Instructor Information
Daisy Figueroa, Ph.D.
Fully online
Office hours - See instructor's calendar to set up an appointment.
(701) 845-7630
daisy.figueroa@vcsu.edu

Course Description
A study of the characteristics of the exceptional student. Current delivery models, educational adaptations, and best practices for the regular classroom teacher of a mainstreamed student are stressed.

Course Prerequisites
None

Course alignment in the Professional Education Sequence Curriculum
VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

Standard	Code	Assessments
InTASC Standards	#2 Learning Differences	Discussion Board Posts Universal Design for Learning (UDL) Project Disability Handbook Project
ND State Standard 1	50015.1b 50015.3d 50015.4f 50015.5a	Universal Design for Learning (UDL) Project Disability Handbook Project
Program Learning Outcomes (PLOs):	PLAN and REFLECT	Universal Design for Learning (UDL) Project Choice Assignment Final Exam

Required Student Resources
Textbooks—NO ACCESS CODE REQUIRED (Buying *used* is acceptable)
1. *Special Education in Contemporary Society* by Richard M. Gargiulo
   ISBN 9781506310701 (for the 6th edition)

Learning Targets
Learning Targets include goals, objectives, and student learning outcomes

EDUC 240 students will be completing assessments, projects, and performances while learning
1. Explore various ways to support students with exceptionalities.
2. Understand and describe the general education teacher's role in working with students with exceptionalities.
3. Investigate issues and trends for current and future consideration in special education.
4. Identify characteristics of selected exceptionalities, including low-incidence exceptionalities, high-incidence exceptionalities, and other exceptionalities.
5. Become familiar with the identification processes.
6. Describe guidelines from federal and state laws for special education.
7. Identify instructional adaptations effective strategies for teaching special students.
8. Describe assistive technologies that might be useful for persons with different types of special needs.
9. Investigate, utilize, and apply strategies used for differentiation in the general education classroom.

Assessments for learning targets
1. Class Participation: Students are expected to be present online and participate in discussions, activities, presentations, question-answer sessions, etc. Students are responsible for all of the assigned readings and should be familiar with the content of the readings.
2. Bb activities which include (but not limited to): Reflections, Focus Questions (example: When someone says the words "Special Education" what images come to your mind?), Case Study Discussions (to include work place scenarios involving people with disabilities), KWL Charts, Quizzes, Reaction Statements, Myths or Facts Discussions, Videos, Discussion Boards, etc.
3. Reflection Exercises: Students will take a reflective and insightful look at their own views and bias about persons with exceptionalities. They will also address actions they will take to protect against the bias they have, or others may have regarding individuals with exceptionalities.
4. Universal Design for Learning Project: Students will work collaboratively via online formats to design a community or educational event that includes universal design principles of representation, engagement, and expression. Final products will need to demonstrate thought and understanding relating to diverse needs within a community and will also need to incorporate and apply technology resources to enable people of diverse abilities to participate. In order to complete this project students will need to access a variety of resources including interviewing professionals and evaluating appropriate and accessible environments.
5. Disability Handbook: This handbook will include a one or two-page fact sheet about each disability category. Each disability area addressed in class will need to be included in this handbook, and it will need to include the definition of the disability, disability characteristics (social, academic/cognitive, and behavioral, and common mental health concerns), and strategies/interventions that focus on universal design to provide access and include children and adults with disabilities into the school and the community. Students will need to create a final product that is culturally sensitive and appropriate for a diverse audience.
6. Choice Assignment: This assignment offers students a choice of three different options intended to assist students in demonstrating their knowledge of each category of exceptionality as well as demonstrate their awareness of human diversity. Date Due: Last week of instruction (week before Finals Week).
   - OPTION #1: Current Events in the news/media related to Exceptionalities, Special Education, Diversity, etc: Students will reflect and respond to current events they have found for a total of 4 reflections over the semester.
   - OPTION #2: Read a Book (entire book from beginning to end)- Read a book that deals with issues related to exceptional students. After reading the book, student will reflect on the book, make specific references to, and explicitly describe how the book relates to topics covered in class.

Course Evaluation Procedures and Grading Criteria
Education courses at Valley City State University will be assessed based on discussions, assignments, reflections, formative and summative assessment projects, course specific projects, a midterm and a final examination. Feedback and grades will be completed within two weeks of the assignment due date and posted in Blackboard. All assignments completed for a grade will be uploaded to blackboard, emailed assignments will not be accepted.

Attendance Policy
According to Valley City State University Policy V.530.08 attendance is required in courses. Student who know they are going to be absent from a course session, should contact their instructor as soon as possible.
This course follows the following attendance guidelines:

Participation
For this course to be successful, active participation by everyone is required. Participation occurs through consistent, punctual, prepared, and interested attendance at and involvement in course meetings and activities. Students are expected to engage in critical dialogue about the topics and readings. Absences must be discussed with the instructor in advance or the student will may miss assignments that have point value toward the final

grade for the course. **Attendance in online courses is taken through the completion of assignments and participation in the discussion forum.

1. Students should log into and review the weekly assignments at least twice per week for attendance purposes.
2. Student must contact the instructor about any missed work and propose a plan that includes a timeline for completion.
3. Ongoing participation in the discussion board is a critical component of this online learning environment and is factored into the overall grade.

Online Courses
Courses in the online program follow the Expectations of Students Taking Online Courses Policy V530.11. Students should have reliable access to the Internet, actively participate, meet course deadlines, communicate regularly with faculty, and complete work with academic integrity.

Final Exam
Final Exams are required per V406.01.02 policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submit.

Grading Scale
Total points accumulated will determine the final grade.

94-100%	A
87-93%	B
80-86%	C
73-79%	D
Below 72%	F

The grading rubric below is showcases what each grade level work resembles.

Letter Grade Percentage	Grading Description
A 94-100%	Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts or processes with ability to transfer knowledge. The student communicates well, thinks and acts in a professional manner. Student always completes all readings/homework in advance and always comes to the online learning environment prepared.
B 87-93%	The student articulates concepts and communicates ideas clearly. The completed work shows evidence of original thought and creativity, reflection and thoughtful questioning. The quality of work exceeds and/or meets expectations. Student completes most readings/homework in advance and comes to the online learning environment prepared.
C 80-86%	The student meets the objectives but does not exceed them. The student does the basics of the tasks required. Communication/written work is not always clear. The quality of work meets expectations at times but needs improvement. Student completes some readings/homework in advance but is unprepared most of the time.
D 73-79%	Student's work is inadequate, below minimum requirements. The student does the basics of the tasks or less. Communication/written work in rarely clear. The quality of work does not meet expectations. Student rarely completes readings/homework and comes to the online learning environment unprepared almost all of the time. Excessive absenteeism.
F 72% or below	No effort put forth, missing assignments, and/or absenteeism

Valley City State University Policies

Academic Integrity
According to VCSU Policy [V.530.01](#) "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Face Masks in the Classroom
In accordance with CDC recommendations, all members of the VCSU Community, including students, faculty, and staff, are required to wear face masks in public areas such as hallways, restrooms, and classrooms.

COVID-19 Classroom Access Statement
Every member of the VCSU community is expected to exhibit responsible behavior to support the health of the rest of the community. To help you make responsible choices, all face-to-face classes at VCSU are available via synchronous remote delivery. Please use this feature:

- If you feel sick
- If you are in quarantine because you or a close contact have COVID
- If you are at risk, or live with someone who is at risk and need to limit your contact with others
- If you are unable to wear a face mask in the classroom

In all cases, be sure to contact your instructor so s/he is aware of your remote presence and can make the effort to involve you directly in the class activities. You do not have to indicate your health status; synchronous remote delivery is available to every student who needs it. Simply let your instructor know that you will be attending remotely, either on a given day or for a specified period of time.

*Please note that the above only pertains to synchronous, face-to-face scheduled courses. My section of EDUC 240 is fully online, asynchronous. There may be opportunities (optional) to meet synchronously via Blackboard Collaborate.

Thank you for taking the health and well-being of your fellow students, faculty, and staff seriously.

Support Services through Valley City State University
[Student Support Policies](#)

Americans with Disabilities Act for Students
Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact [Disability Support Services](#).

Library
The School of Education embraces the use of research in teaching and learning. VCSU's [Library](#) has extensive resources for K-12 curriculum, both online and on library shelves.

Table 1 Course Schedule
The Topics are subject to change based on learners, weather, and other components that are unable to be identified before the semester begins.

Week	Dates	Topics, Readings, Assignments, Due Dates, Deadlines
1	8/24 to 8/30	**Topics:** Introductions, Syllabus, Special Education in (Historical) Context **Readings**: Chapter 1 **Assignments**: Discussion Board post (Intro & Experiences) **Due**: Names of Professionals Worksheet/Discussion Board post &comments **Due by:** Sunday, 8/30/20
2	8/31 to 9/6	**Topics:** Policies, Practices & Programs **Readings:** Chapter 2 **Assignments:** Discussion Board post and comments; Begin Group Project (Collaborative Wiki Page) **Due by:** Sunday, 9/6/20
3	9/7 to 9/13	**Topics:** Cultural and Linguistic Diversity and Exceptionaity **Readings:** Chapter 3 **Assignments:** Discussion Board post/comments; Comlplete Group Wiki Page **Due by:** Sunday, 9/13/20
4	9/14 to 9/20	**Topics:** Parents, Family, and Exceptionaity **Reading:** Chapter 4; **Viewing**: How Difficult Can This Be? **Assignments**: Discussion Board post and comments **Due by:** Sunday, 9/20/20
5	9/21 to 9/27	**Topics**: Categories of Exceptionalities, Individuals with Intellectual Disabilities **Readings**: Chapter 6 **Assignments**: Discussion Board post and comments **Due by:** Sunday, 9/27/20
6	9/28 to 10/4	**Topic**: Individuals with Learning Disabilities **Readings:** Chapter 7 **Assignments:** Discussion Board post and comments/Graphic Organizer **Due by:** Sunday, 10/4/20
7	10/5 to 10/11	**Topics**: Individuals with Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD) **Readings**: Chapter 8 **Assignments**: Discussion Board post and comments/Fact Sheets **Due by:** Sunday, 10/11/20
8	10/12 to 10/18	**Topic:** Individuals with Emotional or Behavioral Disabilities **Readings**: Chapter 9 **Assignments**: Discussion Board post and comments/Fact Sheets **Due by:** Sunday, 10/18/20
9	10/19 to 10/25	**Topics**: Autism Spectrum Disorder, Communication Disorders **Readings**: Chapter 10 and Chapter 11 **Assignments**: Discussion Board post and comments/All Fact Sheets for 1st part of Disability Handbook **Due by:** Sunday, 10/25/20
10	10/26 to 11/1	**Topic:** Individuals with Hearing and Visual Impairments **Readings/Film:** Chapters in text on hearing and visual impairments; **Film**: *Sound and Fury* documentary **Assignments:** Discussion Board post and comments/Sound and Fury Reflections essay **Due by:** Sunday, 11/1/20
11	11/2 to 11/8	**Topics**: Low Incidence; Physical Disabilities **Readings**: Chapter 14 **Assignments**: Fact Sheets **Due by**: Sunday, 11/8/20
12	11/9 to 11/15	**Topics**: Other Health Impairments; Universal Design **Assignments**: Universal Design Plan, Fact Sheets **Due by:** Sunday, 11/15/20

Week	Dates	Topics, Readings, Assignments, Due Dates, Deadlines
13	11/16 to 11/22	**Topic:** Gifted and Talented **Readings:** Chapter 15 **Assignments:** Discussion Board post and comments, Fact Sheets **Due by:** Sunday, 11/22/20
14	11/23 to 11/29	**Readings:** Review and reread chapters in texts, as needed **Assignments:** Finish Disability Handbook; Continue Choice Assignment **Due by:** *Nothing to turn in on 11/29 due to Thanksgiving holiday*
15	11/30 to 12/6	**Assignments:** Finish Disability Handbook **Due by:** Sunday, 12/6/2020
16	12/7 to 12/13	**Assignments**: Finish Choice Assignment; Online Final Exam Available **Due by:** Sunday, 12/13/20
Finals Week	12/14-12/18	Online Final Exam: Must be completed by Wednesday, Dec. 16, 2020, by 11:59PM