

EDUC561

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC561 **Title :** Issues and Ideas in Special Education

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course provides educators with an opportunity to critically examine major contemporary issues related to field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels, or in other instructional settings. (Prerequisite: EDUC503)

Course Scope:

The scope of the course includes examination of Issues of litigation, parents' rights, overrepresentation, collaboration, impact of poverty, and varied disabilities and accommodations.

Objectives

After successfully completing this course candidates will be able to:

1. Analyze the historical development of special education
 2. Analyze significant issues associated with current topics in special education
 3. Assess a child's strengths and needs and how they affect his or her performance in the school and community.
 4. Describe the characteristics and educational implications of diagnosed disabilities and other conditions that warrant adaptation of general education curriculum to meet unique learning needs.
 5. Analyze the role of the teacher (e.g. challenges with least restrictive environment, etc.)
 6. Analyze research regarding the use and effectiveness of technology for diverse populations.
-

Outline

Week 1:

Topic(s)

Basics of Special Education

History of the development of Special Education

Learning Objective(s)

Analyze the historical origins and legal requirements of special education.

Analyze the contributions of

- a. Itard
- b. Seguin
- c. Gallaudet
- d. Howe
- e. Farrell
- f. Terman
- g. Montessori
- h. Braille
- i. John F. Kennedy

Reading(s)

Friend

Chapter 1

Review the CEC COMMON CORE standards for all beginning special education teachers. (See web site in the Course Materials section of this syllabus)

Assignment(s)

Introduction/Bio Forum

Forum 1

Forum 2

Assignment 1: Use the textbook and other sources to identify the contributions of individuals who have contributed to the field of special education. Explain the basics of special education (e.g. laws, rights, current issues, etc.).

Week 2:

Topic(s)

Special Education Personnel and Procedures

Learning Objective(s)

Analyze special education personnel and their roles in the school (e.g. including the role and function of members of the IEP team).

Apply the process for referral, evaluation and placements of students with disabilities.

Reading(s)

Friend Chapter 2

Assignment(s)

Forum 3

Forum 4

Assignment 2: Go Allyn and Bacon's MyLabsShool www.mylabschool.com and enter Assignment ID SPV4 into the Assignment Finder. Or, visit the link found in the Lesson area. Watch the video, Working with Parents and Families, in which parents and educators discuss the role of parents in the education of their children. Write a reflection about why parents should be involved in their children's education; and why and how to foster home-school partnerships. Use the textbook and other sources to back up your points.

Week 3:

Topic(s)

Special Education Procedures

Emotional, Learning and Cognitive Disabilities

Learning Objective(s)

Analyze the development process of the Individual Education Plan (IEP)

Examine aspects, factors that contribute to, and strategies for students with emotional and learning and cognitive disabilities.

Reading(s)

Friend, Chapters 5, 7, & 8

Assignment(s)

Forum 5

Forum 6

Assignment 3: Go to your state department of education website and locate the IEP forms and Instructions for writing IEPs. Generate questions and interview a general education teacher about the process. Examine challenges with the process. Include the questions, responses, and your analysis and reflections about the IEP process, relating your points to the text.

Final Project: For the final project, begin keeping notes about disabilities covered in terms of these categories: Eligibility Criteria, Intelligence, Language, Academic Functioning, Behavioral Challenges, Trends and Issues and Instructional Implications. Use the websites in your syllabus as a resource. This week, begin with emotional, learning and cognitive disabilities. This information will be used in the final project, which will be due at the end of Week 8. Create it now and keep it handy as you discover new learning about disabling conditions.

Week 4:

Topic(s)

Autism Spectrum Disorder (ASD)

Learning Objective(s)

Analyze characteristics, classroom strategies, family considerations, and issues related to Autism Spectrum Disorder (ASD).

Reading(s)

Friend, Chapter 10

Hammon, The Curious Incident of the Dog in the Night

Assignment(s)

Forum 7

Assignment 4: Analyze the main character in the book and explain how he meets the criteria for diagnosis of Autism. Discuss his strengths, challenges, and weaknesses and relate them to the text. Explain what surprises you about him or his family.

Add notes about ASD in preparation for the final project.

Week 5:

Topic(s)

Collaboration between general education and special education.

Blind/Partially Sighted

Deaf/hard of Hearing

Learning Objective(s)

Analyze characteristics, classroom strategies, family considerations, and issues related to blindness and deafness.

Examine components of collaboration

Reading(s)

Friend, Chapters 4, 11, and 12

Assignment(s)

Forum 8

Forum 9

Inclusion Learning Module-

Complete this learning module: <http://iris.peabody.vanderbilt.edu/agc/chalcycle.htm> and complete the assessment activities.

Assignment 5: Inclusion – Analyze inclusion in terms of collaboration considerations. Include considerations regarding students with disabilities we have studied to this point, including those who are blind or deaf. Include citations and references demonstrating your knowledge of research and the body of literature.

Add notes about blind/partially blind and deaf/hard of hearing aspects in preparation for the final project

Week 6:

Topic(s)

Speech and Language Disorders

Physical, health and multiple disabilities

Students with Attention Deficit-Hyperactivity Disorder (ADHD)

Learning Objective(s)

Analyze characteristics, classroom strategies, family considerations, and issues related to speech and language disorders, physical and health impairments, and ADHD

Examine how assistive technology enhances and the general education curriculum

Reading(s)

Friend, Chapters 6, 9, 13, and 14

Visit www.tash.org

Assignment(s)

Forum 10

Even though ADHD is not recognized as a disability under IDEIA, add notes in preparation for the final project. Add notes about physical and other health impairments, and speech and language disorders.

Week 7:

Topic(s)

Students who are English Language Learners (ELLs)

Issues of Cultural Diversity

Socioeconomic Diversity

Learning Objective(s)

Analyze what is meant by non-neutral classroom space.

Explain why students in this category are often identified as disabled.

Analyze the disproportionate representation of students who are ethnically, racially or socio-economically diverse in special education

Reading(s)

Friend, Chapter 3

Assignment(s)

Forum 11

Record notes about multicultural considerations that you can include in your final project.

Assignment 6 – Memo – Create a letter/memo to your principal. Explain that you researched issues related to overrepresentation in your state. Explain your findings, concerns, and ideas backed by the literature.

Week 8:

Topic(s)

Gifted and Talented Students

Learning Objective(s)

Describe intellectual, academic, and social/emotional characteristics of individuals who are gifted and talented.

Examine trends and issues influencing the field of gifted education.

Reading(s)

Friend, Chapter 15

Assignment(s)

Forum 12

Record notes about gifted and talented

Final Project - The Final Project includes two components. First, submit a PowerPoint or similar format where your audience is first year teachers attending a special education workshop. You are to present and cover information (e.g. descriptions, classroom considerations, and issues) about 6 different disabilities (choose from what was covered in class). Additionally, discuss considerations related to diverse students in special education (e.g. overrepresentation, poverty, ELLs, etc.). Your PowerPoint should include at least 10 slides (not including your cover slide and reference slide(s)). The second part of your final project includes a lesson plan. The lesson plan may be in any content area, but must demonstrate text-based/research-based strategies and accommodations for at least two groups of students with disabilities. For example, your lesson might be for social studies where you have students with ADHD and visual impairments. Your activities and materials must demonstrate attention to these students' needs.

Evaluation

- **Final Project Assignment**

Take notes throughout the term for the final assignment. The Final Project includes two components. First, submit a PowerPoint or similar format where your audience is first year teachers attending a special education workshop. You are to present and cover information (e.g. descriptions, classroom considerations, and issues) about 6 different disabilities (choose from what was covered in class). Additionally, discuss considerations related to diverse students in special education (e.g. overrepresentation, poverty, ELLs, etc.). Your PowerPoint should include at least 10 slides (not including your cover slide and reference slide(s)). The second part of your final project includes a lesson plan. The lesson plan may be in any content area, but must demonstrate text-based/research-based strategies and accommodations for at least two groups of students with disabilities. For example, your lesson might be for social studies where you have students with ADHD and visual impairments. Your activities and materials must demonstrate attention to these students' needs.

- **Assignment Papers & Activities**

Using the course text, materials, and outside sources, write 3-5 pages on the assignment topic(s)..or write in the style described (e.g. memo, PowerPoint, etc.). Adhere to APA 6th edition and scholarly writing conventions.

- **Inclusion Module**

You will visit the online Iris Center and complete a module about inclusion.

- **Forum Participation**

The Forums will be employed for discussing issues of interest to the class. Make sure to post (bio) within

the first 7 days of class to avoid being dropped by the Registrar. Appropriate “NETIQUETTE” should be followed for all postings.

- **NETIQUETTE**

Online universities promote the advancement of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or attempts to stifle the discussion of others.

- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :)

The success of this course depends on our ability to have read the assigned readings closely, to have thought carefully about the points raised or ignored by authors, and to bring to the group your questions and concerns about their theses and positions into the discussions groups. Having prepared the readings prior to class ensures your productive participation.

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

Grading:

Name	Grade %
------	---------

Materials

Book Title: Curious Incident of Dog in Night-Time

Author: Haddon, Mark

Publication Info: Vintage Books

ISBN: 9781400032716

Book Title: Special Education, Loose-Leaf Version with Video-Enhanced Pearson eText -- Access Card Package, 4/E (Ebook format only available at the APUS Bookstore, please try other sources if a hard copy is preferred.)

Author: Marilyn Friend

Publication Info: Pearson

ISBN: 9780132836746

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

Alphabet Soup: Disability Related Acronyms

<http://disabilityresources.org/ABC.html>

American Speech and Language Hearing Association

<http://www.asha.org>

APA Format

<http://www.apa.org>

Autism Society of America (ASA)

<http://www.autism-society.org>

CHADD (Children and Adults with Attention Deficit Disorder)

<http://www.chadd.org>

Closing the Gap

<http://www.closingthegap.com>

Council for Exceptional Children (CEC)

<http://www.ideapractices.org/ab/>

Disability Social History Project

<http://www.disabilityhistory.org/dshp.html>

Functional Behavior Assessment Mini Web

<http://www.air-dc.org/cecp/fba/default.htm>

IDEA

<http://www.ideapractices.org/law/index.php>

Information about Mobility Impairments

<http://spot.pcc.edu/osd/mobinfo.htm>

LD Online

<http://www.ldonline.org>

National Association for the Deaf

<http://www/nad.org>

National Eye Institute

<http://www.nei.nih.gov>

Office of special education and rehabilitative services

<http://www.ed.gov/about/offices/list/osers/index.html>

People First Language

<http://www.kidstogether.org/pep-1st.htm>

Section 504 and IDEA: Basic Similarities and Differences

<http://www.edlaw.net/service/504idea.html>

The Council for Exceptional Children

<http://www.cec.sped.org>

The National Association for Gifted Children

<http://www.nagc.org>

We Media: The Disability Network

<http://www.wemedia.com>

Course Guidelines

Phasellus eros sopien, lacinia eget veut vitae, viverro finibus neque Donec vulputate (empor erat id laoreet Nunc commodo ornare justo, sit omet ultrices magna pharetro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodales diam eel tempor posuere ougue nsus ullamcorper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magna Curobitur semper dui quis risus pretium finibus Phosellus non magna consectetur, foubibus magno et, ullamcorper eros. Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcorper quom, id vehiculo libero ante oc ipsum. Donec vitae purus magna. Curobitur semper dui quia risus pretium finibus. Phasellus non magna consectetur, faucibus magno et, ullomcocper eros. lacinia eget velit vitae, vrvetro finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare 'usto, sit omet ultrices magno phoretro quis. Ut oc nunc in metus fermentum pellentesque eel quis leo. Fusce sodoles, diom eel tempor posuere, ougue risus ullomcocper quom, id vehiculo libero ante oc ipsum, Donec vitae purus magno. Curobitur semper dui quia risus pretium finibus. Phasellus non magno consectetur, foubibus magno et, ullamcorper ecos. Phosellus eros sopien, lacinia eget veut vitae, viverra finibus neque Donec vulputote tempor erot id looreet Nunc commodo ornare justo, sit omet ultrices magno phoretro quis Ut oc nunc in metus fermentum pellentesque eel quia leo. Fusce sodoles, diom eel tempor posuer ougue nsus ullomcorpec quom, id vehicula libero ante oc ipsum. Donec vitae purus magno Curabitur semper dui quis risus pretium finibus Phosellus non magno consectetur, foubibus magno et, ullomcorpec eros.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.