepare teacher-made materials appropriate for special needs students.
- 5. Read and discuss subject-matter textbooks and techniques for modifying and adapting such to particular learning environments.
- 6. Identify basic principles of inclusive instruction.

7. Use strategies for ensuring success through the collaborative process.
8. Discuss characteristics of effective collaboration.
9. Implement curriculum modification techniques in diverse classroom settings including special and regular education programs.
10. Explore avenues of advocacy for children and families that serve to enhance programs and services.
11. Identify professional development plans that demonstrate best possible practices and principles for early childhood special education.

B. Objectives for Students in Teacher Preparation Programs

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: Subject Competencies (SC) 1, 4, and 5, and Early Childhood Special Education Competencies (EC/SED) 8 and 13.

1. This course is designed to help students meet Subject Competencies:
 - SC 1: Demonstrate a working knowledge of philosophical, historical, and legal foundations of special education, including the following:
 - a. Trends and issues in special education
 - b. Special education policies and procedures
 - c. Legislation and regulations regarding special education
 - SC 4: Demonstrate knowledge and skills in instructional content and practice, including the following:
 - a. Research-supported, effective instructional practices, techniques, strategies, and remedial methods and specialized materials
 - b. Techniques for modifying and adapting instructional methods and materials in various learning environments
 - SC 5: Demonstrate knowledge and skills planning and managing the teaching and learning environment.
2. This course is designed to help students meet Early Childhood Special Education Competencies:
 - EC/SED Comp. 8: Understands and implements early childhood curricula by adapting educational strategies, schedules, and environments (individual, group, home settings) to meet the specific needs, interests, and experiences of all children.
 - EC/SED Comp. 13: Demonstrates professionalism and ethical practice, including the following:
 - a. advocacy on behalf of young children and their families to improve quality of programs and services for young children and for early childhood special education
 - b. implementation of a professional development plan which incorporates best practices and principles

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
 - Boyle, J. R., & Weishaar, M. (2001). *Special education law with cases*. Boston: Allyn and Bacon: ISBN 9780205274680

2. Other
None

B. Optional Materials

1. Textbooks
 - a. Selected publications from the Oklahoma State Department of Education.
 - b. Commercially published textbooks and materials (K-12).
 - c. Mandlawitz, M. (2007). *What every teacher should know about IDEA 2004 laws, etc.* Boston: Allyn and Bacon: ISBN 9780205505685.
2. Other
None

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 to 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, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio 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 and/or Departmental Policies and Procedures

1. 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.
2. 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.
3. 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.

4. 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. Make-up 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. Extra Credit—Students should not expect extra credit to help raise a grade.
11. 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

a. Assessment of Competencies:

The final grade will be a composite result of performance on the following:

- (1) Students will complete at least four major written assignments. Writing and writing-related activities will comprise at least 30% of the final grade. (30%)
- (2) Special Assignment(s) (Competencies 1, 2, 4, and 5) (20%)
Write a PowerPoint presentation on one legal chapter.
 - (a) Students will put together a booklet on agencies and organizations on all 13 categories.
 - (b) Students will prepare a presentation of one chapter and present the legal issues related to special education.
 - (c) Students will prepare a paper on their personal philosophy of inclusion and elective practices.
 - (d) Students will write a paper on the biblical aspects of emotionally and behaviorally disturbed children and how Jesus dealt with these individuals.

- (3) Unit Examinations (Competencies: All) (25%)
 - (4) Final Examination (Competencies: All) (25%)
 - b. Grading scale:
 - A=91-100 Excellent
 - B=81-90 Above Average
 - C=71-80 Average
 - D=61-70 Below Average
 - F=60 and below Failing
- 2. ePortfolio Requirements
 - a. Sample of present handbook (Competency 2)
 - b. Example of modified materials (including statement of purpose and objectives) (Competencies 2 and 4)
 - c. Personal philosophy of inclusion and collaboration (Competencies 1 and 5)
- 3. Other Policies and/or Procedures

Plagiarism—Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *The American Heritage Dictionary* defines plagiarism as "to steal and use (the writings of another) as one's own." In standard academic practice, **this means if you copy any more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 5th edition.

VI. COURSE CALENDAR

Session	Topic and Assignment
1	Overview of Statutory Law Read Chapter 1—Sign up for presentation
2	Relevant Court Cases in Special Education Law Read Chapter 2
3	Zero Reject and Child Find Read Chapter 3
4	Evaluation and Classification Read Chapters 4 and 5
5	Individual Education Plan and Appropriate Education Handout Review for Exam I—Chapters 1-4 Presentation Chapter 5
6	Exam I—Chapters 1-4 Presentation for Chapter 5 Read Chapter 6—Listen to tape on reserve, Biblical Perspective
7	Least Restrictive Environment Presentation for Chapter 6 Read Chapter 7
8	Parent Participation Presentation on Chapter 7 Read Chapter 8

Session	Topic and Assignment
9	Due Process Chapter 8 Study for Exam II—Chapters 5-8 Read Chapter 9
10	Exam II—Chapters 5-8 Lecture on Chapter 9 Read Chapter 10
11	Chapters 9 and 10 Read Chapter 11
12	Chapter 11 Compliance techniques Assign reading on "No Child Left Behind" in regards to Special Ed.
13	Discussion Handout review
14	Review for final
15	Final

Course Inventory for ORU's Student Learning Outcomes
SED 423—Issues, Trends, and Curriculum Modification in Special Education
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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			