



Webster University Course Syllabus

COURSE NUMBER: SPED 5030 **COURSE TITLE:** Students with Mild/Moderate Disabilities

TERM Spring 2007 **SITE:** Online

INSTRUCTOR CONTACT INFORMATION: Rena Cifarelli

CREDIT HOURS: 3

1. COURSE DESCRIPTION: This graduate level course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860 Psychology of the Exceptional Student. Employing a cross-categorical perspective, this course examines many of the characteristics displayed by students who have been identified as having mild and/or moderate disabilities. Topics explored include historical perspectives of special education, legal issues, ethical considerations of labeling individuals, definitions, interventions, and educational models.

2. LEARNING OUTCOMES:

| Learner Outcomes for this course | Special Education Program Outcomes | SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed |
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| Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. | | MO-STEP 9.3 CC1K4 |
| Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. | Pre-service special education candidates understand the foundations of the field of Special Education. | MO-STEP 2.1, 2.4 SOE 1.1 CC1K5 |
| Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.) | | MO-STEP 9.2, 9.3 CC1K6 |
| Family systems and the role of families in the educational process. | | MO-STEP 10 CC1K7 |
| Articulate personal philosophy of special education. | Preservice special education candidates are knowledgeable about the characteristics of learner with special needs. | MO-STEP 9.1 SOE 1.2 CC1S1 |
| Definitions and issues related to the identification of individuals with disabilities1/. | | MO-STEP 2.1 GC1K1 |
| Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. | | MO-STEP 9 GC1K3 |
| The legal, judicial, and educational systems to assist individuals with disabilities1/. | | MO-STEP 9 GC1K4 |
| Continuum of placement and services available for individuals with | | MO-STEP 4.3 GC1K5 |

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| disabilities1/. | | |
| Principles of normalization and concept of least restrictive environment. | | GC1K8 |
| Educational implications of characteristics of various exceptionalities. | Pre-service special education candidates understand language development and strategies to enhance communication. | MO-STEP 3 SOE 1.7 CC2K2 |
| Similarities and differences among individuals with exceptional learning needs. | | MO-STEP 3 CC2K6 |
| Impact of sensory impairments, physical and health disabilities on individuals, families and society. | | MO-STEP 3 CC3K2 |
| Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. | Preservice special education candidates advocate for inclusive and equitable education for all students. | MO-STEP 3 SOE 1.10 CC3K5 |
| Relate levels of support to the needs of the individual | Students understand how to provide learning opportunities that support growth in intellectual, social, and personal development. | MO-STEP 3 &4 SOE 1.2 GC3S1 |
| Involve the individual and family in setting instructional goals and monitoring progress. | | MO-STEP 3 CC7S3 |
| Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. | | MO-STEP 4.3 CC7S2 |
| Use task analysis. | | CC7S5 |
| Laws and policies regarding referral and placement procedures for individuals with disabilities1/. | Preservice special education candidates understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. | MO-STEP 10 SOE 1.11 GC8K2 |
| Access information on exceptionalities. | | MO-STEP 11 CC9S10 |
| Sources of unique services, networks, and organizations for individuals with disabilities1/. | | MO-STEP 10 & 11 GC9K1 |
| Organizations and publications relevant to individuals with disabilities1/. | | MO-STEP 10 GC9K2 |
| Maintain confidential communication about individuals with exceptional learning needs. | | MO-STEP 9.3 CC10S1 |
| The student is guided by the profession's ethical and professional practice standards. | Preservice special education graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession | SOE 3.1 SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5 MO-STEP 9.3 CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11 |

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Week 1: Introduction and team building, initial philosophy, ethics and alternatives to labeling, case study selection. Assignments—read text chapters 1 & 2,

Week 2: historical perspectives, cultural perspectives. Assignments—read text chapter 6, answer case study questions, prepare descriptive pamphlet #1

Week 3: explore research methods at characteristics of persons with mental retardation, Assignments—read text chapter 7, prepare descriptive pamphlet #2 complete Quiz 1

Week 4: characteristics of persons with learning disabilities, reaction to pamphlets, issues regarding attention and memory processes. Assignments—read text chapter 8, case study questions, Submittal of a list in (APA electronic referencing format) of four electronic resources to be used in final research paper.

Week 5: characteristics of persons with emotional disturbance/behavior disorder, functional assessment/behavior support plans. Assignments—read text chapter 9, complete Quiz 2, submit a one paragraph abstract of your final research paper

Week 6: characteristics of persons with other health impairment,, issues regarding attention deficit disorder, occupational therapy, physical therapy. Assignments—read text chapters 10 and 11, 1st interview & observation due

Week 7: cognitive theory, language development. Assignments—read text chapters 3 through 5, answer case study questions, term paper due

Week 8: diagnostic procedures, least restrictive environment. Assignments—answer case study questions, complete Quiz 3

Week 9: Individual Education Plans. IDEA, present level of performance, goals and objectives/benchmarks. Assignments—read IEP booklet, complete case study questions, 2nd interview & observation due

Week 10: Individual Education Plans. Goals and objectives/benchmarks, placement, adaptations/modifications. Assignments—complete case study questions, write case study IEP, complete Quiz 4,

Week 11: 504 plans,. Assignments— Reflect on term papers & IEP's

Week 12: issues regarding parents and paraprofessionals, social work, inclusion. Assignments—read text chapters 12 and 13, 3rd interview due

Week 13: Putting It All Together: perspectives from the general educator and special (music, art, p.e.) educator Thanksgiving Week

Week 14: perspectives of the individual with disabilities

Week 15: reflect on children's literature presentations, Mock IEP or Debate

Week 16: Mock IEP or Debate continued, assessments, course wrap-up

3. RESOURCES:

Required Text(s): Learners with Mild Disabilities: A Characteristics Approach, Second Edition by Eileen B. Raymond.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

| Assessments | Links to Course Outcomes | Percentage of Grade |
|--|--|----------------------|
| Textbook Quizzes | CC1K4, CC2K2, CC3K2, CC3K5, GC9K1, GC9K2, CC10S1, CC2K6, CC3K2, CC1K5, CC9S10, GC1K1, GC1K3, GC1K4 | 5% |
| (2) Exceptionality Pamphlets | CC2K6, CC3K2, CC1K5, CC9S10, GC1K1, GC1K3, GC1K4 | 10% |
| Case Study (including observation of the child) | CC2K2, CC3K2, CC3K5, GC1K5, GC3S1, CC7S2, CCS3, CCS5, CC1K6, CC1K7, GC1K8, GC8K2 | 20% (Key Assessment) |
| (2) Observations (different than case study) | CCK2, CC3K2,CC1K6,CC1K7,CC7S2 | 10% |

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| <u>Individual Education Plan</u> | GC1K5, GC3S1, CC7S2, CCS3, CCS5, CC1K6, CC1K7, GC1K8, GC8K2 | 20% |
| <u>Website Review</u> | GC9K2,GC9K1, CC10S1 | 5% |
| <u>3 Interviews</u> | CC1K4, CC2K2, CC3K2, CC3K5, GC9K1, GC9K2, CC10S1 | 15% |
| <u>Term Paper</u> | CC1S1, GC1K1, GC1K3, GC1K4 | 15% |

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

6. GRADING SCALE :

* A=94-100%

* A-=90-93%

* B+=87-89

* B =83-86

* B-=80-82

* C+=77-79

* C =73-76

* C- =70-72

* Below 70 = No Credit

Note: For Online course all paper/projects are available to you in the assignment area. Teacher comments are emailed to you in the WebCt course. It is your responsibility to print these comments for your portfolio.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade will be reduce by one-half letter grade reduction (e.g., A to A-). Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course. Students who miss the equivalent of three or more weeks of a 16-week class are advised to withdraw; a NC may be issued for the course.

Student Expectations

Students should read the material designated for this class. Reading assignments from the required texts and supplemental will be posted in weekly assignment area. It is your responsibility to read everything that is provided in the course and keep up with the location of these areas or print all of the assigned readings and tasks for your organization, time management, and learning. To support a learning atmosphere, we encourage participation and involvement. But we also expect a professional attitude in your approach to the course. Students will be evaluated on their professional demeanor in the classroom. As such, students should not disrupt face-to-face class sessions with personal conversations with their colleagues, or by accepting phone calls. Pagers should be turned off or set to a silent mode. Likewise, students should not be

checking or writing email, playing computer games, watching DVDs or CD-ROMS, or participating in an online class during lecture or demonstration sessions of the course. IF you are using your computer it should be for taking notes or reviewing the material shown by the instructor. In online class sessions personal conversations with their colleagues should be conducted in the email area and not in the class discussions or during class scheduled chats. Responses to discussion questions and responses to others discussion correspondence needs to be timely.

If you have questions about these standards, please see or email the instructor. It is the student's responsibility to ask questions about the parts of the course and syllabus that seem unclear.

ALL MATERIAL FOR THIS COURSE MUST BE TYPED WITH A HEADING WITH YOUR NAME, DATE, AND EMAIL ADDRESS.

One final expectation: you should approach this course with the high ethical standards, which are the foundation of education at Webster University.

Attendance for our online courses

WebCT allows for instructors to track your attendance and frequency of visiting the different course areas. Our online courses are not independent study courses where you can set your own deadlines. We expect active participation, checking in the course once a week is not acceptable.

Grade Lobbying

Students certainly have the right to protest grades, challenge, grades, or ask for reconsideration. Such questioning is encouraged by Webster University. However, in recent years, some students have crossed the line into something excessive that demeans the entire evaluation process. First, there is a proper and professional way to challenge a grade. That is not done in a loud voice in front of the class or with other students in the class. Our policy is only to discuss grading in front of the class on the first day of the course. We will discuss grades via email for online courses or at a pre-arranged time in private for face-to-face classes. That is out of respect for your privacy.

Students who promote a particular grade for themselves before a project is even submitted are crossing the lines of what is acceptable. Likewise, students need to understand that performance is what we are asked to evaluate projects, not effort. Our estimation of your effort is included in your professionalism/particular grade.

Finally, the university has placed your instructor(s) in a position to evaluate performance based upon years of academic experience. That experience by its nature may give the instructor a different perspective on your work. Please be aware that excessive efforts to lobby for higher grades are often counter-productive. Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

This syllabus is subject to change at the discretion of the instructor.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The

outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one’s habitual ways of behaving or thinking. NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self

- 1.1 Understands and respects that s (he) may be different from others
- 1.2 Embraces an openness to change (adaptability, flexibility)
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

2. Understands and Respects Others

- 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
- 2.2 Exhibits empathy
- 2.3 Commits to fairness and honesty

Listens respectfully to other points of view

3. Understands and Respects Professional Communities

- 3.1 Commits to professional behavior in university and school cultures
- 3.2 Practices informed decision-making in university and school cultures

- 3.3 Communicates and collaborates in university and school cultures
- 3.4 Accepts academic rigor (willingness to work/ high expectations)
- 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards Performance Indicators

The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

1.2 presents the subject matter in multiple ways

1.3 uses students' prior knowledge

1.4 engages students in the methods of inquiry used in the discipline

1.5 creates interdisciplinary learning

Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. 2.1 knows and identifies child/adolescent development

2.2 strengthens prior knowledge with new ideas

2.3 encourages student responsibility

2.4 knows theories of learning

Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3.1 identifies prior experience, learning styles, strengths, and needs

3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs

3.3 knows when and how to access specialized services to meet students' needs

3.4 connects instruction to students' prior experiences and family, culture, and community

Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)

4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.

4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning

Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. 6.1 knows motivation theories and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making

Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7.1 models effective verbal/ non-verbal communication skills

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences

7.3 supports and expands learner expression in speaking, writing, listening, and other media

7.4 uses a variety of media communication

Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to

evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.1 employs a variety of formal and informal

assessment techniques (e.g. observations,

portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his

knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies

8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning

8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work

8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based

on appropriate indicators, to student, parents, and other colleagues

Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

9.1 applies a variety of self-assessment and

problem-solving strategies reflecting on practice,

their influences on students' growth and learning,

and the complex interactions between them

9.2 uses resources available for professional

development

9.3 practices professional ethical standards

Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.

10.1 participates in collegial activities designed to make the entire school a productive learning environment

10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems

10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in

support of student learning and well-being

10.4 identifies and uses the appropriate school personnel and community resources to

help students reach their full potential

Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.

11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of

software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the

diverse needs of learners.

11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and

utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming

and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving

skills; content standards; and student technology standards.

11.4 uses technology resources in assessing

student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and

maximize student learning (including the use of technology resources for learning, communication, and

productivity).

11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.

11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2

(p. 4). Reston, VA: Author.(Insert course project and paper directions/descriptions with their respective scoring guides.)