

SURVEY OF SPECIAL EDUCATION & Special Ed Law
EDUC 3361: 4 credit hour online course
Summer

Instructor: Dr. Beth Gafford
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Required Textbooks:

Online resources will be used. Refer to Moodle Page for details

Text resources:

Online resources will be used. Refer to the Moodle page created for this course.

Open source textbook: Educational Psychology: <https://courses.lumenlearning.com/suny-educationalpsychology/>

We will use chapter 5: Students with Special Educational Needs

Additional assignments for 4 credit hour course:

Complete the following modules and submit the certificate of completion on Moodle:

Child Abuse and Neglect Recognition and Intervention Training:
<https://www.dss.virginia.gov/abuse/mr.cgi>

Dyslexia Awareness Training Module: https://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story_html5.html

Behavior Intervention and Support Training: <https://cieesodu.org/initiatives/restraint-and-seclusion/>

Course Description

This course is an introduction to all general learning exceptionalities. Topics include characteristics and needs of students with learning disabilities, ESL, and intellectually gifted. Information related inclusion into general education classes, instructional strategies that facilitate learning, and the role of the general education teacher in these processes, and current educational trends and instructional strategies in special education are covered.

Students will demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with:

- (1) Learning disabilities;
- (2) Current Practices for Meeting the Needs of Students with Disabilities
- (3) Emotional disturbance;
- (4) Developmental delay;
- (5) Autism;
- (6) Other health impaired;
- (7) Traumatic brain injury; and
- (8) Multiple disabilities.

Knowledge of characteristics shall include:

- (9) Age-span/developmental issues;

- (10) Levels of severity;
- (11) Cognitive functioning;
- (12) Language development;
- (13) Emotional and behavioral adjustment;

Course Objectives

1. Candidates will recognize the educational, psychological, medical, and social characteristics of persons with disabilities, including those from diverse cultural and ethnic backgrounds. (VDOE 8 VAC 20-21-430 1b, 1d, 1e, and 1f)
2. Candidates will understand how students are evaluated and identified for special education services, including the use of Responses to Intervention (RTI)
3. Candidates will understand the intent of special education law (IDEA) as it pertains to individualized education programs (IEP)
4. Candidates learn the various placement options and how they relate to least restrictive environment (LRE), inclusion and implementing inclusive teaching practices – including co-teaching
5. Candidates will understand transition best practices
6. Candidates will demonstrate an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences — economic, social, racial, ethnic, religious, physical, and mental
7. Candidates will describe the educational services and classroom practices appropriate for children and youth with disabilities, including practices (under the law) for including students with disabilities in regular education classrooms. (VDOE 8 VAC 20-21-430 4f and 4h)
8. Candidates will demonstrate sensitivity toward the influence a disability has on the exceptional individual and those around him/her.
9. Recognize uses of technology that shall aid the student in their education, work, and independent living including voice recognition software, math and science computer programs to assist in the learning process.
10. Understand social skill development and the unique social skills deficits and challenges associated with disabilities
11. Understanding of models and strategies for promoting students' self-advocacy skills
12. Understand the limitations teachers', college faculty members' expectations and perceptions have on achievement
13. Understand and apply the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities.
14. Understand the legal requirements of LRE, FAPE, IDEA, ADA, and Section 504 of the Rehabilitation Act
15. Understand the differences between accommodations and modifications

Course objectives are measured through written online responses (see rubric), responses given in class (formative assessment – anecdotal notes), a topic paper on a disability, and a final exam. In a graduate level course students are expected to achieve no lower than a B- for satisfactory work. **The Honor Code:** All tests and written assignments in this class are pledged work under the Randolph College Honor Code. I encourage you to study with other students in the class and discuss topics and assignments from this class with other students. Tests and written assignments must be your work alone. This includes all online work.

Accommodations for Disability

Please talk with me and we will work on making all course work accessible.

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a disability and

require accommodations, please contact Larvail Jones, Coordinator of Access Services, at 434-947-8132 or ljones@randolphcollege.edu.

If you have a Letter of Accommodations from Access Services, I encourage you to discuss your accommodations and needs with me as early in the semester as possible.

Class and Community Guidelines

In an online environment, collegial discourse is important.

Procrastination has no place in in this condensed summer course. Because of the workload, it is next to impossible to catch up once you fall behind.

Online posts

You must write a post for online assignment as indicated. Assignment evaluations are based on your understanding of the readings. You must read all assigned readings thoroughly. Responses must be written in complete sentences, in paragraph format, and must be at least 2 paragraphs in length unless otherwise indicated. Responses will be graded based on your ability to apply, analyze, and evaluate information presented. Spelling, grammar and punctuation must be accurate.

Assignments:

Online posts

Respond to each online assignment.

Assignments:

Module 1:	
Accessibility Survey & SPED Law – question responses	5pts.
Module 2	
Sean’s Story Reflection	5pts.
Module 3	
ESL/Bilingual video notes	5pts.
Module 4	
Parent Teacher Conf. question answers	5pts.
Module 5	
Deeper learning questions	5pts.
Meeting the Needs of Diverse Learners – question ans.	5pts.
Inside Dyslexia notes	5pts.
Module 6 – lesson planning review	
Module 7	
Autism discussion group	5pts.
Module 8	
RTI & LRE discussion posts	5pts.
Module 9	
Powerful teaching response post	5pts.
LaVoie F.A.T. City response post	5pts.
Short paper – 3 pages topic of choice	10pts.
Module 10	
ED/BD reading notes	5pts
Module 11 & 12	
Visual Impairment notes Overview of Special Education Law	5pts
Deaf/HH notes	5pts
Final Exam	20pts.

Grading Scale:

A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
F	0-59.9%

Grading for Written Work

	Poor (0-60%)	Fair (61-76%)	Good (76-90%)	Excellent (90%+)
Spelling, capitalization, and grammar	Frequent errors	Numerous errors, meaning is difficult on more than one occasion	Few errors, may cause reader to slow down to understand meaning	No errors or few minor errors that do not impede the flow of the reading
Style	Paper is generally difficult to understand	Meaning is difficult in numerous sentences	Meaning in one or two sentences is difficult	The meaning is clear and wording succinct
Quality of responses	Some items have not been addressed, items generally not fully addressed	All items have a response, but more than two items do not have sufficient depth, or not all items have a response	All items have a response, but one or two items do not have sufficient depth	All items have a full response