Flex Course Request Form

College: _EHE_  
Course Bulletin Listing: _PAES_ (e.g. EDUTL – Education Teaching and Learning)

Course Number: _PAES 650_  
Generic course: _Y_  
Course Decimal: _na_

Level: Undergraduate _V_  
Graduate _V_  
Grade Option: Letter _V_  
S/U _____  
Credit Hours: _03_

Proposed Effective Year: _2012_  
Proposed Effective Term: _Wi_  
Previous Terms of Offering: _n/a_

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description:  
25 word limit  
Teaching students with individualized educational programs requires an understanding of special education, including disability categories, prevalence, demographics, and typical interventions, as well as its history.

Course offered less than term length: _N_  
Distribution of Class Time: 3 hrs/wk in person for 1st and last week, rest of course distribution is online at approximately 3 hrs/wk

Offering Pattern: Distance Learning Format: _N_ (means 100% online)  
Section Size: _20_  
Date Range: 01/09-03/12

Off-Campus Offering: _Y_  
Off-Campus ZIP code: _TBA_  
Off-Campus Location: _TBA_

Hours Out-of Class Preparation: _60_  
Total Class Meeting Hours: _6_  
Length of each Class: _3 hrs_

Advertised Course Title: _Introduction to Exceptional Children_

Faculty Name: _Theresa_ Hessler  
Faculty Rank: _Assistant Professor_

Faculty Phone: _740-364-9544_  
Faculty E-mail: _hessler.16@osu.edu_

Secondary Instructor: _none_  
Desired Access: _na_

SI Phone: _na_  
SI E-mail: _na_

Academic Advising Opportunity: by appointment for in-person advising  
(by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: _________________________ Date: ____________

Approved by the School Director: ____________________________ Date: ____________
Please return the completed form to Greg Mild no later than Friday August 12, 2011. All information is needed so registration materials can be distributed in a timely manner. Please include an electronic version of your syllabus as drop deadlines are prior to the first class meeting time. Thanks for observing this timeline. This information can be sent to me via email.  mailto:gmild@columbus.k12.oh.us

Name of Course: Introduction to Exceptional Children (PAES 650)

Dates for Course: January 9, 2012 (1st class meeting) through March 5, 2012 (last class meeting) with online final exam due date of midnight Monday, March 12, 2012.

Time of Course: First (01/09) and last (03/05) classes will meet 4:30 to 7:18 p.m.

Location of Course: TBA

Name of Instructor: (Theresa) Terri Hessler

Grading System: Letter, Standard OSU Grading Scheme

Intended Audience: Inservice, Non-Special Education Teachers, Special Education Aides

Brief Course Description:
Teaching students with individualized educational programs requires an understanding of special education, including disability categories, prevalence, demographics, and typical interventions, as well as its history. This course will meet as an in-person group on the first and last days of the course delivery but the bulk of the work will be accomplished online via OSU’s Carmen Course Management System. Weekly online activities are required to be completed by the enrollee, as well as textbook reading and corresponding online quizzes associated with each chapter of the textbook at a rate of one chapter per week. Enrollees taking the course for graduate credit (i.e., anyone holding a bachelor’s degree) will also write and turn in a brief (2-3 pages) paper on the last meeting day.

If you have any questions, please contact Greg Mild at 365-5039.

Thanks!
THE OHIO STATE UNIVERSITY

PAES 650: INTRODUCTION TO EXCEPTIONAL CHILDREN

SPECIAL EDUCATION

SCHOOL OF PHYSICAL ACTIVITIES & EDUCATIONAL SERVICES

COLLEGE OF EDUCATION AND HUMAN ECOLOGY (VIA OFFICE OF OUTREACH & ENGAGEMENT)

Wi QTR 2012: MONDAYS, 4:30-7:18 P.M., LOCATION TBD

Instructor: Dr. Terri Hessler, hessler.16@osu.edu, office hours: in person & via phone, by appointment

Columbus contact info
Office: A344 PAES Bldg
Phone: 688-5682

Newark contact info
Office: 173 Hopewell Hall
Phone: 740-364-9544 (messages will be delivered to my email inbox)

EDU PAES 650: Introduction to Exceptional Children; An overview of the education of exceptional learners including a discussion of their characteristics and a review of historical approaches to their education and of contemporary educational practices.

Level – U/G, 03 Credits, 2-3 in-class meetings with the balance of coursework completed independently; no prerequisites.

Course Objectives/Learning Outcomes

Following successful completion of this course, the student will be able to

1. Provide an overview of special education
2. Relate the history of special education
3. Discuss special education law and legal requirements when working with individuals with disabilities
4. Discuss the important court cases and legal ramifications for educators
5. Identify the various categories in special education
6. Implement typical interventions used with individuals with disabilities
7. Participate in effective strategies for learning course material for this class to better prepare them to utilize the strategies as teachers

Required Text(s) and Course Materials

   b. ISBN 10: 0-13-514436-7
2. 30-60 index cards (or some form of stiff, card stock-type of paper to make small flashcards)
3. 1 sheet of graph paper and a data collection form (both located on Carmen)
4. Internet access and OSU account
5. Announcements and other info will be posted on Carmen. Please check frequently for new postings. (An important note re: Carmen – The system is generally not functional between the hours of midnight and 5 a.m. so plan accordingly.)
Grading Plan

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Pts. poss.</th>
<th>Assignment</th>
<th>Apprx. % of Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Chapter Share</td>
<td>10</td>
<td>Chapter Share</td>
<td>10%</td>
</tr>
<tr>
<td>2. Paper (grad students only)</td>
<td>20</td>
<td>Paper (grad students only)</td>
<td>15%</td>
</tr>
<tr>
<td>3. Weekly Participation &amp; Activities</td>
<td>70</td>
<td>Weekly Part. &amp; Activities</td>
<td>25%</td>
</tr>
<tr>
<td>4. Quizzes (based on text chapters)</td>
<td>50</td>
<td>Quizzes (based on text chapters)</td>
<td>25%</td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>50</td>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>200</strong></td>
<td><strong>Percentage Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Explanation of Assessment & Assignment Details – Thorough explanations of each assignment are provided on Carmen.

1. Chapter Share – Grading is subjective; rubric will be provided. Choose one of the non-required chapters (9, 10, 11--minus ADHD info--, 12, 13, or 15) and share via Internet/electronic media/Carmen the important elements of that chapter including demographic and prevalence data and the commonly used/successful interventions.

2. Paper – Grading is subjective; rubric will be provided. Though this is a short paper (2-3 pages), graduate school rigor is expected.

3. Weekly Participation & Activities – Each week there will be an activity/assignment to complete, in addition to those detailed above. You will be expected to log onto Carmen at least twice during the week, once to access that week’s lesson/lecture and to access the assignment, and then later to complete/post that week’s assignment before midnight on Sunday. New assignments will be posted by Monday morning of each week. It is important that you log in early in the week, as the activity may be to observe your own or other teacher’s students/classes/teaching and comment/discuss/reflect.

4. Chapter Quizzes – These quizzes are on the Carmen course site and are graded objectively (auto-graded). Undoubtedly, they (in addition to reading correlated chapters 1-8, ADHD section of ch. 11, & 14) are the most time-consuming part of the course, but it’s important material and quizzing is the method by which you will be held accountable. The topic outline provides suggested deadlines to help you with time management, but these are not “hard” deadlines. **The hard deadline to complete all quizzes is midnight Sunday before our last class meeting.** You will have at least 2 attempts at each quiz.

5. Final Exam – On Carmen and auto-graded. The final exam is constructed and delivered like a long quiz (though with only one attempt) covering all the material from the course from the text chapters/quizzes, weekly assignments, and special education terminology. There will be a 2-3 day window for taking it.

OPTIONAL
SAFMEDS – Performance-based grading. The acronym stands for **Say All Fast Minute Everyday Shuffle.** In short, it’s a flashcard activity requiring you to study special education terminology in several daily 5 min sessions and time yourself in one-minute timings on most days of the week, graphing your progress as you go and posting your graph online. Enrollees will make the flashcards by the 3rd week, and post their graphs weekly thereafter. Detailed explanations for making the cards will be provided. In combination with the timings and the short (5 min), frequent (several times daily) study sessions, the participants should easily reach the goal of being able to see-say 50 terms in one minute. **(You may substitute this activity for the final exam by notifying the instructor during week 3 that you will be participating in the activity. If you do poorly on the final timing, you may still take the final exam. If you choose to drop the SAFMEDS activity at any point during the quarter, you may still take the final exam. You may NOT choose to substitute this activity for the final exam after week 3.)**
OSU Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
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</tbody>
</table>

Topical Outline - Schedule of Topics, Readings, Assignments – Including assignment due dates, exam dates, and final exam date and time

<table>
<thead>
<tr>
<th>WEEK &amp; DATES</th>
<th>TO DO THIS WEEK</th>
<th>SUGGESTED DEADLINE FOR TEXTBOOK CHAPTER READING &amp; QUIZZES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Monday January 9: MEET IN CLASS, 4:30 – 7:18</td>
<td>Chapter 1 The Purpose &amp; Promise of Sp.Ed.</td>
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<tr>
<td>Jan 9-15</td>
<td>-- Course Overview, including explanation of expectations &amp; assignments</td>
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<td></td>
<td>-- Carmen basic tutorial</td>
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<td></td>
<td>-- Introduction of the Big Ideas of Special Education</td>
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<td></td>
<td>● Students to complete “This is Me” activity and post by 8 a.m. Mon., Jan</td>
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<tr>
<td>Week 2</td>
<td>BIG IDEA: Historical Context of Special Ed</td>
<td>Chapter 2 Planning &amp; Providing Sp.Ed. Services</td>
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<tr>
<td>Jan 16-22</td>
<td>TOPIC: Praise, Part 1</td>
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<td></td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment – Observe; Read 1st praise article; post</td>
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<td>Week 3</td>
<td>BIG IDEA: Adult Success</td>
<td>Chapter 14 Early Childhood Special Education</td>
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<tr>
<td>Jan 23-29</td>
<td>TOPIC: Praise, Part 2</td>
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<td></td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment – Read 2nd praise article; post</td>
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<tr>
<td>Week 4</td>
<td>BIG IDEA: Characteristics</td>
<td>Chapter 3 Collaborating with Parents &amp; Families in a Culturally and Linguistically Diverse Society</td>
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<tr>
<td>Jan 30-Feb 5</td>
<td>TOPIC: Being an Informed Advocate</td>
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<td></td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment - WebQuest</td>
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<tr>
<td>Week 5</td>
<td>BIG IDEA: Effective Instruction</td>
<td>Chapter 4 Intellectual Disabilities</td>
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<td>Feb 6-12</td>
<td>TOPIC: Being an Informed Advocate</td>
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<td></td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment - WebQuest</td>
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<tr>
<td>Week 6</td>
<td>BIG IDEA: Teamwork</td>
<td>Chapter 5 Learning Disabilities ADHD (from ch 11)</td>
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<td>Feb 13-19</td>
<td>TOPIC: Collaboration</td>
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<td></td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment – Post (more TBA)</td>
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<tr>
<td>Week 7</td>
<td>TOPIC: Reinforcement &amp; Punishment, Part 1</td>
<td>Chapter 6 Emotional or Behavioral Disabilities Chapter 7 Autism</td>
</tr>
<tr>
<td>Feb 20-26</td>
<td>● Log on early in week for online lesson(s) and directions for this week’s assignment – A-B-C Observation and Post</td>
<td></td>
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</table>
### Week 8
**Feb 27- Mar 4**

**TOPIC:** Reinforcement & Punishment, Part 2  
- Log on early in week for online lesson(s) and directions for this week’s assignment — a) Post a Cartoon and explain or b) Explain a classroom scenario not discussed  
- Upload your Chapter Share by 8 a.m., Monday, March 5

### Week 9
**Mar 5-11**

**Monday, March 5: MEET IN CLASS, 4:30 – 7:18**  
- Paper Due, grad students only  
- Course review & wrap up, instructions for final exam

### WEEK 10
**March 12**

**FINAL EXAM**

<table>
<thead>
<tr>
<th>Online Final Exam</th>
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| ➢ Deadline: midnight Monday, March 12 (exam opens at 8 a.m. Thurs. March 8)  
| ➢ 45 min time limit, open-book & open-note, 1 attempt  
| ➢ Final exam covers textbook chapters/quizzes, SAFMEDS terms, and online lesson information |

### Policies for Student Conduct and Participation

- Attendance is required at the first and last class meetings. Missing either one will result in a 5% deduction in the final course grade and missing both will result in a 10% deduction in the final course grade.

- There are no make-up days/times for the final SAFMEDS timing; if you miss it, you will take the final exam instead.

Weekly assignments and activities should be completed during the week that they are assigned; there are no exceptions, so do not wait until the last minute to complete these activities. This seems restrictive but is done for three reasons:

1. It implements a structure to help you manage your time, as graduate courses require a lot of work and can easily become overwhelming if work is put off.

2. Keeping “on track” can contribute to building the learning community of our course. There will be discussion boards on which you will be required to post most weeks and keeping up will enhance your contribution to the community. **Please contact me immediately if you fall behind.**

3. Having assignment deadlines provides me a structure for grading and providing feedback. This contributes to a “fairness” for assignment completion (e.g., without this structure, a student who has not yet completed an assignment could get feedback directed at the group about that assignment and have an advantage for getting a better grade that “early completers” didn’t get).

Any assignment turned in as a part of the weekly activity may be posted by the instructor for the entire class to see so please keep that in mind when completing the assignments. Pseudonyms should be used for students or colleagues in any assignment and/or posting.

**A note about electronic communication:** Any communication that occurs within the context of this course is expected to conform to accepted norms of in-person classroom communication. In short, please communicate with the instructor and classmates with the same courtesy and respect that you expect from your students and peer-professionals. Enrollees who communicate in a less-than-acceptable manner will receive a personal email from the instructor, and may also be required to meet with the instructor. If communication does not improve, the instructor reserves the right to remove a student from any public forum and/or report you to the University’s Committee on Academic Misconduct (COAM). See next paragraph for details on that process.
Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

Academic Misconduct in this course includes—but is not limited to—falsifying data on your SAFMEDS graph, plagiarizing information for your paper or chapter share presentation, collaborating on the quizzes/final exam, and communicating with the instructor and/or classmates in a manner outside the norms typical in-classroom communication.

If I encounter or suspect academic misconduct in this course, I am obligated by University Rules to report my encounter or suspicion to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct, [http://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Students will be expected to follow Americans with Disabilities Act Guidelines related to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor.” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Statement on Diversity – The College of EHE affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Technology -- The delivery of this course as an online-hybrid course creates an inherent requirement that students be proficient in certain aspects of computer and Internet literacy that will not be taught in this course including—but not limited to—word processing; accessing and using email; navigating the world wide web; saving documents with the pdf extension; accessing, reading and posting to discussion forums; using popular media sites such as YouTube.com; and posting digital images. While a basic tutorial of our Carmen course will be discussed in our first class, the Carmen site itself provides a wealth of text and video tutorials for users AND technical help is available 24-7 via email (8help@osu.edu) or phone (688-HELP). The instructor is available and willing to answer questions, but technical questions likely will be referred to the help line.