



EAST TENNESSEE STATE  
UNIVERSITY

Clemmer College  
Educational Foundations and Special Education  
SPED 5500  
History Issues and Trends in Educating Exceptional Learners  
Section  
Spring 2020

## Syllabus

### Credit Hours

3 hours

### Course Catalog Description

The course provides a survey of various disabilities, focusing on history, legislation, diversity, causes, characteristics, needs, educational strategies, interventions, technologies, assessment, and support services for individuals with disabilities and families.

### Purpose of Course

The purpose of the course is to enhance the knowledge of students intending to work in the fields of education, special education, and related services about the special education service system and the individuals it serves. The course provides foundational knowledge and context for understanding history, legislation, and laws supporting the educational rights of individuals with disabilities and their families, diversity in education, and the characteristics and educational needs of students with disabilities.

Basically this course is a survey of various disabilities: Definitions, characteristics, diagnostic criteria, inclusive practices, and interventions etc. It traces the historical development of special education, various laws and trends, and important issues in special education today

## Course Goals

The goals of the course are:

- To determine the historical development of the field of special education including its philosophical basis and current professional status
- To analyze current legislation pertaining to special education, including service delivery options, assessment procedures, development of individualized educational programs, and safeguards for parents and teachers
- To investigate the etiology, characteristics, and prevalence of the major categories of exceptionalities and their various educational interventions
- To assess the contributions of families to the education of students with disabilities
- To evaluate the importance of language and cultural differences on the academic, emotional, and social development of students with disabilities

## Major Topics

History of special education in the United States; an overview of special education and its associated laws; cultural diversity and special education; universal design for instruction; individualized education programming; family-professional partnerships; educational interventions for varying disabilities categories; related service provisions

## Course Objectives/ Learning Outcomes

At the completion of this course, the candidate is expected to:

- describe the historical development of the field of special education
- synthesize current legislation focusing on special education, including service delivery options and the concept of least restrictive alternatives, the assessment and development of individualized educational programs, and due process for parents and teachers
- determine characteristics, causes, prevalence of the major categories of exceptionalities and their educational implications
- assess and evaluate the importance of language and cultural differences on the academic, emotional, and social development of students with disabilities
- ascertain the contributions of families and caregivers in the education of students with exceptionalities
- evaluate professionals that provide special education or related services
- demonstrate knowledge of the relationship of special education to other educational programs/professionals
- evaluate the utility of service-learning experiences and the way in which they relate to

course content


## Plans to Address Diversity

Learners are placed in diverse settings for their service learning project in the community to work with individuals from diverse backgrounds. Course content and activities on diversity and multiculturalism will be covered in the course. Instructor comes from minority background and groups and will discuss his experiences of diversity and multiculturalism in class discussions.

## Bibliography

### Course Requirements

### Textbooks and Readings

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. (2020). *Exceptional lives: Special education in today's schools* (9th ed.). Upper Saddle River, NJ: Merrill. ISBN:

### **Bibliography, Recommended Readings, and/or Supplemental Materials**

- Araujo, B. E. (2009). Best practices in working with linguistically diverse families. *Intervention in School and Clinic, 45*, 116-123.
- Byrd, E. S. (2011). Educating and involving parents in the response to intervention process: The school's important role. *Teaching Exceptional Children, 43*, 32-39.
- Friend, M. (2011). *Special education: Contemporary perspectives for school professionals* (3rd ed.). Boston, MA: Merrill. [Not at ETSU]
- Gargiulo, R. M. (2012). *Special education in contemporary society: An introduction to exceptionality*. Los Angeles: Sage. [Not at ETSU]
- Heward, W. (2013). *Exceptional children: An introduction to special education* (10th ed.). Upper Saddle River, NJ: Pearson. [Not at ETSU]
- Janet, G. M. (2007). *50 early childhood strategies for working and communicating with diverse families*. Upper Saddle River, NJ: Merrill. [Sherrod HV741. G637 2007]
- Terry, L. S. (2010). *Working with emotional and behavior disorders: Characteristics and teaching strategies*. Upper Saddle River, NJ: Merrill. [Not at ETSU]

### Service Learning Experience & Background Check

Completion of Service learning paperwork is required and 10 log hours service learning is required. Satisfactory completion and documentation of hours of service learning placement experience is required in order to pass this course. State of Tennessee Law requires each university student participating in a field experience to complete a criminal history background check through the

ETSU College of Education and the Tennessee Bureau of Investigation (TBI). Students must receive approval from the Tennessee Bureau of Investigation (TBI) and the Dean of the Clemmer College of Education prior to beginning field experience hours. The Clemmer College of Education provides information about this process at: <https://www.etsu.edu/coe/teachered/background.php>.

## Technical Requirements

No special software is required for this course

## Course Policies and Expectations

### Classroom and Communication Policies

#### **Email Communication**

Learners are required to communicate via ETSU email account per policy.

#### **Attendance and Participation**

This is an online course. Readings and Class Participation: Course participants are expected to demonstrate professional behavior by being prepared (reading assigned readings and turning assignments on-time) and participating in class discussion and activities. Desire 2 Learn: D2L is part of this course and you are required to regularly check D2L updates. Course participants are required to access course readings and materials on D2L. If the student does not have high speed Internet access, he or she should use the computer labs available on campus. Technical assistance from the OIT Student Help Desk is available through email [shdesk@goldmail.etsu.edu](mailto:shdesk@goldmail.etsu.edu) or phone 423-439-5648. Instructor will address all email to course participants' ETSU email addresses.

#### **Dispositions & Notice of Concern**

Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable participation may be subject to departmental notification whereby the department chair and student are informed of unsatisfactory progression and or any other concerns. (Instructors are not required to file this notification but may use this procedure to document unsatisfactory course performance). The instructor may then formally file a "Notice of Concern" with the Department of EFSE and the student and request a meeting with the department chairperson to discuss whether the student should continue in the program. If you have any concern about the course or the instructor, you are required to email the instructor and discuss the concern and the instructor address how the concern is going to be addressed. If the concern is not addressed by the instructor within the agreed timeframe, student is required to email the department chair and copy the instructor.

#### **Academic Misconduct Policy**

As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final

exam, or other forms of academic dishonesty, the student receives an “F” in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU’s policies on plagiarism and similar offenses: *“Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero for the exercise or examination, or to assign an “F” in the course.”*

**Academic Misconduct:** The following actions may result in disciplinary actions:

**Plagiarism.** The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution.

**Cheating.** Using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. The term academic exercise includes all forms of work submitted for credit or hours.

**Fabrication.** Unauthorized falsification or invention of any information or citation in an academic exercise.

[http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Academic\\_and\\_Classroom\\_Misconduct](http://catalog.etsu.edu/content.php?catoid=6&navoid=171#Academic_and_Classroom_Misconduct)

## **Academic Integrity**

As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university. For more information on this issue, including a useful definition of plagiarism, read ETSU’s policy on Academic Misconduct at:

<http://www.etsu.edu/cas/casinarc/currentstudents/misconduct.aspx>

<http://www.etsu.edu/students/spectrum/policies/pa.aspx>

## Assignments and Submission Guidelines

### Major Assignments

**All assignments are due on Fridays 11: 59pm, see Course schedule for week when assignments are due.**

**Assumption Papers:** (15 points each=30 points)  
(Non-Special Education Majors only to answer this question)

Students will complete a pre- and post- assumption paper at the beginning and end of the semester. Each assumption paper is worth 15 points each. For the 1<sup>st</sup> Assumption paper, write it without consulting any textbook and or resource. This assignment is to find out how much information do you know about special education services as you start this course. Assumption two is at the end of course. Please see rubric of D2L.

**Individualized Education Program Assignment** (20 points)  
(Non Special Education Majors only to answer this question)

You will study IEP power point on the D2L, research on IEPs and write a paper 5 pages. **See question on D2L under assignments.** The focus questions on the power point are not to be answered, they are just for your critical questions/thinking.

**NB: If you have already taken courses in Special Education at graduate level and you are a SPED major, you do not have to complete Assumption Papers 1 & 2 and IEP assignment above. Instead complete IRIS models 1-6 and all other assignments below.**

**IRIS Module 1- 6 (50 points) Special Education Majors to complete this assignment**

Complete IRIS modules module 1 to module 6 and drop your well written responses to dropbox. The link for Module 1 is broken, it leads you to Error Page and there is a link under error: [The IRIS Resource Locator](#). It will lead to a page with this module: DISABILITY with 9 modules. You select The one of Perceptions to Special Education and complete it.

**Discussion Board/Participation** (50 points) (All students to complete)

There will be 50 points for discussion board/class participation. Participation is your entries on D2L discussions board by due dates. For discussion board, you need to enter your findings about the topic (just 1 page or more) and also respond to two colleagues' commenting on their entries. Your comments and responses need to be comprehensive, indicating some critical thinking. There will be **4 discussion boards**, each worth 12 points =48 +2 points for quality of responses.

**Movie Review:** (25 points) (All students to complete)

Individuals with disabilities are often depicted in movies whether those depictions are accurate or not. Course participants will watch and analyze a movie in which a person with a disability is depicted. You need to write at least 4 pages to analyze the movie. In your analysis explain whether the depictions are accurate or not, and base your information from your library research of the disability/disabilities depicted? Include your comment of the movie. **You need to choose**

**a movie of your choice where a person with a disability is depicted....**also see the List of movies on D2L that you can choose from.

**Freedom Writers Movie Review & To Sir With Love (Sydney Poitier)** (All students to complete) (25 Points)

You will find and watch two movies called: *Freedom Writers* and “*To Sir with Love*” and you will be assigned to write a reflective paper and responding to specific questions. The questions are provided on D2L under Freedom Writers/To Sir with Love. You need to write at least 4 pages to analyze the movies and relate them to course content. It is your responsibility to find these movies. Check if you can locate them on You Tube first and check other movie avenues. **See question under assignments on D2L**

**Research Paper** (100 points): (All students to complete)

Choose **one issue in special education** (eg. Full inclusion, disproportional representation of minorities in special education, RTI, behavior management in special education CDC classes, discipline, suspension/expulsion of children with disabilities, etc **or a disability of your choice covered in this course** and write a 5 paged paper (excluding cover page and reference page) about the issue or disability. In your research paper remember to provide solutions to the issue and evidence based interventions to the disability of your choice. Use APA 6<sup>th</sup> edition for referencing style and use at least 5 peer reviewed journal articles. You are required to submit a course **topic choice and outline** to be approved by the instructor before starting your research by **February 21st**

**Exams:** (Midterm=50 points, Final=100 points (all students to complete)

There will be a mid-term and a final exam. The questions will be praxis type questions based on discussions, textbook readings, homework, video and/or supplemental handouts. Final exam is comprehensive covering the entire course.

**Service-Learning Project:** (100 points total) (All students to complete)

(10 log hours, all service-learning paperwork submitted by due date, 10-15 slide power point with placement information paper and at least 5 pages service-learning reflective paper)

Each student will be *required* to spend 10 hours of service-learning related activities- interacting/working with individuals with disabilities or in inclusive settings.

a) *Please contact the service-learning office*

**Teresa Brookes Taylor; Service-Learning Office, Warf Pickel Office 307, Phone: (423) 439-7775 Fax: (423) 439-7790 Email: TAYLORT@mail.etsu.edu**

b) You will be placed by the service-learning office by their due date and attend your 10 hours placement as indicated on the log sheet. You must submit all required paperwork by due dates *(20 points)*



c) Compose a 15-20 slide power point about where you are placed (Including relevant pictures) and what you will be doing there, your goals and how this relates to special education or services for people with disabilities. Include the mission, vision, programs, activities etc of the organization you are placed and *include all what you learned and how does this relate to the course content and your profession as a teacher (30 points).*

d) After you complete your placement you will *write a 5 or more paged reflective paper discussing your experience, focusing on the role you placed in the Service learning placement, and the connection between what you learned from this course and your interaction with people with disabilities and other diverse groups. Remember to link your experiences to course content from the textbook.* You need to include a review of literature (cite textbooks, journal articles, viable internet sources) to support your goals and activities at your placement. Include your references (50 points)

Service Learning is a university requirement and you will get an F if you do not fully participate. All assignments are submitted via D2L dropbox.

## Testing Policy

Midterm and final exam tests are all requirements of this course. If you miss a test due to whether related and or documented illness, you will be required to complete it within one week. All quizzes and tests are not open book except otherwise stated by the instructor. If the test is administered electronically you will be encouraged to use reliable computer from the ETSU library or labs to avoid potential internet connection problems.

## Late and Missing Submission Policy

**All assignments are due on Fridays 11: 59pm, see Course schedule for week when assignments are due.** Assignments that are turned in late without prior approval by the instructor may not be graded. You can however communicate extenuating circumstances and it's up to the instructor to evaluate the circumstances and agree or disagree to grade a late assignment.

## Grading Policy

### Grade Assignment

#### SPED 2300/5500 Grading Scale

Service Learning Hours/Log Attendance	20 points	
Service Learning Power Point	30 points	
Service Learning Reflective Paper	50 points	(All students)
Participation and discussion board	50 points	
Assumption Paper 1	15 points	(Non-SPED majors)
Assumption Paper 2	15 points	(Non-SPED majors)
Movie Review & Freedom Writers	25 each (50 points)	(All students)
Research Paper	100 points	(All students)



Midterm	50 points	(All students)
Final	100 points	(All students)
IEP Assignment	20 points	(Non-SPED majors)
<b>IRIS Module 1-6</b>	<b>50 points</b>	<b>(SPED majors only)</b>
Total Points	400 points	

### Grading Scale

Undergraduate	
Percentage	Letter
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67and below	F

### Course Schedule

Date	Readings/Topics	Assignments	Information
Jan 21-24	Syllabus/Course Section Ch. 1 Overview of SPED	<b>Assumption Paper # 1</b>	<b>Complete Service-learning information</b>
Jan 27-31	<b>Ch. 1</b> Overview of SPED <b>Ch. 4:</b> Ensuring Educational Progress (IEP)		Study IEP power point on D2L and research on IEP Watch IDEA Video online (search You Tube for videos) Watch IEP video online
Feb 3-7	<b>Ch 3</b> Partnership with professionals <b>Ch 6:</b> Instructional Approaches	<b>IEP assignment</b>	<b>IRIS 3</b>
Feb 10-14	<b>Ch 2</b> Disability & Social Justices	<b>Discussion board 1 due</b>	<b>IRIS 1</b>
Feb 17-21	<b>Ch 7</b> Learning Disabilities <b>Ch 5</b> School wide systems of support	<b>Research Paper Outline</b>	<b>IRIS 2</b>

Feb 24-28	<b>Ch 9:</b> Emotional/Behavioral Disabilities	<b>Freedom Writers/To Sir with Love Reflection Paper Due</b>	
March 2-6th	Mid term exam March 6th	<b>Mid term exam Movie Review Due</b>	<b>Covers Chapters 1, 2, 3, 4, 5, 6, 7, 9 (Praxis type questions etc)</b>
March 9-13	<b>Ch 11:</b> Intellectual Disability <b>Ch. 10:</b> ADHD	<b>Discussion 2 due</b>	Watch Educating /Graduating Peter online (You tube) <b>IRIS 4</b>
Mar16-19	Spring Break		
March 23-27	<b>Ch 12</b> Autism	<b>Discussion board 3 due</b>	Watch “the invisible wall of autism and Straight talk with autism or any other autism video
March 30-Apr 3	<b>Ch 15</b> Hearing Loss <b>Ch 16</b> Visual Impairments		
April 6-10	<b>Ch 14</b> Multiple Disabilities, Physical/Other Health Imp	<b>15-20 slides power point for service learning</b>	<b>IRIS 5</b>
April 13-17	<b>Ch. 8</b> Speech Language Disorders	<b>Research Paper Due</b>	
April 20-24	<b>Ch. 13</b> Traumatic Brain Injury	<b>Discussion board 4 due</b> <b>Service Learning Reflection Paper Due</b>	<b>IRIS 6</b>
April 27-May 1st	<b>Ch 17</b> Gifted and Talented	<b>Assumption Paper #2 due</b>	
May 7th	EXAM	<b>FINAL EXAM</b>	Comprehensive Exam Covers all Chapters

## Student Services and Technical Resources

### Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

### Academic Accommodations for Students with Disabilities

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. [Visit the Disability Services webpage for more information.](#)

### Technical Resources

### Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: [itshelp@etsu.edu](mailto:itshelp@etsu.edu)

### **Desire2Learn (D2L) Online Help**

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

### **Microsoft Office Software**

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

### **Turnitin Plagiarism Detection**

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Instructor may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

### **ETSU Technical Resources**

Many other technical resources can be found on the [Online Help webpage](#).

## **University Information**

### **Syllabus Attachment**

The [ETSU syllabus attachment](#) includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

### **ETSU Catalogs**

[Current Undergraduate Catalog](#)

[Current Graduate Catalog](#)

### **Course policies: Important Instructions**

#### **Accommodations: Disability Services**

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp center, Suite A, telephone 439-8346. Please make an appointment to meet with me regarding accommodations within the first week of class 8/28th. I will be happy to work with you on needed accommodations.

**Respecting the Rights of Your Classmates & Instructor:**

**Professional behavior:** This course calls for appropriate professional behavior on the part of the student. Submitting assignments by due dates, using professional language on discussion board and communicating with respect is expected.

**Person First Language**

Students will utilize professional language when speaking of or writing about persons with disabilities, which includes using person first language. In written assignments, the student will be penalized 1 point for every error in not using person first language. For e.g., we need to say/write: “A child with autism” NOT “An autistic child”

**Course content:** I realize that we come from diverse backgrounds, ideologies, and sensitivities and must understand that some material/discussions may cover religious, ethical, racial and sexual issues. Some may find some material/discussions or views offensive. This course calls for critical thinking. If you have any problem with discussions in this course, please do not hesitate to come and discuss with the instructor for clarification and in order to avoid any misunderstandings. Person first language is expected, and you lose a point toward your overall grade for every infraction.

**CFAA:** Center for Academic Achievement (Writing center). The writing center is located in the Sherrod Library. I recommend you use this resource. Your writing can bring your grade up or down. I mostly grade quality of your work and also check for page limits for specific assignments.

**Statement of Understanding**

Once you have read and understand this syllabus, please access the Statement of Understanding, located in the “Course Information” folder under the “Content” tab. (see below). Then copy, paste, and complete the Statement of Understanding to a document and upload that document to the “Statement of Understanding” dropbox. Please name the file with your last name followed by “Statement of Understanding.”

Course Rubric and Number

Course Title

Student Statement of Understanding

I, (**insert your name**), have read the entire course syllabus for Course title & semester term. I understand the details contained in the syllabus related to student and instructor responsibilities, the weekly schedule, the course grading policy and assignment submission policies, and I understand the department, college and university policies contained herein. If any matter was not clear, I received clarification from the instructor prior to signing the Statement of Understanding.

By sending this attachment in dropbox, I agree that this statement will reside with the course instructor as evidence that all course expectations and policies in this course syllabus are understood.

**Student Name:**

**Date:**

Name of Instructor:

SAMPLE