In accordance with the Americans with Disabilities Act (ADA), the University makes provisions to accommodate students with qualified physical, learning, and/or psychological disabilities. Complete guidelines and UNA documentation requirements can be found on the web pages of the Office of Disability Support Services. For questions or to request accommodations, students with disabilities should contact the Office of Disability Support Services. (University of North Alabama Catalog, 2012-2013 pg. 50...)

Course Standards and Objectives:

Conceptual Framework & Alabama Quality Teaching Standards

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| CF#3 Collaboration | 290-3-3-03 | Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Support teams (RTI) | With rubrics
| RTI Homework
| IEP Homework
| Field Experience with rubrics |
| CF#1 Professionalism | 290-3-3-04 (5)(c) 6.(i) | Knowledge of laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA) as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws. | Accessibility Hunt
| Legal History Pop test
| Test questions
| Mandates of IDEA Livetext assignments for accessibility and child abuse with rubrics |
| CF 5 Diversity | 290-3-3-03 (4) (c) 3. (i) | Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. | Parent and teacher interviews (rubrics)
| Movies and Field experience; Accessibility Hunt. Rubrics |
| CF 5 Diversity | 290-3-3-05 (2) (c)2.(ii) | Knowledge of assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychomotrists. | Response to Intervention homework. RTI article |

Global Issue: Diversity

Course Objectives

Upon completion of this course, the student will be able to:

1. Present an overview of special education and the cascade of services in public school today. (4)(c) 3. (i)
2. Demonstrate knowledge of laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with these laws. (5)(c) 6. (i)
3. To trace the historical development of special education.
4. To demonstrate knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning. (2) (c) 1. (iii)
5. To demonstrate the knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences, and styles. (4) (c) 1. (ii)
6. Discuss the common components and common educational implications which have evolved from PL 94-142, IDEA, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, and the No Child Left Behind Act. (5)(c)6.(i)
7. Discuss the principles of Normalization and Social Role Valorization
8. Define the teacher's role as an M-Team member and a support team member. (5)(c)1.(ii)
9. Define Collaboration between the traditional and special educators. (5)(c)1.(ii)
10. Discuss appropriate roles and responsibilities of the traditional educator and the special educator within a shared inclusive setting. (5)(c)1.(ii)
11. Be able to link characteristics to appropriate teaching methods strategies, curriculum, programs, and appropriate accommodations using a common sense approach to develop effective interventions for children with disabilities. (4) (c) 3. (i)
12. Describe the integral component of multi-disciplinary assessment within the paradigm of education for children with disabilities. (2) (c)2.(ii)
13. Discuss various precedent litigation that have resulted in or impacted legislation for those with disabilities. (5)(c)6.(i)
14. Describe individual strategies and procedures for meeting individualized educational, vocational, transition, and leisure needs for those with disabilities including cooperative and independent learning strategies. (2)(c)1.(iii)
15. Demonstrate knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. (4) (c) 1. (i).
16. Demonstrate the knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. (4) (c) 3. (i)
17. Demonstrate the knowledge of the indicators of the need for special education services. (4) (c) 3. (ii)
18. Describe self-determination as a function of choice-making, selecting preferences and developing interests for those with disabilities.
19. To demonstrate a fair and unbiased disposition when teaching those who are disabled through a personal teaching philosophy that reflect the disposition, “All children can learn.”
20. To demonstrate knowledge of the roles and responsibilities of different types of teams, including, but not limited to, Building Based Student Support teams. (5) (c) 1 (ii).
21. Knowledge of assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychomotrists. 290-3-3-05 2 C 2 .(ii)

Course Content

1. History of special education and society’s response to disabilities
2. Legal History of Special Education- PL 94-142, IDEA, Section 504, ADA and NCLB. (5) (c) 6. (i)
3. Programs in special education and long range goals for various groups of
children with disabilities including current trends and research based programs (4) (c) 3. (ii)

4. Characteristics and etiology, incidence, strategies, accommodations/modifications for the following disabilities
   a. those who are mentally retarded
   b. those who are learning disabled
   c. those who are hearing impaired
   d. those who are visually impaired
   e. those who emotionally disturbed
   f. those who are speech impaired
   g. those who have a communication disorder
   h. those who are autistic
   i. those who are physically disabled
   j. those who are multiple disabled
   k. those with a health impairment
   l. those with a traumatic brain injury (2) (c) 1. (iii); (4) (c) 3. (i)

5. Characteristics and etiology, incidence, strategies accommodations/modifications for those who are gifted and talented. (2) (c) 1. (iii); (4) (c) 3. (i)

6. Collaboration among professional/families/individuals with disabilities (4)(c)1.(i)

7. Inclusion of those with disabilities

8. Early intervention and inclusion of young children with disabilities in appropriate programs

9. Transition and employment programs for adults with disabilities. (4) (c) 1. (i)

10. Accessibility (5)(c)6.(i)

11. Diversity (4) (c) 1. (iii); (4) (c) 1. (i)

12. General strategies- reinforcement, direct instruction, cooperative learning, inquiry, process drama, peer tutors

13. Assistive technology for those who are disabled(5)(c)6.(i)

14. Eligibility and referral procedures (5) (c) 6. (ii); (4) (c) 3. (ii);

15. Mandates of IDEA, No Child Left Behind, ADA, Section 504, Child abuse and neglect. (5) (c) 6. (i)

16. Confidentiality of IEP procedures, records, assessment, progress monitoring, and collaborative conferencing.

17. Roles and responsibilities of Building Based Support Teams, IEP teams, M- Teams, 504 teams. (5) (c) 1 (ii)

18. Knowledge of assessment partnerships with families and professionals, including psychologists, therapists, counselors, medical doctors, and psychomotrists. 290-3-3-05 2 C 2 .(ii)
ACTIVITIES, PROJECTS, ASSIGNMENTS

All requirements of the course must be satisfactorily completed to receive credit for the course. A grade of 77 on each assignment = satisfactorily completed.

All Assignments will be submitted in live text. The IEP homework assignment will be turned in as a hard copy, but will be graded on a livetext rubric.

1. Watch at least 3 movies concerning disabilities and summarize in writing (typed, single spaced) according to the following components. Make sure that all components listed below are included in your summary. A full two page minimum is required. (2 pages each- a total of 6 pages) When you submit in livetext, make sure to submit using the page function. You may attach.
   a. type of disability depicted in the movie
   b. any defects associated with the disability
   c. specific problems in daily life functioning resulting from the disability
   d. assessment portrayed in the movie
   e. services portrayed in the movie
   f. future strategies for your classroom—at least 10 strategies that you will use in your future classroom are required

This assignment may be resubmitted if submitted on time. Resubmits are due in 2 class periods after the resubmit prompt is received. Please review the section in live text on “specifics for movies” in the course information pages.

2. Each student will critique four (specific articles are assigned) journal articles in live text. The critique will include the following information: (2)(c)1.(iii)

   a. What is the purpose of the article?
   b. What disability is studied in the article-population?
   c. How is the study done—method?
   d. What are the results of the study?
   e. What is wrong with this study?- Critique

Critiques of articles range in length from 3-5 sentences only. Critiques differ from summaries in that they answer briefly the questions listed above. Summaries are usually longer in length and more explanatory in nature. Critiques are accomplished in 3-5 sentences. Critiques that are longer and more summary like are not acceptable in this class.

A critique statement is not a statement expressing your opinion, or your like/dislike of the article or its components. Critique statements that use first
person are not acceptable. A critique statement is a professional criticism describing what is missing in the article/study that would make it more credible for you. Examples of appropriate critique statement are: a) The size of the sample is too small to support the results of the study, b) Further research is required to validate the results of the study, c) No follow up exists for these results, d) The results are questionable as the authors failed to adequately identify the age of the population. A critique statement is necessary for each article.

A total of 4 articles are due during the course of the semester (see lecture and due dates for clarification). Each article critique counts 25 points allowing a possible grade of 100. If an article critique is evaluated as inadequate (below 20 points), the student may resubmit until the desired grade is achieved within the 2 class period timeline. The final grade for articles will be averaged with the grades for mock disabilities and movies. Articles are available within the Course Information pages within Livetext. Please review the power point on “How to critique an article” in the course information pages.

The first 2 assignments may be resubmitted if they are originally turned in on time. (articles, movies). No penalty will occur if the assignment is resubmitted within 2 class periods. After that, the assignment will not be accepted and a grade of 0 will be recorded. Partial credit will not be awarded if the resubmit is not present.

3. A Midterm examination (100 points) with objective and discussion scenario-based questions will be administered. The midterm examination focuses specifically and primarily on the mandates of the Individuals with Disabilities Act, its amendments and reauthorizations, the accessibility laws, the No Child Left Behind Act, and the State of Alabama regulations and procedures. (5) (c) 6. (i); (2) (c) 1. (iii); (4) (c) 1. (ii); (4) (c) 1. (i); (4) (c) 3. (i);

4. Each student will design and conduct two interviews a) a teacher of students with disabilities (either a special education teacher or a regular education teacher with children with disabilities), b) a parent of a child with a disability (the child may be a grown adult who has been through a special education program). A minimum of 20 (see rubric) questions is required for each interview, although more questions often result in the better grades. One question in each interview must concern approaches and results of effective collaboration between traditional and special educators. Other questions must address behavior management, technology, best practices, parental collaboration, IDEA, No Child Left Behind (and other legislation), inclusion practices, academic and affective strategies, roles and responsibilities as team members (BBST, RTI, IEP, 504) (Each student is responsible for finding the teacher and the parent) (the interviewee is to be notified 2 weeks before the actual interview is conducted - a list of questions
may be supplied at the initial request of interview.) (5) (c) 6. (i); (2) (c) 1. (iii); (4)(c)1.(i). Please review the questions for a parent in the live text course information page as well as the specifics for interviews in the live text course information page for further clarification.

Each interview will also include a separate future applications section. A "combination" of both future application sections is not acceptable. Each future application section is not a mere rewrite or summary of the previously asked questions in the interview. Each future applications section tells, links, and refers to strategies, approaches, attitudes that the candidate (that's you!) has gleaned from the interview to be used in his/her future classroom. Future applications sections that retell the interview are not acceptable and no grade will be awarded for the entire interview resulting in a zero (0). Future applications sections which address only the feelings and individual "sappiness" of the interviewer will receive no grade either resulting in a zero (0). The assignment is to glean actual and substantial plans for a future classroom in the arenas of instruction, behavior management, parent involvement, personal adjustment, etc. The future applications sections must be at least 3 full pages long for each interview (a total of 6 pages for both Future Applications (Single spaced- 12 pt. font). A rubric and checklist for each interview is available for you within livetext.

This assignment may not be resubmitted, but students may turn in rough drafts for this assignment in a timely fashion. Both interviews are due on the same date. (See lecture and due dates). All interviews are due on live text. A template for each, dates for each, and grading rubrics for each are included on live text.

5. Unannounced pop tests

6. Related Exercises (Homework). There are 6 related exercises (100 points total) that are to be completed in an independent fashion. All are due in live text and include rubrics. Resubmits are available if turned in on time.

Related exercises are listed below:

1. 3-way match- this homework requires the candidate to identify the legal relationship between historical and precedent litigation, the principle of IDEA and the mandate of IDEA (10 points) 290-3-3-.04 (5) (c) 6. (i)

2. IEP. Candidates access the IEP forms from the ALSDE and copy 4 forms for the IEP. Candidates then locate numerous sections of the IEP and initial them before turning in a hard copy. Directions and assessment are in live text. 290-3-30.03 (5) © 1. (ii). (10 points)

3. Compare and Contrast Section 504 with the Americans with Disabilities Act. An introductory paragraph and a conclusive paragraph are included
with a presentation/discussion of 3 similarities and 3 differences of the accessibility laws. (15 points) 290-3-30.03 (5) © 1.(ii)

4. Problems Solving Team (response to intervention). Students will read, study and summarize RTI(supplied brochure) in livetext for elementary and early childhood students. (10 points). 290-3-30.03 (5) © 1.(ii);290-3-3-05 (2) ©2(ii)

5. Child abuse and neglect. – Candidates will summarize material supplied in live text including the types of neglect and abuse, as well as the teacher’s role in identifying abuse. (10 points) 290-3-3-.04 (5) (c) 6. (i)

6. The Accessibility Hunt- Candidates are divided into groups with a destination in the community. The groups go to the destination and determine accessibility problems. Each group will present a short powerpoint presentation to the class to teach the entire class about the assigned destination. Each candidate will submit a summary of the “Accessibility in the Shoals Area” in live text (10 points of the entire Hunt) (45 points for the entire Accessibility Hunt) 290-3-3-.04 (5) © 6. (i)

7. Fifteen hours of observation (2) (c) 1. (iii); (4) (c)3.(i) in three hour blocks are required for this class. All hours are to be in a classroom that includes those with disabilities. Each candidate chooses the appropriate setting or settings. A live text document for field experience will be provided for documentation and assessment. You must also bring a Signature Sheet and a cluster sheet (for elementary) for each setting (in livetext). (The teacher signs, not the candidate.) A Field Experience template exists in livetext and there must be a submission for each 3 hour block (a total of 5). Failure to complete the 15 hours in the school system and/or the templates for documentation of the hours will result in failure of this class. Cheating or “double counting” these hours for another class will also result in failure of this class as well as result in other sanctions according to the University of Alabama. (See 2010-2011 catalog on page 48 under the heading “Academic Honesty”. Academic Honesty applies to all assignments in all courses in all disciplines at the University of North Alabama. No tolerance for cheating exists in EEX 340.

To apply credit for the course to a Teacher Education Program, the candidate must earn a C or better.
Evaluation Process
Midterm Exam  1/5
Final Exam  1/5
Interviews  1/5
Field Experience/observation  1/5
Articles, movies, homework, pops  1/5

93-100  A
92-85  B
84-77  C
76-68  D
67-  F

Attendance Policy- Consistent attendance is expected and required in EEX 340. Students who miss 3 days with no reasonable and documented excuse for absence will fail the class.

Attendance is a component of professional courtesy and indicative of future professionalism. Multiple tardies, unexplained and inappropriate absences, and “no shows” will result in an unacceptable rating of dispositions.

Academic Honesty Policy- Cheating, plagiarism, or dishonest or any dishonest or questionable representation of assignments will result in failure of the class and poor ratings on dispositions. Dishonest infractions will be reported to the Vice President for Academic Affairs and Provost for referral to the University Student Discipline System (page 54 of the University of North Alabama Catalog for 2013-2014).

Technology- Appropriate use of cell phones, computers, iPods, notebooks, and other electronic devices is expected and monitored. No texting, tweeting, blogging or other forms of electronic communication are accepted. Appropriate use of internet access may occur during group activities.

Challenging the Professor- Questions, challenges, or disagreements are a part of any effective classroom ambiance. However rudeness is not an appropriate way of challenging a professor. Yelling, baiting, using “bullying remarks” are not acceptable and will not warrant a response. Please engage in appropriate and polite behavior that is void of personal questions or vendettas of and/ or against the professor.