



**Eastern Wyoming College  
Education Department**

**Fall Semester 2013**

***Course Information***

Course Title: **Introduction to Special Education**

Course Number: **EDEX 2484**

Credit Hours: **3.0**

Prerequisites: **Successful completion of EDFD 2020: Foundations of Education and EDUC 2100: Practicum in Teaching with a grade of C or better.**

Meeting Days,  
Times & Locations: **Online**

***Instructor information***

Instructor: **Muriel de Ganahl**

Office Location: **Faculty Office Link 214**

Office Hours: **M/W/F 9- 10AM  
M/W 1-2 PM  
Other available times by appointment**

Office Telephone: **(307) 532-8377**

Email: **mdeganahl@ewcmail.wy.edu**

## ***Course Content Information***

### **Course Catalog Description:**

This course is designed to meet the needs of education majors for a required course in special education.

### **Course Rationale:**

This course serves as an introduction to the field of Special Education for education majors.

### **Course Objectives:**

After successfully completing this course the student should be able to:

1. Identify key historical and legislative events that have shaped the services provided for exceptional students.
2. Identify the federal and state definitions used to classify exceptional individuals and the characteristics associated with the category of exceptionality.
3. Describe the process from pre-referral to verification and the provisions of the requirements of the Individuals with Disabilities Education Act –IDEA-2004.
4. Describe effective teaching and management strategies for exceptional learners through class projects.
5. Describe how adapted teaching strategies can be integrated into the general education classroom environment through case studies.
6. Demonstrate basic communication and collaborative skills necessary for working with fellow professionals.

### **Required Materials and Resources:**

#### **Required:**

##### Required:

Special Education in Contemporary Society: An Introduction to Exceptionality

Interactive eBook

By Richard M. Gargiula

ISBN 978-1-4129-9961-8

ADHD and Me, by Blake Taylor

ISBN 978-1-57224-522-5

In addition, selected videos and current articles on issues in education will be used to supplement the course content.

### **Course Requirements**

Course materials will be posted on LancerNet. The course syllabus, calendar, and other instructional materials will be available for students within the online class. Each Wednesday, the work for the following week will be made available, with assignments due the following Tuesday by 4:00 PM. It is expected that students log into the course at least twice each week.

Contact with the instructor can be made by e-mail or at the above telephone number.

**All e-mails must contain the course number and last name of the student in the subject line (EDEX\_2484\_Your last name).**

### **Course Content**

1. Overview and history of the field of special education.
2. Legislation pertaining to special education including the Individuals with Disabilities Education Act – I.D.E.A. 2004, Americans with Disabilities Act, and Section 504 of the Vocational Rehabilitation Act of 1973.
3. Federal categories of disabilities including potential causes, characteristics, and incidence for each.
4. Processes and procedures from pre-referral and the RTI process to verification and provisions of the requirements of IDEA for students with disabilities.
5. I.E.P. (Individualized Education Plan) development and implementation.
6. Instructional strategies and classroom management issues for high incidence and low incidence exceptionalities.
7. Current trends in special education, including differentiation and inclusion.
8. Collaboration with professionals, paraprofessionals, and families.

### **Course Format**

This class will be an internet based class made up of weekly units. Readings in the textbook will be facilitated through the use of instructor provided study guides, and students will utilize their ebook to access the text and associated media. There will be online discussions, quizzes, activities, and other related coursework.

Units for the course will be as follows:

**Foundations of Special Education**

- Unit 1 Introduction to Special Education
- Unit 2 Litigation and Legislation
- Unit 3 Special Education in Context: Parents and Communities

**Categories of Special Needs**

- Unit 4 Intellectual Disabilities
- Unit 5 Developmental Delays and Learning Disabilities
- Unit 6 Speech and Language Impairment/Communication Disorders
- Unit 7 Attention Deficit Disorders
- Unit 8 Emotional or Behavioral Disorders
- Unit 9 Autism Spectrum Disorders
- Unit 10 Hearing and Visual Impairments
- Unit 11 Gifted and Talented Students

**Intervention and Referral**

- Unit 12 Response to Intervention
- Unit 13 IEP Process
- Unit 14 Case Studies

**Projected assignments for this semester include:**

1. Media Log (5 points)
2. Weekly Disability Reports (10 points each)
3. Unit Activities and Quizzes (10 points each)
4. Tests (50 points each)

5. Interview Reflection Paper (25 points)
6. ADHD and Me Reflection Paper (25 points)
7. Glossary of Terms (25 points)
8. Case Study Final (100 points)

Please plan on being available to log into the course each day during the last week of classes (December 1<sup>st</sup> through 9<sup>th</sup>) in order to successfully complete the interactive course final.

### **Evaluation Criteria**

Grades will be determined on the basis of **total points** a student has earned out of the total possible points of all assignments. Grades will be assigned as follows:

A 93-100%

B 85-92%

C 75-84%

D..65-74%

F 64% and below

W-the grade assigned if a student withdraws from class by 4:00 4/26/12

X-Incomplete, see E.W.C. Catalog

All assignments are due by 4:00 PM on the date specified. Any assignment turned in later than 4:00 on the due date will be reduced by 15% for each day past the due date, and will not be accepted after two calendar days. Your unavailability on the day an assignment is due does not delay the due date of the assignment.

Examinations and quizzes must be taken as scheduled. Quizzes not taken the day they are given in class will not be rescheduled. If you are unable to participate in a scheduled exam, you must contact the instructor prior to the exam to make other arrangements. If you have not made contact prior to the exam, you will receive no credit for the exam. Please refer to the EWC Student Handbook for a detailed description of the Grade Appeals process and policy.

### **Attendance Policy**

Your regular participation in this online course will affect your grade. There will be scheduled activities that cannot be made up for full credit if missed. This instructor will adhere to the college policy and will withdraw a student if at any time they have not participated in 20% of the course activities or have not turned in 20% of the assignments. Students may choose to withdraw from this class and receive no credit with a grade of W on the transcript. See the procedures on pages 142-143 of the college catalog.

## Academic Dishonesty

Academic dishonesty will not be tolerated. Dishonesty includes plagiarism, cheating and any conscious act by a student that gives him or her undue advantage over fellow students. Plagiarism is copying or using the ideas of another without giving proper credit through the use of quotation marks, footnotes, or other forms of reference. Cheating involves making unauthorized use of answers to exams, quizzes, assignments, homework, as well as copying work from fellow students or submitting work that has been done by someone else. Students shall complete all assigned work individually unless otherwise indicated by the instructor. Academic dishonesty of any kind shall result in a score of zero on the assignment, quiz or exam and may result in withdrawal from the course with a grade of F, as the instructor deems appropriate. In addition, the instructor may refer the student to the appropriate E.W.C. official for further discipline.

## General Education Requirements

- **Communication Skills:** Graduates will be able to understand and communicate ideas and information in written and spoken English that reveals a mastery of terminology appropriate to their disciplines.
- **Analytical and Quantitative Reasoning:** Graduates will be able to solve problems through critical thinking involving analytical and quantitative reasoning at a level appropriate to their disciplines.
- **Technology Skills:** Graduates will be able to demonstrate competence using technology appropriate to their disciplines.
- **Social Awareness:** Graduates will be able to demonstrate an awareness of the relationship between the individual and the world.
- **Information Literacy:** Graduates will be able to locate, evaluate, and use information effectively.

## Student Conduct

As a college student, you are expected to show respect for others in this class, and participate actively in class experiences. Some cooperative group work may be required as part of the activities and assignments in this course. Students who disrupt class activities or refuse to participate in group assignments will be asked to meet or confer with the instructor and may be asked to withdraw from this class if inappropriate or disruptive behavior continues.

## ADA Accommodations

Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has such a disability and desires accommodation for such disability, the student should contact Ms. Debra Ochsner (307 532-8238) as soon as possible. If you have any questions or concerns, please contact your instructor.

**Disclaimer**

The information contained in this syllabus is considered correct and complete when distributed. However, it should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, following the policies of EWC, to make changes in course content or instructional technique without notice or obligation.