

Peru State College
School of Education
SPED 200 INTRODUCTION TO SPECIAL EDUCATION
Syllabus – Spring 2020

The instructor reserves the right to modify any aspect of the course syllabus or content. Any modifications will be communicated to students in advance.

Instructor Information

Name: Dr. Felicity Post

Office Location: TJM 303

Office Hours: Mondays- 12:15-1:30; Wednesdays- 12:15-2:30; Thursdays- 9:00-11:00

Telephone: (402) 872-2423

Email Address: fpost@peru.edu

Course Information

Meeting Times: Mondays and Wednesdays from 11:00-12:15.

Required Textbook:

Hallahan, D.P., Kauffman, J.M., & Pullen, P.C. (2014). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.

Required Software: Microsoft Word as well as LiveText

Prerequisites: Previous or concurrent enrollment in EDUC 208 Orientation and Practicum

Peru State College Mission Statement – Peru State College provides students of all backgrounds access to engaging educational experiences to strengthen and enrich communities, Nebraska and the world.



Reflective Decision-Makers

- Foundational Knowledge
- Professional Dispositions & Integrity
- Professional Development

School of Education Mission Statement

The mission of the Peru State College School of Education is to develop exemplary professionals dedicated to excellence in teaching and learning in the state of Nebraska and beyond. A strong emphasis is placed on a commitment to a culture of evidence that embeds, creates, and informs relevant coursework in content and pedagogy with diverse field experiences and mutually beneficial P-12 school and community partnerships to support the continual growth of Teacher Candidates. Faculty provide support for Teacher Candidates as they develop and nurture personal teaching identities based on their knowledge, skills, and dispositions, and use these to become reflective practitioners, wise decision-makers, and teacher leaders who promote student achievement.

Course Description

This course is designed to provide a historical, political and sociological survey of the areas of exceptionality in the field of special education. The course will identify significant changes which have occurred in the education of exceptional populations and provide an introductory experience concerning the various disability groupings.

Course Outcomes

Upon successful completion of this course you should be able to:

- Explain the historical, political and sociological perspectives of exceptional students. (PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.4, 1.3.5, 1.3.6, 2.1.2, 3.1.3) [INTASC 2,3,6,8,9,10] (CEC 1) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Examine the current medical, psychological, educational, social, and personal aspects of various exceptionalities caused by physical, sensory or intellectual impairment, inappropriate behavior, learning disabilities, or speech/language impairment. (PERU-U 1.1.1, 1.2.1, 1.2.2,1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 3.1.1, 3.1.2, 3.1.3,) [INTASC 1,2,3,7,8] (CEC 2,3,6) [ISTE 3a, 6c, 6d, 7c, 7d] {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Describe program implementation including prereferral systems, referrals, screening multidisciplinary team (MDT) responsibilities, verification, placement, and individual education plans (IEPs). (PERU-U 1.1.2, 1.2.1, 1.2.3, 1.3.2, 1.3.4, 1.3.6, 2.1.1, 2.1.2, 3.1.1, 3.1.2,3.1.3) [INTASC 6,9,10] (CEC 1,5,9,10) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Reflect upon the implications of inclusion, mainstreaming, and least restrictive environment (LRE). (PERU-U 1.1.1, 1.1.2, 1.2.1, 1.2.3, 1.3.2, 1.3.4, 1.3.6, 2.1.1, 2.1.2, 3.1.1, 3.1.2,3.1.3) [INTASC 3,6,9,10] (CEC 1,5, 9, 10) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Reflect upon multicultural, diversity, and bilingual issues related to the field of special education (PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.1.3) [INTASC 1,2,3,6,7,9,10] (CEC 2,5) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Reflect upon the social and educational impact of medical and technological advances for persons with exceptionalities. (PERU-U 1.1.1, 1.2.1, 1.2.2,1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 3.1.1, 3.1.2, 3.1.3,) [INTASC 1,2,3,7] (CEC 1,2,3) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Explore the complexity of working with diverse families in a variety of settings. (PERU-U 1.1.1, 1.2.1, 1.2.2,1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.7, 3.1.1, 3.1.2, 3.1.3,) [INTASC 1,2,3,7] (CEC 5,10) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Analyze case studies. (PERU-U 1.1.2, 1.2.3, 1.3.1, 1.3.6, 2.1.2, 3.1.2) [INTASC 2,4,5,6,7] (CEC 2,3,4,5,6,7,8,9) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Demonstrate competence in pinpointing behavior, writing goals and instructional objectives, planning accommodations, and designing interventions (PERU-U 1.1.2, 1.2.3, 1.3.1, 1.3.6, 2.1.2, 3.1.2) [INTASC 2,4,5,6,7] (CEC 2,3,4,5,6,7,8,9) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
- Demonstrate collaboration skills necessary to be an effective member of a special education team (PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5,

1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.1.3) [INTASC 1,2,3,5,6,7,8,9,10] (CEC 9)
{CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}

- Exhibit professional dispositions as evidenced by attending all class sessions, meeting deadlines and fulfilling professional responsibilities (PERU-U 1.1.2, 1.3.6, 2.1.2) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}

Coding:

- (Peru-U) – Peru-Undergraduate Standards (2011).
- [InTASC] - Interstate Teacher Assessment and Support Consortium Model Core Standards (2013).
- {CAEP} – Council for the Accreditation of Educator Preparation (2013).
- CEC- Council for Exceptional Children

Eligibility for Nebraska Teacher Certification:

Notice Regarding Convictions from Title 92, Nebraska Administrative Code, Chapter 20:

Found here: https://sos.nebraska.gov/rules-and-regs/regsearch/Rules/Education_Dept_of/Title-92/Chapter-20.pdf 004.06B Notice Regarding Convictions. The institution shall inform all persons who apply for admission to its program that persons who have felony convictions, or misdemeanor convictions involving abuse, neglect, or sexual misconduct, as defined in Section 004.06D of this chapter, are automatically rejected by the Department for certification, and may only be considered for certification, or participation in field experiences, with the approval of the Department. A person with a conviction as defined in Section 004.06D of this chapter may request approval by the Department using the procedures set forth in 92 NAC 21 Sections 009.02 through 009.04

For a list of such convictions, go here: https://cdn.education.ne.gov/wp-content/uploads/2017/10/Clean_Rule21_20182.pdf

Expectations & Instructional Approach

Classes will include a selection of activities and assignments created in order to help you acquire a basic understanding of the various aspects of special education. Aspects will include: legal and historical foundations of special education, IDEA categories of eligibility including dyslexia, district requirements for placement, IEP writing, Rule 51, and service options for providing needed support for students with disabilities. Activities will include: readings from various sources, class lectures and activities, observations, interviews, collaboration with peers, case studies, writing IEPs, and resource exploration. All activities will be designed in order to maximize your learning and provide opportunities for you to take ownership of your own growth.

At the beginning of the semester, we will explore the historical foundations of special education and its development throughout the years. We will then explore current practices for meeting the needs of exceptional learners as well as the multicultural and bilingual aspects of special education. After a firm understanding of historical and legal growth is in place, we will delve into disability categories currently recognized under IDEA as well as supports and service options available for those particular students. Last, we will combine acquired knowledge in order to gain a better understanding of IEP design and purpose.

Students are encouraged to seek assistance by arranging an appointment via email (fpost@peru.edu) or phone call: 402-872-2423.

You will be expected to put forth maximum effort throughout this course. In order to get the most out of this class, you will be held to the highest of standards and will be held accountable for all of your choices, words, and actions. As a professional, you will not only be expected to make a commitment to your field, but most importantly, to your students and families. Committing yourself to the opportunities given in this course is a great place to lay that foundation. You are expected to be in attendance and to be prepared for class at the scheduled time. You must complete all preparatory assignments prior to the class session for which it is assigned. You are required to engage in discussion with peers and the professor in a professional manner. You will be asked to employ critical thinking skills when analyzing issues. Your care of the classroom and learning space is a must. Please be mindful that you are an adult and that your space should be as clean or cleaner than how you originally found it. Talking and/or disruptive verbal/nonverbal behavior will not be tolerated during class. If you choose to be distracting to the instructor or your fellow classmates, you will be asked to leave. Attendance points will then be forfeited. Be mindful that distracting behavior includes the use of cellular devices during class time. Please be in the moment and turn your devices off or to silent during class time. Last, but certainly not least, you are required to complete all assignments on time.

You will be expected to attend all classes and contribute to in-class discussions. Your experiences will lend themselves to the learning of others and vice-versa. Being present in class will allow for learning that goes beyond the expected readings. You will receive credit for attending classes and will simply be marked as absent if you are not in attendance (2 pts. per class). Documentation for absences is not required but encouraged. Attendance points will count towards your grade so be mindful of that fact. If you know that you will be gone, please be upfront and tell me as soon as you are aware. No excused absences will be allowed throughout the course of the semester and attendance is mandatory. All absences will result in the forfeit of attendance points. If you are involved in university sponsored events that will result in your missing classes throughout the semester, please see me. Know that you are solely responsible for any information shared in class during your absence. You will be expected to be in your seat and ready to begin promptly at the start of class and stay for the entirety of class. Failure to do so will result in loss of attendance points, which may affect your grade for the overall course. If you must arrive late or leave early for any reason, prior notice should be given before the start of class. Know that failure to stay for the entirety of class will result in loss of attendance points. Missing class to complete practicum hours is NOT acceptable and will result in an academic deficiency. Continued absences may result in failure of this course.

Students are expected to accept their roles with a seriousness of purpose and to perform all work accurately and responsibly. If the student's performance does not meet reasonable standards of academics and/or behavior, the instructor reserves the right to refer the student to the Teacher Admission and Retention Committee of the School of Education and Graduate Studies.

PSC Conceptual Framework: 2.1.1

Teacher education candidates refine, model and reflect upon the character, skills, and traits appropriate for the teaching profession.

Assessment and Grading

***Rule 51 Exploration**

For this assignment, you will be asked to explore the Rule 51 document, which outlines all regulations and standards for special education programs in the state of Nebraska. You will be given guiding questions to help you navigate the document. These questions will allow you to demonstrate your understanding of the regulations and standards through application-based scenarios.

Applicable Standards:(PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2,3.1.3) [INTASC 1,2,3,6,7,8,9,10] {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1} (CEC 1,2,3,5,6,9,10) [ISTE 3a, 6c, 6d, 7c, 7d]

Total Points: 40

***Disability Resource Document for Parents**

You will be expected to construct a parent resource document for a disability of your choice. Each student will choose a different disability. This document will include up to date information regarding IDEA definitions, disability characteristics, common accommodations and modifications, as well as local and national agencies available for the parents to join for support. In addition, you will construct a list of websites that detail relevant information for your chosen disability as well as a list of books. This assignment will allow you to produce a ready-to-go document for parents who are new to the world of special education or who are looking for additional information and supports. You will be asked to share your completed document with the entire class. That way, you have access to information for multiple disabilities at your fingertips.

Applicable Standards:(PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.1.3) [INTASC 1, 2,3,5, 6,7, 8,9,10] (CEC 1, 2, 3, 5, 6, 9, 10) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1} [ISTE 3a, 6c, 6d, 7c, 7d] {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}

Total Points: 50

***Placement Options Exploration**

You will be expected to explore special education placement options available for students with various disabilities throughout your own district. If you currently do not work within a school district, you will be asked to choose one that is accessible to you. I will be happy to assist you if needed. Once you have explored all special education placements available, you will be asked to focus on one and conduct a visit to that particular setting. You will be required to conduct an interview with the teacher and make observations regarding the classroom. You will then construct a write up detailing available options, observations you made while visiting, and how this assignment added to your understanding of students with disabilities.

Applicable Standards:(PERU-U 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2,3.1.3) [INTASC 1, 2, 3,5, 6,7, 8, 9,10] (CEC 1,5, 9, 10) {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}

Total Points: 50

***Live Text Case Study**

You will be presented with a case study involving a student with a disability. This case study will allow for you to gain a better understanding of how a disability may affect a student in his or her classroom. You will use information presented to develop a paper which discusses general aspects of the case, an analysis of student behaviors, connections to course materials, alternatives or interventions, and an overall reflection of what you have learned.

Applicable Standards: (PERU-U 1.1.1, 1.1.2,1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.1.3) [INTASC 1, 2,3,4, 5, 6,7, 8,9,10] {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}
(CEC 1, 2,3,4, 5, 6, 7, 8, 9,10) [ISTE 3a, 6c, 6d, 7c, 7d]

Total Points: 30

***Partial IEP**

You will be asked to develop various sections of an IEP, with a primary focus on writing goals and instructional objectives, accommodations, and appropriate interventions. This assignment will help you to understand the necessary requirements for writing an IEP that is in compliance with federal law.

Applicable Standards: (PERU-U 1.1.1, 1.1.2, 1.2.1, 1.2.2,1.2.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.1.3,) [INTASC 1,2,3,4, 5, 6, 7,8, 9, 10] (CEC 1,2,3,4,5,6,7,8,9,10) [ISTE 3a, 6c, 6d, 7c, 7d] {CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}

Total Points: 30

***Universal Design for Learning (UDL) Lesson Plan**

You will be creating a UDL lesson plan using the tools provided. You will utilize any of the formats and checklists. You will create a lesson with no more than three alternatives for the students. Three (multiple means of) representation, expression, engagement. The focus is student choice to display mastery in a given area.

Applicable Standards: (PERU-U 1.1.1, 1.1.2,1.2.1,1.2.3, 1.3.1, 1.3.2, 1.3.4, 1.3.6, 2.1.1, 2.1.2, 3.1.1, 3.1.2,3.1.3) [INTASC 2,3,4,5,6,7,9,10]{CAEP 1.1, 1.2, 1.3, 1.4,1.5, 4.1, 2.1}(CEC 1,2,3,4,5,6,7,8,9,10) [ISTE 3a, 6c, 6d, 7c, 7d]

Total Points: 20

Exit Tickets

Each week you will be asked to complete an exit ticket. Each ticket will allow an opportunity for you to demonstrate what you have learned from the required readings and assignments.

Points Possible: 75 (15 total tickets at 5 points each)

Final Exam

There will be one comprehensive examination throughout the course of the semester. The examination will include information from assigned readings, content of the lectures, videos, and class discussions. The examination will include multiple choice questions as well as short answer. You will be allowed to use open notes, open textbook, and any other materials needed to answer the questions. The examination will be online and will allow you a window of time to complete it. The exam is indicated on the course schedule.

Total Points: 100

Volunteer Hours

For this assignment, you will be asked to volunteer **three hours** of your time working with students with special needs. These hours must be approved with me prior to completing them to ensure the hours you have chosen will give you a wholesome and purposeful experience. After completing these hours, you will be asked to write a reflection about your time and how the information gained will lend itself to your role in the classroom. Specific questions will be given to you in advance. *Participation in the Exceptional Bobcat Sports Camp on campus or helping with prom at NCECBVI will satisfy this requirement.

Applicable Standards: (Peru-U 1.2.1; 2.1.1; 2.1.2) [INTASC 1, 2, 3] (CEC 3, 5, 9) (Peru-U 1.3.6; 2.1.2; 3.1.2) [INTASC 1, 5, 6, 9, 10] {CAEP 1.1} (CEC 9, 10)

Total Points: 20

Research Project for Research and Creativity Expo

This is an optional assignment that is highly encouraged. In April, Peru State will hold its annual Research and Creativity Expo. This Expo will provide an opportunity for you, as a student, to present your research within an area of interest. I am more than willing to assist you in this endeavor and will guide you in the process if you are interested. While the event is not until the Spring, you will have to commit some time to putting together your research, carrying it out, and writing it up to create your poster presentation. The earlier you start, the better. Please reach out if this is something you would like to do so that we can get started together.

*A handout detailing the requirements and scoring for this assignment will be provided

Assignment Summary:

☒ Examinations	100
☒ Case Study	30
☒ Partial IEP	30
☒ Exit Tickets	75
☒ Placement Options	50
☒ Resource Document	50
☒ Attendance	52
☒ Rule 51 Exploration	40
☒ UDL Lesson Plan	20
☒ Volunteer Hours	20
☒ Total Points	467

Late Assignment Policy

You are expected to complete all work assigned within the given time limits. If a special circumstance were to arise that would not allow you to do so, you are expected to contact the instructor directly prior to the due date in order to make other arrangements for completion. This **DOES NOT** include last minute plans for completion. Plans must be made at least 1 week prior to the required due date to be considered. Know work that is late will earn zero points. Work will not be accepted past the due date unless special arrangements were put in place prior to the

original due date. Final grades will not be rounded up. ***Please allow up to approximately one week for graded work to be returned with feedback.

Grading Scale

Letter Grade	%	GPA Points
A	90-100%	4.0
B+	85-89%	3.5
B	80-84%	3.0
C+	75-79%	2.5
C	70-74%	2.0
D+	65-69%	1.5
D	60-64%	1.0
F	0-59%	0

Grade Appeal Policy

Students who wish to appeal a final grade in a course should consult the Grade Appeal Policy. The first step in the process is to consult with the faculty member. If a satisfactory resolution is not achieved, the student should meet with the appropriate academic Dean for the School in which the course is offered. **The complete policy is available in the Undergraduate Catalog or at this link: <http://www.peru.edu/academics/GradeAppealPolicy>**

Other:

Nebraska Department of Education. (2014). Rule 51: Regulations and standards for special education programs. Lincoln, NE: Author. Rule 51 may be accessed under “Rules and Regulations” on the Nebraska Department of Education web site.

http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN51_2014.pdf

Determining Measurable Annual Goals in an IEP

<https://www.naset.org/760.0.html>

SMART Goals

<https://www.understood.org/en/school-learning/special-services/ieps/how-to-tell-if-your-childs-iep-goals-are-smart>

Autism Educators.com Free IEP Goal Bank

<http://autismeducators.com/free-iep-goal-bank>

IEP Goal Writing Examples

<https://www.brighthubeducation.com/special-ed-law/116896-sample-iep-goals-for-writing/>
IEP Goal Bank

<https://docs.google.com/file/d/0B9EOfg1w7YqGYjUxOTAwMTYtNWMwYi00YzY3LWJmODQtOWY5YjBhNjVjZjM1/edit?pli=1&hl=en>

Course Evaluations

Towards the end of this course, students will be given the opportunity to provide feedback to the instructor through the student course evaluation. This evaluation will give you a chance to reflect on what you have accomplished and to propose ways the course might be modified for your peers in the future. Please know that your instructor and the College take your feedback seriously. Course evaluations play a role in personnel evaluations and in curriculum planning. The evaluations are anonymous and the instructor will not be able to see any of the evaluations until after final grades have been submitted. Watch for the link to complete your evaluation in the final two weeks of the course.

Disability Services

The Disability Services Office provides support for Peru State College students with physical, mental, emotional, learning, and/or temporary disabilities. Located inside the Center for Achievement and Transition Services (CATS), the Disability Office will assist students with determining eligibility for services, implementing accommodations, and providing on-going support. Students who are interested in learning more about these services may contact the Educational Support and Disability Services Coordinator for more information at tdavis@peru.edu or 402-872-2440.

For students with existing testing accommodations, please complete the Request to Test form with your instructor at least 48 hours prior to the test. **The form can be found on the Disability Service website through this link <https://www.peru.edu/eform/view.php?id=304087>.**

Tutoring

The CATS building offers all Peru State College students peer tutoring at no cost. In addition to course-specific tutoring, tutors are also available to provide writing assistance through peer review of assignments and research papers. Tutors will review assignments for grammar, content when appropriate, clarity and citations, and can provide suggestions for further research utilizing the Peru State College Library. Peer tutors will not complete assignments and cannot provide guidance on assignments that have not been started. Students should bring a draft of the assignment, class syllabus, and instruction sheet when requesting writing tutoring. **To submit an assignment for online review visit this link: <https://www.peru.edu/eform/view.php?id=318909>.**

Tutoring services are available beginning the second week of each academic semester. **For specific hours or to request a tutor, please visit this link: www.peru.edu/tutoring**, the Bobcat Life app, or contact the Educational Support Coordinator at CATS 102.

Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment

opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy. **The complete Academic Integrity Policy can be found in the Undergraduate Catalog or at this link:** <http://www.peru.edu/academics/AcademicIntegrityPolicy>

Equal Opportunity Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title II of the Americans with Disabilities Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Tentative Course Schedule

Week:	Date:	Required Readings:	Class Activities and Discussion:	Assignment Due:
Week 1	1-13-20		<ul style="list-style-type: none"> • Introductions • Classbuilding • Syllabus Review 	
	1-15-20		<ul style="list-style-type: none"> • Introductions • Classbuilding • Syllabus Review • Discuss Textbooks and Reading Materials • What Do You Know Activity • Pick a Corner • Exit Ticket- Goal Setting 	
Week 2	1-20-20	NO CLASS	NO CLASS	
	1-22-20	<ul style="list-style-type: none"> • Chapter 1- Exceptionality and Special Education • Rule 51 Materials 	<ul style="list-style-type: none"> • Discuss Chapter 1 • Exit Ticket 	

Week 3	1-27-20	<ul style="list-style-type: none"> Chapter 2- Current Practices for Meeting the Needs of Exceptional Learners 	<ul style="list-style-type: none"> Discuss Chapter 2 Rule 51 Discussion Rule 51 Assignment Discussion Exit Ticket 	
	1-29-20	NO CLASS	NO CLASS- alternative assignment will be given	
Week 4	2-03-20	<ul style="list-style-type: none"> Chapter 3- Multicultural and Bilingual Aspects of Special Education 	<ul style="list-style-type: none"> Discuss Chapter 2-3 Discuss Placement Options Exploration Assignment Exit Ticket 	
	2-05-20	NO CLASS	NO CLASS- alternative assignment will be given	
Week 5	2-10-20	<ul style="list-style-type: none"> Chapter 4- Parents and Families 	<ul style="list-style-type: none"> Discuss Chapter 4 Family Panel (tentative) 	<ul style="list-style-type: none"> Rule 51 Exploration
	2-12-20	<ul style="list-style-type: none"> Chapter 5- Learners with Intellectual and Developmental Disabilities 	<ul style="list-style-type: none"> Finish Chapter 4 Discussion Discuss Chapter 5 Discuss Disability Resource Document Exit Ticket 	
Week 6	2-17-20	NO CLASS	NO CLASS- alternative assignment will be given	
	2-19-20		<ul style="list-style-type: none"> Finish Discussion of Chapter 5 Exit Ticket 	
Week 7	2-24-20	<ul style="list-style-type: none"> Chapter 6- Learners with Learning Disabilities 	<ul style="list-style-type: none"> Discuss Chapter 6 	
	2-26-20		<ul style="list-style-type: none"> Discuss Chapter 6 	

			<ul style="list-style-type: none"> • Discussion with Chasity Watson (tentative) • Exit Ticket 	
Week 8	3-02-20	<ul style="list-style-type: none"> • Chapter 7- Learners with Attention Deficit Hyperactivity Disorder 	<ul style="list-style-type: none"> • Discuss Chapter 7 • Gobbledygook practice 	
	3-04-20		<ul style="list-style-type: none"> • Discuss Chapter 7 • Discuss Partial IEP Assignment • Exit Ticket 	<ul style="list-style-type: none"> • Placement Options Exploration
Week 9	3-9-20	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK	
	3-11-20	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK	
Week 10	3-16-20	<ul style="list-style-type: none"> • Chapter 8- Learners with Emotional or Behavioral Disorders 	<ul style="list-style-type: none"> • Discuss Chapter 8 • Gobbledygook practice 	
	3-18-20		<ul style="list-style-type: none"> • Discuss Chapter 8 • Exit Ticket • Discuss UDL Lesson Plan Assignment 	
Week 11	3-23-20	<ul style="list-style-type: none"> • Chapter 9- Learners with Autism Spectrum Disorders 	<ul style="list-style-type: none"> • Discuss Chapter 9 • Dr. Matt McNiff (tentative) 	
	3-25-20		<ul style="list-style-type: none"> • Discuss Chapter 9 • Circle of Friends (tentative) • Exit Ticket 	<ul style="list-style-type: none"> • Partial IEP
Week 12	3-30-18		<ul style="list-style-type: none"> • Discuss Chapter 9 	
	4-01-20	<ul style="list-style-type: none"> • Chapter 10- Learners with Communication Disorders 	<ul style="list-style-type: none"> • Discuss Chapter 10 • Exit Ticket 	<ul style="list-style-type: none"> • UDL Lesson Plan
Week 13	4-6-20		<ul style="list-style-type: none"> • Discuss Chapter 10 	
	4-8-20	<ul style="list-style-type: none"> • Chapter 11- Learners Who Are Deaf or Hard of hearing 	<ul style="list-style-type: none"> • Discuss Chapter 11 • Discuss LiveText Case Study Assignment • Exit Ticket 	<ul style="list-style-type: none"> • Disability Resource Document

Week 14	4-13-20	NO CLASS	NO CLASS	
	4-15-20	<ul style="list-style-type: none"> Chapter 12- Learners with Blindness or Low Vision 	<ul style="list-style-type: none"> Discuss Chapter 12 Brittany Ramsey, Interpreter (tentative) Exit Ticket 	
Week 15	4-20-20		<ul style="list-style-type: none"> Field Trip to NCECBVI (tentative) 	
	4-22-20	<ul style="list-style-type: none"> Chapter 13- Learners with Low-Incidence, Multiple, and Severe Disabilities 	<ul style="list-style-type: none"> Discuss Chapter 13 Discuss Final Exam Exit Ticket 	<ul style="list-style-type: none"> LiveText Case Study
Week 16	4-27-20	<ul style="list-style-type: none"> Chapter 14- Learners with Physical Disabilities and Other Health Impairments 	<ul style="list-style-type: none"> Discuss Chapter 14 	
	4-29-20	<ul style="list-style-type: none"> Chapter 15- Learners with Special Gifts and Talents 	<ul style="list-style-type: none"> Discuss Chapter 15 Exit Ticket 	
FINALS WEEK	5-07-20		<ul style="list-style-type: none"> FINAL EXAM 	<ul style="list-style-type: none"> Volunteer Hours- Due May 1 by 11:59 p.m. FINAL EXAM

Time Commitment Expectations

Students in this course are expected to spend time engaged formally with the course material as well as informally out of class. For this course, the following table outlines the time commitment expected for the course.

Standard Classroom Course

Hours of Instruction

Classroom: 40 hours

Field Experience (Interviews, Observations; Field Trips, Service Learning): 10 hours

Subtotal: 50 hours

Hours of Student Work Outside of Class

Classroom Preparation (Readings/Practice/Assignments/Tutorials/Problems): 35 hours

Quiz Study, Exam Study and Take-Home Exams: 5 hours
Projects (Research/Papers/Presentations): 45 hours
Subtotal: 85 hours

Total Hours: 135 hours