

*Eastern Kentucky University*  
**Department of Special Education**  
**SED 826: Best Practices in Special Education CRN XXXXX**  
**3 credit hours**  
*Fall XXXX*

***Professor's Name***

*Professor's Office #*

*Professor's contact information (phone and email)*

**Course Description:**

This course is a survey course providing an overview of the characteristics of the thirteen categories of disability recognized by the federal law Individuals with Disabilities Education Act (IDEA). Two (2) virtual observations specific to disability are required to earn the general education diversity requirement. Open to non-majors.

**Required Texts, Readings, and Learning Resources:**

- Hallahan, D. P. Kauffman, J. M., & Pullen, P. C. (2014). *Exceptional Learners: An Introduction to Special Education, 13<sup>th</sup> ed.* Upper Saddle River, NJ: Pearson.
- [SED 104 Guiding Document on People-First Language](#)
- Articles/assigned readings/mini-lectures/quizzes/modules as necessary for designated topics posted in Blackboard.
- This course includes heavy use of technology and Blackboard.
- **Key Assessment:** Note that this class has a Key Assessment that you will have to upload to TaskStream. You will need to have an active account for this semester. Information on TaskStream can be found in the Blackboard course.

**Student Learning Outcomes:**

Upon satisfactory completion of the course, students will be able to:

<b>Student Learning Outcomes</b>	<b>CAEP</b>	<b>KTPS/ InTasc</b>	<b>ISTE</b>	<b>CEC</b>
1. Examine definition, prevalence, and characteristics of the major categories of exceptionalities, including the linguistic and cultural differences of individuals with disabilities.	1	1,4,5		1, 2

2. Assess the roles played by parents, families, and key collaborators (including therapists and community supports) in the education of persons with disabilities.	7	1	6,9		7
3. Discuss the foundations of special education law, including the continuum of special education service delivery systems, from least to most restrictive and from birth to transition age.	2	1	7		3,6
4. Evaluate key instructional strategies and supports for students with disabilities.	1,2	1	7		4,5

### **Course Requirements:**

#### Midterm and Final Livebinder Projects:

The midterm and final livebinder projects are an opportunity for you to summatively demonstrate what you have learned about students with exceptionalities. You will create a cumulative electronic binder in the [www.livebinder.com](http://www.livebinder.com) website (this is a free site) that addresses the objectives of the course. See the assignment guidelines for specific project requirements.

#### Discussion Board Posts (DB):

Student will be given on discussion board questions and/or in-class activities over material related to content issues in the course. The instructor will use a 10-point scale to keep track of student participation, at each discussion board/seminar.

- 10-9 pts -excellent initial post and substantial responses to 3 or more peers. Initial post responds accurately to all parts of the initial prompt and includes reference to course materials (where your ideas came from), divides response into categories (example: if prompt is in 3 parts, response includes headings for each of the three parts).
- 8-6 pts -excellent initial post, 1 substantial response to peers OR excellent initial post with limited responses to peers
- 5 pts -excellent initial post, no responses to peers
- 4 pts -substantial responses to 2 peers

- pts - Unacceptable/Inappropriate posting/responses to peers
- 0 pts - No participation

A "*substantive posting*" means that you show you are thinking about what has been said by others. It means that you must post more than "I agree with Charlie!" **In order to receive full credit, you must "discuss."** Postings will include your opinions. However, the key is to support your opinion by giving examples from the readings and by *elaborating on your thoughts by using examples or additional sources*. Please note: A well-developed idea is NOT simply stating that you agree with another student. You must give your reasons for agreeing or disagreeing based on experience, theory and readings. A well-developed question is one that illustrates reflection and advancement of the ideas, not just a simple question.

A posting at full credit will:

- be clearly written and make accurate use of academic and medical terminology and concepts or demonstrate a developing understanding of these terms/concepts
- go beyond simple observations
- cite specific examples from class discussion/readings to support opinions/contentions

#### Advance Organizers:

Advance Organizers are a student-centered way of demonstrating basic understanding of key concepts and ability to apply knowledge to real-world situations.

#### Learning Activities:

Learning Activities assist students in learning how to apply the concepts discussed in the text. No late work is accepted. Learning activities will count toward your grade for the course, and are weighted proportionally within this category. These will be included in the \* points in the grading information listed above.

#### Virtual Field Experience Observation and Reflection Reports (General Education Element 6 Required Assignment):

During the course of the semester, you will be expected to conduct two (2) "observations" in virtual settings (watching videos) that total 60 minutes per observation. These virtual observations (videos) will help you better understand how people with disabilities are included in school and community settings.

#### **To complete each observation, you will:**

1. choose videos from the recommendation list below that total or exceed 60 minutes in viewing time. You must watch different videos for each observation report.
2. complete an Observation Report using the Observation Template

3. complete an Observation Scoring Guide
4. submit the Observation Report and Observation Scoring Guide in the Assignment link provided in BB by the due date.

For specific details on this assignment, see Bb's Assignment description.

General Education Element 6 Requirement: Following each observation, you will be required to write a 2-3 page double-spaced report, worth 25 points, regarding your experience. As part of this written report, you will apply content knowledge learned as well as reflect on perspectives gained about individuals with disabilities and/or programming and services for individuals with disabilities; specific details to the report are identified below. A folder containing all documents needed to complete this assignment can be found in Blackboard.

Media Review:

During the course of the semester, you will be expected to review several short videos that portrays individuals with disabilities. You will be required to write an APA-style double-spaced 'review' of specific books and/or videos outlined in the assignments, and then will reflect on the perception of individuals with disabilities portrayed by the media. Specific details in Bb regarding the completion of this assignment.

Extra Credit Opportunities

1. 5 points of extra credit will be applied for proof (e.g., membership card) of membership in a professional organization such as CEC, TASH, and ASHA.
2. 3 points of extra credit will be applied for attendance at education student organizational meetings or other approved activities. Proof of attendance must be provided for points to apply. **NOTE:** No more than 3 activities and/or meetings will be accepted.

Policy on Late Assignments:

Assignments should be typed using Microsoft Word, unless otherwise specified by the instructor. All assignments are due by the **start of class time** on the specified date via uploading them to the designated place on Blackboard, unless otherwise specified by the instructor. ***Late assignments will not be accepted, and a score of zero (0) points will be given for assignments in question.***

**Evaluation Methods and Alignment to Student Learning Outcomes:**

Points earned out of the total possible until midterm will serve as notice to students of their progress in the class following the same grading format as designed below.
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<b>Evaluation Products</b>	<b>Student Learning Outcomes</b>	<b>Points</b>
*Livebinder projects and reflection (midterm at 50 pts and final@ 80 pts plus 5 points reflection for midterm and 10 point reflection for final)	1, 2, 3, 4	135
15 Advance Organizers @ 10 points each	1, 2, 3, 4	150
*Syllabus, People-First Language assignments/quiz	1, 2	20
*2 virtual field experience observation reports @ 25 pts each	1, 3, 4	50
Media review	1, 2, 3	110
*IEP Module	2, 3	20
Discussion Boards (6 @ 10 pts each, 1 at 5 pts)	1, 2, 3, 4	65
<b>Total Points</b>		<b>550 pts</b>
<p><b>Grades</b> will be computed according to the following scale:  A = 100 – 93% B = 92 – 85% C = 84 – 76% D = 75 – 70% F = 69% and below  <i>Please note: Required assignments not submitted or submitted late will be recorded as a 0 in the gradebook.</i></p> <p>Note: any item with a * is required in order to earn a passing grade in the course. If these items are not submitted, the student will earn an I in the course until these assignments are completed, with a penalty for assignment being late (see university policy for Incompletes). The Livebinder project and Livebinder reflection must be uploaded to Taskstream in order to earn a passing grade in the</p>		

**Student Progress:**

Students will receive feedback on their progress within one week of an assignment being submitted. Grades can be tracked throughout the semester via Blackboard. Midterm and Final grades will be posted according to the University Calendar <http://www.eku.edu/calendars>. Please contact the professor by email any time you have questions about your work in this course. To view your grades in Blackboard, click on the

“Tools” button, then choose “View Grades”.

*Notes about grades:*

1. There will be no change to final grades after posting at the end of the semester.
2. It is your responsibility to check your point total throughout the term and notify the instructor if you see a problem with the points posted.
3. Questions about grades will be considered within 10 days of the grade posting (exception: no course grades will be revised after the start of the exam window).
4. Grade questions need to be asked by email with specific details (name of assignment, when it was graded, your specific question based on feedback given in Gradebook).
5. No grades will be revised after the 10 day window, so be sure to check your grades often and ask questions in time for them to be considered.
6. Remember to compare the total number of points earned with **the grading scale listed in the syllabus.**

**Course Outline:**

**Module**

**Course Module and Content**

1	Exceptionality & Special Education Current Practices for Meeting the Needs of Exceptional Learners People-first Language (PFL) & Case Against Special Needs
2	Multicultural and Bilingual Aspects of Special Education and Families
3	Learners with Intellectual Developmental Disabilities Learners with Learning Disabilities IEPs
4	Learners with Attention Deficit Hyperactivity Disorder Learners with Emotional and Behavioral Disorders
5	Learners with Autism Spectrum Disorders Learners with Communication Disorders
6	Learners who are Deaf or Hard of Hearing Learners with Blindness or Low Vision
7	Learners with Low-Incidence, Multiple & Severe Disabilities Learners with Physical Disabilities & Other Health Impairments
8	Twice Exceptional Students - Learners with Special Gifts and Talents and disabilities English Language Learners with Disabilities

**Attendance Policy:**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities. Other reasons also may be approved. Students should be prepared to provide appropriate verification of any absence. In the case of excused absences, student should be provided an opportunity to make up class work missed as is feasible. To the extent possible, students should notify the instructor in advance of an absence. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

**Last Day to Drop the Course:**

Students are referred to ECU Colonel's Compass posting for dates specific to this semester <http://colonelscompass.ecu.edu>

**Disability Accommodation Statement:**

The University strives to make all learning experiences as accessible as possible. If you are registered with the Center for Student Accessibility (CSA), please request your accommodation letter from the CSA. CSA will transmit your letter to the course instructor(s). It is recommended that you discuss the accommodations needed with your instructor(s).

If you believe you need an accommodation and are not registered with the CSA, please contact CSA in 361 Whitlock Building by email at [accessibility@ecu.edu](mailto:accessibility@ecu.edu) or by telephone at (859) 622-2933.

A student with a disability may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks and working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Act Amendments Act (ADAAA).

Upon individual request, this syllabus can be made available in an alternative format.

**Academic Integrity Statement:**

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

For current University policies and regulations, please go to EKU's [Policy Website](#).

**Non-Discrimination and Harassment, Title IX, and Prevention Statement**

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. The university supports and promotes a safe, violence-free campus through Green Dot Prevention and Education programming. To learn more about Green Dot, request a presentation, or get involved, go to <http://greendot.eku.edu/>.

EKU's commitment also requires faculty members to [report](#) any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you would like to obtain confidential help from someone who does not have to report the information, please go to <http://titleix.eku.edu/> for resources. The Non-Discrimination and Harassment policy is available [here](#) and questions regarding the policy may be directed to the Chief Equity Officer and Title IX Coordinator.

**Official Email:**

An official EKU e-mail is established for each registered student, each faculty member, and each staff member. All university communication sent via e-mail will be sent to this EKU e-mail address.