Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Change course from strictly face-to-face to less than 50% online.

What is the rationale for the proposed change(s)?
The meet the needs of students who difficulty coming to campus, especially at the regional campuses. The Lima campus is planning on expanding to using group activities on-line.

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

Offering Information
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Not open to students with credit for EduPAES 650.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.0402
Subsidy Level Doctoral Course
Intended Rank Sophomore, Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• Students will learn how, as a professional in the field, they can to meet the learning needs of individuals with disabilities.

Previous Value

Content Topic List

• Additional topics include working with parents, the parent as part of the IEP team, working with parents and students from cultures different than one's own, special considerations when writing the IEP
• Learning Disabilities
• Autism
• Intellectual disabilities
• Physical disabilities
• Blindness
• Hearing impairments
• Communication disorders
• Multicultural education
• Working families
• Low incidence disabilities
• Cerebral palsy
• Emotional & Behavioral disorders

Attachments

• 2015_Spring_EDUPAES_5650_HERNERPATNODEL-8.docx: Syllabus with online components

(Syllabus. Owner: Wheaton, Joe Edward)
## Comments

### Workflow Information

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Course Description and Rationale

This course is 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 practice. This course is appropriate for teacher candidates in special and general education and those in related majors. Students will be given the opportunity to apply this information in the community in order to learn how they will meet the needs of individuals with disabilities as a professional in the field.

General Information
U/G level 3 units; No Prerequisites
Class time distribution: 10 hours in field, Remaining contact hours in classroom

EDU PAES 5650 is related directly to and supports the College of Education’s core values specifically:
Research: Students will read current and relevant research journals in the field and construct a paper that demonstrates how they can provide evidence for their professional opinion regarding the inclusion of students with disabilities in the general education setting. This course will show students how to access appropriate journals, and demonstrate the importance of professional membership and research.

Educating Educators: This course serves as an introduction to the field of special education. Through readings, videos, demonstrations, and field work students will be exposed to how persons with disabilities are included in our schools and community.
Diversity & Equity: Students will be exposed to technology, demonstrations, videos, and field work that allow an exploration of their own values and cultures, while celebrating the diversity of all persons in the school and community.

Collaboration: Collaborating with other professionals is the key to a successful career. Students will have the opportunity to explore different professional roles through case studies, active participation in class discussions, videos, and field work. They will observe different types of collaboration and have the opportunity to learn what will make their own collaborations most successful.

Technology: This course intends to meet ISTE and NCATE technology standards by assuring that students weekly demonstrate their technology abilities. Students must utilize Carmen and the internet, as well as the online library system for completion of all course assignments. Class discussions will also include uses of assistive technology in the P-12 school setting.

**Course Objectives**

Students will be able to:

1. Demonstrate an understanding of the history of special education and the changing attitudes toward students with disabilities.

2. Describe assessment and measurement issues, methodologies, and instruments affecting both the placement of, and programming for, exceptional children.

3. Demonstrate knowledge of basic definitions, etiologies, behavioral characteristics, and educational needs of major exceptionalities including: mental retardation, giftedness, orthopedic and other health impairments, visual impairment, deafness and hard of hearing, communication handicaps, emotional disturbance, and learning disabilities.

4. Demonstrate appropriate teaching methods and instructional techniques frequently used with students who are exceptional learners.

5. Identify trends and issues in the field of Special Education and their impact on the teaching profession and the school population.

6. Discuss the value of the internet in learning about students with disabilities and preparing to teach students with disabilities.

**Required Readings and Learning Resources**

**Text:**

**Ebook Choices**


**Recommended Readings**


**Web Resources**

Children with Attention Deficit Disorder- [http://www.chadd.org/](http://www.chadd.org/)


Council for Learning Disabilities- [http://cldinternational.org/Index.asp](http://cldinternational.org/Index.asp)
Grading Policy

Grades for the course will be as follows:

- **Attendance/Participation**
  - 50 points
  - A = 405-425
  - A- = 382-404

- **ebook presentation**
  - 50 points

- **Discussion Prompts**
  - 100 points
  - A = 382-404

- **Inclusion paper and presentation**
  - 100 points
  - B+ = 370-381
  - B = 357-369
  - B- = 338-356
  - C+ = 320-337
  - C = 300-319

- **Service-learning**
  - 125 points
  - C- = 290-299
  - D+ = 289
  - D = 270-288
  - D- = 255-269
  - E = 254 & below

**TOTAL**

- 425 points
  - C- = 290-299
  - D+ = 289
  - D = 270-288
  - D- = 255-269
  - E = 254 & below

U/G- There is no difference in expectations for undergraduate or graduate credit.

Course Schedule

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>1/7</td>
<td><strong>Introduction to Special Education</strong></td>
<td>Ch. 1- Gargiulo</td>
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1/9  Categories

**First Service-Learning Response Due- Post to Discussion Forum**

**Carmen Discussion Prompt:** After reading the first chapter in the textbook, you are familiar with the history and current trends in special education and you can describe how social beliefs have changed over time. Educators must be prepared to teach a variety of students, with a range of needs, in an assortment of different educational settings. Explore CEC’s definition of a Well-Prepared Special Education Teacher at the link in carmen. As you read the PDF, take notes about any questions
You have about the contents for discussion in class. Then, record your thoughts about how, if any, of this definition should be changed for general educators.

1/14 Perceptions

ONLINE content
Remember your post must be substantive and you must comment on at least 2 other peers’ posts.
Carmen Discussion Prompt: Go to the IRIS website http://iris.peabody.vanderbilt.edu/da/chalcycle.htm (link on content page) Jot down your initial thoughts as you go through the module and then post the answers to these questions: Think back to your initial responses to the following questions. After working through the resources in this module, do you still agree with your Initial Thoughts? If not, what aspects of your answers would you change?

What did you see? What feelings did you have about the photos/videos? What thoughts did you have about the individuals in this challenge? Do perceptions matter?

1/16 Laws

Book meeting- Come prepared to share your favorite parts of the first sections of your books. Choose at least 2 favorite quotes/ideas.

1/21 Referral process

ONLINE or in person meet with your groups. You may choose to use your Carmen forum or meet together during the allotted class period.
Group work- Read, listen to, or watch http://www.pbs.org/newshour/bb/education/jan-june07/nclb_04-03.html
With your group members discuss the main points of NCLB and if the commentators agree that it has been successful. Post to small group forum. At least a 2 page posting.

1/23 Cultural diversity

Carmen Discussion Prompt: After going through the module http://iris.peabody.vanderbilt.edu/clde/challenge.htm
Make sure to jot down your initial thoughts and then share your final thoughts in the group forum. 

Book meeting- Come prepared to share your favorite parts of the next section of your books. Choose at least 2 favorite quotes/ideas.

1/28 Civil Rights Data

**Second Service-Learning Response Due. Post to Discussion Forum**

1/30 Professional relationships

Carmen Discussion Prompt: After reading the chapter and viewing the following video answer the prompt. [http://reggioinspired.ning.com/video/mister-rogers-defending-pbs-to](http://reggioinspired.ning.com/video/mister-rogers-defending-pbs-to)

This is from 1969. Mr. Rodgers defending quality children’s broadcasting. Is his argument still relevant today? Explain your viewpoint.

Book meeting- Come prepared to share your favorite parts of the next section of your books. Choose at least 2 favorite quotes/ideas.

2/4 Disability and family

ONLINE

Group work- Discuss this with your group members and write a group response to place in your small group forum. Think about activities you participate in on a regular basis. Do you require any level of support in order to participate in them? Examples of support could be parents paying for tuition or car insurance or a friend loaning you a pair of shoes for a night on the town. Identify at least 5 ways that you receive support in order to participate in your usual activities and at least 5 ways that you provide support to others to enable them to participate in their usual activities. Discuss with a your group the levels of support a person with an intellectual disability may require in order to participate in these same activities. Relate this to your required readings.

2/6 Disability and family

Book meeting- Come prepared to share your favorite parts
of the next section of your books. Choose at least 2 favorite quotes/ideas.

2/11  Defining Intellectual disability
Group work-Discuss the article with group members and answer the questions in your small group forums. Teaching Algebra to Students With Learning Disabilities Intervention in School and Clinic 2010 46: 31 Linda S. Impecoven-Lind and Anne Foegen
Questions that apply to article:

1. According to the authors, what are current statistics regarding mathematic achievements in U.S schools?
2. What are the areas of algebra difficulty experienced by students with disabilities?
3. Describe recommended algebra interventions with mathematics learning disabilities?

Educational considerations
2/13 **Inclusion paper outline- Create an outline of your inclusion paper. The outline should list your educational journal sources. You need to post your outline by the 13th and comment on peers’ outlines by the 15th.**

Defining LD

2/18

Educational Considerations
Book meeting- Come prepared to share your favorite parts of the next section of your books. Choose at least 2 favorite quotes/ideas.

Defining ADHD
Time given to work on book presentations

2/20

Educational considerations
Carmen Discussion Prompt: Based on the readings for this week what are some of the first modifications that a teacher should try for students with ADHD?
First ebook presentation Levesque book

2/25

Ch. 5-
Gargiulo

Ch. 6-
Gargiulo

Ch. 6-
Gargiulo

Ch. 7-
Gargiulo
Defining Emotional Behaviors

Inclusion Papers due

3/4

Educational considerations

**Third Service-Learning Response Due. Post to Discussion Forum**

3/6

Group work in class- Reflect back to any conflicts that you have recently experienced. Consider the types of conflict resolutions strategies you did, or could have, used. Share your conflict experience with group members and list conflict resolutions strategies that you’ve learned in your small group forum.

Ebook Hinely presentation

Spring Break

Spring Break

3/11

Google Lit Trips

3/13

Carmen discussion prompt: After doing the Google Lit Trip activity in class and reading the material do you feel this is something you could use in your own classroom? List reasons why it would or would not work for someone with LD.

Defining Autism

Ebook presentation

3/20

Educational considerations

Group work- Supporting Students With Autism Spectrum Disorders in Inclusive Settings Intervention in School and Clinic

September 2009 45: 31-37 Debra Leach and Mary Lou Duffy

3/25

Questions to discuss in small group in class (come prepared):

According to the authors, what trends are affecting general education teachers with regard to their involvement is the education of students with ASD?

What strategies promote successful inclusion of students with ASD in inclusive settings?

Describe the strategies that will increase active engagement of student’s with ASD in instructional activities?

Speech and Language considerations

ONLINE
Revisit the first 3 video clips of the chapter. Working with your text define when to look for speech issues and state your thoughts on including students with speech and language issues, finally state the difference between speech issues and language issues. Your response must be at least 2 pages

Educational Considerations

Defining hearing impairment

Defining visual impairment

Group work- Fostering Self-Determination in Infants and Toddlers With Visual Impairments or Blindness Young Exceptional Children 2008 11: 26 originally published online 13 June 2008 Hyun-Jeong Cho and Susan B. Palmer

Questions to answer in small group forum:

1. According to the authors, what is self-determination in young children?
2. What is the self-regulation process across the first two years of life?
3. What information can increase the knowledge of parents, caregivers, and professionals regarding self-regulation in young children with visual impairments?

Defining low incidence disabilities

Group work- Use the ADA Checklist for Existing Facilities, available in PDF at the link below, to evaluate the accessibility of a building that is frequented by the public. Each group member should choose a building on campus and evaluate how ADA compliant the building is. List why or why not the building you choose would be accessible. http://tcsip.tarjancenter.ucla.edu/docs/racheck.pdf

Defining Gifted and Talented

Carmen Discussion Prompt: After reading the chapter and viewing the following teacher tube videos http://www.youtube.com/watch?v=xVQBXr2i8Zs http://www.youtube.com/watch?v=ZQFmkckYoeU

What are the pros and cons of fully including students who are gifted?
Educational considerations

_Last service-learning reflection due_

Service-Learning Presentations
Service-Learning Papers due

4/17  Service-Learning Presentations 8 am

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4/28

Ch. 13-
Gargiulo

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Ch. 14-
Gargiulo
Learning Activities and Assignments

List of Assignments:

1. Attendance and participation in each class is required. Active participation in large and small group activities is expected. Students will participate in large group activities during class meetings and via discussion boards in Carmen. Students will pick a small group for content presentations, service learning feedback, and inclusion presentations. Points will be deducted for non-participation. **Missing face-to-face meetings is unacceptable without a doctor’s excuse.** Using Carmen to display coursework is required. Using Microsoft Word in Carmen is required for maximum readability. If Microsoft Word is not available, save the file as rich text (rtf) so it can be read. Students are required to access osu.edu email. The instructor will send frequent communications via email that students will be required to read. Instructor will reply to email within 24 hours. Students are required to participate in the online portion of the class using Carmen. Information about how to utilize these tools is located at [http://ehe.osu.edu/otel/help/videos/](http://ehe.osu.edu/otel/help/videos/)

2. **Ebook presentations**- Each group will meet 5 times in class to discuss their book. At each meeting members are responsible for bringing 2 ideas that they liked and questions to ask other members. These will be turned in at the **end of class for daily participation points.** Each group will be assigned one week to share about the book they are reading. Think of this as a professional book report. Why would this book be useful for you as a professional? The way the content is presented is up to the group. Powerpoint, Prezi, short movie, poster, or any other medium that can convey the information is acceptable. **It must include active participation by the class in a way that engages peers.** Rubrics for group participation and content shared are listed in Carmen. Each person in the group must post the graphic organizer/handout and other materials from the presentation. Students must also post a response to their book (2-3 pages).

   a) your learning about the book – interpretation or analysis, not summary
b) learning from your book discussions and your members

c) implications – apply your learning into your future practice in terms of working with families and students.

3. Discussion prompts: Students will be given discussion prompts based on textbook readings and website links. Ask yourself questions like: "How can I use the ideas presented? How did the book/video challenge my perceptions about students with special needs? Students must have a 4 paragraph post submitted by due date and must also comment on at least 2 other students’ posts.

4. Each student will complete and present an inclusion response paper. Students will write a paper defending their position on the issue of inclusion. Students must cite at least two professional educational journal sources and complete an organized 2-3 page paper using APA style for references and citations. Students will create an outline to share in group forum and comment on peers’ outlines before the presentation date.

Field Work

4. Service-Learning Experience: Volunteer in a classroom or for an organization where you can be of assistance to students or adults with special needs. Reflect on your interactions. Evaluate your experience upon completion. You may also create something that benefits students with special needs (website, manual). Evaluate your experience upon completion. Examples of projects will be shared in class. Or, if you are not able to volunteer for at least 10 hours at one location, or cannot find a place to volunteer, you may visit 10 organizations that help people with special needs and ask them about the services they provide. You will present these findings in class in the form of a community resource guide.

Detailed rubrics for each assignment are available on Carmen. Please read Carmen for an outline of the required paper.

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, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions 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/info_for_students/csc.asp).

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors 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 Contact the Office of Academic Advising at Lima:  419-995-8264 to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Counseling Services: If you are experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. Please contact LCCS at 419-995-8272 or 419-995-8698 to schedule an appointment.

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.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity -- The College of Education and Human Ecology 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 Physical Activity and Educational Services (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.

**Off-Campus Field Experiences**  --  Volunteer in a classroom or for an organization where you can be of assistance to students or adults with special needs. Reflect on your interactions. Evaluate your experience upon completion. Acceptable options for Service-Learning will be discussed in class. A tangible product will be required when presenting the Service-Learning project at the end of the quarter. Details and rubrics are available on Carmen.

Assignments are on Carmen to mold and enhance the Service-Learning project throughout the quarter. The instructor will share examples in class and in Carmen. Organizations and schools that welcome students will be shared. Places that continue to welcome OSU students include Marimor School, Lima Public Schools, and the Equestrian Therapy Program of Lima.

Four reflections due throughout quarter. Posted to group discussion area.

1. Reflect on your past experience with any type of community service.

   What did you do?

   What did you learn?

   What were the benefits?

2. Reflect on your first meetings with the participants or community resource providers.

   What type of special needs do the participants have?

   How did you prepare? Rate your presentation or interaction.

   What were the participants' responses?

   What surprised you?

3. Reflect on the process to this point. Have things gone as expected?

   Are you receiving any community support for your project?

4. Reflect on the outcomes. Where your expectations met?

   Things you liked? Things that disappointed you?

   What do you see as the place for service learning in your future classroom?
Final paper

Service Learning- Providing service to a classroom or organization or taking your own classroom and helping them provide service to the community. This involves a detailed plan and frequent reflection.

Organize your paper with these headings and make sure to answer these questions in your write up of the service-learning experience.

1. Description of the project
   Why did you choose this project?

2. Learning goals
   What do you expect to learn from this experience? (Beginning)
   Is the project going as expected? Why or why not? (Mid-quarter)
   What did you actually learn from this experience? (End)
   What did your students/participants learn from this experience?

3. Service goals
   How do you expect to serve your community through this project? Why? (Beginning)
   How did you actually serve through this project? (End)

4. Reflection
   Do you think this will be a worthwhile experience? Why? (Beginning)
   Students/participants also reflect on this question in the beginning of the project.
   Was this a worthwhile experience? (End)
   Students/participants also reflect on this question at the end of this project.
   Be sure to include copies of your students’/participants' reflections.
   Did this experience trigger some critical questions in your mind? Please discuss. (End)

5. Evaluation
   If you were to participate in a similar project in the future what aspects would you keep and what changes would you suggest?
   Student evaluation is also important. How could this experience have been more beneficial to you in achieving your learning and service goals?
   What suggestions can you make for future participants?

Assessment for Service Learning Project

20 points- Description of the project.
50 points- Project characteristics. Describe how your project met the Service-Learning criteria.
35 points- Tangible product. What did you or your students produce to share with others?
20 points- Reflection. Both your own and your students throughout the project.

Points will be deducted for poorly organized papers or failure to share a tangible product.
**Technology** – The role of technology in this course is to provide access to course materials via Carmen and the Internet. Students will access online databases and websites for use in assignments. Students will develop competency in accessing OSU and other databases for information. They will also learn to utilize the Internet to enhance the creativity of assignments.