## SPED 6706

**SPECIAL EDUCATION IN THE REGULAR CLASSROOM**

<table>
<thead>
<tr>
<th>Semester Hours:</th>
<th>3</th>
</tr>
</thead>
</table>
| Semester / Year: | Fall 2014  
All course sessions take place online though CourseDen. |
| Instructors: | Jessica Bucholz, EdD  
Sandy Robbins, PhD |
| E-mail: | jbucholz@westga.edu  
srobbins@westga.edu |
| Phone number: | Office: 678-839-6161 (Jessica Bucholz)  
678-839-6164 (Sandy Robbins)  
Department line: 678-839-6567  
Fax: 678-839-6162 |
| Office Location | Education Annex room 228 (Jessica Bucholz)  
Education Annex room 226 (Sandy Robbins) |
| Office Hours | Jessica Bucholz  
Tuesdays 10:30 am – 3:30 pm  
Wednesdays 9:30 am – 2:30 pm  
Online through Google IM using your myUWG email  
Other times by appointment |
| | Sandy Robbins  
Mondays 2:00 – 4:00  
Wednesdays 10:30 – 2:30  
Thursdays 10:30 – 2:30 in the COE Writing Center  
Other times by appointment |
| Online Support | CourseDen Home Page  
https://westga.view.usg.edu/ |
| | CourseDen Help & Troubleshooting  
http://www.westga.edu/~distance/webct1/help |
| | UWG Distance Learning  
http://distance.westga.edu/ |
| | UWG On-Line Connection  
http://www.westga.edu/~online/ |
| | Distance Learning Library Services  
http://westga.edu/~library/depts/offcampus/ |
| | Ingram Library Services  
http://westga.edu/~library/info/library.shtml |
| | University Bookstore  
http://www.bookstore.westga.edu/ |
COURSE DESCRIPTION
Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom. Designed for non-special education majors.

COE Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION
This course uses online group discussions, video, narrated PowerPoint lectures, weblinks, and research articles.
This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

For those of you who work better in hours than in minutes that total equals 112.5 hours for the semester.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>625 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>1000 minutes</td>
</tr>
<tr>
<td>Module Activities</td>
<td>625 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES
Students will:
1. demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Chapman, 2008; Friend & Bursuck, 2012) (CEC* 1, 2, 6)
2. demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Boyle, & Scanlon, 2010; Friend & Bursuck, 2012) (CEC* 1, 2, 5);
3. demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) (CEC* 5, 7);
4. plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Boyle & Scanlon, 2010; Friend & Bursuck, 2012; Spinelli, 2011) (CEC* 4, 5, 7); and
5. supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Boyle & Scanlon, 2010; Friend & Bursuck, 2012) (CEC* 3, 5, 7).


TEXT, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required text:
Pearson Custom Education Text for SPED 6706 available in the UWG bookstore

Required Instructional Resource:
Tk20 Subscription (if you enrolled in your program May 2011 or Later)
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

**Please note, there is no key assignment for this course that will need to be uploaded to Tk20. However, you will need a subscription to Tk20 for your program.***

References:

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments:

1. Class Participation - Students will outline and discuss/explain information and case studies related to topics in this course. More specific information is provided in Course Den. Make sure to read all information provided. (Objectives # 1-5; instructor’s records of attendance and participation) *(Due dates will vary – see the information in each module in Course Den for specific directions)*

2. Quizzes – Students will complete three (3) quizzes based on the material in the textbook and class materials. Quizzes are a combination of multiple choice, true/false, and matching. (Objectives #1-5) *(Due dates will vary – see the information on CourseDen for specifics)*

3. Annotated Bibliography – Students will complete an annotated bibliography. (Objectives #1-5) *(Due Thursday December 4 at 11:59 pm)*

The course instructor will grade all assignments in this course based on the information provided in this syllabus and the additional material provided through CourseDen. Please make sure to look at the material provided through CourseDen carefully so that you fully understand the grading expectations for this course.

The following are policies of the Special Education Program:
*Quizzes not completed by the due date will earn a grade of zero.*
*Class Participation Activities not completed by the due date(s) will earn a grade of zero.*
*Assignments not submitted by the due date will have 20% of the possible points deducted for each day the assignment is late.*

Points allocated to assignments are as follow:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>70 points possible</td>
</tr>
<tr>
<td>2. Quizzes</td>
<td>109 total points (quiz 1 – 38.5 points; quiz 2 – 50.5 points; quiz 3 – 20 points)</td>
</tr>
<tr>
<td>3. Annotated Bibliography</td>
<td>21 points (due Thursday December 4 at 11:59 pm)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>
**The instructor reserves the right to deduct points from all assignments when appropriate for things that may not be covered on the rubric or grading information. **

**Grading:** (200 points possible for this course)

A  =  200 - 179  
B  =  178 - 159  
C  =  158 - 139  
F  =  < 139

*Please be aware – failure to complete the Class Participation Activities in a thoughtful manner will result in you earning 0 points for Class Participation, and therefore failing this course.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog. Plagiarizing or cheating on an assignment may result in any or all of the following consequences: a grade of zero (0) on the assignment, earning a grade of “F” in the course, and/or being reported to the Provost (Vice President for Academic Affairs).

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** There is no opportunity for extra credit in this course.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCares/](http://www.westga.edu/UWGCares/) The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Late Work:**

*Quizzes not completed by the due date will earn a grade of zero (0).*

*Class Participation Activities not completed by the due date will earn a grade of zero (0).*
Assignments not submitted by the due date will have 20% of the possible points deducted for each day the assignment is late.*

Professional Conduct:
- Please keep all postings professional. Correct grammar and spelling are an important part of being a professional. Review your comments before you post them. Write as though you were sending the correspondence to your principal or a parent of one of your students.
- Be courteous and considerate. Being honest and expressing your position thoroughly is very important, but being considerate of others online is just as important as in the classroom.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Please do not use ALL CAPS. This is considered “shouting” and the message is very hard to read.
- Check spelling, grammar, and punctuation (you may want to compose in word processing software then cut and paste the message into the discussion or e-mail).
- Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your e-mail. Never send or keep anything that you would not mind seeing on the evening news.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. For this course because it is online communication will come through CourseDen. You should be checking into CourseDen at least 3 times per week.

Class announcements: When you sign into CourseDen, check the front page for any important class information. Also, make sure to check your email. Be checking your email often (at least 3 times per week).

Email: Be patient. Do not expect an immediate response when you send a message. Generally, two days is considered to be a reasonable amount of time to receive a reply. I do try to respond within 24 – 48 hours although this may be 72 hours on the weekend.

Questions: If you have a question regarding the course material, post the question in the Water Cooler Discussion and specify the specific topic you have a question about. Other students will appreciate seeing the question and your instructor’s answer. Students are encouraged to respond to other students’ questions. Learning by teaching is a powerful tool. Please do not send your instructor e-mail related to the course content. That is the purpose of the Water Cooler Discussion Forum.

Helpful links:
http://www.westga.edu/~distance/webct1/tutorials/webct/helpquestions.html - This link will take you to a page with commonly asked questions and help about online learning.
http://www.westga.edu/~distance/webct1/help - This link takes you to the Help for Faculty and Students page for distance education.

http://www.westga.edu/~distance/webct1/students/ - This link will take you to a link specific to information for students, including CourseDen tutorials

CLASS OUTLINE

Each class date has a folder posted on-line containing links, discussion questions, and PDF files. It is your responsibility to check the on-line class meeting folders and complete the readings and assignments listed for each class. Due dates specific to assignments/activities/quizzes for each week are included in the class folders.

Make sure to check the Registrar’s Website to confirm the following dates:

*** Drop/Add ends at midnight on September 2

**** October 17 is the last day to withdraw with a grade of W

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 8/25 – Thursday 8/28</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>Introduction Module</td>
<td>Review of syllabus and course expectations</td>
</tr>
<tr>
<td></td>
<td><strong>Happy Labor Day Weekend</strong></td>
</tr>
<tr>
<td>Tuesday 9/2 – Thursday 9/25</td>
<td>Special Education Procedures and Services (Chapter 1)</td>
</tr>
<tr>
<td>Module 1</td>
<td>Individualized Educational Program (IEP)</td>
</tr>
<tr>
<td>(24 days)</td>
<td>(Objective 1)</td>
</tr>
<tr>
<td></td>
<td>Foundations for Educating Students with Special Needs (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>(Objective 1)</td>
</tr>
<tr>
<td></td>
<td>Assessing Student Needs (Chapter 3)</td>
</tr>
<tr>
<td></td>
<td>(Objectives 1 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td><strong>Happy Labor Day (Monday 9/2)</strong></td>
</tr>
<tr>
<td>Monday 9/29 – Thursday 10/23</td>
<td>Planning Instruction (Chapter 4)</td>
</tr>
<tr>
<td>Module 2</td>
<td>Strategies for Learning (Chapter 5)</td>
</tr>
<tr>
<td>(25 days)</td>
<td>Differentiating Instruction (Chapter 6)</td>
</tr>
<tr>
<td></td>
<td>(Objectives 2, 3, 4, &amp; 5)</td>
</tr>
<tr>
<td>Monday 10/27 – Thursday 11/20</td>
<td>High Incidence and Low Incidence Disabilities</td>
</tr>
<tr>
<td>Module 3</td>
<td>Promoting Positive Behavior</td>
</tr>
<tr>
<td>(30 days)</td>
<td>FBAs and BIPs</td>
</tr>
<tr>
<td></td>
<td>(Objectives 2 &amp; 5)</td>
</tr>
<tr>
<td></td>
<td><strong>Happy Thanksgiving (11/21 – 11/30)</strong></td>
</tr>
<tr>
<td>Monday 12/1 – Thursday 12/11</td>
<td>Class review and wrap up</td>
</tr>
<tr>
<td>Final Module</td>
<td>Submit Annotated Bibliography (Due December 4 @ 11:59 pm)</td>
</tr>
</tbody>
</table>