

COURSE SYLLABUS

Issues and Trends in Special Education

Spring 2018 Online

EEX-6848-RXDA

Professor Information			
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COURSE DESCRIPTION and Purpose

NOTE: Paper copies of the syllabus are no longer used. Syllabi are developed in Canvas. This is a copy of what is in Canvas which does not include the assignment descriptions and other details that are automatically generated in Canvas.

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.

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 College. 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 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
- Define and provide examples of the different basic forms of generalized behavior change.
- Define and provide examples of the different undesirable types of generalized behavior change.
- Describe planning techniques for generalized behavior change.

- List and discuss strategies and tactics for promoting generalized behavior change.
- Name and discuss the guiding principles for promoting generalized outcomes.
- To describe the the fundamentals of self-monitoring as a behavior management and generalization technique and its benefits.
- To review some of the self-monitoring research
- To develop a self-monitoring program for a student with disabilities.
- 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

- None beyond objectives above

Teaching Methodology

This is a fully online course in which all of the instructional materials and activities are delivered through Canvas, and/or other internet-based media. Technologies outside of Canvas 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 College's commitment.

IMPORTANT INFORMATION

Policies

Please review the [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.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

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](#)" webpage to find out more information on this subject.

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

This course utilizes the following tools:

1. Assignment
2. Course Calendar
3. Discussion
4. Conversations on Inbox (email communication)
5. Groups
6. Grades
7. Modules
8. Quizzes

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

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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

Please visit the LMS Accessibility webpage for more information:

- [Blackboard](#)
- [Canvas](#)

This course utilizes the following tools:

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

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

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Course Prerequisites

There are no prerequisites for this course.

Proctored Exam Policy

There is no proctored exam for this course

Textbook

There is no textbook for this course. All readings and video content are in Canvas 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 Canvas. 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 Canvas Email which is found in the Inbox of Canvas.

Canvas email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Canvas to send the email. 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

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

Exams

There is one exam in this course. You are to take the exam without the use of any content resources and support from classmates or others. Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

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 Canvas
- Discussions must be posted within discussion.
- Assignments that require an attached file 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, exams, 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

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!! **Weekly Assignments** !!
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COURSE TOPICS/ REQUIREMENTS/LEARNING OBJECTIVES SUPPORTED	POINTS
Module 1: Special Education History and Legislation Revisited	
<ul style="list-style-type: none"> 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 	
Compare IDEA, Section 504, and ADA	20
Major Components of IDEA	20
History of Special Education Timeline	20
Module 2: The Changing Roles of Special Educators	
<ul style="list-style-type: none"> 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 Characteristics of Special Education as a Profession 	
Watch and Write: Special Education Teacher vs. Administrator Discussion	15
A Letter to a Special Education Teacher	20
Special Education as a Profession Linoit Project	20
Module 3: Generalization and Maintenance of Behavior Change	
<ul style="list-style-type: none"> Define and provide examples of the different basic forms of generalized behavior change. Define and provide examples of the different undesirable types of 	

<ul style="list-style-type: none"> generalized behavior change. Describe planning techniques for generalized behavior change. List and discuss strategies and tactics for promoting generalized behavior change. Name and discuss the guiding principles for promoting generalized outcomes 	
Generalization Exam	50
Generalization Project	20
Module 4: Self Monitoring	
<ul style="list-style-type: none"> To describe the fundamentals of self-monitoring as a behavior management and generalization technique and its benefits. To review some of the self-monitoring research To develop a self-monitoring program for a student with disabilities 	
Self-monitoring Project	30
Self-monitoring Discussion	10
Module 5: Issues and Trends in Special Education Topic of Choice Preparation	
<ul style="list-style-type: none"> 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, 	
Issues and Trends Livebinder	40
Module 6: Issues and Trends in Special Education Topic of Choice Nearpod Lesson	

<ul style="list-style-type: none"> 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 	
Nearpod Issues and Trends Lesson	40
Module 7: Transition	
<ul style="list-style-type: none"> 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. 	
Transition Video Reflection	15
Iris Transition Module	20
Module 8: Special Education Around the World	
<ul style="list-style-type: none"> Identify characteristics of special education in several countries worldwide 	
Special Education Around the World Article Summary	24
Special Education Around the World Video Summaries	20
Total	384

COURSE CALENDAR

Assignments: Brief Descriptions
(Complete Descriptions can be found in Canvas)

Module 1: Special Education History and Legislation Revisited

Grading Scale

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

- 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 Timetoast

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. **Special Education as a Profession Linoit Project:** For this assignment, you will be summarizing what you have learned in the reading using Linoit.

Module 3: Generalization

1. **Generalization Exam:** You will take on Canvas a 50 point exam consisting of true/false, multiple choice, and short essay questions

2. **Generalization Plan:** Given a learning scenario, you will identify 5 strategies that an educator would use to facilitate generalization and maintenance of skill development

Module 4: Self-monitoring

1. **Self-monitoring Project:** You will provide a self-monitoring project for a student with disabilities. In addition, you provide additional information about the technique of self monitoring

2. **Self-monitoring Discussion:** You will engage in a discussion with your classmates about self monitoring as a classroom procedure.

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

1. **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. **Transition Videos Reflection:** 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 Article reviews:** 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.

See Canvas for detailed course assignments and due dates.