

SPEC 8010
Readings in Issues of the Education of Children and Youth with Disabilities
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

All required readings provided by the instructor through the online Learning Modules LiveText Portfolio

COURSE DESCRIPTION

An in-depth study of research articles that present factual information regarding current issues in programs for children and youth with disabilities.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

Advanced candidates will:

1. determine current issues related to providing services to students with disabilities through interviews with a special education director, building principal, special education teacher, and general education teacher. (CSF-I-III)
2. cite current research in their discussions of current issues related to providing services for students with disabilities. (CSF I-VI)
3. write reviews and opinion papers of important and current studies and issues related to providing services for students with disabilities. (CSF I-III)
4. write recommendations based on current literature to address a current local issue related to providing services to students with disabilities (student learning and learning environments). (CFS II & III)
5. design a procedure based on current literature to assess the impact of the recommendation to improve provision of services to students with disabilities. (CSF IV)

6. read, analyze and synthesize information from current research to guide instructional effectiveness providing services for students with disabilities. (CSF I-VI)
7. discuss (in written form) current controversies in special education with colleagues and the impact educational decisions at national, state, district, and school levels have on other areas of education in the provision of services to students with disabilities. (CSF VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Activities are used to assess application of skills targeted in course content. See the Tentative Course Schedule for due dates.

1. Interview with Professionals. Interview the director of special education (from local school district), a building principal, a special education teacher and general education to determine a pressing issue/problem related to providing services for children and youth with disabilities. (problem/issue is something that all or most agree is a pressing issue) The course instructor has final approval of topic. Documentation of interview will be written minutes from each of the above. (CO 1)
2. Issues Paper/Website. Content will:
 - a. clearly describe in writing the issue identified in #1 above, cover various facets of the issue above and provide evidence-based strategies and approaches (with current literature documentation) to address and/or improve the issue/problem.
 - b. the paper should be 7-10 pages (12 pt font, and double spaced) in length and include at least five current references (no older than five years and from professional journals—you may include additional references that do not meet the above requirements).
 - c. use APA format.
 - d. If you choose to build a website or PowerPoint presentation, it should contain 10 – 12 pages with 10 – 12 slides least five current references (no older than five years and from professional journals—you may include additional references that do not meet the above requirements), at least 15 links to supporting information, and use APA format. (CO 2, 3, 6)
3. Student Learning Environment Recommendations and Impact Procedures Paper/Website. Content to include: specific evidence based recommendations for issue described in #2 above. These recommendations should be specific to the district, school, and or classroom identified above. Be sure to address the continuum of program options and services available to students with disabilities, show connection to general educational standards and access to general education environments in recommended changes. In addition, provide a procedure to assess the impact of recommendations made above.
 - a. the paper should be 7-10 pages (12 pt font, and double spaced) in length and include at least five current references (no older than five years and from professional journals, you may include additional references that do not meet the above requirements).
 - b. use APA format.

- c. If you choose to build a website or PowerPoint presentation, it should contain 10 – 12 pages or slides and at least five current references (no older than five years and from professional journals—you may include additional references that do not meet the above requirements), at least 15 links to supporting information, and use APA format. (CO 4, 5, 6)
4. Learning Module QuikWrites. Write responses to issues related to the education of children and youth with disabilities POSTed by the course instructor on the discussion board (DB). These responses while limited in length (maximum 250 words) they are not opinion. Responses are considered formal writing and should be documented with appropriate APA citations. This means that they should be grammatically correct and have no errors in punctuation and spelling. (CO 7)
 5. Learning Module Replies to Class QuikWrites. Responding to DB POSTs of class members is required. Responses are considered formal writing. This means that they should be grammatically correct and have no errors in punctuation and spelling. Points awarded for DB responses and POSTs are based on quality of response not length. (CO7)
 6. Final Examination. Material covered on the final exam will come from the learning modules, quikwrites, discussion boards, and assigned readings. The final will be comprehensive. (CO 1-7)

General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

COURSE EVALUATION

*Assignments to be submitted to LiveText portfolio.

Assignment	Point Value	Assignment
1.	20	Interview with Professionals
2.	50	*Issue Paper or Website
3.	50	*Student/Learning Environments Recommendations and Impact Procedures Paper
4.	120	Learning Module QuikWrites 6 @ 20
5.	60	Learning Module Replies to Class QuikWrites 6 @ 10
6.	50	Final Exam
	350	Total Points

If 0 points are recorded in any of the categories above, the advanced candidate will be ineligible to receive a grade of A.

Grading Scale

A = 350-315

B = 314-280

C = 279-245

D = 244-210

F = 209 and below

ATTENDANCE POLICY

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

PROFESSIONALISM

Advanced candidates are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESS OFFICE

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: