

Syllabus for
GPED 834—Organization and Supervision of Programs for Exceptional Individuals
3 Credit Hours
Summer Institute 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

The study of the exceptional child and the establishment of a program to identify, evaluate, remediate, and effectively manage the behavior of students with special academic needs. Also addresses the administrative plan and structure, including personnel, facility scheduling, program integration with existing curriculum and schedule, legal responsibilities and liabilities, parental involvement, and continued evaluation for each identified student. (Offered in Summer Institute only.)

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Understand how students learn and develop and will provide opportunities for learning that will support their intellectual, social, and physical development at all grade levels including early childhood, elementary, middle levels, and secondary. (GC 2)
- B. Understand that students vary in their approaches to learning and will strive to create instructional opportunities that are adaptable to the individual differences of learners. (GC 3)
- C. Understand the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to a greater student. (GC 12)

The course goals for Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. (GC 2, 3, and 12)

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As the result of successfully completing this course, the student will be able to do the following:
 - 1. Be knowledgeable of issues regarding mainstreaming, inclusion, and laws related to special education.
 - 2. Be familiar with the historical and philosophical foundations of special development.
 - 3. Be able to interpret scores on intelligence tests and criterion-referenced tests.

4. Gain new strategies to apply to the body, soul, and spirit of the special needs child regardless of the complexity of his or her academic learning style.
5. Review the kinds of services and programs guaranteed every student with handicapped conditions by PL101-142m and 504 in the public school system.
6. Consider the implications and moral obligations of PL101-143 and 504 for the private and public school administrator in implementing programs for students with handicapping conditions.
7. Consider, plan, and prepare either a pilot program that could be instituted or accommodations and modifications to the existing special education program in a private or public school (preferably your school) as early as the 2008-2009 school year (only if you choose this postassignment).

B. Objectives for Students in Administrator Preparation Programs

The Administration Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following NCATE guidelines:

- 1.2 Use motivational theory to create conditions that motivate staff, students, and families to achieve the school's vision.
- 1.4 Initiate, manage, and evaluate the change process.
- 1.6 Act with reasoned understanding of major historical, philosophical, ethical, social, and economic influences affecting education in a democratic society as it relates to special education.
- 2.4 Analyze and interpret education data, issues, and trends for boards, committees, and other groups, outlining possible actions and their implications.
- 3.1 Create with teacher, parents, and students a positive school culture that promotes learning.
- 3.2 Develop collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice.
- 3.3 Base curricular decisions on research, applied theory, informed practice, the recommendation of learned societies, and state and federal policies and mandates.
- 3.6 Develop with others curriculum and instruction appropriate for varied teaching and learning styles and specific student needs based on gender, ethnicity, culture, social class, and exceptionalities.
- 5.1 Apply the principles of student growth and development to the learning environment and the educational program.
- 6.3 Implement appropriate management techniques and group processes to define roles, assign function, delegate effectively, and determine accountability for attaining goals.
- 6.4 Monitor and assess the progress of activities, making adjustments and formulating new action steps as necessary.
- 7.2 Use appropriate written, verbal, and nonverbal communication in a variety of situations.
- 11.1 Apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education (i.e., as they relate to special education).

- C. Objectives for Students in Special Education Teacher Programs
The Administration Preparation Program meets the performance-based standards for Beginning Special Education Teachers established by the Council for Exceptional Children. This course meets the following CEC Common Core competencies:
- CC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation.
 - CC1K5: Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
 - CC1K7: Family systems and the role of families in the educational process.
 - CC2K2: Educational implications of characteristics of various exceptionalities.
 - CC2K7: Effects of various medications on individuals with exceptional learning needs.
 - CC4S3: Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
 - CC5K2: Basic classroom management theories and strategies for individuals with exceptional learning needs.
 - CC5K3: Effective management of teaching and learning.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials
1. Textbooks
Gargiulo, R. M. (2012). *Special education in contemporary society: An introduction to exceptionality*. (4th ed.) Thousand Oaks, CA: SAGE. ISBN 9781412988933
 - 2.
- B. Optional Materials (Excellent reference books for your personal library):
1. Choose one of the following that would apply to your academic needs:
Amen, D. G. (2001). *Healing ADD: The breakthrough program that allows you to see and heal the 6 types of ADD*. New York: The Berkley Publishing Group. ISBN 9780425103274
 3. Rief, S. F. (2005). *How to reach and teach children with ADD/ADHD*. San Francisco: Jossey-Bass. ISBN 9780787972950
 4. House, S. N. (2002). *Behavior intervention manual: Goals, objectives, and intervention strategies*. Columbia, MO: Hawthorne.
 5. Recommended for **Early Childhood only**: Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House. ISBN 9780876592038

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

1. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
2. In-Class Studies (or All Other Studies)
 - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.

- b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
- c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
- d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures : The final grade will be a composite of performance based on the following:

Textbook Assignment -	250 points=50%
Class Assigned Readings	
Class Attendance and Involvement	50 points=10%
Postassignment Paper	100 points=20%
Final Exam	100 points=20%
Part I—Multiple Choice	
Part II—Short Answers/Essay	
Total	500 points=100%

- a. Grading scale:
A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%
- b. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
- c. Additional information regarding evaluation procedures:
 - (1) Each student is expected to attend class and actively participate in class discussion.
 - (2) **Please email the professor elindberg@oru.edu about what specific disabilities you would found the most interesting and would like to discuss more and which methods you are interested in learning more about and at what grade level.**

2. ePortfolio Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner.

The artifacts will be compiled in an ePortfolio format as prescribed by the College of Education.

3. Other Policies and/or Procedures

- a. The student is responsible for the following:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.
- c. **Preassignment**
The student should complete the following assignments as indicated below based on class standing and major and have them ready to turn in on the first day of class.

- (1) **Book Reflection: CHOOSE one** of the following books and write a 2000-word reflecting on the story you selected and how you can apply what you have read to working with students with special needs. Use APA 5th ed. Format, 12 Font, New Times Roman.

Eareckson, J. (2001). *Joni*. MI: Zondervan. (Story is about her diving accident in 1967 that left *Joni Eareckson* Tada a quadriplegic in a wheelchair.)

Hurnard, Hannah (1975). *Hinds' Feet on High Places*. Tyndale House Publisher.

Levine, M. (2002). *A mind at a time*. New York: Simon & Schuster. (This book probes a wide range of ways to understand how our minds differ and contains useful recommendations about developing those minds.)

Schmitt, A., as told to Mary Lou Hartzler Clemens. (1994). *Brilliant idiot: An autobiography of a dyslexic*. Intercourse, PA: Good Books. (Story of a man with L.D.)

Shaywitz, S. (2003). *Overcoming dyslexia*. New York: Random House. (This book will explain how the brain learns to read and why dyslexic individuals have so much difficulty.)

Textbook Assignment:

- (2) Read Gargiulo, R. M. (2011). *Special education in contemporary society: An introduction to exceptionality*. (4th ed.) Thousand Oaks, CA: SAGE.

Only read chapters 1 and 2 and answer 5 questions of your own choosing. Beginning with chapters 5, 6, 8, 9, 10, 11, 12, and 13, provide

the following information: (a) a definition of the category, (b) the etiology, (c) characteristic of the category, (d) list the effective instructional practice, suggestions for the classroom and (e) ideas for making inclusion work. Extra Points: (f) If any medication is mentioned in the chapter provide the name of the medication, purpose of the medication and if any side effects that the medication might cause.

Post assignment

- (1) The post assignment will be discussed in class where you can see examples of what the professor is wanting as a final project.
- (2) The due date for the post assignment will be due Monday, July 23, 2013. Projects must be emailed overnight delivery with a tracking number or by certified mail, or emailed to: elindberg@oru.edu
- (3) If the project is postmarked one day late, there will be a 10% grade penalty.
- (4) If the project is postmarked two days late, there will be a 20% grade penalty.
- (5) If the project is postmarked three days late, the student will FAIL THE COURSE.
- (6) For additional information or clarification about this course or syllabus, contact Evie Lindberg by email: elindberg@oru.edu.

VI. COURSE CALENDAR

Class 1—Wednesday (Calendar is subject to change)

Session A	8:00 a.m.–9:30 a.m.	Opening Session
Session B	9:45 a.m.–10:45 a.m.	Special Education/History/Inclusion TAT Activity
Session C	11:00 a.m.–11:45 a.m.	Learning Styles, (Chapters 1, 2)
LUNCH 11:45 a.m.–1:00 p.m.		
Session D	1:00 p.m.–2:30 p.m.	Intellectual Disabilities (Chapter 5)
Session E	2:40 p.m.–3:50 p.m.	Learning Disabilities (Chapter 6) Strategies/Brain Research
Session F	4:00 p.m.–5:00 p.m.	Film: <i>The Way They Learn</i>

Class 2—Thursday

Session A	8:00 a.m.–9:00 a.m.	My Testimony
Session B	9:10 a.m.–10:20 a.m.	Film: <i>F.A.T. City</i> /Excerpt of Social Skills
Session C	10:30 a.m.–11:45 a.m.	Emotional and Behavioral Disorders (Chapter 8)

LUNCH 11:45 a.m.–1:00 p.m.

Session D	1:00 p.m.–2:00 p.m.	Autism (Chapter 9)
Session E	2:10 p.m.–3:10 p.m.	Communication Disorders (Chapter 10)
Session F	3:10 p.m.–5:00 p.m.	DVD: ADD/ADHD with Dr. Amen

Class 3—Friday

Session A	8:00 a.m.–9:00 a.m.	Happy Hands Visit/ Dr. Culp presentation
Session B	9:10 a.m.–10:20 a.m.	Visual/Hearing Impaired (Chapter 9)
Session C	10:30 a.m.–11:45 a.m.	

LUNCH 11:45 a.m.–1:00 p.m.

Session D	1:00 a.m.–2:30 p.m.	Methods for Reading
Session E	2:45 p.m.–3:45 p.m.	Methods for Writing
	4:00 p.m.–5:00 p.m.	

Class 4—Saturday

Session A	8:00 a.m.–9:45 a.m.	Methods in Math
Session B	10:00 a.m. – 11:45a.m.	Methods in Content (Chapter 16)

LUNCH 11:45 a.m.–1:00 p.m.

Session D	1:00 p.m.–2:30 p.m.	Apply Study Skills for the Final Examination
Session E	2:45 p.m.–3:45 p.m.	Final Examination
Session F	4:00 p.m.–5:00 p.m.	Film: <i>When the Chips are Down</i> —Excerpts

Course Inventory for ORU's Student Learning Outcomes
GADM 834—Organization and Supervision of Programs for Exceptional Individuals
Summer Institute 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge		X		
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability		X		
1D	Ethical behavior	X			

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			