

**Syllabus
EDSP 6339
Foundations of Special Education
Summer B Session June 2020**



Basic Information

Instructor: Dr. Wanda Wade Ph.D

Cell Phone: 407-456-3668 **PLEASE TEXT PRIOR TO CALLING**

E-MAIL: wade_w@utpb.edu **Please only use in course email**

Virtual Hours (On-Line): Send an email to set a time (all times listed are **CENTRAL** time).

This course is a Web Course and is conducted within Canvas <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description: The focus of the course will be preparing graduate students with a firm foundation and overview of special education. Students will be immersed in a brief history of special education law, be able to identify the disability categories, and provide an overview of characteristics of students with disabilities and supports needed for successful behavioral and academic success.

The goal of the School of Education conceptual model is to prepare entry-level educators who will become collaborative decision-makers. The school's comprehensive program is designed to integrate Content, Operative, Reflective, and Collaborative knowledge as a framework for the teacher education program

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Describe defining dimensions of special education, including disability categories and prevalence rates, key court cases, federal legislation to ensure FAPE, and problems with disproportionate representation, including underrepresentation.
2. Describe the IEP process, role of families of children with disabilities, and principles of effective communication, including guidelines for communicating with families,
3. Describe common characteristics of students with intellectual disabilities (ID), identify factors involving placement decisions for individuals with ID, and key elements of a life-skills approach,
4. Identify characteristics of students with learning disabilities (LD), Emotional Behavioral Disorders (EBD), and Autism Spectrum Disorders (ASD), and describe placement options, evidence-based strategies, and associated risk factors for each category.
5. Describe the characteristics of students with communication disorders, speech language impairments, and deafness or hearing impairments, including causes, educational

approaches, placement options, related services, access to language and curriculum, and social opportunities and cultural identity.

6. Describe characteristics of students with visual impairments/blindness, physical disabilities, and other health impairments (OHI), expanded core curriculum of nonacademic skills, types and causes, severity, age of onset, instructional decisions, educational methods, placement options, and continuum of services.
7. Define and describe the characteristics of individuals with multiple disabilities, deaf-blindness, and Traumatic Brain Injury (TBI), including curriculum-based decisions related to developmental stages and milestones for children with severe disabilities, and skills and dispositions needed by teachers working with students with severe disabilities.

Prerequisites: Admission into the MA in Special Education Program

Textbook

1. Heward, W.L., Alber-Morgan, S.R., & Konrad, M. (2017). *Exceptional Children: An Introduction to Special Education*, 11th Edition. Pearson. ISBN: 978-0135160428

Recommended Materials:

Additional readings and videos as assigned; see chapter activities in modules.

Important Academic Dates

UTPB [Academic Calendar](#)

Course Assignments

This course is divided into 4 modules. Modules will open every two weeks unless otherwise stated. There are SPECIFIC DUE DATES for each assignment found on the Assignments page of each module. Information regarding those due dates can be found by viewing the Course Schedule at the end of this Syllabus.

1. **Alternative Assignment for Field Experience:** As we all know, the fallout from the COVID-19 virus and school closures have made it necessary for us to change the field experience component of the course. The Alternative Assignment for Field Experience will be comprised of 2 parts.

Part 1: You will learn about special education in other countries and develop a graphic organizer or annotated bibliography of your resources. From that organizer or annotated bibliography you will write a summary of your findings.

Part 2: To make the information that you are learning readily available to you in the future, you will create an electronic binder that is compiled of strategies and information that is useful to you and your professional development. Some examples of possible topic area's include Disabilities, Web-based Resources, Meaningful Readings, or Department of Education Policy and Regulation in Special Education.

2. **Readings:** You are expected to read each article, chapter, website, or lecture provided in the module thoroughly prior to completing the assignments. The expectations for each module may vary according to the topic and available online resources, but the information is still necessary for completion of assignments and discussion.
3. **Assignments:** You will complete various written assignments. You will be provided instructions within the various modules.
4. **Philosophy of Education Paper:** You will write a two to two and half page paper that discusses your Philosophy of Education. Due to the timing of the session this assignment will open with Module 3.
5. **Discussions:** You will participate in group discussions identified within the modules. Review the assignment and requirements provided in order to fully understand the grading expectations for each discussion.

All files that will be submitted to the instructor should:

- **Be saved as .doc or .docx files as I cannot always open .wps files**
- **Have your name at the top of each page header**

Always keep a copy of all the work you submit so that you will not need to re-do it if it should get lost in cyberspace.

****If you have not completed an assignment by its assigned due date, you will receive a 5-point deduction for each day it is late. Discussions posts will NOT be accepted after the due date****

Assignment Due Dates and Points:

Activity	Points	Date due
Pre-Test	Credit	July 3, 2020 11:59PM CST
Authentication requirement	Credit	July 3, 2020 11:59PM CST
Module 1		
Discussion 1 (FAPE)	25	July 5, 2020 11:59PM CST
IEP (Part 1 & 2)	50	July 12, 2020 11:59PM CST
Prezi	30	July 12, 2020 11:59PM CST
Module 2		

Activity	Points	Date due
Padlet	30	July 26, 2020 11:59PM CST
EBD (Part 1&2)	30	July 26, 2020 11:59PM CST
Media Reflection	50	July 26, 2020 11:59PM CST
Module 3		
Chapter Review	25	August 9, 2020 11:59PM CST
Discussion 2 (Help Me Succeed)	25	August 9, 2020 11:59PM CST
Sound and Fury (Part 1&2)	50	August 9, 2020 11:59PM CST
Module 4		
Google Classroom	25	August 11, 2020 11:59PM CST
Philosophy of Education	80	August 11, 2020 11:59PM CST
Alternative Assignment & Special Education Resource Binder	100	August 11, 2020 11:59PM CST
Total	520	

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 60	F

*Unless otherwise stated, all materials, activities, and assessments are required and are not optional.

Communication, Grading & Feedback:

I will have your work graded and returned to you with feedback within 1 week of the submission date for each assignment. On the grading of each assignment I will use the rubric to indicate where points were earned/lost. I may also provide you with comments and feedback to help you improve your performance. Please review your assignment once it has been graded in order to improve your performance in the future if necessary. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to "Grades". You can also see recently graded assignment on the right-hand column under "recent feedback."

As an online course, you can expect email response to questions from the instructor within 48 hours. You may also call during my posted office hours. If I am going to be out due to ill health, attending a conference, etc., I will notify you using email and the announcements page on Canvas. There is a communication tools file in the start here portion of the website. This will provide you with all of the instructors contact information.

Please check Canvas announcements frequently for general communication about assignments and other feedback or class wide concerns. I generally try to make a class announcement every Monday morning to provide you with feedback on assignments, upcoming due dates, and bonus point opportunities. You will be able to see upcoming due dates on the right-hand column of the screen in Canvas. Also, if you click the "view course stream" you will be able to see announcements, assignment notifications, and discussions added to the course since your last login.

Time Management:

Each semester credit hour at U. T. Permian Basin represents a commitment on an average of three hours of "out of class" preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three-semester credit hour class commits the student to a total of twelve hours of work per week. Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule.

I do not necessarily expect you to put in a full twelve hours toward my course each week. But if you have mapped out two hours the night before an assignment is due, you will most likely not be able to complete it on time...at least not with the quality I am looking for in your work.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues.

Best practices are:

- **Read all message postings in online discussion.**
- **Respond to the question directly**

- **Reply to minimum of two other student posts.**
- **Use a person's name in the body of your message when you reply to their message.**
- **Avoid postings that are limited to 'I agree' or 'great idea', etc.**
- **Ensure responses to questions are meaningful, reflective.**
- **Support statements with concepts from course readings, refer to personal experience, examples.**
- **Follow Rules of Behavior (below).**

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately. There will be a 5-point deduction for each day an assignment is late for up to 3 days, after which late work will not be accepted. Discussion posts will not be accepted passed the due date- INITIAL submissions must be completed by Friday at midnight. Students will not be allowed to make corrections. Extensions will be provided only to individuals who provide sufficient evidence of need (doctors note, etc.) 24 hours in advance of the deadline.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook:Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

All assignments will be submitted to VeriCite, the plagiarism checker. Your similarity score indicates the percentage of material in your paper that are similar to sources found online and in scholarly works. You should aim to have a similarity score of less than 15% but up to 20% may be acceptable. It is critical, especially in this course, for you to know and follow APA guidelines. Failure to adhere to APA guidelines may lead to plagiarism issues and unwanted consequences. Essentially, similarity scores should be less than 20%. Submissions with similarities scores over 20% will be investigated.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

Learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be considered if the student has met all of the following conditions:

- **Completed 75% or more of the coursework,**
- **Earned (at the time of the Incomplete request) a B or better average on all coursework,**
- **Submitted a valid, documented excuse for not being able to complete the course on time, and**
- **Has contacted the instructor prior to the last day of regular classes (full semester/face-to-face students) or one week prior to the last week of classes (online/8 week session).**

Students must submit a written (electronic) petition for an extension and sign a contract that lists the remaining coursework to be completed and due dates. If the assignments and activities identified in the petition are not completed by the agreed upon due date, the student's grade will revert to a "F" two semesters after the original "I" grade was submitted.

Students are advised to review the University policy on Satisfactory Academic Progress and Financial Aid Probation that may result from course withdrawals or incompletes.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243/4901 E. University, Odessa, Texas 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Computer Skills, Technical & Software Requirements

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

Uploading a clear image of yourself in color. Make sure you are in a well-lit area and your image is free from any shadows. The image must be taken on the day you submit the photo to reflect your current appearance. Take your picture in full-face view directly facing the camera. You should have a neutral facial expression with both eyes open.

Then, upload a picture of your ID (see below for a list of acceptable IDs) with only your name and picture showing. Cover/tape over any numbers.

Make sure to attach both image files in either JPEG or PNG format to the assignment BEFORE you submit it.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

Module	Assignments/Activities/Topics	Due Date
Start Here	Pre-test, Authentication Submission	July 3, 2020 11:59PM CST
Module 1 Opens June 29, 2020	Discussion 1 (FAPE), IEP (Part 1 & 2), Prezi Presentation	July 12, 2020 11:59PM CST
Module 2 Opens July 13, 2020	Padlet, EBD (Part 1&2), Media Reflection	July 26, 2020 11:59PM CST
Module 3 Opens July 27, 2020	Chapter's 7,8 & 9 Review, Discussion 2 (Help Me Succeed), Sound and Fury (Part 1&2)	August 9, 2020 11:59PM CST
Module 4 Opens August 3, 2020	Google Classroom, Philosophy of Education, Alternative Assignment & Special Education Resource Binder You cannot pass this class without completing all required components of the Alternative Assignment for Field Experience and Special Education Resource Binder.	August 11, 2020 11:59PM CST