Term Information

Effective Term: Spring 2015
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Allow offering on Newark campus

What is the rationale for the proposed change(s)?
Increasing demand for the Special Education major is facilitated by taking pre-major courses at the Newark Campus.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)? None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Special Education
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 2251
Course Title: Introduction to the Special Education Profession
Transcript Abbreviation: Intro to Spec Ed
Course Description: An overview of special education, including individuals with sensory, orthopedic, behavioral, or learning disabilities plus individuals identified as gifted.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Newark
Previous Value: Columbus

Last Updated: Wheaton, Joe Edward
11/19/2013
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code  13.0402
Subsidy Level  Baccalaureate Course
Intended Rank  Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• This course will focus on students whose attributes and/or learning abilities differ to such an extent that an individualized program of special education is required to meet their needs.

Previous Value

Content Topic List
• Learning disabilities
• Autism
• Intellectual disabilities
• Physical disabilities
• Visual impairments
• Hearing impairments
• Communication disorders
• Multicultural education
• The parent-professional relationship
• Cerebral palsy
• Emotional and behavioral disabilities

Attachments

• Autumn 2013 Syllabus.pdf
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments
### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Wheaton, Joe Edward</td>
<td>11/14/2013 08:59 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Removed</td>
<td>Zabloudil, Deborah A</td>
<td>11/14/2013 09:47 AM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zirkle, Christopher J</td>
<td>11/14/2013 02:31 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>11/19/2013 03:48 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L, Warnick, Bryan R., Odum, Sarah A., Zircher, Andrew Paul</td>
<td>11/19/2013 03:48 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Course Syllabus: ESSPED 2251
Introduction to the Special Education Profession (3 Credits)
Spring Quarter, 2013

Tuesday, 8:00am-9:50am  145 PAES Building
Thursday, 8:00am-9:50am  Site Visits or 145 PAES Building

Instructors:
Christina A. Rouse
Marnie Shapiro

Email:
Rouse.232@osu.edu
Shapiro.216@osu.edu

*ALWAYS EMAIL BOTH OF US!*

Office: A20 PAES BLDG
Office Hours: By appointment only

Mailbox: A353 PAES BLDG
Fax: 614.292.4255

Course materials are posted on Carmen (http://carmen.osu.edu).
Please check this site often!

Course Description/Rationale

*Introduction to the Special Education Profession* is an overview of the education of exceptional learners. Specifically, this course will focus on students whose attributes and/or learning abilities differ to such an extent that an individualized program of special education is required to meet their needs. Students will learn about the various categories of special education, including the criteria for each category, prevalence, demographics, and typical interventions. In addition, students will study special education laws and important court cases. This course also provides an overview of special education as a professional discipline, including its history, current issues and challenges, and contemporary research-based instructional practices.

Knowledge, Skills, and Dispositions

The purpose of this course is to:

- Provide an overview of special education history
- Instruct students in special education law, including important court cases and legal ramifications for educators
- Provide students with knowledge about the various categories in special education
- Provide students with information regarding effective interventions for individuals with disabilities
- Provide students with examples of effective teaching and learning strategies

Upon completion of the course, the successful student will:

- Describe the purpose of special education
- State and describe the “big ideas” related to special education
- Name and describe important special education laws and historical events and their implications for individuals with disabilities and their families and special education professionals
- Describe defining characteristics of various exceptionalities
Describe and apply various interventions designed to address the needs of exceptional learners

Relationship to Other Courses/Curricula
Due to the trend of schools including students with disabilities in the general population, any pre-service and in-service general educator can benefit from this course. University units that prepare students to work with individuals with disabilities in the general population (e.g., social work) can benefit from this course. This course is a prerequisite to most other special education courses. This course is part of the interdisciplinary Disability Studies undergraduate minor and graduate specialization. Information regarding the minor/specialization and its requirements may be found online at www.disabilitystudies.osu.edu.

Off-Campus Field Experience
There are off-campus field experiences required (see attached).

Diversity
The School of Educational Studies 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 of Educational Studies 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 Educational Studies 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. This course will include the study of diversity as it relates to exceptionality. Specifically, students will learn about the diverse needs of individuals with disabilities, strategies for addressing these needs, and ways to engage students and families from all cultural and linguistic backgrounds.

Technology
Students will be exposed to technology in a variety of ways. All lectures will use technology (e.g., PowerPoint or website demonstrations), and students will be required to access a web-based course management system (i.e., Carmen) to download course materials. In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of students with disabilities.

Statement of Student Rights
Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. Please be sure your disability is documented at the Office for Disability Services (614-292-3307) in room 150 Pomerene Hall.

Academic Dishonesty
You are expected, at all times, to act with academic integrity. “At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one’s own intellectual efforts. It also includes assuring that one’s own work has been completed in accordance with the standards of one’s course or discipline. Without academic
integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed; and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values means that you are responsible for your own learning; you have an obligation to be honest, with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, “Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.” Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

The University’s Office of Academic Affairs outlines ten suggestions for preserving academic integrity: http://oaa.osu.edu/coam/ten-suggestions.html

Required Materials


- Website address that accompanies the book: myeducationlab.com
- Course information downloaded from Carmen: http://carmen.osu.edu. For assistance with the Carmen website, go to: http://8help.osu.edu or email carmen@osu.edu
- Course materials downloaded from Carmen
  - Index cards and graph paper (downloaded from Carmen prior to first class session)
  - Guided notes (downloaded from Carmen before each class session)
- Small dry-erase board, dry-erase marker, and cleaning materials (paper towels, eraser, or cloth)

Course Requirements/Evaluation

a. **Guided notes.** Class presentations will be supplemental to the information provided in the text. Topics will cover instructional strategies and evidence-based practices, demonstrations, discussions, or a combination thereof. Each week, you have the option of downloading, printing, and completing the guided notes that will be posted on the Carmen website. If you miss a class, you are responsible for contacting a class member for the missed lecture guided notes.

b. **Exit slips.** Class attendance and participation are required. At the end of each class, students will hand in responses to in-class assessment questions. The questions on these “exit slips” will be based on information presented during the lecture. Questions may be true/false, multiple choice, or short answer. Exit slips are worth 5 points each, and missed exit slips cannot be made up under any circumstances. These in-class assessments are open note/open book; however, students must do their own work and collaboration with others is considered cheating and prohibited. No make-up exit slips will be permitted; however, one exit slip will be dropped at the end of the quarter.

c. **Weekly readings.** Weekly readings (1–2 chapters per week) from the textbook are listed in the course calendar. Additional articles may also be assigned.
d. **Carmen quizzes.** Beginning after the first class session, there will be a short online quiz each week covering the information from that week’s assigned readings. The quizzes will open on Carmen at 8:00 am on the Wednesday before the class in which the readings are due, and will close at 11:59 pm on the Sunday before the class in which the readings are due. You will be taking the quizzes before you come to class so that the instructors can review the quiz scores and adjust Tuesdays’ lectures accordingly. The quizzes will consist of 10 multiple select questions (i.e., more than one answer may be correct/choose all of the correct answers). You will have up to 20 minutes to take the quiz. No make-up quizzes will be permitted; however, the lowest quiz score will be dropped.

e. **In-class quizzes.** Beginning after the first class session, there will be a short in-class quiz each week covering applied information from that week’s assigned readings, and may focus on areas from that week’s Carmen quiz. The quizzes will consist of 1 short-answer application question, worth 5 points. No make-up quizzes will be permitted; however, the lowest quiz score will be dropped.

f. **Response card review.** Students must bring a small white board, dry-erase marker, and cleaning supplies to class each week. We will use these boards to actively respond during the lectures.

g. **Vocabulary.** This flashcard procedure is designed to help students become fluent in basic concepts and definitions. This procedure will be explained and modeled in class. **Download flashcard material from the Carmen website and create the flashcards before the first class session.**

- Students will construct flashcards; see directions and flashcard templates on Carmen.
- Students must graph their vocabulary progress (graph on Carmen). Students should note how many vocabulary terms are correct and incorrect for each deck (on two separate graphs).
- Each vocabulary deck will consist of 30 terms/definitions. During the 7th class and the 14th class of the semester, students will participate in a final vocabulary check to earn up to 30 points per vocabulary deck (deck #1 during the 7th week and deck #2 during the 14th week). Each term is worth 1 point.
- Students will have a total of 4 minutes to complete their vocabulary deck. You may skip as many terms as needed, placing them to the side. Once you’ve finished going through your deck once, you may pick up your skipped terms, and have an additional opportunity to go through the remaining cards and earn full credit. If you skip terms again, you will not get credit for those terms.
- During the 14th week when you have your vocabulary check on deck #2, you may earn bonus points for completing a second vocabulary check on deck #1. If you get 20 or more vocabulary terms correct, you will earn 5 bonus points.

h. **Special education law case study:** Students will work in small groups to prepare an overview and summary of the critical legal aspects of a case study in special education. Each group will turn in one copy of the assignment with the names of each student. The assignment is due in the Carmen dropbox on **Monday, September 23, 2013 by 11:59 p.m.** In addition, students will prepare a
PowerPoint presentation outlining the main points of the case study. Guidelines will be posted to Carmen.

i. **Research to practice assignment:** Students will summarize a high quality research article that investigates a teaching strategy for exceptional children. The review will include a summary of the information pertaining to the introduction, method, results, and discussion. Students will be required to relate the article to the information obtained from lectures/class reading as well as a description of how the results of the study will influence your teaching. This assignment will be due in the Carmen dropbox on **Monday, December 2, 2013 by 11:59 p.m.** Guidelines will be posted to Carmen.

j. **Final exam.** All students must take the comprehensive, in-class final. The final will be a composite of information from the quizzes, vocabulary terms, big idea questions, and learning objectives from the weekly presentations.

**Grading:** Please note that point distributions and totals are subject to change due to academic calendar adjustments, etc.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points per Assignment (# of assignments)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Slips</td>
<td>(5 pts. each x 14 sessions)</td>
<td>70 points</td>
</tr>
<tr>
<td>Carmen Quizzes</td>
<td>(10 pts. each x 13 quizzes)</td>
<td>130 points</td>
</tr>
<tr>
<td>In-Class Quizzes</td>
<td>(5 pts. each x 13 quizzes)</td>
<td>65 points</td>
</tr>
<tr>
<td>Research to Practice</td>
<td></td>
<td>25 points</td>
</tr>
<tr>
<td>Special Ed. Law Case Study</td>
<td></td>
<td>35 points</td>
</tr>
<tr>
<td>Vocabulary Terms</td>
<td></td>
<td>60 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>50 points</td>
</tr>
<tr>
<td>Site Visits</td>
<td>(see attached)</td>
<td>110 points</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>545 points</strong></td>
</tr>
</tbody>
</table>

**Letter grade scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82%</td>
</tr>
<tr>
<td>C</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 66%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 60%</td>
</tr>
</tbody>
</table>

E < 60% or performance inconsistent with academic standards at The Ohio State University

**Other Information**

a. Deadlines are firm. No late work will be accepted.

b. We reserve the right to count you as absent and give you a zero on your exit slip for phone use/web surfing during class. If you have an extenuating circumstance, you can leave the room to use your phone with no questions asked.
c. Grades will be posted on Carmen. Students are responsible for checking their grades to self-monitor their progress in the course. If a student believes there has been an error in grading, it is the responsibility of that student to bring this concern to the attention of the instructors in writing and in a timely manner (within 1–2 days of the grades being posted is usually sufficient; however, issues with grades posted toward the end of the quarter should be addressed even more quickly, given the turnaround time needed for instructors to post grades to the registrar).

d. Directions should be followed carefully. If you do not understand the requirements of an assignment, it is your responsibility to ask for help prior to the due date of the assignment.

e. We will communicate with students through OSU email (via Carmen). It is your responsibility to check this email on a regular basis.

f. The instructors reserve the right to make adjustments to the assignments, grading procedures, or calendar. A change will only be made when the instructors feel the change will be in the best interest of the students in the class. Changes to the syllabus will be explicitly described to students in class and posted on Carmen as announcements.

g. As a student in this course, you are expected to put forth a great deal of effort and to take responsibility for your learning. However, grades are based on performance, not effort. Although hard work is admirable, it is not what will determine your grade. Instead, your grade will be based on your mastery of course objectives as defined by predetermined performance standards. These standards will be made conspicuous to maximize your ability to earn a good grade, and more importantly, to acquire the knowledge and skills taught in this course.

h. Any written assignment must follow APA guidelines and standard edited English for formatting and style. Students are expected to write in a formal style. Failure to follow these guidelines will result in a loss of points that are awarded based on writing conventions. Students are responsible for being familiar with these usage guides. If a student is unsure about grammar, usage, and/or style, it is the student’s responsibility to talk to the instructors prior to turning in the assignment. To become familiar with these guidelines online resources are available at:
   • Purdue Online Writing Lab
   • http://owl.english.purdue.edu/owl/resource/560/01/
   • Jack Lynch’s Grammar and Style Notes
     http://andromeda.rutgers.edu/~jlynch/Writing/index.html
   • OSU Writing center has some good online documents that are downloadable
   • Some basic grammar and style information has been provided on the Carmen website on the content page under the title “Writing Conventions.”
Each week remember to bring the following:
1. Flashcard materials (flashcards and graph)
2. Lined paper for exit slip quizzes and lecture evaluations
3. Dry erase board, marker, and eraser
4. Guided notes

### Topic Outline/Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>To Prepare for Class This Week</th>
<th>Topics/Tasks for Today’s Class</th>
<th>Site Visits (or Class)</th>
</tr>
</thead>
</table>
| **Week 1** | **Aug. 22**  
• Bring syllabus to class  
• Download flashcard materials and create flashcards  
• Bring guided notes to class  
• Classes begin Wed. Aug. 21st  | **TUESDAY**  
**Items in bold will be collected**  | **THURSDAY**  
• In Class: Introduction  
• Course overview  
• Big Ideas in Special Education  
• Exit Slip 1 |
| **Week 2** | **Aug. 27**  
• Carmen Quiz 1 over Chapters 1 & 2  
• Purchase dry erase board, marker, and cleaning materials  
• Vocabulary flashcards, graph  | **In-Class Quiz 1**  
• Lecture: Special Education Law  
• Exit Slip 2  | **In Class:**  
• Work on Special Education Law Case Study  
• Exit Slip 1  |
|            | **Aug. 29**  
• Carmen Quiz 2 over Chapter 3  
• Vocabulary flashcards, graph  | **In-Class Quiz 2**  
• Lecture: Collaboration  
• Exit Slip 3  | **Site Visit:**  
• Nisonger TOPS  |
| **Week 3** | **Sept. 3**  
• Carmen Quiz 3 over Chapter 4  
• Vocabulary flashcards, graph  | **In-Class Quiz 3**  
• Lecture: IEP Planning  
• Exit Slip 4  | **Site Visit:**  
• Oakstone Early Childhood Center  |
|            | **Sept. 5**  
• Carmen Quiz 4 over Chapter 5  
• Vocabulary flashcards, graph  | **In-Class Quiz 4**  
• Lecture: IEP Assessment & Data Collection  
• Exit Slip 5  | **Site Visit:**  
• Haugland Learning Center  |
| Week 5 Continued  
| | Continued  
| | Sept. 17  
| | Sept. 19  
| **SPECIAL ED.  
| | CASE STUDY DUE!  
| | PLEASE SUBMIT TO  
| | CARMEN BY 11:59  
| | PM, MONDAY (9/23)  
| Week 6  
| | Sept. 24  
| | Sept. 26  
| • **Carmen Quiz** over  
| | Chapter 6  
| • Vocabulary flashcards,  
| | graph  
| • In-Class Quiz 5  
| | • Guest Lecturer:  
| | Eli Jiminez – Intro to  
| | Applied Behavior Analysis  
| • Exit Slip 6  
| • Site Visit:  
| | Group 1: Northeast HS  
| | Group 2: Gahanna Lincoln HS  
| Week 7  
| | Oct. 1  
| | Oct. 3  
| • **Carmen Quiz 6** over  
| | Chapter 7  
| • Vocabulary flashcards,  
| | graph  
| • In-Class Quiz 6  
| | • Lecture: Behavior Management & Social Skills  
| | • Exit Slip 7  
| • In Class: Present special education case studies  
| • **VOCABULARY CHECK, FIRST DECK**  
| Week 8  
| | Oct. 8  
| | Oct. 10  
| • **Carmen Quiz 7** over  
| | Chapter 8  
| • Vocabulary flashcards,  
| | graph  
| • In-Class Quiz 7  
| | • Lecture: EBP, Constructivism & Behaviorism  
| | • Exit Slip 8  
| • Site Visit:  
| | ARC West  
| Week 9  
| | Oct. 15  
| | Oct. 17  
| • **Carmen Quiz 8** over  
| | Chapter 9  
| • Vocabulary flashcards,  
| | graph  
| • Site Visit:  
| | Group 1: OSSB  
| | Group 2: The Childhood League Center  
| • In-Class Quiz 8  
| | • Guest Lecturer:  
| | Dr. Linsey Sabielny – Strategies for Acquisition  
| • Exit Slip 9  
| Week 10  
| | Oct. 22  
| | Oct. 24  
| • **Carmen Quiz 9** over  
| | Chapter 10  
| • Vocabulary flashcards,  
| | graph  
| • In-Class Quiz 9  
| | • Guest Lecturer:  
| | Jessica Bennett – Deaf Education  
| • Exit Slip 10  
| • Site Visit:  
| | Group 1: Marburn Academy  
| | Group 2: Alton-Darby Preschool  
| Week 11  
| | Oct. 29  
| | Oct. 31  
| • **Carmen Quiz 10** over  
| | Chapter 11  
| • Vocabulary flashcards,  
| | graph  
| • In-Class Quiz 10  
| | • Lecture: Social Skills  
| | • Exit Slip 11  
| • Site Visit:  
| | Group 1: OSD  
| | Group 2: Marburn Academy  

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Nov. 5</th>
<th>Nov. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carmen Quiz 11</strong> over Chapter 12</td>
<td><strong>In-Class Quiz 11</strong></td>
<td><strong>Site Visit:</strong></td>
</tr>
<tr>
<td><strong>Vocabulary flashcards, graph</strong></td>
<td><strong>Lecture: RTI</strong></td>
<td><em>Group 1: Gahanna Lincoln HS</em></td>
</tr>
<tr>
<td></td>
<td><strong>Exit Slip 12</strong></td>
<td><em>Group 2: OSD</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Nov. 12</th>
<th>Nov. 14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carmen Quiz 12</strong> over Chapter 13</td>
<td><strong>In-Class Quiz 12</strong></td>
<td><strong>Site Visit:</strong></td>
</tr>
<tr>
<td><strong>Vocabulary flashcards, graph</strong></td>
<td><strong>Lecture: Research to Practice</strong></td>
<td><em>Group 1: Alton-Darby Preschool</em></td>
</tr>
<tr>
<td></td>
<td><strong>Exit Slip 13</strong></td>
<td><em>Group 2: OSSB</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Nov. 19</th>
<th>Nov. 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carmen Quiz 13</strong> over Chapter 14</td>
<td><strong>Site Visit</strong></td>
<td><strong>In-Class Quiz 13</strong></td>
</tr>
<tr>
<td><strong>Vocabulary flashcards, graph</strong></td>
<td><em>Group 1: The Childhood League Center</em></td>
<td><strong>Guest Lecturer: Dr. Jennifer Cullen – Assistive Technology</strong></td>
</tr>
<tr>
<td></td>
<td><em>Group 2: Northeast HS</em></td>
<td><strong>Exit Slip 14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Nov. 26</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carmen Quiz 14</strong> over Chapter 15</td>
<td><strong>In-Class Quiz 14</strong></td>
</tr>
<tr>
<td><strong>Vocabulary flashcards, graph</strong></td>
<td><strong>Lecture: Employment First &amp; Transition, HOT TOPICS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exit Slip 15</strong></td>
</tr>
</tbody>
</table>

**RESEARCH TO PRACTICE OUTLINE DUE!**
**PLEASE SUBMIT TO CARMEN BY 11:59 PM, MONDAY (12/2)**

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Dec. 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study!</strong></td>
<td><strong>Review for the final</strong></td>
</tr>
<tr>
<td></td>
<td><strong>VOCABULARY CHECK, DECK 2</strong> (OPTIONAL DECK 1 FOR BONUS POINTS)</td>
</tr>
</tbody>
</table>

**Formal Reading Day, No Class**

<table>
<thead>
<tr>
<th>Finals Week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Exam:</strong></td>
</tr>
<tr>
<td><strong>MONDAY, DECEMBER 9th</strong></td>
</tr>
<tr>
<td><strong>8:00am – 9:45am</strong></td>
</tr>
</tbody>
</table>

**Thanksgiving Break, No Class**
Site Visits
Thursdays, 8:00 am – 9:50 am
The information contained in this syllabus is subject to change

Description
This aspect of the course consists of site visits to Columbus area schools, facilities, and agencies that provide educational and related services to children and adults with disabilities. Attendance and completion of site observation sheets for each visit are required.

Prerequisites
Concurrent enrollment in EDU PAES 2251

Objectives
By the end of the quarter, students will have demonstrated an understanding of:
- The educational needs of individuals with exceptionalities and how professionals in the field meet those needs
- The options available for employment in the field of special education
- Effective teaching strategies for children with various exceptionalities
- The types of curricula used in the various special education settings

Requirements and Procedures

Attendance
- Attendance and participation at site visits are required to submit a site visit write-up.
- Attendance at each site is worth 5 points.
- Means of transportation is solely your responsibility.
  - Most facilities have little parking and excessive traffic (e.g., buses, teachers, parents, etc.). Carpooling is strongly recommended for your convenience. There will be an opportunity on the first day of class to discuss carpooling with fellow classmates.
- Tardiness is strongly discouraged, regardless of the reason, out of respect for the sites we are visiting. You will lose 2 attendance points if you are more than 5 minutes late.
- Cell phones must be silent during site visits (no beeping, ringing, or vibrating).
- Please review the site visit schedule frequently.

Site Visit Observation Check-Out Grid & Reflection
- During each site visit, carefully observe what is occurring in the environment.
- If the opportunity presents itself, ask the site staff well thought-out questions.
- Take notes during the site visit.
- After each site visit, fill out your site visit grid and reflection (4-5 sentences).
  - Site Visit Observation GRID and reflections are worth a total of 5 points for each visit.
  - The Grid and reflections will be handed to you upon arrival to the site visit.
  - You will have time at the end of the site visit to fill out the Grid including reflections.
Extra Credit Thank You Letters

- We would like to extend an opportunity for extra credit points. All you have to do is write a thank you note thanking the various sites for hosting our visits!
  - You can earn 1 extra credit point for each thank you letter you write.
  - You must make a copy (scan or hard copy) of the letter and the addressed envelope with postage and turn in the hard copy or email (both instructors!) the scanned version.
  - You can write as few or as many thank you notes as you would like.
  - The thank you letter(s) must be written after the site visit(s) and no later than 2 weeks after the visit(s).

Directions

- Directions from your point of departure are solely your responsibility.
- Names and addresses for site visits will be provided. Please use the address we have provided for you!
  - In planning for travel time, please consider possibility of construction, weather, and a host of other variables that can affect your arrival time. It is also suggested that you visit googlemaps.com or the site’s website a few days prior to our scheduled visit.

Attire

- Appropriate and professional dress is required. **You will lose 2 attendance points if you are dressed inappropriately.**
- Examples of appropriate dress:
  - Dress pants/skirts/capris, shirts with collars, button-down shirt, blouses, sweaters, low heels, sandals, or dress shoes.
- Examples of inappropriate dress:
  - Jeans; flip-flops; hats; shorts/skirts above the knee; garments that expose underwear; sheer clothing; torn, tattered, or disheveled clothes; clothing with obscene, vulgar, or profane language/illustrations; hoodies; low-cut tops showing any cleavage; sweat pants or sweat shirts.
- Please remember that you are representing the OSU Special Education Department when you are on these site visits. Appropriate dress demonstrates respect for the schools we are visiting and respect toward OSU.
- If you do not have or cannot obtain appropriate attire or do not know what dress is considered appropriate, please contact the instructors in advance.

Grading

Points are subject to change due to academic calendar adjustments, etc.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Points per Assignment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5 pts each x 11 visits</td>
<td>55</td>
</tr>
<tr>
<td>Site Visit Observation GRID</td>
<td>5 pts each x 11 visits</td>
<td>55</td>
</tr>
</tbody>
</table>
Please remember to carpool if possible! Most of these sites have limited parking and we do not want to take up valuable parking spaces that are needed for parents, staff, and volunteers. Site Visit Schedule: all last approximately 1 to 2 hours.