

The Lincoln University of Pennsylvania Graduate Education

Department Special Education Program

Foundations of Special Education

EDU 614

Mission statement: Founded in 1854, Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), is committed to maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce. With a myriad of firsts to its credit and a tradition of producing world leaders, the University engages in programs that increase knowledge and global understanding. The University's diverse student body and expert workforce foster a supportive environment for professional and personal growth and mutual respect

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|---------------|---------------------------------|-------------------|--------------------------|
| Course Title | Foundation of Special Education | Instructor | Dr. Bemiah |
| Credit Hours | 3 | Office hours: 426 | M,T and Wednesday-3:30-5 |
| Semester | Spring A | phone | 215-590-8209 |
| Course number | 614 | email | tbemiah@lincoln.edu |
| Room number | | | |

Required Text: Introduction to Special Education, Seventh Edition

Course Description: This course is designed to provide teacher candidates with the philosophies and practices required to educate students with special needs. Instructional content and design will detail the cognitive, social emotional, physical, motor and language development. Teacher candidates will develop instructional strategies and techniques that effectively promote student learning.

Semester topics:

Chapter 1: Disabilities and Special Education

Chapter 2: Special Education Programs

Chapter 3: **Cultural and Linguistic Diversity**

Chapter 5: Learning Disability

Chapter 6: ADHD/OHI

Chapter 7 and 8: Emotional Disturbance and Intellectual Disability

Chapter 12: Autism Spectrum Disorder exam

GRADING FORMULA

Note: All grades are calculated to include out of class and in class engagement.

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| Class Attendance, Promptness & Participation | 15% |
| Lesson Plan : Modifications | 10% |
| PD Presentations | 25% |
| Individual Assignments | 15% |
| Interview and Observation | 10% |
| Collaborative Assignments | 15% |
| IEP ATM | 10% |

**** After two absences, a student must drop or withdraw officially from the course! ****

****In addition, coming to class late will result in a “zero” for class participation that day and multiple offenses will result in a lower grade in the course! ****

Electronic Devices:

All cell phones, iPods and electric devices are to be silenced during class. Failure to do so will result in a points deducted from the course grade.

University Student Learner Outcomes

- 1) Listen and effectively communicate ideas through written, spoken and visual means.
- 2) Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, extrapolating and evaluating ideas.
- 3) Apply information literacy through internet activities to strengthen one’s ability to research and expand concepts developed in text.
- 4) Compare and contrast self and others and explain their interdependence in terms of historical, social, political, economic, psychological, health and moral/ethical factors.

Academic Integrity <http://www.lincoln.edu/registrar/catalog/LUcatalog0306.pdf>In November 1995, the Lincoln University faculty adopted the statement on academic integrity. The terms, listed, will be enforced in this course.

Plagiarism:

If a student represents "another person's ideas or scholarship as his/her own," that student is

committing an act of plagiarism. The most common form of plagiarism among college students is the unintentional use of other's published ideas in their own work, and representing these ideas as their own by neglecting to acknowledge the sources of such materials. Students are expected to cite all sources used in the preparation of written work, including examinations.

It is each student's responsibility to find out exactly what each of his/her professors expect in terms of acknowledging sources of information on papers, exams, and assignments. It is the responsibility of each faculty person to state clearly in the syllabus for the course all expectations pertaining to academic integrity and plagiarism. Sanctions peculiar to the course should also be explained in the syllabus.

Sanctions:

- A. Warning: A written notice that repetitions of misconduct will result in more severe-disciplinary action. The warning becomes part of the student's file in the Office of the Registrar and, if there is no other example of misconduct, is removed at the time of graduation.
- B. Failure for project (exam, paper, experiment)
- C. Failure of course—for serious and repeat offenses, the University reserves the right to suspend or expel. Imposition of Sanctions: First Offense - A and/or B Second and Subsequent Offenses - B or C

Expectations and sanctions will be explained in every syllabus. Students failing a course because of an instance of academic dishonesty may not drop the course. The student may appeal a charge of academic dishonesty within ten days of receiving notice of same. The appeal will be heard by an Academic Hearing Board (AHB) consisting of the chairs of each division of study and the President of the SGA (or their designees). Files violations of this academic integrity code will be kept in the Office of the Registrar.

SERVICES FOR STUDENTS WITH DISABILITIES

MISSION

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University's goal.

PROGRAM SUMMARY

The Services for Students with Disabilities Program provides assistance and support to students who have been diagnosed as having a permanent or temporary disability. Disabilities covered under the program include, but are not limited to, blind/low vision, hearing loss/impairments, physical disabilities, medical

disabilities, psychological or mental disabilities, and learning disabilities. Section 504 of the Rehabilitation Act defines disability as “any impairment which substantially limits a major life activity

| In -Class | Topic | Activity | Assignments |
|-----------|--|---|---|
| Week 1 | <p>Introduce Syllabus Chapter 1: Disability and Special Education Making a Difference</p> <p>discuss semester project.</p> | In-class activities and discussion | <p>Interview and Observe an Inclusion class (see attachment)</p> <p>Read Chapter 2</p> <p>Purchase or rent textbook</p> <p>Due week 2</p> |
| Week 2 | <p>Chapter 2: IEP Planning and delivery of service</p> <p>Assign semester project</p> | Introduction of Chapter 2: | <p>Create a lesson plan for a student with a High Incidence Disability of your choice be prepared to present the lesson to class</p> <p>Due week 3</p> |
| Week 3 | <p>Chapter 3: Cultural and Linguistic Diversity</p> <p>Discussion on bias in special education</p> | <p>Introduction of Chapter 3</p> <p>IEP</p> | <p>Read Chapter 5</p> <p>Current Research: Choose a Low Incidence Disability / topic from page xvii (# 4-12) and obtain an article that is no more than ten years old. Prepare a short presentation.</p> <p>Due week 4</p> <p>Prepare Chapter presentations</p> |
| Week 4 | Chapter 5: LD | | Read Chapter 6 |

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|--------|--|---|---|
| | Student presentation | Create a Professional Development for SLD Chapter 5 Prepare three questions for the presenter from the chapter | Work on Chapter presentations presentations should be sent to classmates Watch the Documentary Autism the Musical (ATM) |
| Week 5 | Chapter 6: ADHD Student presentation | Create a Professional Development for ADHD Chapter 6 Prepare three questions for the presenter from the chapter | Read Chapter 7 and 8 Work on ATM presentations |
| Week 6 | Chapter 7 and 8: ED and ID In-class activities and discussion | Professional Development on ED and ID Prepare three questions for the presenter from the chapter | Write IEP for your ATM students |
| Week 7 | Autism the Musical, and IEP Discuss the difference culturally in the families in the ATM documentary. | Autism the Musical presentation, and IEP | |