

UNIVERSITY OF ARIZONA
SERP 509: SYLLABUS
FALL 2014

Course:	Introduction to High Incidence Disabilities
Instructor:	Carl J. Liaupsin, Ed.D. Room 425 / College of Education Department of Special Education, Rehabilitation, and School Psychology Work: 520-626-3810 // Home: 520-296-4253 Email: liaupsin@email.arizona.edu
Office Hours	By Appointment
Class Meetings and Dates	Online Course (No Class Meetings) August 26, 2014 through December 9, 2014
Prerequisites:	SERP 400 or equivalent
Required Text:	There is no required text. Readings will be assigned by the instructor and available through the D2L website for the course.
Course Description	This course reviews issues in the education of students with mild-moderate mental retardation, learning disabilities, emotional or behavioral disorders, physical disabilities, and attention deficit disorders (OHI). Topics will include discussions of history, definitions, current issues, characteristics, theories, and educational programming.

Course Objectives and Related Standards
(Arizona Professional Teacher Standards: APTS)
(Council for Exceptional Children Standards: CEC)

Upon completion of this course, the student will be able to:

1. Describe how cultural and historical perspectives effect the treatment of persons with high incidence disabilities. APTS 1.4, APTS 2.10, APTS 8.13, CEC CC1K6, CEC CC7K1
2. Describe and compare the major approaches to identifying, assessing and classifying high incidence disabilities. APTS 9.5, CEC CC1K5, CEC GC1K1, CEC CC8K1, CEC CC8K2, CEC CC8K3
3. Identify and discuss school-based, sociological, cultural, and economic differences as they relate to etiology and identification of mild disabilities. APTS 2.4, APTS 3.7, APTS 3.8, CEC GC1K7, CEC GC2K2, CEC GC2K4, CEC CC3K5
4. Describe how the educational experiences of persons with mild disabilities is shaped by their cognitive, perceptual, language, academic, and social / emotional characteristics. APTS 1.9, APTS 3.3, CEC CC2K2, CEC GC2K3, CEC CC5K4
5. Describe and critically evaluate classroom instructional practices that can improve the educational success of students with high incidence disabilities. APTS 1.7, APTS 1.8, APTS 1.10, APTS 1.11, APTS 2.9, APTS 3.12, CEC GC4K4, CEC GC4K3, CEC GC4K5, CEC GC4K7

6. Describe and critically evaluate classroom management practices that can improve the educational success of students with high incidence disabilities. APTS 2.2, APTS 2.3, APTS 2.5, APTS 2.6, APTS 2.7, APTS 2.8, APTS 8.7, CEC CC5K2, CEC CC5K3

***Note: See the final pages of this syllabus for a complete list of the specific standards addressed in this course.**

Required Learning Activities

1. Completion of all readings and homework assignments.
2. Participation in small group activities and class discussions.
3. Passing grade on weekly quizzes.
4. Passing grade on the final exam.
5. Passing grade on a research synthesis writing project.

Course Evaluation / Benchmark Activities

1. Discussion Sections. There will be 10 assignments requiring students to participate in an online discussion with course peers. Each student posting will be worth 3 points. The discussions will be graded on the basis of content, clarity, and grammar.
2. Weekly Quizzes. There will be two types of quizzes; Class quizzes and Reading quizzes. There will be 12 of each (total 24) worth a total of 70 points. The quizzes will be taken at the D2L website.
3. Research Synthesis. Each student will write a paper that provides a synthesis of research on a topic in special education. The paper should include at least 3 research articles, be written in APA format, and be at least 4000 words long. The paper will be worth 50 points and be graded using a rubric that focuses on Grammar, Content, and Synthesis. The rubric will be available for students to review.
4. Final Exam. The comprehensive final exam will be worth 50 points. The final exam will consist of short essay questions.

Evaluation Summary:

1.	Discussion Sections	30 points
2.	Weekly Quizzes	70 points
3.	Research Synthesis	50 points
4.	Final	50 points
	Total	200 points

Letter Grades:

All grading will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment. Grades will be assigned on the basis of total points earned. The grade of "A" represents outstanding performance. The grade of "B" represents satisfactory progress. Both grades are indicative of competence in the course objectives. It is not assumed that everyone will receive a grade of "A".

- A = 90% of possible points
- B = 80%
- C = 70%
- D = 60%
- F = below 60%

The assignment of incomplete or “I” grades will be assigned only in cases of extreme emergencies and in cases where a passing grade may be earned. However, should an “I” grade be required, students should notify the instructor at the time such circumstances exist. Upon notification, a course completion contract between the instructor and student will be developed before the last week of the quarter. See Course Catalog.

Written Products:

All written products must be prepared in a “professional” manner. It is strongly encouraged that final products be typed and appropriate for classroom, community, and administrative use. Products which in the judgment of the instructor are unreadable or prepared in an unprofessional manner will be returned ungraded or assigned a lower grade.

DO NOT PLAGIARIZE!!! To plagiarize is “to steal and pass off the ideas or words of another as one's own or use another's production without crediting the source” (Merriam-Webster Online Dictionary, 2000). If plagiarism is evident, the student will receive a “0” on that activity and may receive an “F” for the course and may be suspended or expelled from the university. See the Student Code of Academic Integrity for further explanations <http://dos.web.arizona.edu/uapolicies/cai1.html>

Classroom Behavior:

- Students are expected to arrive to class at the assigned time, having read the required reading for the week and prepared to participate in classroom discussions.
- “People first” language should be used during class discussions and in written assignments.
- Remember to keep a copy of all assignments submitted to the instructor.
- Cell phones should be turned off during class, unless there is a potential emergency (e.g. child is sick).

Threatening Behavior is Prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Procedures for reporting threatening behavior and the disciplinary process can be found at <http://policy.web.arizona.edu/~policy/threaten.shtml>

Students with Disabilities:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify your instructor of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

*The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructors.

Class Schedule

Date	Topic	Assignment	Due
Aug 26	Introduction / Syllabus	Class/Reading Quiz #1 READ: Syllabus	Sept 2
Aug 26	Overview / History High Incidence Demographics/Perceptions	READ: Person First READ: Inclusion Debate Class/Reading Quiz #2	Sept 2
Sept 2	Issues in Assessment / Lesson Planning	READ: CBM Class/Reading Quiz #3	Sept 9
Sept 9	Issues in Curriculum/Instruction Issues in Placement / Case Study	READ: Reading Instruction READ: Writing Instruction Class/Reading Quiz #4	Sept 16
Sept 16	Intellectual Disabilities/MR Synthesis Paper: Topic Due	READ: Intellectual D. Class/Reading Quiz #5	Sept 23
Sept 23	Learning Disabilities/Learning Strategies	READ: Learning Disabilities Class/Reading Quiz #6	Sept 30
Sept 30	Behavioral Disorders / School Violence Synthesis Paper: Article References Due	READ: EBD Class/Reading Quiz #7	Oct 7
Oct 7	Physical Disabilities/ ADHD	READ: Physical disabilities READ: ADHD Class/Reading Quiz #8	Oct 14
Oct 14	Cognitive/Perceptual/Language Characteristics Synthesis Paper: Outline/Notes Due	READ: Writing Strategy Class/Reading Quiz #9	Oct 21
Oct 21	Learning Characteristics Instructional Theory	READ: Number Sense Class/Reading Quiz #10	Oct 28
Oct 28	Social/Emotional Characteristics Synthesis Paper: Draft Review #1 Due	READ: Medications Class/Reading Quiz #11	Nov 4
Nov 4	General Classroom Management	READ: Classroom PBIS Class/Reading Quiz #12	Nov 11
Nov 11	No Class: Veteran's Day		
Nov 18	Positive Behavioral Supports and RTI Synthesis Paper: Draft Review #2 Due	READ: PBIS	Nov 25
Nov 25	No Class: Thanksgiving		
Dec 2	TBA/Final Exam Review/Final Released Synthesis Paper Due	All Quizzes Due Final Exam Due Dec 12	Dec 12

Arizona Professional Teacher Standards

Standard 1:

- APTS 1.4 Addresses any physical, mental, social, cultural, and community differences among learners
- APTS 1.7 Includes appropriate use of a variety of methods, materials, and resources
- APTS 1.8 Includes learning experiences that are developmentally appropriate for learners
- APTS 1.9 Includes learning experiences that address a variety of cognitive levels
- APTS 1.10 Includes learning experiences that are appropriate for curriculum goals
- APTS 1.11 Includes learning experiences that are based upon principles of effective instruction

Standard 2:

- APTS 2.2 Displays effective classroom management
- APTS 2.3 Encourages the student to demonstrate self-discipline and responsibility to self and others
- APTS 2.4 Respects the individual differences among learners
- APTS 2.5 Facilitates people working productively and cooperatively with each other
- APTS 2.6 Provides a motivating learning environment
- APTS 2.7 Promotes appropriate classroom participation
- APTS 2.8 Listens thoroughly and responsively
- APTS 2.9 Organizes materials, equipment, and other resources appropriately
- APTS 2.10 Applies to daily practice the ethics of the profession

Standard 3:

- APTS 3.3 Links learning with students' prior knowledge, experiences, and background
- APTS 3.7 Uses strategies that are appropriate to students' developmental levels
- APTS 3.8 Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
- APTS 3.12 Uses a variety of effective teaching strategies to engage students actively in learning

Standard 8:

- APTS 8.7 Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
- APTS 8.13 Laws and ethics related to student, parent, and teacher rights and responsibilities

Standard 9:

- APTS 9.5 Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and the individual behavior management techniques

Council For Exceptional Children (CEC) Standards

Standard 1:

Foundations

- CEC CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- CEC CC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.
- CEC GC1K1 Definitions and issues related to the identification of individuals with disabilities.
- CEC GC1K7 Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with disabilities.

Standard 2:

Development and Characteristics of Learners

- CEC CC2K2 Educational implications of characteristics of various exceptionalities.
- CEC GC2K2 Impact of sensory impairments, physical and health disabilities on individuals, families, and society.
- CEC GC2K3 Etiologies and medical aspects of conditions affecting individuals with disabilities.

	CEC GC2K4	Psychological and social-emotional characteristics of individuals with disabilities.
Standard 3:	Individual Learning Differences	
	CEC CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.
Standard 4:	Instructional Strategies	
	CEC GC4K4	Prevention and intervention strategies for individuals at risk for a disability.
	CEC GC4K3	Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities.
	CEC GC4K5	Strategies for integrating student-initiated learning experiences into ongoing instruction.
	CEC GC4K7	Methods for guiding individuals in identifying and organizing critical content.
Standard 5:	Learning Environment	
	CEC CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
	CEC CC5K3	Effective management of teaching and learning.
	CEC CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
Standard 7:	Instructional Planning	
	CEC CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
Standard 8:	Assessment	
	CEC CC8K1	Basic terminology used in assessment.
	CEC CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
	CEC CC8K3	Screening, prereferral, referral, and classification procedures.