

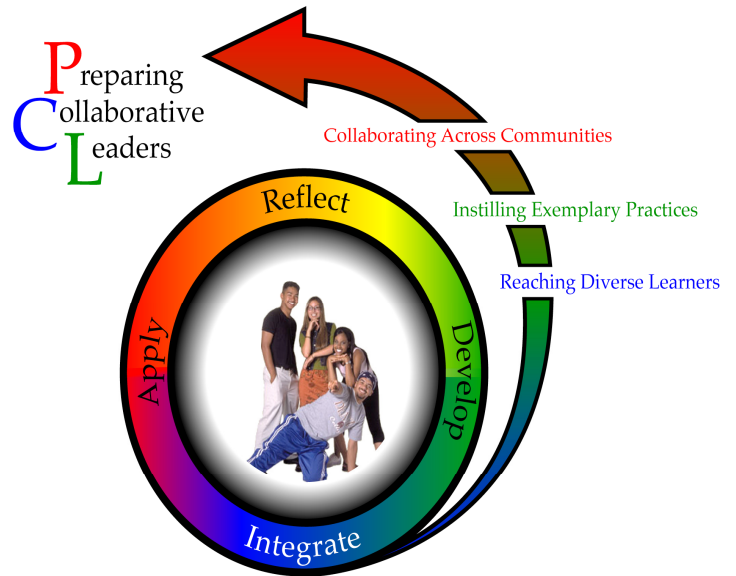
University of Wisconsin-Eau Claire
 College of Education & Human Sciences
 Department of Special Education
 Eau Claire, WI 54702

SPED 200 Introduction to Diverse Learners

Spring 2012

Section 1 – Monday & Wednesday, 9:30-10:45 a.m., HSS 226

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EXCELLENCE AS A JOURNEY

Definition of Collaborative Leadership:

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people’s actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

Collaborative Leadership Dispositions

DISPOSITIONS		0	1 UNDERSTANDING	2 INDEPENDENT LEVEL	3 COLLABORATIVE LEVEL
1 STRIVES FOR SHARED UNDERSTANDING	Chooses to do most tasks independently	<ul style="list-style-type: none"> Asks relevant questions of “safe” person Compromises, or asks others to do so, to complete tasks 	<ul style="list-style-type: none"> Asks clarifying questions for self Paraphrases for personal clarification Cooperates when working with others 	<ul style="list-style-type: none"> Asks clarifying questions for self and/or group needs Solicits responding from all parties Paraphrases for better self and group understanding Redirects counter-productive participation Demonstrates active listening during collaborations 	
2 SEEKS BENEFICIAL SOLUTIONS	Does not try to change what has already been done “good enough”	<ul style="list-style-type: none"> Describes situations and solutions from multiple perspectives Articulates potential barriers to situations Lists people who may be potential resources for tasks 	<ul style="list-style-type: none"> Describes current condition Tells why change might be necessary Independently finds resources to support change Defers judgement in order to come up with unique and workable solutions 	<ul style="list-style-type: none"> Seeks input from and works with others to describe current condition Works with others to determine need for change Considers other’s ideas and perspectives to generate possible solutions and meet multiple needs 	
3 ACCEPTS RESPONSIBILITY FOR SELF AND TAKES ON RESPONSIBILITY FOR OTHERS	Blames others and circumstances when problems occur	<ul style="list-style-type: none"> Lists possible personal responsibilities Articulates the responsibilities of others 	<ul style="list-style-type: none"> Accepts responsibility for tasks when asked to do so Assists with meeting the needs of others when within own control 	<ul style="list-style-type: none"> Accepts and seeks out responsibility for tasks Advocates for other’s needs, regardless of personal beliefs/needs Actively seeks out assistance from others to meet identified needs 	
4 DISPLAYS PERSEVERANCE FOR PROJECTS AND INTERPERSONAL RELATIONSHIP MANAGEMENT	Follow-up attempts not made when first attempt does not succeed or meet expectations	<ul style="list-style-type: none"> Completes tasks on time Makes repeated, but minimal, attempts to correct or continue a task Makes weak attempts to better understand others 	<ul style="list-style-type: none"> Asks questions to find out more in order to make more productive future attempts at a task Describes options for approaching others for assistance 	<ul style="list-style-type: none"> Actively seeks out others for contributions in order to make change and persist with tasks Acknowledges all participants contributions, concerns, and ideas Depersonalizes negativity from others and contributes positive responses 	
5 DEMONSTRATES A PASSION FOR EXCELLENCE	Does just what is required	<ul style="list-style-type: none"> Reflects on how experiences has impacted their thinking about education Articulates the meaning of excellence in a context of learning 	<ul style="list-style-type: none"> States expectations that go beyond the status quo Independently uses the meaning of excellence in a context of learning for individual growth 	<ul style="list-style-type: none"> Active and positive member of groups Uses excellence in a context of learning to collaborate with and influence others Celebrates group successes Exhibits an appropriate sense of humor, a positive manner, and enthusiasm during interactions 	

Prerequisites: • No prerequisites listed in the University Catalogue

Required Text:

Gargiulo, R.M. (2012). *Special education in contemporary society* (4th ed). Los Angeles, CA: Sage.

Student Study Site:

www.sagepub.com/gargiulo4e

Course Description:

Survey of the education of children with communication disorders, cognitive disabilities, sensory and physical disabilities, learning disabilities, and emotional disturbance.

Course Objectives	WTS	Artifacts
1. Students will describe in writing the history of educational and societal treatment of individuals with disabilities.	1,2	exam
2. Students will list in writing categories of exceptionality including prevalence figures and characteristics in each category.	1,2	exam
3. Students will describe in writing placement options and service delivery systems available to children and adults in each category.	1	exam
4. Students will describe in writing the effect of the different disabling conditions on education and lifestyle.	1,2	paper
5. Students will list in writing possible educational strategies and lifestyle modifications for the categories of exceptionality.	1	internet activity
6. Students will describe in writing procedures for complying with state and federal mandatory education laws, rules, and regulations.	1	exam
7. Students will describe in writing parental experiences illustrating the conflicts, trials, and joys experienced by parents of children who have disabilities.	1	video reflection
8. Students will demonstrate familiarity with professional journals and resources available in the field of special education and related fields.	1	internet activity
9. Students will demonstrate proficiency in written expression.	1	reflection paper
10. Students will describe in writing factors, which contribute to and/or cause disabilities, as well as strategies, which might facilitate prevention or reduce the number of individuals with disabilities.	1	exam
11. Students will describe in writing how a person with knowledge of disabilities might instruct other people to increase their acceptance of individuals with disabilities.	1	reflection paper

Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in **the knowledge, skills and dispositions**.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

UW-Eau Claire Liberal Education Learning Goals and Learning Outcomes

Respect for Diversity Among People

- UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world (Artifacts: class discussions, movie project, and reflection paper).

Instructional Methods

The course may include lectures, guest speakers, video tapes, small and large group discussions, and analysis. Candidates will be placed in teams. Teams will sit together during each class for the purpose of collaboration, analysis and problem solving.

The schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Course Requirements and Information

1. **Quizzes** (10 @ 10 points each = 100 points- estimated)
Unannounced daily quizzes may be given over the previous class text reading and related assignments.
2. **Examinations** (1 @ 30, 1 @ 50 points, 1 @ 100 points - estimated)
 There will be two examinations and a final exam covering readings and other course material. The examination questions will be primarily generated from the test bank which accompanies the text. Examination questions will primarily be in a multiple choice and/or completion format. **The examinations will be challenging.**
3. **Internet Activity – Learning Strategies (Best Practices)** (5 @ 5 points each = 25 total pts)
 Search the World Wide Web to find five websites which relate to teaching students with **disabilities**. These must include lists of a minimum of **five** accommodations or modifications/interventions or strategies used to teach students with the following disabilities. **The information must be detailed enough to use in a teaching setting.** This information may be utilized as the basis for class discussion.
 1. Learning Disabilities
 2. ADHD
 3. Mental Retardation
 4. Emotional Behavior Disorder
 5. Autism

Include the source at the bottom of each group of strategies/practices.
The strategies are due on the same day.

4. Attendance

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet.

Candidates must sign your own name on the attendance form each class session.

Candidates who sign another persons name will be in violation of the University Academic Misconduct Policy. Students who are late or leave early may receive a lower grade.

Attendance Grading Criteria

Unexcused Absences	
1	B
2	C
3	D
4 or more	F

Student's Responsibility

Because class participation is an integral component of the development of a successful learning community, all students are expected to attend all class sessions of courses in which they are enrolled. While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, a student should take responsibility for contacting her/his instructor(s) as soon as possible to discuss the ramifications of being away from class. In some instances, significant personal issues result in the need to seek additional assistance.

It is important for the student to realize that when classes are missed she/he may be at a disadvantage as it is often impossible for the instructor to reconstruct activities that took place in the classroom, laboratory, or field during the absence. Additionally, missing any classes may result in lower grades because the student may miss foundational material needed to succeed in the class. Even under the best of circumstances, extended absences can be problematic, with the real possibility that the student may not be able to complete the course successfully.

Authorized Absences

The determination of what constitutes an authorized absence involves a joint effort between the offices of the College Dean and the Dean of Students. Authorized absences include: (1) participation in an approved field trip listed in the catalogue as a requirement for a course in which the student is enrolled; or (2) participation in an authorized extra-curricular activity on the regularly approved calendar of university events [such absences are reported by the Dean to each Department at least 48 hours in advance of the trip or event]; or 3) Labor Day employment; or (4) active military service; or (5) illness, injury, or emergency of such severity as to prevent the student from being able to attend class.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the situation through direct communication with the student and/or via the Dean of Students Office which will assist students and communicate with instructors as needed.

When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a penalty. If the absences are lengthy, the student, instructor, College Dean, and Associate Dean of Students should work together to determine if it will be possible for the student to successfully complete the course.

Medical Excuses

Excuses will not be issued by Student Health Services for course related activities. Specifically, Student Health Services will not provide “medical excuses” for missed classes, missed examinations, or the late completion of assignments. Faculty and students should together resolve the dilemmas resulting from an illness or injury based on the student’s own explanation of the problem.

In some situations, clinicians at Student Health Services will give students specific advice impacting their ability to attend class or complete assignments. At the clinician’s discretion, written advice may be given. Students may wish to share this advice with instructors, but they are not required to do so. Student Health Services personnel will routinely call the Dean of Students Office on the student’s behalf if an absence is expected to be longer than two days. That office will then inform the student’s instructors.

5. **Self-Reflection Paper** (1 @ 15 points)

This assignment is designed to assist the candidate reflect on information gathered from this course. The **Self-Reflection must be a minimum of two and maximum of three double-spaced pages**. Large group discussion will be utilized to disseminate the project information. **Provide two copies of the Self-Reflection for the instructor.**

Self-Reflection Paper Format:

You must include the following template questions in your Self-Reflection Paper:

- **Heading**
- **Questions must be bold.**
- 1. **Has your philosophy of individuals with disabilities changed? How has it changed?**
 - **Your response**
- 2. **Has your attitude toward individuals with disabilities changed? If so, how/why?**
 - **Your response**
- 3. **What was the most beneficial information you learned and how will you use it in the future?**
 - **Your response**
- 4. **What did you learn that you did not expect to learn?**
 - **Your response**
- 5. **Other information not addressed in questions 1-4?**
 - **Your response**

6. **Miscellaneous Activities**

An undetermined number of points may be given at the discretion of the instructor.

7. Course Assignment Information

- The candidate is expected to be current on assigned reading.
- **All assignments** must be typed and double-spaced unless otherwise specified.
- Font must be Times Roman or Courier, 12 point.
- **All assignments** must include the following information *single spaced* in the upper **left** corner of the first page.
- All pages must be numbered in the bottom center.
- All assignments are due at the beginning of class on the specified day.
- Late assignments will be lowered by one letter grade for each day they are late.
- Staple all assignments as needed in the upper left corner.
- Assignments not fulfilling stated requirements will not be accepted.
- Keep a copy of all assignments.
- Candidates who do not hand in all required assignments will receive a failing grade.
- **Write a minimum of five questions/statements for each video seen in class. This is a non-credit assignment. The information will be used as a basis for discussion.**

Name
SPED 200-1
Assignment Title
Major
Date

8. Academic Misconduct Policy

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

UWS 14.03 Academic Misconduct Subject to Disciplinary Action

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized material or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student’s academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
- (a) An oral reprimand;

- (b) A written reprimand presented only to the student
 - (c) An assignment to repeat the work, to be graded on its merits;
 - (d) A lower or failing grade on the particular assignment or test;
 - (e) A lower grade in the course;
 - (f) A failing grade in the course;
 - (g) Removal of the student from the course in progress;
 - (h) A written reprimand to be included in the student's disciplinary file;
 - (i) Disciplinary probation; or
 - (j) Suspension or expulsion from the university.
- (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

9. **Extra Credit**

There is no "extra credit" accepted in this course.

10. If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
11. "Any student who has a disability and is in need of classroom accommodations, please contact the instructor and the Services for Students with Disabilities Office in Old Library 2136 at the beginning of the semester."

12. **Working with Non-Native Speakers**

To determine eligibility for accommodations, English proficiency is evaluated by the Academic Skills Center (for U. S. permanent residents/citizens) or by the Department of Foreign Languages (for international students). Students approved for the accommodation are given a verification form to present to their course instructors.

13. **Disposition and Electronics Policy**

Candidates must be prepared each class meeting and actively engage in lectures, presentations, and discussions to receive full credit. Participation in class does not include, reading a magazine, talking with peers, listening to music, surfing the Internet, or using any non-academic electronic devices during class.

Please Note:

- All electronic communication devices must be turned off during scheduled class time.
- The use of laptops for any purpose other than SPED 200 note taking will result in a deduction of points. The instructor will use their discretion to determine appropriate use of laptops in class.
- It is expected that the classroom will be a safe and respectful learning environment. Any behaviors contrary to this expectation will be considered a negative dispositional issue and address accordingly.
- Points will be deducted for distracting/disrespectful behaviors and dispositional issues at a rate of 10 points per occurrence. Issues will be documented and recorded by the instructor with points being deducted from the final grade. It is the student's responsibility to make an appointment to meet with the instructor if he/she would like to discuss dispositional issues.

- SPED 200 is an intensive and challenging course. The instructor has high expectations for each student. Therefore, you are expected to be an active learner during each class. In other words, class time is not nap time.

14. Course Grading

Grades will be determined by total points on the following percent scale.

A = 94% - 100%	B- = 80% - 82%	D+ = 67% - 69%
A- = 90% - 93%	C+ = 77% - 79%	D = 63% - 66%
B+ = 87% - 89%	C = 73% - 76%	D- = 60% - 62%
B = 83% - 86%	C- = 70% - 72%	F = 59% and below

Course Points

It is a **student's** responsibility to keep a record of your total points so you know your current grade.

SPED 200-1

	Total Points	My Points	Grade
1. Quizzes (estimated)			
1.	10	_____	_____
2.	10	_____	_____
3.	10	_____	_____
4.	10	_____	_____
5.	10	_____	_____
6.	10	_____	_____
7.	10	_____	_____
8.	10	_____	_____
9.	10	_____	_____
10.	10	_____	_____
2. Examinations	(estimated)		
Exam 1 1.	30	_____	_____
Midterm 2.	50	_____	_____
Final 3.	100	_____	_____
3. Internet Activity			
Learning Disability 1.	5	_____	_____
ADHD 2.	5	_____	_____
Mental Retardation 3.	5	_____	_____
Emotional Behavior Disorder 4.	5	_____	_____
Autism 5.	5	_____	_____
4. Attendance # of absences _____		_____	_____
5. Self-Reflection Paper	15	_____	_____
6. Miscellaneous Activities			
<u>Participation</u> _____			_____
_____ 1.	_____	_____	_____
_____ 2.	_____	_____	_____
TOTALS	_____	_____	_____

Tentative Course Calendar for SPED 200-1
Subject to Change
Assignment due dates do not change unless indicated by Dr. Dempsey

1/23 (30)	<ul style="list-style-type: none"> • Introduction • Team Selection • Complete Department of Special Education Pre-Test • Complete Information Sheet • Review Syllabus • Who are we?
1/25 (29)	<ul style="list-style-type: none"> • Video – <i>Misunderstood Minds</i> • Write a minimum of five statements/questions for discussion
1/30 (28)	<ul style="list-style-type: none"> • Chapter 1 – Special Education in Context: People, Concepts, and Perspectives • Read pp. 8-38
2/1 (27)	<ul style="list-style-type: none"> • Chapter 2 – Policies, Practices and Programs • Read pp. 43-48 • Court Cases
2/6 (26)	<ul style="list-style-type: none"> • Chapter 2 – Policies, Practices and Programs • Read pp. 48-63 • Legislation
2/8 (25)	<ul style="list-style-type: none"> • Chapter 2 – Policies, Practices and Programs • Referral and Assessment for Special Education • Read pp. 63-68
2/13 (24)	<ul style="list-style-type: none"> • Chapter 2 – Policies, Practices and Programs • Designing Individualized Instructional Programs • Read pp. 68-81
2/15 (23)	<ul style="list-style-type: none"> • Chapter 2 – Policies, Practices and Programs • Review for Exam #1
2/20 (22)	<ul style="list-style-type: none"> • Examination #1 – Chapters 1 and 2
2/22 (21)	<ul style="list-style-type: none"> • Chapter 6 – Learning Disabilities • Read pp. 195-217 • Review Examination #1

2/27 (20)	<ul style="list-style-type: none"> • Chapter 6 – Learning Disabilities • Read pp. 217-235 • Internet Activity – Learning Strategies/Best Practices (LD, ADHD, MR, EBD, Autism) – Due – Discussion
2/29 (19)	<ul style="list-style-type: none"> • Chapter 6 – Learning Disabilities • Video – <i>Fat City ... How Difficult Can This Be?</i> – 70 minutes • Write a minimum of five statements/questions for discussion
3/5 (18)	<ul style="list-style-type: none"> • Chapter 7 – Attention Deficit Hyperactivity Disorder • Read pp. 240-266
3/7 (17)	<ul style="list-style-type: none"> • Chapter 7 – Attention Deficit Hyperactivity Disorder • Internet Activity – ADHD Learning Strategies – Discussion
3/12 (16)	<ul style="list-style-type: none"> • Video – <i>It's So Much Work to Be Your Friend</i> • Write a minimum of five statements/questions for discussion
3/14 (15)	<ul style="list-style-type: none"> • Examination #2 – Chapters 6 and 7
3/19	NO CLASS – Spring Break
3/21	NO CLASS – Spring Break
3/26 (14)	<ul style="list-style-type: none"> • Chapter 5 – Intellectual Disabilities or Mental Retardation (Cognitive Disability in Wisconsin and Developmental Cognitive Disability in Minnesota) • Read pp. 141-163
3/28 (13)	<ul style="list-style-type: none"> • Chapter 5 – Intellectual Disabilities or Mental Retardation • Read pp 163-187 • Internet Activity – MR Learning Strategies – Discussion
4/2 (12)	<ul style="list-style-type: none"> • Chapter 8 – Emotional or Behavioral Disorders • Read pp. 273-296 • Review Examination #2
4/4 (11)	<ul style="list-style-type: none"> • Chapter 8 – Emotional or Behavioral Disorders • Read pp. 296-315 • Internet Activity – EBD Learning Strategies – Discussion
4/9 (10)	<ul style="list-style-type: none"> • Video – <i>When the Chips are Down</i> – 62 minutes • Write a minimum of five statements/questions for discussion

4/11 (9)	<ul style="list-style-type: none"> • Chapter 9 – Autism Spectrum Disorders • Read pp. 323-342
4/16 (8)	<ul style="list-style-type: none"> • Chapter 9 – Autism Spectrum Disorders • Read pp. 342-351 • Internet Activity – Autism Learning Strategies – Discussion
4/18 (7)	<ul style="list-style-type: none"> • Chapter 9 – Autism Spectrum Disorders • Video – <i>Autism is a World</i> – 40 minutes • Write a minimum of five statements/questions for discussion • Video – <i>Asperger Syndrome</i> – 18 minutes • Write a minimum of five statements/questions for discussion
4/23 (6)	<ul style="list-style-type: none"> • Chapter 13 – Physical Disabilities – Cerebral Palsy • Cerebral Palsy – Read pp. 496-497
4/25 (5)	<ul style="list-style-type: none"> • Chapter 13 – Physical Disabilities – Spina Bifida • Spina Bifida – Read pp. 497-498
4/30 (4)	<ul style="list-style-type: none"> • Chapter 13 – Physical Disabilities – Traumatic Brain Injury (TBI) • Traumatic Brain Injury (TBI) – Read pp. 501-503, 509-517 • Review for Final Examination
5/2 (3)	<ul style="list-style-type: none"> • Video – <i>King Gimp</i> – 40 minutes • Write a minimum of five statements/questions for discussion
5/7 (2)	<ul style="list-style-type: none"> • Review for Final Examination • Self-Reflection Paper – Due (two copies) – Discussion
5/9 (1)	<ul style="list-style-type: none"> • Last Class • Complete Course Evaluation • Review for Final Examination
5/17	<p>FINAL EXAMINATION (Chapters 5, 8, 9, and 13) Thursday, May 17, 8:00-9:50 a.m.</p>

SPED 200 Information Sheet

Name: _____

Phone #: _____

Cell Phone #: _____

Email Address: _____

What experiences have you had with individuals with disabilities?

- _____
- _____
- _____

What are your career goals?

- _____
- _____

What do you hope to gain from this class?

- _____
- _____
- _____
- _____

Is there a particular area of exceptionality that most interests you?

- _____