

CEP 840, Sections 730, 731, 732
Policies, Practices, and Perspectives in Special Education

Instructor	Laura Ann Oliver
Title	Instructor
Office Phone	(732) 685-7402
Office Hours	Virtual office hours will be posted at the start of each week. See the calendar on the course website
E-mail	All course-related emails must be sent through the Angel website
Times	June 13 - July 31
Course Credits	3 credits

This syllabus follows the format of Angel online syllabi

Please note that each week starts on a Tuesday (midnight) and ends on Monday (11:59 pm). Any reference to a week or weekly assignment should take this fact into account. For example, the Week 1 assignment will be due by Monday, 11:59 pm, June 20.

Required Text

All readings will be available online, on the course website or through the MSU library's electronic resources.

Course Description

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.

Course Objectives

1. Become familiar with current trends in special education in the United States including inclusion, collaboration, RTI, evidence-based practices, UDL, and assistive technology.
2. Become familiar with major education laws and legislation that impact special education, including IDEA, No Child Left Behind, Race to the Top, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.
3. Understand key features for building inclusive classroom and schools, based on the 4C model: collaboration, consultation, coordination, and co-teaching.

4. Articulate a planning process for helping students with disabilities succeed in general education classes.
5. Plan appropriate lessons and activities for students with disabilities, making use of accommodations, modifications, UDL, assistive technology, and evidence-based practices.
6. Identify the primary characteristics of students with learning disabilities and attention deficit disorders, and how to teach students with these characteristics.
7. Identify the primary characteristics of students with emotional impairments/behavior disorders, and how to teach students with these characteristics.
8. Identify the primary characteristics of students with cognitive disabilities, and how to teach students with these characteristics.
9. Identify the primary characteristics of students with autism spectrum disorders, and how to teach students with these characteristics.
10. Identify the primary characteristics of students with visual and hearing impairments and how to teach students with these characteristics.
11. Identify characteristics of students with cultural and linguistic differences and how to teach students with these characteristics.
12. Identify common myths in special education and learn to become a more critical consumer of information about special education.

Virtual Office Hours

Office hours will be held via Skype. They will be group hours, that is, anyone can reach me during my virtual office hours. Some of our time during office hours may involve group discussions. You do not need a video camera in order to participate in virtual office hours. I will not be using a video camera, either, as Skype for the Macintosh does not currently support video conference calls. I will post my virtual office hours for the week by Monday morning at midnight. Please look at the calendar on the course website to find out what they are. I will vary office hours each week so that there is a better chance that everyone, at some point, can attend virtual office hours.

Tentative Schedule

This course spans approximately 7 weeks. Therefore, we are compressing a 3-credit course into half the time of typical semester-long courses.

Thus: expect to work twice as hard as you would in a typical course. You will have weekly assignments and two major assignments.

Our course schedule is subject to changes, based on the interests, experiences, and our progress through topics. Do NOT treat this course schedule as the final one. I'll let you know if or when we make changes in the course schedule, but it will be your responsibility to adjust to these.

The tentative course schedule is as follows:

Week 1: June 13 - 20

Introduction to the course & participant-based construction of a syllabus

A snapshot of special education services in the United States

Week 2: June 21 - June 27

Laws and legislation in special education
Debate about the pros and cons of inclusion
Assistive Technology and Universal Design

Weeks 3: June 28 – July 4

The Four Cs: Collaboration, Consultation, Coordination, and Co-Teaching
Accommodations and Modifications

Week 4: July 5 – July 11

Students with Learning Disabilities and/or Attention Deficit Disorder: Definitions, Recent Research, Instructional Practices

Students with Mild Cognitive Impairments: Learning Disabilities and Attention Deficit Disorder: Definitions, Recent Research, Instructional Practices

Final project plans due July 8

Week 5: July 12- July 18

Students with Emotional Impairments/Behavior Disorders: Definitions, Recent Research, Instructional Practices

Students with Autism Spectrum Disorder: Definitions, Recent Research, Instructional Practices

Week 6: July 19 - 25

Students with Visual and Hearing Impairments: Definitions, Recent Research, Instructional Practices

Multicultural Special Education: Definitions, Recent Research, Instructional Practices

Week 7: July 26-31

Becoming a Critical Consumer of Special Education Research and Practice

Myths and Misconceptions in Special Education

Final course project due date: TBA

Course Requirements

There are weekly assignments and two major course projects in this course. The first is the development of a syllabus for an introductory special education course. The second is a group assignment in which you will develop a website about a topic chosen by your group and approved by your instructor. You will get a group grade for this project. You also will be graded on the weekly assignments, the project, and course participation.

Weekly assignments

Each week, you will complete an assignment that is related to the readings and/or applications discussed that week. Your assignment is to be completed by **Tuesday, 11:59 am Eastern Daylight Savings Time, of each week (that is, by midnight).**

Directions will be provided at the start of that week about the requirements for the weekly assignment. In some cases, the assignment will have 2 parts--one due earlier than the other that week. The weekly assignments are very important to this class, as most of them give you the opportunity to apply and demonstrate what you have learned in that week's lesson. *Do not take them lightly. Allocate time to get them done!*

Course grades

Weekly assignments: 10 points per week for 7 weeks = 70 points
Participation in forums and discussions, beyond class assignments, and other indicators of class participation = 10 points
First project: 20 points
Second project: 40 points

Total points: 140

Projects will be explained in further detail throughout the semester

Grades will be assigned based on the proportion of total points you earn, as follows:

4.0 = 94% to 100% of total course points
3.5 = 93% to 90% of total course points
3.0 = 85 % to 89% of total course points
2.5 = 80% to 84% of total course points
2.0 = 75% to 79% of total course points
1.5 = 70% to 74% of total course points
1.0 = 65% to 69% of total course points
0.0 = 64% or less of total course points.

Course Prerequisites

It is helpful to have some prior knowledge or experience with students who have mild disabilities, but this is not necessary in order to succeed in the course

Assignment due dates are listed above. If you keep on schedule, then you'll get through the class without too much stress. I expect that all assignments will be turned in on time. If you anticipate being late with an assignment, please let me know.

University Policy on Incomplete Grades

(<http://www.reg.msu.edu/academicprograms/Text.asp?Section=112>)

The I-Incomplete may be given only when: the student (a) has completed at least 6/7 of the term of instruction, but is unable to complete the class work and/or take the final examination because of illness or other compelling reason; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course.

Provided these conditions are met, the instructor electing to give I-Incomplete files an Agreement for Completion of (I) Incomplete at the time course grades are due. This agreement specifies what the student must do, and when, to remove the I-Incomplete. The department or school office gives a copy to the student, and retains a copy for at least one year.

The required work must be completed, and a grade must be reported to the Office of the Registrar, no later than the middle of the student's next semester in attendance (summer session excluded) if that semester is within one calendar year following receipt of the I-Incomplete. Exception to this deadline: An instructor may submit an Administrative Action stating that course structure necessitates delay of make-up grading until the end of the student's next semester in attendance.

Failure to complete the required work by the due date will result in a grade of I/0.0, I/NC or I/N, depending on the grading system under which the student was enrolled. (A student who does not register for Michigan State University courses subsequent to receipt of an I-Incomplete has one calendar year to complete the required work; after that, the I-Incomplete will become U-Unfinished and will be changed to I/U on the student's academic record, and the course may be completed only by re-enrollment).

An extension of time for completion of the required work may be approved by the college offering the course only by means of an Administrative Action documenting physician-certified illness or other extraordinary circumstances.

An Extension of Time is a formal agreement between the instructor and the student. After an Extension of Time has been filed, the work must be done by the deadline determined by the instructor or the I-Incomplete will be changed to I/0.0, I/NC, or I/N depending on the grading system under which the student was enrolled.

Attendance Policy

You should plan to check in with the course website at least once day. Many of the assignments require you to participate in discussions, or to respond to classmates' posts. You'll need to be online regularly in order to complete these assignments.

Academic Integrity

The following statement of University policy was approved by the Academic Council and the Academic Senate, and serves as the definitive statement of principle and procedure to be used in instances of academic dishonesty.

1. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.
4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University.
5. When, in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the Associate Provost from one of the three core colleges. Appeals from the judgment may be made to the All-

University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University.

6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction.

Refer to Academic Freedom for Students at Michigan State University. For the complete policy statement, see: www.reg.msu.edu/read/UCC/Updated/integrityofgrades.pdf.

Please be aware that copying phrases or larger chunks of text from any documents on the web, without proper attribution to the author(s), constitutes plagiarism. For more information about MSU's policies on plagiarism, see: <http://www.msu.edu/unit/ombud/plagiarism.html>

Disability Policy

Students with disabilities are strongly encouraged to contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). More information about the Resource Center for Persons with Disabilities can be found at: <http://rcpd.msu.edu/>

Miscellaneous

Please email me as soon as possible if you have any questions or concerns at any time during the course. PLEASE SEND ALL EMAIL TO ME THROUGH ANGEL--NOT THROUGH MY MSU ACCOUNT. This enables me to keep track of course email and assignments.