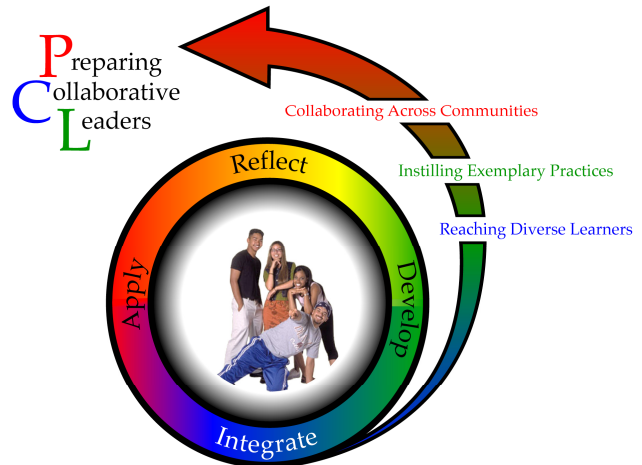


University of Wisconsin-Eau Claire
College of Education & Human Sciences
Department of Special Education
Eau Claire, WI 54702

SPED 200 Introduction to Special Education
Spring, 2012
Section 2 – Tuesday, 3:00 – 5:45 p.m., HSS 226

Instructor: Dr. Angela L. Dalhoe
Office: HSS 241
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Office Hours: As Posted



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.

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: discussion board postings and reflection paper).

Creative and Critical Thinking

- UW-Eau Claire students will develop critical thinking skills that can be applied to a range of academic and social contexts. Critical thinking includes general and discipline specific skills and procedures for inquiry, analysis, and synthesis. Critical thinking also includes information literacy and quantitative literacy (Artifacts: movie project, presentations, and reflection paper).
- UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving (Artifacts: presentations, movie project, and reflection paper).

Individual and Social Responsibility

- UW-Eau Claire students will develop skills and values for ethical reasoning and life-long learning (Artifacts: exams and quizzes).
- UW-Eau Claire students will connect their knowledge and skills to social and civic contexts (Artifacts: discussion board postings, movie project, and reflection paper)

Course Objectives	WTS	Artifacts
1. Students will describe in writing the history of educational and societal treatment of individuals with disabilities.	1,2	exams & group activities
2. Students will list in writing categories of exceptionality including prevalence figures and characteristics in each category.	1,2	exams
3. Students will describe in writing placement options and service delivery systems available to children and adults in each category.	1	exams
4. Students will describe in writing the effect of the different disabling conditions on education and lifestyle.	1,2	group activities and discussion boards
5. Students will list in writing possible educational strategies and lifestyle modifications for the categories of exceptionality.	1,2,3	discussion boards
6. Students will describe in writing procedures for complying with state and federal mandatory education laws, rules, and regulations.	1	group activities and discussion boards
7. Students will describe in writing parental experiences illustrating the conflicts, trials, and joys experienced by parents of children who have disabilities.	1	video reflections
8. Students will demonstrate familiarity with professional journals and resources available in the field of special education and related fields.	1	classroom activities
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	exams
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

Required Text: Gargiulo, Richard, M. (2012). *Special Education in Contemporary Society*. 4th Ed. Sage Publications Inc.

Course Requirements and Assignments

Quizzes (2 @ 20 points each = 40)

Each quiz will cover any previous class readings, discussions, and related assignments.

- There are no make-up quizzes.
- Keep your quizzes for verification of scores in case there is a question at the end of the semester.

Examinations (Midterm @ 60 points and Final @ 80 points each = 140)

There will be a midterm and a final exam covering previous class readings, discussions, and related assignments. Examination questions will consist of varied formats (e.g. multiple choice, true/false, matching, etc.)

- Keep your midterm for verification of score in case there is a question at the end of the semester.

Group Activity Work (15 @ 4 points each = 60) Each class period, students will work in small groups to complete an activity related to the weekly course topic. These activities will be submitted each week for activity points. **NOTE: If you are absent, you will not earn activity points for that week. These points cannot be made-up because they are embedded in course content and there are no alternate assignments.**

Final Reflection Paper (15 points)

Use the provided template and directions (posted on D2L) to address the following questions.

- Has your attitude or philosophy toward individuals with disabilities changed?
- How and/or why did this change occur (or not occur)?
- What was the most beneficial information you learned in SPED 200?
- How will you use this information in the future?
- What did you learn in SPED 200 that you did not expect to learn?

**This assignment must be submitted as a hard copy and in a D2L drop box.*

D2L Discussion Board Postings (5 @ 7 points each = 35)

Topics will be announced the week before the post is due. **NOTE: If you are absent, you will not be able to complete the assigned posting. These points cannot be made-up because they are embedded in the course content and there are no alternate assignments.**

Attendance/Participation/Disposition

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded. Attendance, as well as participation, is expected for all classes. If you choose to be absent, you are responsible for obtaining any notes and/or supplemental information from the missed class period (from your peers). In addition, any assignments due on the date of an absence must be turned in early. Absence from a class does not change the due date for an assignment. **Points will be deducted for late assignments at a rate of 10% per day beginning at class time on the due date.**

Please note:

- You must be prepared each week and actively engaged in lectures, presentations, and discussions to receive full credit. Lack of participation and/or distracting behaviors such as reading non-course related materials, sleeping in class, talking with peers, listening to music, using the Internet, or using any non-academic electronic devices during class will result in a loss of points.
- The use of laptops for any purpose other than SPED 200 note taking and/or related assignments 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 addressed accordingly.
- **Points will be deducted for distracting/disrespectful behaviors and dispositional issues at a rate of 3 points per occurrence. Issues will be documented and recorded by the instructor with points being deducted from the final grade.**
 - It is your responsibility to make an appointment to meet with the instructor if you would like to discuss dispositional issues.

Grading Policy:

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

****Final grades are not rounded up** – The Instructor may make the decision to round up (absolutely no more than .5% under any circumstances) based on perfect attendance, consistent/reflective participation and an exceptional student disposition.

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

Additional Course Information

Academic Misconduct Policy

Any academic misconduct in this course is a serious offense, and will be pursued through the strongest possible academic penalties for such behavior. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site (<http://www.uwec.edu/dos/Codes/ch14.htm>) in Chapter UWS 14—Student Academic Disciplinary Procedures.

Extra Credit

There is no extra credit offered in this course.

Assistance

If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dalhoe as soon as you suspect difficulty.

Accommodations

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Services for Students with Disabilities Office.

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.

Tentative Course Calendar for SPED 200

NOTE: This calendar is subject to change at the discretion of the instructor.

Date	Topic/Activity	Assignment/ Reading	Group Activity
1/24	<ul style="list-style-type: none"> • Course Introduction/Review of Syllabus 		1
1/31	<ul style="list-style-type: none"> • <i>Special Education in Context</i> <ul style="list-style-type: none"> ○ Labeling and the Inclusion Debate 	Read Chapter 1	2
2/7	<ul style="list-style-type: none"> • <i>Policies, Practices, and Programs</i> <ul style="list-style-type: none"> ○ IDEA 	Read Chapter 2	3
2/14	<ul style="list-style-type: none"> • <i>Cultural Diversity</i> • <i>Parents and Families</i> • Continued Discussions of Chapters 1-2 (as needed) 	Read Chapter 3: pp. 97-105 Read Chapter 4: pp. 113-123 Quiz 1 (Chapters 1 & 2)	4
2/21	<ul style="list-style-type: none"> • <i>Mental Retardation or Intellectual Disabilities</i> 	Read Chapter 5	5
2/28	<ul style="list-style-type: none"> • <i>Learning Disabilities</i> 	Read Chapter 6	6
3/6	<ul style="list-style-type: none"> • <i>Attention Deficit Hyperactivity Disorder</i> 	Read Chapter 7	7
3/13	<ul style="list-style-type: none"> • Review Previous Material as Needed 	Midterm Exam Chapters 1-7	8
3/20	Spring Break		
3/27	<ul style="list-style-type: none"> • <i>Social Skill Development</i> 		9
4/3	<ul style="list-style-type: none"> • <i>Emotional and Behavioral Disorders</i> 	Read Chapter 8	10
4/10	<ul style="list-style-type: none"> • <i>Autism Spectrum Disorders</i> 	Read Chapter 9	11
4/17	<ul style="list-style-type: none"> • Continued Discussions of Chapters 8-9 	Quiz 2 (Chapters 8 & 9)	12
4/24	<ul style="list-style-type: none"> • <i>Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities</i> 	Read Chapter 13	13
5/1	<ul style="list-style-type: none"> • In Class Activity 		14
5/8	<ul style="list-style-type: none"> • In Class Activity • Review for Final 	Final Reflection Paper Due (D2L drop box <u>AND</u> hard copy)	15
Cumulative Final Exam: Thursday, May 17th @ 3:00 pm			