

COURSE SYLLABUS
Issues and Trends in Special Education
Spring 2017 Online

EEX-6848-RXDA

GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Dr. Patricia Barbetta **Phone:** (305) 348-2835

Office: Building Room # ZEB235 (MMC) **Fax:** (305) 348-2086

Office Hours: By appointment (face-to-face, phone and/or abode connect) **Email:** Please use Blackboard email.

Website: [Department of Teaching and Learning](#)

COURSE DESCRIPTION AND PURPOSE

This course is designed for general and special educators so that they may develop critical understandings of key issues impacting the educational system and propose/design appropriate solutions or interventions. Students will be expected to learn the current research and best practice about such issues and form their own critical perspectives about each topic. The history of special education practices and the changing roles of special educators will also be covered.

School of Education and Human Development (SEHD) Conceptual Framework

The desired future of the SEHD at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the School. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

COURSE OBJECTIVES

Students will be able to:

- Describe major characteristics of major disability laws
- Describe the six core principles of IDEA and discuss how they are implemented in applied settings.
- Develop a timeline of relevant historical events in the education of students with disabilities in the United States
- Identify and share some solutions for key challenges of special education teachers related to administrative requirements
- Discuss ways in which the role of the special education teacher has changed over the years
- Identify some shifts in special education trends
- Identify key points related to the "blurring" of special education, particularly with respect to Response to Intervention (RTI) with the (Individuals with Disabilities Act) IDEA and No Child Left Behind (NCLB) groups
- Identify and share some solutions for key challenges of special education teachers related to administrative requirements
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- Describe the benefits of RTI
- Identify four components of RTI model
- Identify different options regarding assessment and identification for RTI
- Describe the assessment process at each tier in the RTI approach
- Interpret the assessment data and make informed instructional and placement decisions
- Identify the five components of effective reading instruction
- Develop a reading instruction schedule with varied activities at Tier 1 and Tier 2 and discuss ways that the activities will differ at each tier.
- Identify things that teachers need to do before school starts to prepare to implement RTI
- Identify benefits of a team approach to RTI
- Identify an important issue or trend in special education not presented by the instructor and (1) find relevant professional articles related to that issue and/or trend in special education, (2) Develop a Livebinder with various resources (e.g., articles, videos, websites) related to a relevant issue or trend in special education, including summaries of articles, (3) Prepare a Nearpod lesson that could be used to present the special education issue or trend to professionals in the field of special education or parent groups
- Define secondary transition
- Identify the components of secondary transition planning
- Explain why it is important to involve the student with disabilities in transition planning
- Design a transition assessment for a student with disabilities.
- Identify characteristics of special education in several countries worldwide

MAJOR & CURRICULUM OBJECTIVES TARGETED

There are no listed Major & Curriculum Objectives targeted by this particular course. Should you have any questions, please contact the professor.

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Technologies outside of Blackboard will also be used with this course including: Linoit, Nearpod, Livebinders, and Dipity. Should you have any questions, please contact the professor.

ASSURANCE OF LEARNING

The SEHD cares about the quality of your education. For more information please visit the [SEHD's](#) website to learn more on the School's commitment.

IMPORTANT INFORMATION

POLICIES

Please review [FIU's Policies webpage](#). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the [What's Required](#) page to find out more information on this subject.

This course utilizes the following tools:

1. Assignment Dropbox
2. Course Calendar
3. Discussion Board
4. FIU Adobe Connect
5. Send Email
6. Groups
7. My Grades
8. Journals

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

This course utilizes the following tools:

1. Livebinders
2. Linoit
3. Nearpod
4. Timetoast

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment to Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

If the course does not have prerequisites: There are no prerequisites for this course.

PROCTORED EXAM POLICY

There are no proctored exams in this course

TEXTBOOK

There is no textbook for this course. All readings and video content are in Blackboard or are accessible by the Internet

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. As we will communicate frequently via our FIU email, it is critical that you check your FIU frequently-daily is preferred, but minimally every other day.

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of the course:

<http://online.fiu.edu/futurestudents/whatsrequired>.

Students are expected to:

- **Review the how to get started information** located in the course content

- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course 4-7 times per week
- Respond to discussion boards before the due date
- Respond to **emails** within **1-2 days**.
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course daily Monday through Friday and optional on the weekends.
- Respond to discussion boards within with in 5 days after the assignment
- Respond to emails within **1 day (excluding weekends)**
- Grade assignments within **5 business days** of the assignment deadline

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via Blackboard Email.

Blackboard email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Blackboard to send the email to me. This way, the subject line will identify the course. The Blackboard email is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their FIU email routinely to ensure up-to-date communication.

Visit our [Writing Resources webpage](#) for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Other members of the course will see your discussion forum postings. Care should be taken when determining what to post. Please, be sure to carefully read and follow the forum directions. There are likely times when you will need to post AND respond to a classmate(s) posts.

QUIZZES

There are no quizzes in this course.

ASSIGNMENTS

- Most weekly assignments are due Sundays no later than 11:59 pm. There are a few exceptions for multiple step or group assignments. See the course calendar, syllabus and/or assignment dropbox for the few exceptions
- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- ASSIGNMENTS are due on the date specified in the Blackboard course calendar and

the syllabus. **EACH calendar day it is late, there will be 5 points deducted, including the day it was due.**

- PARTICIPATION ASSIGNMENTS: LATE journals, discussions, blogs, and wikis will not be graded and a point value of zero will be posted to the grade center.
- Assignments e-mailed or messaged through BlackBoard directly to your professor will NOT BE GRADED. All assignments, journals, discussions, blogs, and wikis must be submitted in the designated area within BlackBoard (i.e.,: dropbox or module)
- Discussions must be posted within discussion.
- Assignments submitted through the Assignment Dropbox are to be submitted as a Word attachment. You may put comments if needed. All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. Five points will be automatically deducted from papers that do not follow this format.

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (<http://online.fiu.edu/supportservices>) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.

Hours of Operation - <http://online.fiu.edu/supportservices>

Support Services hours of operation are:

E-mail & Live Chat Support 7 days a week 8am - midnight

Phone Support 7 days a week 8am - midnight Telephone: 305-348-3630 Toll-Free: 1-877-3-ELEARN

Office Support (On Campus) Monday - Friday from 8am - 10pm Modesto A. Maidique Campus Ryder Business Building, Room 358

ADOBE CONNECT:

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct training sessions on various technologies. These sessions will be recorded and/or scheduled live. You will not be required to attend any live sessions, as they are recorded. Live sessions will be scheduled once the semester starts based on the students' schedules. Adobe Connect will only be used in this class for individual training sessions and advisement, as needed.

Requirements for using Adobe Connect:

1. Disable any window pop-up blocker.
2. [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
3. Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

GRADING

COURSE TOPICS/ REQUIREMENTS	POINTS
Module 1: Special Education History and Legislation Revisited Due Jan. 15 by 11:59	
Holiday Break Fun Share (3 bonus points)	0
Compare IDEA, Section 504, and ADA	20
Major Components of IDEA	18
History of Special Education Timeline	20
Module 2: The Changing Roles of Special Educators, Due Jan. 22 by 11:59 PM	
Watch and Write: Special Education Teacher vs. Administrator Discussion	15
A Letter to a Special Education Teacher	15
Shifting Trends in Special Education Linoit Project	25
Module 3: Response to Intervention, Due Jan 25 or Jan. 29 by 11:59 PM	
Response to Intervention Iris I Due Jan 25	10
Response to Intervention Iris II Due Jan 25	18
Response to Intervention Iris III Due Jan 29	15
Response to Intervention Iris IV Due Jan 29	14
Module 4: Positive Behavior Supports, Due Feb. 5 by 11:59 PM	
PBIS Cartoon Reflection	10
SW-PBIS Abbreviated Plan	50

Module 5: Issues and Trends in Special Education Topic of Choice Preparation, Due Feb 12 by 11:59 PM	
Issues and Trends Livebinder	30
Module 6: Issues and Trends in Special Education Topic of Choice Nearpod Lesson, Due Feb 19 by 11:59 PM	
Nearpod Issues and Trends Lesson	35
Module 7: Transition, Due Feb. 26 by 11:59	
SPED Talk Journal Project PantherLife	10
Iris Transition Module	20
Module 8: Special Education Around the World, Due March 2nd by 11:59 PM	
Special Education Around the World Linoit	20
Special Education Around the World Video Summaries	20
Total	365

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83	F	< 61
A-	91-92	C+	77-80		
B+	87-90	C	71-76		
B	84-86	D	62-70		

COURSE CALENDAR

Assignments: Brief Descriptions
(Complete Descriptions can be found in Blackboard)
Module 1: Special Education History and Legislation Revisited
1. Compare IDEA, Section 504, and ADA: You are to summarize the following laws: PL 94-142, Section 504, and Americans with Disabilities Act.
2. Major Components of IDEA: You will describe the key components of IDEA
3. History of Special Education Timeline: You will create a timeline of important events in the history of special education in the United States using an online program called Dipity

Module 2: The Changing Roles of Special Educators

1. **Watch and Write: Special Education Teacher vs. Administrator Discussion:** You will watch a short video, "Special Education Teacher vs. Administration" and engage in an on-line discussion with your classmates in the Discussion Board.
2. **A Letter to a Special Education Teacher:** You will imagine that you have a niece who just graduated from FIU with her undergraduate degree in special education. You will write a letter to her about the roles of the special educator.
3. **Shifting Trends in Special Education Linoit Project:** For this assignment, you will be summarizing what you have learned in the reading, "Shifting Trends in Special Education" using Linoit.

Module 3: Response to Intervention

1. **Response to Intervention Iris I-Overview:** You will go through Iris module and respond to Module Questions
2. **Response to Intervention Iris II-Assessment:** You will go through Iris module and respond to Module Questions
3. **Response to Intervention Iris III-Reading Instruction:** You will go through Iris module and respond to Module Questions
4. **Response to Intervention Iris IV-Putting it all Together:** You will go through Iris module and respond to Module Questions

Module 4: Positive Behavior Supports

1. **PBIS Cartoon Reflection:** In this module you have been studying about Schoolwide Positive Behavior Interventions and Supports (SW-PBIS). Take a few moments to reflect on the cartoon in Module 3. Then, respond to questions provided.
2. **SW-PBIS Abbreviated Plan:** Developing a SW-PBIS plan is an extensive process involving many administrative and faculty personnel over a period of time. For this assignment, you will not be expected to develop a complete plan. Instead, this assignment is designed to provide you with opportunities to engage in several useful activities that are components of the SW-PBIS.

Module 5: Issues and Trends in Special Education Topic of Choice

- 1.

2. **Issues and Trends Livebinder:** You will create a Livebinder related to an issue or trend in special education

Module 6: Issues and Trends in Special Education Topic of Choice: Part II

1. **Nearpod Issues and Trends Lesson:** You will create a Nearpod lesson related to an issue or trend in special education

Module 7: Transition

1. **SPED Talk Journal Project PantherLife:** You will watch the Pantherlife video and respond to journal Prompt.
2. **Iris Transition Module:** You will go through Iris module and respond to Module Questions

Module 8: Special Education Around the World,

1. **Special Education Around the World Linoit:** This project requires that you summarize articles related to special education around the world.
2. **Special Education Around the World Video Summaries:** You will watch 10 videos depicting special education around the world and you will write summaries about what you learned and your views on what you learned.