



The mission of Concord University is to provide quality, liberal arts-based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Course Prefix, Number and Title:** EDSP 303: Introduction to Special Education

**Course CRN # and Section** 20570, 1HW

**Semester Taught:** Spring 2019

**Professor:** Dr. Nancy G. Burton

**Credit Hours:** 3 hours

**Office Location:** Admin 104B

**Prerequisites:** Must have completed 15 hours

**Office Hours: MWR 10:00 – NOON  
Tuesday-Beckley – 8-9:30 AM**

**Course Time:** Tuesday 9:30-11:00

**Email:** [ngburton@concord.edu](mailto:ngburton@concord.edu)

**Building and Room Number:** Erma Byrd Center

**Phone:** 304-384-5273

**Office Fax:** 304-384-5398

**College/Department Website:** <https://www.concord.edu/education/>

**Course Description/Rationale:**

An introduction to current issues and problems related to children and youth who deviate from the average in mental, physical, social and/or emotional characteristics to the extent that the appropriate inclusive or self-contained setting is provided. This course is a Hybrid, meaning that part of the class will meet face-to-face & part of the class will meet online. **Pay careful attention to the syllabus, CU Email, & Blackboard.**

**Course Management System:** BlackBoard

**Hardware/Software Needed:** Microsoft Word is required for all assignments submitted on Blackboard

**Text requirements:** Hallahan, Kaufmann, & Pullen (2019). *Exceptional Learners: Introduction to Special Education*, (15<sup>th</sup> ed.) Pearson

**Concord University Educational Goals:**

**Skills:**

Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
  - listening and speaking

reading and writing  
 graphic communication  
 media and technology literacy

2. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
3. An ability to analyze, synthesize, and integrate elements, information and ideas.
4. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
5. An ability to learn and work effectively both independently and collaboratively.

**Knowledge:**

Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

6. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
7. An awareness of the fundamental characteristics and properties of the physical universe.
8. An ability to interpret events and trends within historical contexts.
9. Self-knowledge, including awareness of one’s own competencies, deficiencies, and optimal individual learning-style(s).

**Specific Learning Outcomes and National Standards:**

Upon successful completion of this course, each student will achieve the following course objectives:

Course Objectives	Standards Addressed				
	CEC	WVPTS	ISTE	PRAXIS	PLT
Demonstrate an understanding of the foundation of special education.	1, 4, 6	1		1,3	1
Demonstrate an understanding of the legislation impacting the field of special education.	1, 6	1		2	
Explain the special education process from pre-referral through placement.	1, 4	8		3	1
Define the roles of the Eligibility Committee (EC) and the Individual Education Plan Committee (IEPC) members.	1, 6, 7	10		3	
Demonstrate an understanding of multiple service delivery models.	3, 5, 7	3, 7, 10	1	3	1
Identify and explain the components of an Individual Education Plan (IEP), Individual Family Service Plan (IFSP), and Transition Plans as they relate to special education.	1, 6, 7	7, 10	3	3	2,3
Identify issues involved in communicating the need, principles, and procedures for educating and involving parents concerning the education of students with disabilities.	1, 2, 7	2, 6, 7, 10	3	2	1,2
Discuss issues involved in communicating and collaborating with regular education teachers and administrators in the partial or total regular education setting.	1, 3, 5,6, 7	6	3		

Differentiate the nature, etiology, and characteristics among the fourteen identified exceptionalities.	1	2, 3	4	1, 3	1,2
Develop a variety of instructional modifications that address individual student needs.	2, 3, 7	3, 4, 5	1, 2, 4	3	1,2

**Rationale:**

This course provides educators with knowledge of various disabilities and giftedness, identifying and serving students in a variety of educational settings, including the regular classroom. Emphasis is placed on federal and state regulations and laws, identification of students with special needs, the behavioral and academic characteristics of each exceptionality, and the provision of services for students who qualify for special education.

**Course Requirements:**

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight. Blackboard will also be used for online instruction (dates are assigned on course schedule). Be aware that emails from the instructor will be through the Concord email addresses. A list serve for each class has been developed through blackboard so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Your assignments will be submitted electronically, you must flash drive to which you can save copies of your work as backup in the event that something “cyber” occurs! **NOTE: You must use MS Word for all work submitted electronically. Additional information regarding the use of technology will be provided during class meetings.**

**Grading Policy and Scale, Make-up Policy, Late Work**

**Assignment Descriptions**

**You are required to complete each of the following projects. These assignments are due at 11:59 PM on the dates specified. A 24-hour grace period is allowed for each assignment; consequently, all assignments will close on designated CLOSE dates at 11:59 PM. Once an assignment closes however, it WILL NOT be reopened.**

**Assignment 1: Historical Legislative Benchmarks (20 points):** complete a matrix that stipulates the legislative provision of each of the following: PL 94-142; PL 99-457; PL 101-476; PL 105-17; and PL 108-446.

**Assignment 2: Special Education Referral and RTI/SPL (20 points):** Create a diagram depicting the special education referral process **and** recreate and describe the RTI/SPL process for West Virginia.

**Assignment 3: Multicultural Issues/Multicultural Pavilion (20 points):** Prepare a demographic synopsis of your home state and region. Include a list of 5 resources for classrooms to teach multiculturalism in the classroom. Briefly describe each site in an annotated bibliography format.

**Assignment 4: Resources for Parents (20 points):** Research the Internet for this site that would be useful to parents of children with disabilities. Prepare an annotated bibliography of the sites you find and a brief description of the specific disabilities addressed in each site. NOTE: An annotated bibliography list the address of the sites and two or three sentences that identify/summarize/describe the contents of the site.

**Assignment 5: Defining ID and Developmental Disabilities:** Provide a definition to ID/MR and causes to the classification of exceptionality.

**Assignment 6: Learning Differences Matrix (20 points):** Visit the website for the Learning Disabilities Association of America. Students will identify the purpose and activities of the association. Then, use the site to create a matrix that delineates the a) signs and symptoms, and b) strategies for addressing the following learning difficulties: dyslexia, dyscalculia, dysgraphia, attention deficit/hyperactivity disorder. Students will browse the site to become familiar with this site for parents and other interested stakeholders.

**Assignment 7: Communication Disorders:** Discuss why establishing the prevalence of communication disorders is difficult. Identify variables that may cause an increase in the prevalence of communication disorders.

**Assignment 8: Principles of Universal Design (20 points):** Information and project requirements will be provided during class and on BlackBoard.

**Assignment 9: Autism Spectrum Disorder (20 points):** Students will visit the Autism Speaks website. Students will review the article, "What is Autism?" Summarize the topics discussed and give your impressions. Then, click on the video gallery tab on the left. Search for the video Overview. Watch this and give your impressions.

**Assignment 10: Popcorn and a Movie.** Students will choose from a list of movies depicting a particular disability. The student will write a reflection about the disability and how the disability affects the characters in the movie. More details are located on Blackboard.

**Individual PowerPoint Project (50 points):** Certain topics are unique to special education. The student will create a 6-10 slide PowerPoint depicting a specific special education topic. The text and other sources may be used with appropriate reference included. Students will choose one from a possible list of topics to create a PowerPoint presentation. The PowerPoint will be presented in class for a 3-5 minute time period.

**Individual Exceptionality Project (100 points):** Information should be presented in a professional, interesting, thought provoking, and easy to understand manner. Topics are: Students with Learning Disabilities, Students with Communication Disorders/Speech-Language Impairments, Students with Attention Deficit/Hyperactivity Disorders, Students with Mental Retardation/Intellectual Disabilities, Students with Emotional/Behavioral Disorders, Students with Health Impairments, Students with Autism Spectrum Disorders, Students with Physical Disabilities, Students with Deaf/Hearing Impairments, Students with Visual Impairments, Students with Traumatic Brain Injury.

**Online Quizzes (10 points each):** To assess student learning and processing of the reading assignments. 10 quizzes will be administered in class. A possible 10 points will be awarded for each quiz. Quizzes will consist of multiple-choice, matching, and short-answer questions from information covered in the assigned reading. QUIZZES WILL NOT BE MADE UP.

**Videos on Exceptionalities: (25 points each)** Watch and write a reaction to three assigned videos throughout the course.

**Extra Credit:** Opportunities will be given for extra credit points This may be offered in the form of attending approved professional development programs and submitting a personal one-page summary and critique to the instructor. Students will be informed of professional development programs as the instructor becomes aware of applicable programs. A student may also attend and write a summary of an event that supports individuals with special needs such as Special Olympics. The student may earn 10 extra credit points added to the student’s overall course point total per extra credit opportunity, up to 3.

**Discussion Board Thread (20 points each):** Students will respond to 5 Discussion Threads throughout the semester. The student must respond to the prompt in a scholarly manner and at least 2 peers in the class, adhering to proper etiquette and protocol.

### **COURSE GRADING SYSTEM**

Grade	Percentage	Total Points
A	100-90%	666-740
B	89-80%	592-665
C	79-70%	518-591
D	69-60%	444-517
F	59% and below	443 and below

Assignments/Exams	Each	Total Points	Total Percentage
Individual PowerPoint Project (1)	5	50	6.8
Individual Exceptionality Project (1)	100	100	13.5
Quizzes (14)	10	140	19.6
Homework Assignments (10)	20	200	27.0
Video Reaction Paper (3)	25	75	10.1
Discussion Board Threads (5)	20	100	13.5
Class Attendance	70	70	9.5

Due to the nature of the coursework you will be completing, a grade of “incomplete” will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

**\*Students must receive a minimum grade of “C” in the class to complete the requirements of the Teacher Education Program.**

**NOTICE TO CELL PHONE OWNERS/USERS:** Cell phone usage (including text messaging) is not permitted during class sessions; therefore, you should turn off your cell phone when you enter class. Violating this policy may result in removal/withdrawal from class.

## COURSE TIMELINE

Unit/ Module	Date/week of:	Topics	Readings	Assignments	Due Date	Close Date
1	January 14 <sup>th</sup>	<b>Module 1:</b> Review Course Syllabus, Laws, Terms, & Acronyms, Sp. Ed. Concepts	Chapter 1	Historical Benchmarks of Special Education Introductory Discussion Thread	JAN 17	JAN 18
2	January 21 <sup>st</sup>	<b>Module 2:</b> Current Practices for Meeting the Needs of Exceptional Learners SPL/RTI	Chapter 2	Special Education Referral and RTI Discussion Board #1  Quiz: Chapters 1 and 2 Reading 1/22/19	JAN 24	JAN 25
3	January 28 <sup>th</sup>	<b>Module 3:</b> Multicultural Issues and Special Education	Chapter 3	Multicultural Issues/Multicultural Pavilion Quiz: Chapter 3 1/29/19	JAN 31	FEB 1
4	February 4 <sup>th</sup>	<b>Module 4:</b> Parents and Families Misunderstood Minds-video	Chapter 4	Resources for Parents Misunderstood Minds-video Discussion Board #2 Quiz: Chapter 4 2/5/19	FEB 7	FEB 8
5	February 11 <sup>th</sup>	<b>Module 5</b> Intellectual Disabilities and Developmental Delays	Chapter 5	Defining ID and Developmental Disabilities Quiz: Chapter 5 2/12/19	FEB 14	FEB 15
6	February 18 <sup>th</sup>	<b>Module 6:</b> Specific Learning Disabilities and Developmental Disabilities	Chapter 6	Learning Difficulties Matrix F.A. T. City-video Individual PowerPoint Presentations- will take place in class. Quiz: Chapter 6 2/19/19	FEB 21	FEB 22
7	February 25 <sup>th</sup>	<b>Module 7:</b> ADHD/ADD	Chapter 7	Individual PowerPoint Presentations Principles of UDL Quiz: Chapter 7 2/26/19	FEB 28	MAR 1
8	March 4 <sup>th</sup>	<b>Module 8:</b> Emotional Disturbance	Chapter 8	Discussion Board #3 Quiz: Chapter 8 3/5/19	MAR 7	MAR 8
XX	March 11 <sup>th</sup>	<b>Spring Break</b>	No Class	No Class	XXX	XXX

9	March 18 <sup>th</sup>	<b>Module 9:</b> Autism Spectrum Disorder	Chapter 9	Autism Speaks Discussion Board #4 Quiz: Chapter 9 3/19/19	MAR 21	MAR 22
10	March 25 <sup>th</sup>	<b>Module 10:</b> Communication Disorders	Chapter 10	Communication Disorders Quiz: Chapter 10 3/26/19	MAR 28	MAR 29
11	April 1 <sup>st</sup>	<b>Module 11:</b> Auditory Impairment/Deaf & Hard of Hearing	Chapter 11	Popcorn and a Movie Quiz: Chapter 11 4/2/19	APR 4	APR 5
12	April 8 <sup>th</sup>	<b>Module 12:</b> Visual Impairment/Blindness or Low Vision	Chapter 12	Exceptionality Presentations Discussion Board #4 Quiz: Chapter 12 4/9/19	APR 11	APR 12
13	April 15 <sup>th</sup>	<b>Module 13:</b> Low Incidence, Multiple/Severe Disabilities	Chapter 13	Exceptionality Presentations Quiz: Chapter 13 4/16/19	APR 18	APR 19
14	April 22 <sup>nd</sup>	<b>Module 14:</b> Physical Disabilities and Other Health Impairments	Chapter 14	Including Samuel video Exceptionality Presentations Quiz: Chapter 14 4/23/19	APR 25	APR 26
15	April 29 <sup>th</sup>	<b>Module 15:</b> Gifted and Talented	Chapter 15	Exceptionality Presentations Discussion Board #5 Quiz: Chapter 15 4/30/19	MAY 2	MAY 3
Finals	May 6-10	Final Exceptionality Project	Final Project	Submitted to LiveText	MAY 3	

**NOTE: All quizzes will be administered during face-to-face class meetings on Tuesdays.**

**All due dates are set for Thursdays by 11:59 PM on Blackboard**  
**You will have a 24-hour “grace” period for each assignment;**  
**consequently, the CLOSE dates are set for Fridays at 11:59 PM.**

**Once an assignment closes, it will not be reopened!**

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to:  
<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

## **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**