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| **Course Name and Number:** SPED1001 Individuals with Disabilities |
| **Description:** This is a survey course addressing identification, developmental characteristics, and intervention strategies for individuals with exceptionalities across educational and community settings. |
| **Credit Hours:** 3 semester hours |
| **Required or Elective:** Required; TAG |
| **Faculty Members who Teach the course:** Annie Bauer |
| **Prerequisites:** None |
| **Textbook(s):** None |
| **Other Materials:** IRIS Module: RTI I http://iris.peabody.vanderbilt.edu/rti01\_overview/chalcycle.htmBersani, H. (2007). The past is prologue: "MR," go gentle into that good night. Intellectual and Developmental Disabilities, 45 (6), 399-404.Writing SMART Goals http://quality.cr.k12.ia.us/Tutorials/goal\_setting/smart.pdfRecognition, strategic, and reflective networks http://www.cast.org/teachingeverystudent/tools/main.cfm?t\_id=10 Observing behaviors http://rc.usf.edu/~aheindel/PBSsection3c.htmDifferentiated Instruction: http://www.ascd.org/publications/curriculum-update/winter2000/Differentiating-Instruction.aspx |
| **Marker Assignment:** Candidates complete 10 clock hours participant observation in schools or related activities for students who vary from their peers |
| **Learning Outcomes:*****Upon completion of this course, the student will be able to:*** ***How is this outcome assessed?*** |
| 1.articulate historic and philosophical foundations of special education as related to current practiceApplication assignments |
| 2.describe current legal issues and mandates related to individuals with disabilities throughout the lifespanTests |
| 3.Demonstrate an understanding of definitions, identification procedures, and eligibility for services through written responses.Tests, classroom activities |
| 4.demonstrate an understanding of the least restrictive environment and the continuum of placement options for individuals with disabilitiesTests, classroom activities |
| 5.describe the social construction of disability, including the role of developmental systems on identified causes, characteristics, and prevalence of specific exceptionalitiesApplication assignments, tests |
| 6.Describe the ways in which individuals vary from their peers, including variations in learning styles and rates (cognitive and learning variations), communication (language, social, and interactive variations), and accessing the environment (physical, vision, and hearing variations).Tests, classroom activities |
| 7.describe the developmental impact and implications of variations among individuals in terms of education and lifelong learning, including interpersonal relationships, social/emotional aspects, intellectual functioning, and language and communication developmentApplication assignments, tests8.recognize the role of second language learning among students with and without disabilitiesApplication assignments, tests |
| **Alignment with Transformation Initiative:**In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.***  |
| **Alignment with Conceptual Framework:**This course addresses these institutional standards: Preparing candidatesWith foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.Who successfully collaborate, demonstrate leadership, and engage in positive systems change.  Who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity.Able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. |
| **Alignment with Specialized Program Association:**CEC Standard 1 - Foundations: demonstrate an in-depth knowledge base in the foundations of special education through reflection, critical analysis, and synthesis. CEC Standard 2 - Development and Characteristics of Learners: demonstrate an in-depth knowledge base in the development and characteristics of learning through reflection, critical analysis, and synthesis. CEC Standard 3 - Individual Learning Differences demonstrate an in-depth knowledge base in individual learning differences through reflection, critical analysis, and synthesis.CEC Standard 5 - Learning Environments and Social Interactions apply an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and interaction, active engagement in learning, and independence. CEC Standard 9 - Ethics and Professional Practice apply professional and ethical standards of practice across all situations and reflect on their practice to guide professional growth. |
| **Alignment with Ohio Standards for the Teaching Profession:**Ohio Teacher Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.Ohio Teacher Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.  |
| **Alignment with State Requirements:** Meets the TAG requirements; introduced value added assessment |
| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. ACTIVITIES THAT EARN POINTS DURING CLASS CANNOT BE ‘MADE UP’ AND THE LOSS OF THESE POINTS MAY LOWER YOUR GRADE. DO NOT EMAIL ME AND ASK IF WE DID ANYTHING IN CLASS – OF COURSE WE DID |
| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). |
| **Electronic Communication Policy;** All communication outside of class will be conducted via email to the student’s bearcat online account. Replies will be within 72 hours, whenever possible. At times I am engaged in national activities that preclude access to email. |
| **Marker Assignment:** This course provides an early school experience for teacher candidates. Ten clock hours are completed in a school or in activities with students with disabilities. This is participant observation, and supervising teachers will complete a simple evaluation. This is your opportunity to make a positive impression that may carry with you. Candidates will sign up for specific placements during the first two classes. Students who are not teacher candidates will complete an alternative assignment.**Grading:** Assignments total = 100 points Grades are calculated using a percentage of the total points. + and – grades are assigned within one or two points of the assigned grade and the number of writes completed. A92-100 B84-91 C70-83 D61-19 F<60 |
| **Course Schedule:** |
| ***Week*** | ***Topic*** |
| 1 | Human variation |
| 2 | A brief history of services to individuals with disabilities |
| 3 | The impact of the developmental context on individual growth and learning |
| 4 | The basic language of special education services |
| 5 | Guidelines for referral, evaluation, and re-evaluation |
| 6 | Response to intervention |
| 7 | Response to intervention Ohio style: OISM |
| 8 | Midterm; individualized assignments |
| 9 | IEPs |
| 10 | Universal Design for Learning  |
| 11 | Instructional strategies for inclusive classrooms |
| 12 | Functional behavioral assessment |
| 13 | Behavioral strategies - class-wide and individualized intervention |
| 14 | Adolescents, young adults, and transition |
| Exam Week | Final - online |

**Special Needs Policy** – ―If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.‖ (see http://www.uc.edu/aess/programs\_services/disability.html).

**Religious Observance and Class Attendance** –

―Any UC student who is unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief should be given the opportunity either to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment — provided that the makeup work does not create an unreasonable burden upon University of Cincinnati and its faculty. Upon request and timely notice, students should be provided reasonable accommodation.‖ (see <http://www.uc.edu/registrar/policies_and_procedures/religious_observances_statement.html>).

**"I" (Incomplete)** – No grades of ―Incomplete‖ will be assigned unless there are extreme circumstances AND a contract to complete the work is developed and signed by the student and the instructor prior to the last week of class. It is the student’s responsibility to approach the instructor with the request for an incomplete. Please note that a grade of ―I‖ will automatically be converted to an ―F‖ grade one calendar year after the initial grade was assigned. (see http://www.uc.edu/registrar/faculty\_resources/grading\_scales.html).

**Copyright** – ―Copyright infringement is a violation of the Student Code of Conduct - Misuse of Information Technology. Students who are found to be illegally sharing files will be subject to a procedural review to determine responsibility under the Code. If responsible, this offense will become part of each student's permanent judicial file with the University.‖ (see <http://www.uc.edu/conduct/Copyright_Infringement.html>).

**“AESS (Academic Excellence & Support Services)** provides comprehensive, student-centered and university-wide programs, resources and services designed to promote transformative academic excellence through individual and group support. AESS comprises Disability Services and the Learning Assistance Center. We encourage any student with a disability who needs academic assistance to contact Disability Services. Learning Assistance is here to help **all students** who need help with tutoring, study skills, or other services. Additionally, our services are designed to help all UC students become successful independent learners, as well as assist in the retention and graduation of all students. Disability services, tutoring, and other learning resources are **free** to students!‖ (see http://www.uc.edu/aess.html).