

PSPE 515-P01 Exceptional Learners
Longwood University: Professional Studies
(Online Spring 2021: 3 credits)

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Course Description: This course introduces students to all disabilities in special education. Attention will be given to various categories of disabilities, legal and historical foundations for special education services, as well as opportunities to design and access educational resources for exceptional children within a community of collaboration and inclusion

Required Text: Gargiulo, R., & Bouck, E.C. (2020) (7th Ed.). *Special Education in Contemporary Society: An Introduction to Exceptionality*. Washington, D.C.: Sage.

All students enrolled in the class must have regular access to the Gargiolo and Bouck (2018) textbook. You can purchase your books through the Longwood Bookstore, or through a variety of online vendors such as amazon.com and half.com. All students are responsible for having their texts so they can begin the modules on time. Be sure to give the vendor sufficient time to ship your order, especially used text vendors. Late assignments will not be accepted because a student doesn't have the resources required to complete the assignment.

Course Objective (Learning Outcomes):

Course objectives and assignments are designed to align with the Virginia Department of Education Licensure Regulations.

Upon completion of this course *Exceptional Learners*, the student should be able to:

Knowledge:

1. Recognize the educational, psychological, medical, and sociological characteristics of persons with exceptionalities, including those from diverse cultural and ethnic backgrounds.
2. Trace the historical development of services for exceptional children and youth.
3. Understand medical, psychological, and sociological causes of various disabilities.
4. Recognize the educational, psychological, medical, and sociological characteristics of persons with disabilities, including those from different cultural and ethnic backgrounds.
5. Recognize characteristics of children and youth with disabilities relative to age, varying levels of severity, and developmental differences manifested in cognitive, linguistic, physical, psychomotor, social, or emotional functioning.
6. Understand the ethical issues and practices of accepted standards of professional behavior.

7. Understand the "Rights and responsibilities" of parents, students, teachers, and schools as they relate to individuals with disabilities and disability issues.
8. Understand the roles and responsibilities of each member of the collaborative team.
9. Understand the need for involvement of families in the education of their children with Disabilities.
10. Understand how a) age-span/development, b) levels of severity, c) cognitive functioning, d) cultural/ethnic, and e) and socioeconomic factors influence the education of exceptional learners.
11. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included
12. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.

Skills:

1. Describe educational services and classroom practices appropriate for children and youth with disabilities.
2. Discuss contemporary issues in special education such as definitions, prevalence, normalization and inclusion, attitudes, and services across the life span.
3. Discuss Educational implications of the various disabilities.
4. Discuss Legislative and Judicial mandates related to education and special education.
5. Discuss procedures for screening, pre-referral, referral, and eligibility determinations
6. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.

Dispositions:

1. Develop sensitivity toward the impact a disability has on the exceptional individual and those around him/her.
2. Discuss the role of both the special education and classroom teacher in the Special Education Referral and IEP processes.
3. Professionalism and ethical standards, as well as personal integrity shall be addressed.

Course Structure and Student Expectations

This fully online, asynchronous course is designed according to the eight-module structure. Each module will require a minimum of 6 hours for the review of content and completion of required activities, just as you would if meeting in a face-to-face class format. An additional 2-3 hours will be needed for the introductory module. Readings and ongoing assignments will require an additional investment of your time per week (based on individuals). This is a 15-

week graduate class condensed into a much shorter time frame, so expect to invest a minimum of 100 plus hours to this course in order to be successful.

Modules

Each module will have a similar format for you to follow. They will include assigned reading selections from the textbook, videos to view, discussion posts online with responses to another class member's posts, weekly class activities, and several mini-case studies (spread throughout the eight weeks).

Class Assignments:

1. **Reading Responses** (7 responses worth 10 points each; 70 points total)
 - a. For each chapter, you will write a two to three paragraph summary highlighting key points. Alternately, you can respond using a web, graphic organizer, or other visual method to demonstrate how you were able to process the information and reflect on the chapter.

2. **Class Activities** (6 activities worth 10 points each; 60 points total)
 - a. Several modules will have activities to complete as part of the module. An example is a graphic organizer on laws and legislation or a handout on parts of an IEP. There will also be several discussion posts included in modules.
Class Activity 1: Graphic organizer on legislation and court cases
Class Activity 2: Worksheet on IEPs
Discussion Post 1: In a 1-2 page response, discuss your thoughts on the use of language to describe disability. Had you thought about these issues before this course? If so, what were your thoughts? Did your readings change your thoughts? If so, how? Do you plan on adjusting your use of language to describe disability? Why or why not?
Discussion Post 2: You have learned about three different disabilities so far (SLD, EBD, and ID). What are similarities and differences between these three disability categories? In a 2-3 page response, compare and contrast the three in terms of academic, social, emotional, and behavioral characteristics.
Discussion Post 3: You have learned about two more disability categories (OHI/ADHD and ASH). What are similarities and differences between these disability categories? In a 2-3 page response, compare and contrast them in terms of academic, social, emotional, and behavioral characteristics.
Discussion Post 4: Is there a situation that you have had in the past with a student with a disability that you would address differently after taking this class? If so, describe the situation, what you would do differently, and why? If you have not had a situation like this, then use this discussion post to describe how you would address particularly challenging situation with a student as a result of taking this course. What would you do and why? Answer in 1-2 pages.

3. **Case Studies** (4 case studies worth 20 points each; 80 points total)

- a. Modules 3-7 will include a case study on a student with that particular disability. You have to complete 4 of the 5 case studies. You will get a brief write-up of a student that includes strengths and weaknesses across academic subjects and emotional and social domains. You will be asked to answer five questions about the student citing your textbook and course materials as your sources.
- 4. Final Course Project** (Brochure is worth 40 points, reflection is worth 10 points)
- a. Select one of the disabilities covered in modules 3 through 6 and design and create a brochure that is called 'All About X Disability.' Brochures should include characteristics of that specific disability (academic, social, emotional, behavioral, etc.), as well as instructional strategies, accommodations, modifications, and other supports that could help a student with that disability be successful. Brochures should be well-designed and easy to read. The purpose of this project is to create something that could be given to a co-teacher or parent to help them better understand the student and how to help them be successful in school.
- b. Final Reflection: In addition to the brochure, you will complete a final reflection where you describe how you will use what you learned in this class in your classroom. Answer in 2-3 pages and use specific examples from the modules.

Course Requirements at a Glance:

Assignments	Due Date	Point Values
Reading Responses	By Saturday night (before next module begins)	7 responses worth 10 points each (70 points total)
Class Activities	By Saturday night (before next module begins)	6 activities worth 10 points each (60 points total)
Case Studies	By Saturday night (before next module begins)	4 case studies worth 20 points each; 80 points total
Final Course Project	By the last Saturday of class	Brochure: 40 points Final reflection: 10 points
	Total Points	250 points

Course Tentative Schedule (Refer to Canvas for additional Information about Modules and Assignments):

Understanding the Assignment Section: Manuscript=assigned textbook readings, *italics for articles that can be found on Canvas*, **bold=assignments due during that module**

Module Dates	Topics	Assignments
Module 1 Dates Here 1/10/21-1/16/21	What is Special Education? What is the history of Special Education? Language use	Read Chapter 1 Review PowerPoint on Special Education Watch video on the History of Special Education Reading Response 1 Read three articles on language use (Russell, 2008; 10 Questions; Ableist Word Glossary) Discussion Post 1
Module 2 1/17/21-1/23/21	Legislation and Court Cases Individualized Education Plans (IEPs), 504 plans, Transition Plans	Review PowerPoint on Legislation (focusing on IDEA and ADA) and Court Cases Class Activity 1: Graphic organizer on legislation and court cases Review PowerPoint on IEPs, 504 Plans, and Transition Plans (make sure to watch the videos embedded in the PowerPoint) Class Activity 2: Worksheet on IEPs
Module 3 1/24/21-1/30/21	Characteristics of students with specific learning disabilities (SLD)	Read Chapter 7 Review PowerPoint on characteristics of students with SLD Reading Response 2 Case Study on SLD

<p>Module 4 1/31/21-2/6/21</p>	<p>Characteristics of students with emotional and behavioral disorders (EBD)</p>	<p>Read Chapter 9</p> <p>Review PowerPoint on characteristics of students with EBD</p> <p>Reading Response 3</p> <p>Case Study on EBD</p>
<p>Module 5 2/7/21-2/13/21</p>	<p>Characteristics of students with intellectual disabilities (ID)</p>	<p>Read Chapter 6</p> <p>Review PowerPoint on characteristics of students with ID</p> <p>Reading Response 4</p> <p>Discussion Post 2</p> <p>Case Study on ID</p>
<p>Module 6 2/14/21-2/20/21</p>	<p>Characteristics of students with autism spectrum disorders (ASD)</p>	<p>Read Chapter 10</p> <p>Review PowerPoint on characteristics of students with ASD</p> <p>Reading Response 5</p> <p>Case Study on ASD</p>
<p>Module 7 2/21/21-2/27/21</p>	<p>Characteristics of students with Other Health Impairments (including ADHD)</p>	<p>Read Chapter 8</p> <p>Review PowerPoint on characteristics of students with OHI and ADHD</p> <p>Reading Response 6</p> <p>Discussion Post 3</p> <p>Case Study on ADHD</p>
<p>Module 8 2/28/21-3/6/21</p>	<p>Characteristics of students with low incidence disabilities (including vision impairments, hearing impairments, and physical disabilities)</p> <p>Wrap Up</p>	<p>Chapters 12, 13, and 14</p> <p>Reading Response 7</p> <p>Discussion Post 4</p> <p>Wrap Up Brochure and Reflection</p>

Grading Scale

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. As of Spring 2016 there is a distinction in quality points awarded with a plus or minus grade. (Previously, plus and minus was not used, and for example, a B+, B, and B- would have all been worth 3 quality points.)

94-100	A: Excellent (4 quality points)	77-79	C+: Passing (2.3 quality points)
90-93	A-: Excellent (3.7 quality points)	73-76	C: Passing (2 quality points)
87-89	B+: Good (3.3 quality points)	70-72	C-: Passing (1.7 quality points)
83-86	B: Good (3 quality points)	69 & Below	F: Failure (0 quality points)
80-82	B-: Good (2.7 quality points)		

Grading Policy

Grading: I will post your points online when I finish assessing your assignments. Generally, I try to provide feedback within one to two weeks of submission.

Late Work: All course work MUST be completed by the designated date or points will be taken off. 10% will be taken off per day late.

Incompletes: The instructor may choose to grant a grade of "I" which indicates that because of illness or for good reason, the work of the semester has not been completed. The instructor and student, listing work to be done and deadlines for completion, should complete an Incomplete Contract. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

Course Policies & Guidelines

Writing Style:

All written assignments will be typed unless otherwise specified. Written work in this course must be prepared according to APA style (6th edition).

Graduate Student Writing Center:

Graduate students may request help with writing through the online graduate student writing center. Visit <http://www.longwood.edu/graduatestudies/student-resources/graduate-student-writing-center/>

Honor Code:

Each student is expected to follow Longwood University's policy, available online at <http://www.longwood.edu/studentconduct/12021.htm> All tests and assignments are to be pledged.

Longwood Honor Creed:

“We shall not lie, cheat, or steal, nor tolerate those who do.”

Academic Pledge:

“I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.”

Honor Pledge:

“I, _____, having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do.”

Student Responsibility:

****All graduate students are required to maintain and check their Longwood email account.**

All University correspondence, including important information from the graduate studies office, will be sent to your Longwood email. It is your responsibility to access and regularly check this email account. You should set up your CYPHIR account immediately to help you reset your Longwood password at any time:

<http://www.longwood.edu/usersupport/student-resources/>

Changing your account in Canvas only changes email for that course, not overall.

It is the responsibility of students to inform themselves of, and to observe, all regulations and procedures required by the university. In no case will a regulation be waived or an exception granted because students plead ignorance of the regulation or assert that they were not informed of the regulation by an advisor or other authority. **Refer to the Academic Regulations sections of the most recent Graduate Catalog available online at: <http://catalog.longwood.edu/> {Select Graduate Catalog; Select General Information; Select Academic Regulations}**

Evaluation of the Instructor:

At the conclusion of the course, each student will have the opportunity to evaluate the course instructor through an anonymous online survey.

Technical Assistance:

To reach Longwood’s User Support Services, call 434-395-4357 or email helpdesk@longwood.edu. For questions regarding Canvas or WebEx, contact the Digital Education Collaborative (DEC) at 434-395-4332 or dec@longwood.edu.

Accommodations and Disability Resources

If you have a disability and require accommodations, please meet with your instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you must register with the [Office of Disability Resources](#), Brock Hall, (434)395-2391 prior to those accommodations being implemented. The office will require appropriate documentation of disability. All information is kept confidential.

Mental Health Resources

Stress and anxiety are very typical reactions to college life and many students have experienced significant benefits from participating in counseling. Longwood's [Counseling and Psychological Services \(CAPS\)](#), located in the Health and Fitness Center, is available to all students at no cost. Appointments can be scheduled by phone (434)395- 2409, during the hours of 8:15 a.m. -5:00 p.m. Monday-Friday. **Resident Education Coordinators (RECs)** and **Resident Advisors (RAs)** are additional resources to students. For emergency situations, please call (911) or contact the [Longwood University Police Department](#) at (434)395-2091.

Reporting of Crimes and Sexual Misconduct

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the [Counseling and Psychological Services \(CAPS\)](#) staff, they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood: <http://www.longwood.edu/titleix>

Academic Policies and Resources:

<http://www.longwood.edu/academicaffairs/syllabus-statements/>