

CASPER COLLEGE COURSE SYLLABUS  
Introduction to Special Education- EDEX 2484

Semester/Year: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 4-7

Days: Tuesday

Room: LH 163

Instructor's Name: Thomas (Thom) DeVoogd:

Instructor's Contact Information

Office Phone: (307) 268-2226,  
258-3919 (text only)

Email:  
tdevoogd@caspercollege.edu

Office Hours: Monday 12-1, 2:30-4:30  
Tuesday 10:45-12, 2:15-3  
Thursday 10:45-11:45

Course Description/Major Goal: This course is designed to meet the needs of education majors for a required course in Special Education. It provides a broad overview of effective intervention models of instructional and/or behavior techniques for special needs students within an inclusion setting and/or other continuum of special education options which meet the least restrictive environment. This class would be helpful for individuals in other fields who need an introduction to the field of special education.

Statement of Prerequisites: EDFD 2020 (Foundations of Education) or permission of instructor

Required Text, Reading, Materials:

- 1.) Brain Friendly Strategies for the Inclusive Classroom, 2007, Willis
- 2.) ADHD and Me, 2007, Taylor
- 3.) Pre-Referral Intervention Manual 3<sup>rd</sup> or 4<sup>th</sup> Edition, 2006-2013, McCarney
- 4.) Look Me in the Eye, 2008, Robison

Students are encouraged to use APA style formatting in written work. A recommended site is:

<http://owl.english.purdue.edu/owl/resource/560/01>.

Specific Education OUTCOMES/Standards:

Standard Topic	Standard Number	Standard Statement
Diverse Learners/ Differentiated Instruction	3.1	The pre-service teacher understands that school are comprised of diverse learners who differ in their approaches to learning.
Diverse Learners/ Differentiated Instruction	3.2	The pre-service teacher understands there are multiple theoretical model for understanding and addressing student diversity.
Democratic Learning Environments	5.2	The pre-service teacher uses knowledge of the historical, social and political roles of schooling in the US to ensure equality for all children, especially given the relationship between schooling and the reproductive/mitigation of inequities in the broader society.

Democratic Learning Environments	5.4	The pre-service teacher is competent in behavior management that is reflective of the needs and practices of diverse learners. This competence includes knowledge of classroom management skills, interventions strategies, motivational techniques, and monitoring and documenting student behavior.
Communication Techniques	6.2	The pre-service teacher models effective communication (including writing, speaking and listening) using a variety of communication tools.
Communication Techniques	6.3	The pre-service teacher models and demonstrates sensitivity to differences in communication.
Assessment	8.3	The pre-service teacher uses assessment in conjunction with students' experiences, learning behaviors and parent reports to guide instruction, promote student growth and for documentation.

Additional outcomes:

1. Demonstrate effective oral and written communication
2. Solve problems using critical thinking and creativity
3. Demonstrate knowledge of diverse cultures and historical perspectives
4. Use appropriate technology and information to conduct research
5. Describe the value of personal, civic, and social responsibilities

Each student will be expected to:

- Participate in class discussions, quizzes, small group work, activities, and attend class
- Turn in all assignments on the due date (or make prior arrangements)
- Read the books and assigned readings

Methodology: Classes will consist of lecture by the instructor, small group/collaborative work, selected speakers, videos and class discussions. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

Evaluation Criteria: .

- ❖ All out-of-class assignments must be typed, and have a cover sheet.
- ❖ All papers must be scholarly written.

Grading Scale:

- 93-100% = A
- 85 - 92% = B
- 77 - 84% = C
- 69 - 76% = D

Evaluation of students will be based on the following:

130 total points

- 5 - Disabilities Overview (PP one slide each... talking points)
  - 10 - Timeline of Rights
  - 10 - Book Reflection-ADHD and Me (Article for teaching magazine telling value for teachers)
  - 5 -Midterm
  - 10 - Special Education Teacher Interview
  - 20 - Disabilities Reference Notebook (Disabilities pages)
  - 10 - Book Reflection - Look Me in the Eye
  - Up to 10 - In-Class Activities (be there or you will miss these points!)  
Class activities, Scenarios, Differentiated Diagram
  - 10 -Service learning Activity- Special Olympics, ARC
  - 10- DISPOSITIONS- responsibility, diligence, commitment, effort, timeliness, engagement
  - 10 - Final
  - 3 extra credit point (1 extra credit point for each Writing Center visit. (You must have your paper stamped by Writing Center personnel).
  - 5 - Learning Log
  - 10 - Brain-Friendly Strategies for the Inclusive Classroom (2pts/chapter)
1. Disabilities Overview- a 15 minute presentation done in small groups on one assigned topic

(5 pts)

2. Timeline of Rights- (10 pts)  
Students will create a timeline of significant events in the Civil Rights Movement
3. Interviews and Reflections Connected to Special Education
  - a) Special Education Teacher Interview (10 pts)  
Students conduct one interview with a special education teacher, principal, diagnostician or school psychologist and submit a written report of questions asked for the interview and the interviewee's reflective comments to the responses to those questions using handout format.
  - b) Reflection Paper on ADHD and Me (10 pts)
  - c) Midterm Exam -Covering the first 6 weeks (5 points)  
Final Exam – Covering material since midterm (10 points)
  - d) Reflection Paper on Look Me in the Eye. (10 pts)
4. Disabilities Reference Notebook (20 pts)  
This should include information about specified disabilities, including information about professional organizations and resource agencies serving exceptional children within the community, state, and nation. (Include Agency title, address, phone, email and web addresses.  
  
In-Class Activities (be there or you will miss these points!) (Up to 10 pts)  
  
Group Project – Situation Scenarios-Groups will formulate a response to special education scenarios using reference books applying what we have learned in class.
5. Service Learning- Special Olympics- ARC- Schools (10 pts)  
Students will volunteer to work at a local event with special needs children
6. Dispositions (10 pts)  
Late work without prior arrangement, missed classes, phone use in class, disengaged attitude, unprepared for class, inability to work in group, lack of effort in class.
7. Brain-Friendly Strategies for the Inclusive Classroom- (10 pts)  
Complete the handouts for class discussions.
8. Learning log Reflections- (5pts)  
Your thoughts/ insights into the discussion or topic for that day. Write one entry per week (14 total).

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: April 16

**CLASS ATTENDANCE IS REQUIRED.**

Attendance is very important for several reasons:

- 1) In order to learn and understand assignments, students must be present, this is a participatory class.
- 2) At the college level, students' professional preparation, responsibility, and work ethic are evidence through prompt and regular attendance. You are a professional in the first steps of teaching. The profession does not start when you get a job, it begins with teacher training. This class will be a good indicator as to whether or not you

have the dedication and academic maturity to continue pursuing this as your lifelong profession. Teachers do not skip work without arrangement; you are now a teacher.

- 3) Quality performance is also evidence through student's participation in all class activities and assignments. If a student is not in class, he/she cannot participate.

Late work will not be accepted without PRIOR approval from instructor. Even with approval, assignment grade may be reduced one letter grade. Students should contact the instructor by phone, voice mail, or email prior to absence. If a paper is due, your absence does not excuse the submission. Also, participating in extra curricular activities or school sponsored activities does not excuse an assignment. No late papers will be accepted during finals week. Students are not allowed to make up class participation points and group activity points when absent.

Professional classroom expectations for:

1. Group work
2. Audience behaviors
3. Cell phone/computer use
4. Other issue affecting fellow students' learning experience will be determined during initial class meetings reflecting democratic, constructivist practice.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, [bheuer@caspercollege.edu](mailto:bheuer@caspercollege.edu). The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

## Tentative Schedule

Week	Activity/Topics to be prepared	Assignments due
August 25	-Syllabus The Music Within	Write every week about class content
September 1	-Creating Community -The Music Within	Read <b><u>ADHD &amp; Me (1-8)</u></b>
September 8	-Disabilities Overview	Presentations What It's Like Read <b><u>ADHD &amp; Me (9-15)</u></b>
September 15	-Discuss ADHD & Me (1-8)	<b>Timeline of Rights DUE</b>
September 22	-Discuss ADHD & Me (9-15) -ADHD Facts/ Examples	
September 29	-ADHD Scenarios Learning Disability <u>Brain-Friendly Strategies 1</u>	
October 6		<b><u>ADHD &amp; Me Reflection DUE</u></b>
October 13 Mid-term Exams	<u>Brain-Friendly Strategies 2/3</u>	<b>ADHD Page Due MIDTERM</b>
October 19		
October 27	<u>Brain-Friendly Strategies 4</u>	<b><u>Interview Due</u></b>
November 3 November 6 -Advising	<u>Brain-Friendly Strategies 5</u> Response to Intervention	Read <b><u>Look Me in the Eye</u></b>
November 10	Autism <b><u>Look Me in the Eye</u></b>	<b>LD page DUE</b>
November 17	Autism	<b>Service Learning Due</b>
November 24 Thanksgiving break	Autism	
December 1	Autism	<b><u>Look Me in the Eye</u> Reflection DUE</b>
December 8	Awareness week	
December 15	Write EXAM	Autism page <b>Due</b>