Sped 200 Introduction to Special Education
Syllabus – Spring – 2015

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Course Meets: Monday & Wednesday from 11:00 – 12:15

The Conceptual Framework for all Division of Education classes at Peru State College is based on the following statement as taken from the School of Education Conceptual Framework.

Peru State College’s Teacher Education Unit Undergraduate Conceptual Framework

Reflective Decision-Makers

➢ Foundational Knowledge
➢ Professional Dispositions & Integrity

Mission Statement
The Teacher Education Unit is committed to preparing exemplary professionals in the field of education. The faculty and staff of our teacher education unit understand the complexity, interrelatedness and recursive nature of the teaching/learning process. We are committed to preparing our teacher education candidates to be reflective professionals, knowledgeable in general studies, specific content areas, and pedagogy. In addition, we want their educational experiences to equip them to be effective communicators and wise decision-makers in a democratic and increasingly technological society. We also want our graduates to appreciate diverse cultures and viewpoints. Therefore, we create and update courses based upon our study and reflection of current research and professional writing. We encourage diverse field experiences, co-curricular activities and professional opportunities. We believe that learning is a lifelong process that involves continual growth in three broad conceptual areas: foundational knowledge, professional dispositions and integrity, and professional competencies.

Peru State College is Nebraska’s oldest college, a normal school founded in 1867. It is nestled in rural, southeastern Nebraska, bordered by the banks of the Missouri River and
rolling farmlands where one can still spot a one-room schoolhouse. Known as the “Campus of a Thousand Oaks,” Peru State College is a learner-centered school with dedicated faculty and staff, committed to personal attention, small classes, and modeling innovative methods and performance-based assessments. We believe strongly in the dignity and potential of each human being, and we understand that all persons learn in unique ways. To ensure additional opportunities for continual growth and professional leadership, we offer a Master’s Degree in Education.

Peru State College’s commitment to individual attention and needs is evident in our teacher education program. We also encourage our students to hone their passion for teaching and their unique talents through integrated community service opportunities related directly to their professional courses and activities. Our faculty and staff are committed to modeling that learning is an ongoing, challenging enterprise engaged in by committed persons – teachers, teacher candidates, and community members together, all part of an exciting and rapidly changing world.

Special Education Goal Statement: The Special Education Program of the School of Education at Peru State College will prepare exemplary special education candidates who are fully prepared to teach in schools. These special education candidates will demonstrate the content knowledge, pedagogy, professionalism, and dispositions needed to positively impact student learning. Further these special education candidates will model those behaviors that preserve the rights and dignity of students and parents, ensure that each child develops to his or her full potential, reflect best practice in special education, promote collaboration, and comply with laws and standards at the state, national, and professional association levels.

Course Description: This course is designed to provide a historical, political and sociological survey of the areas of exceptionality in the field of special education. The course will identify significant changes which have occurred in the education of exceptional populations and provide an introductory experience concerning the various disability groupings.

Pre- or Co-requisite: Previous or concurrent enrollment in EDUC 208 Orientation and Practicum; previous or concurrent registration in LiveText

Text: No Text

SPED 200 Student Requirements:
An introductory course in special education/exceptional learners is required of all teachers by the State of Nebraska. The course information has implications for successful teaching and compliance with the law, regulations, and best practices.

A working Peru email account – Other than the course room, e-mail is the primary method of communication. Please check your email regularly and clean it out occasionally.
Registration as a LiveText user – Instruction in the use of LiveText is included in the EDUC 208 & 209 Orientation and Practicum class. As such, students in SPED 200 must have previously taken EDUC 208 & 209 or be enrolled concurrently.

Expectations in Regard to Student Performance:

A positive learning experience requires that students conduct themselves in a civil manner and respect the learning environment, the instructor, guests, other students, and themselves. Expectations include but are not limited to the following:

- **Attendance/Course Room Responses** – The student is required to respond weekly to all course room assignments and/or discussions. The minimum requirements are one posted response per discussion or assignment and two responses to other learners per discussion.

- **Course Room Etiquette and Behavior** – Students are expected to be respectful to the instructor and other learners. Discussions, comments, and language should be constructive, professional, and positive in nature.

Students are expected to accept their roles with a seriousness of purpose and to perform all work accurately and responsibly. If the student’s performance does not meet reasonable standards of academics and/or behavior, the instructor reserves the right to refer the student to the Teacher Admission and Retention Committee of the School of Education and Graduate Studies.

**PSC Conceptual Framework:** 2.1.1 Teacher education candidates refine, model and reflect upon the character, skills, and traits appropriate for the teaching profession.

Objectives:

At the completion of the course, the student will:

A. Explain the historical, political, and sociological perspectives of exceptional students. (CF 1.3.1; 2.1.2; INTASC 2, 3, 6, 8, 9, 10; CEC 1)

B. Examine the current medical, psychological, educational, social, and personal aspects of various exceptionalities caused by physical, sensory or intellectual impairment, inappropriate behavior, learning disabilities, or speech/language impairment. (CF 1.3.1; 1.3.3; INTASC 1, 2, 3, 7, 8; CEC 2, 3, 6)

C. Describe program implementation including prereferral systems, referrals, screening, multidisciplinary team (MDT) responsibilities, verification, placement, and individual education plans (IEPs). (CF 2.1.2; INTASC 6, 9, 10, CEC 2, 3, 8, 9, 10)

D. Reflect upon the implications of inclusion, mainstreaming, and least restrictive environment (LRE). (CF 2.1.2; 3.1.1; INTASC 3, 6, 9, 10; CEC 1, 5, 9, 10)
E. Reflect upon multicultural, diversity, and bilingual issues related to the field of special education. (CF 1.3.3; 2.1.2; INTASC 1, 2, 3, 6, 7, 9, 10; CEC 2, 5)

F. Reflect upon the social and educational impact of medical and technological advances for persons with exceptionalities. (CF 1.3.3; INTASC 1, 2, 3, 7; CEC 1, 2, 3)

G. Explore the complexity of working with diverse families in a variety of settings. (CF 1.3.3; INTASC 1, 2, 3, 7; CEC 5, 10)

H. Analyze case studies. (CF 1.1.2; 1.2.3; 1.3.1; 1.3.6; 2.1.2; 3.1.2; INTASC 1-10; CEC 1-10)

I. Demonstrate competence in pinpointing behavior, writing goals and instructional objectives, planning accommodations, and designing interventions. (CF 1.3.2; INTASC 2, 4, 5, 6, 7; CEC 2, 3, 4, 5, 6, 7, 8, 9)

J. Demonstrate collaboration skills necessary to be an effective member of a special education team. (CF 1.3.6; 2.1.2; 3.1.2; INTASC 1, 5, 6, 9, 10; CEC 10)

K. State his or her role in ensuring confidentiality, best practice, and compliance with special education law. (CF 1.3.3; 1.3.6; 2.1.2, 3.1.1; 3.1.2; INTASC 1-3, 5-10; CEC 9)

For coding purposes, CF refers to the Peru State College School of Education & Graduate Studies Conceptual Framework (Initial Level). INTASC refers to the Interstate New Teacher Assessment and Support Consortium Standards. CEC refers to the Council for Exceptional Children www.cec.sped.org.

Instruction Method/Mode of Delivery:

Class Activities –
1. Discussion
2. Case study analysis
3. Responses to assigned readings
4. Written reflection
5. Research
6. Presentation

Correlation to LiveText Portfolio:

The student is responsible for posting the artifact in his/her portfolio. Take time to reflect upon the case and its analysis. What did you learn? What standards have been met? How did this experience define your perspective on special education?

A document that explains how to share an assignment/inserting it in the LiveText Portfolio will be available online. It is important to make sure the reflection in Live Text meets the standards required for the School of Education. Click here for Reflection Standards.

Length – The case study should be a reflective essay approximately 4-5 pages in length (excluding title and reference page), double spaced, size 12 font.
Assessment Method:

1. Scoring guides
2. Rubrics
3. Observation
4. Quiz
5. Final Exam

Assignments and Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>History of SPED Paper</td>
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</tr>
<tr>
<td>Rule 51 Paper</td>
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</tr>
<tr>
<td>SPED Process Graphic Organizer</td>
<td>50</td>
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<tr>
<td>Parent Communication PPT</td>
<td>50</td>
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<tr>
<td>Accommodations &amp; Modifications</td>
<td>60</td>
</tr>
<tr>
<td>Reading and Math Game/Activity/Prom Preparation</td>
<td>100</td>
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<tr>
<td>LiveText Case Study</td>
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<tr>
<td>Behavior Activity</td>
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<tr>
<td>Discussion Board</td>
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<tr>
<td>Attendance Grades</td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td><strong>Total Points for Course</strong></td>
<td><strong>1010</strong></td>
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Grading Policy:

Students will be evaluated upon the basis of the course requirements, as previously specified. All assignments will be due on time as listed on the class schedule or presented in class. **The instructor reserves the right to deduct 10 percent from the earned grade if an assignment is late.** For each day beyond the first day, an additional 10 percent will be deducted from the earned grade. Late initial posts will not receive any points. Any posts submitted after the end of the week will not be scored. Any assignment that is more than one week late will not earn any of the points; it still has to be completed, however, in order to earn a passing grade in the course. The instructor also reserves the right to determine if there are special circumstances that allow for an extension on the deadline.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>85-89 %</td>
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<tr>
<td>B</td>
<td>80-84 %</td>
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<tr>
<td>C+</td>
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<tr>
<td>D</td>
<td>60-64 %</td>
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<tr>
<td>F</td>
<td>59% or below</td>
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</table>
Final Exam:

This test covers information presented in this course. It counts as a significant percentage of your total grade.

Attendance Policy:

Attendance is a privilege and a responsibility represented by not only the student's investment, but also by a significant investment by the State of Nebraska.

College's Incomplete Coursework Policy:

To designate a student’s work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course’s major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Accommodation Statement:

The Rehabilitation Act of 1973 (Public Law 93-112) Section 504, provides that “no otherwise qualified disabled individual in the United States…shall solely by reason…disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact Marie Meland at the Center for Achievement and Transition Services (CATS) in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.
College’s Academic Integrity Policy:

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run database and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may
assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

First Recommended by Faculty Senate – September 3, 2009
First Approved by Administration – September 8, 2009
Revision Recommended by Faculty Senate – December 7, 2010
Revision Approved by Administration – December 10, 2010

**Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).