CAL POLY SCHOOL OF EDUCATION
SPECIAL EDUCATION
Course Syllabus

Course Number & Title: SPED XXX Issues & Trends in Special Education **(2 seminar units + 1 activity unit)**		**Term & Year**: New Course Proposal for Summer 2022	
Instructor:	**Office Location**:	**Phone**:	
Class Location & Time:	**Office Hours**:	**Email**:	
Course Description:			

COURSE LEARNING OUTCOMES. *Candidates will know, understand, and be able to:*	ASSESSMENT	SOE LEARNING OUTCOME	SOE DISPOSITION (listed at end of document)
Students will develop a conceptual foundation for the **range of typical and atypical student development**, as well as **broad issues and trends in Special Education**.	Reading Reflection Weekly Case Studies		
Students will develop a conceptual foundation for the role of Special Education teachers in **supporting language development**, including second language development, language disorders, communication, communicative intent/AAC.	Weekly Case Studies Language Development Assessment		
Students will develop a conceptual foundation for the role of Special Education teachers in **supporting visual communication and visual performing arts** for students receiving special education services.	Weekly Case Studies Visual Support Needs Assessment		
Students will develop a conceptual foundation for the role of Special Education teachers in **supporting movement, mobility, sensory and orthopedic needs** for students receiving special education services.	Weekly Case Studies Accessible Classroom Plan Assessment		
Students will develop a conceptual foundation for the role of Special Education teachers in **supporting TBI/Neurology and chronic and degenerative conditions** for students receiving special education services.	Weekly Case Studies Family Health Care Support Plan Assessment		
Students will develop a conceptual foundation for the role of Special Education teachers in **supporting digital tools, digital literacy, and learning technologies/AAC** for students receiving special education services.	Weekly Case Studies Assistive Technology Assessment		

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

READINGS

You will read the following articles across the quarter. All articles are available on Canvas:

Anderson, A., & Valero, L. (2020). Supporting academic vocabulary and social-emotional skills of students with learning disabilities through an arts-integrated social studies approach. *Teaching Exceptional Children*, *53*(2), 150-162.

Becker, P. A. (2020). Teaching language and literacy through the visual arts: An interdisciplinary literature-based approach. *Teaching Exceptional Children*, *52*(3), 166-179.

Chow, J. C., Watters, S., & Hollo, A. (2020). Supporting students with co-occurring language and behavioral deficits in the classroom. *Teaching Exceptional Children*, *52*(4), 222-230.

Dorff, J. B. (2020). Arts and education on display. *Teaching Exceptional Children*, *52*(3), 127-127.

Floyd, K., Galyon, C. L., & Floyd-Norris, K. (2020). Overcoming barriers: Use of assistive technology to access curriculum. *Teaching Exceptional Children*, *52*(6), 436-439.

Francis, G. L., Duke, J. M., Fujita, M., & Raines, A. (2021). Goal setting to support mental wellness among adolescents with disabilities and co-occurring mental health needs. *Teaching Exceptional Children*, *53*(5), 350-358.

Johnston, S. S., O'Keefe, B. V., & Stokes, K. (2018). Early literacy support for students with physical disabilities and complex communication needs. *Teaching Exceptional Children*, *51*(2), 91-99.

Kaczorowski, T., & Howorth, S. (2021). Ensuring equity and accessible technology. *Teaching Exceptional Children*, *53*(6), 402-403.

Losinski, M., & Ennis R. P. (2018). Teaching students with childhood cancer: It's more than just the disease. *Teaching Exceptional Children*, *50*(5), 292-300.

McMahon, D. D., McMahon, A. K., Hirschfelder, K., & Anglin, M. (2020). Digital tools for visual arts: Multiple means of artsy action and expression. *Teaching Exceptional Children*, *52*(3), 180-184.

Mealings, M., Douglas, J., & Oliver, J. (2017). Beyond academic performance: Practice implications for working with students following traumatic brain injury. *International Journal of Speech Language Pathology*, *19*(5), 441-453.

Miller, R. D. (2016). Contextualizing instruction for English language learners with learning disabilities. *Teaching Exceptional Children*, *49*(1), 58-65.

Obi, S. O. (2018). Interventions for students with physical disabilities and other health impairments, Report in *Advances in Special Education*.

TECH REQUIREMENTS

1. Candidates must activate their **Cal Poly email accounts** and check their Cal Poly email multiple times per week. Our primary mode of communication for this course, however, will be through **Slack**. We will walk through this collaboration tool together in class.

2. **Candidates must have access to computers and the Internet in order to complete requirements for this course. A very recent version of Google Chrome is highly recommended. You will need a computer camera, phone camera, or iPad camera for recording yourself for various course projects. The School of Education has equipment you can check out if needed (contact Dr. Wood for more information).**

3. **You will need to access Canvas, our Learning Management System, Zoom, our video meeting platform for synchronous sessions and group work, and various other online tools (e.g., Jamboards, Google Drive, Google Docs, Flipgrid). For technical support with Canvas, Cal Poly has IT has the following assistance for all students: (a) Select the "Help" button on the far left side of the global navigation menu for 24/7 chat, email, or phone supports; visit the** Cal Poly Canvas Support Site**; (c) email the Canvas Support Team at** canvassupport@calpoly.edu**; (d) call the Service Desk and submit a service ticket at 805-756-7000; (e) submit a Technical Service Request ticket directly at** http://my.calpoly.edu

ASSIGNMENTS/EVALUATION CRITERIA

1. **Reading Reflections**
2. **Weekly Case Study Protocol**
3. **Language Development Assessment**
4. **Visual Support Needs Assessment**
5. **Accessible Classroom Plan Assessment**
6. **Family Support Plan Assessment (Needs to mention specialized health care settings, TBI, mental health, etc.)**
7. **Assistive Technologies Assessment**

GRADING

A   94-100%
A-   90-93%
B   84-89%
B-   80-83%
C   74-79%
C-   70-73%

D   64-69%
D-   60-63%
F   Non-attainment of course objectives

A grade of Incomplete (I) will be issued by the instructor only under the most extreme circumstances.

Activity	Points
Reading Reflections	30
Weekly Case Study Protocol	50
Language Development Assessment	30
Visual Support Needs Assessment	30
Accessible Classroom Plan Assessment	20
Family Health Care Support Plan and Assessment	30
Assistive Technology Assessment	10
Total	220

GENERAL GUIDELINES

1.   All assignments submitted to the instructor must be the original work of the candidate. Unless otherwise indicated by the instructor, assignments are to be completed by individual candidates, do not share, copy or plagiarize other candidate's work. Collaboration in the form of discussion and input from others, however, is highly encouraged.

2.   Per SPED program policy, all assignments must be completed and presented to the instructor on or before the due dates. If assignments are submitted late, there will be a penalty of 10% deduction per day for up to one week past the due date. It is highly encouraged that you work on course assignments ahead of time; please do not wait until the last minute to complete assignments.

   ***Please note, you can ask for an extension on **one** assignment per quarter. If you find you cannot submit an assignment by the due date, send your instructor an email and propose a new submission date (within one week of the original project due date). This email will serve as a contract, and you can turn your work in by the new due date. The same policy for late work/credit deduction will apply to the new due date.

3.   Please plan to attend all classes and to be on time. With such a short amount of time to learn the content, it is imperative that you come to every class. Our SPED program policy is to excuse **one absence per quarter, per class**, but please reserve this for emergencies only. Since our course will be held remotely, the expectation is you attend all synchronous sessions. Please note that many classes include participation points. As part of your one excused absence, your instructor will allow you an alternative way to

earn in-class participation points for your one excused absence, if you use it. If you miss classes beyond this one excused absence, **your instructor will not provide opportunities for you to make up in-class participation or activity points**.

4. Unless specifically directed otherwise, all written assignments should be completed using Google Docs or Microsoft Word, following APA guidelines.

5. It is University policy to provide, on a flexible and individual basis, reasonable accommodations to candidates who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Candidates with disabilities are encouraged to contact their instructor to discuss their individual needs for accommodations. For more information, please visit the Disability Resource Center on campus or online: http://drc.calpoly.edu/

6. The School of Education strives to promote an inclusive and equitable learning environment for all students. We are committed to addressing educational and societal inequity, such as racism, sexism, heterosexism, and other forms of oppression. We embrace a notion of intellectual community enriched and enhanced by diversity along a number of dimensions and are especially committed to increasing representation of those populations that have been historically excluded from participation in higher education in the United States.

For Cal Poly's statement on diversity, please visit this site: https://academicprograms.calpoly.edu/content/academicpolicies/diversity-statement

COURSE STRUCTURE

This course has been designed for hybrid delivery in a 5-week session during summer-stateside early start.
2 Seminar Units = 4 contact hours during 5-week session;
2 synchronous/in-person contact hours; 2 asynchronous self-guided learning contact hours
1 Activity Unit = 4 activity/case study hours with activities guides by the course instructor

COURSE SCHEDULE

Week	Weekly Topics	Asynchronous Modules	Case Study In Practice Activities	Possible Readings & Assignments
Week 1:	Special Education services and supports for **language development:** • Historical context • Second language development • Language disorders • Communicative intent/AAC	In Development Asynchronous Learning Module: Teaching English Language Learners	Case Study Protocol >> Language disorders and communicative intent *Case studies include assessment of language/communication needs*	• Readings: Chow, Walters, & Hollo (2020)_TEC article; Miller (2016)_TEC article • Language Development Plan Assessment
Week 2:	Special Education services and **visual supports:** • Historical context • Visual impairments • Visual communication • Strategies/methods in visual performing arts	In Development Asynchronous Learning Module: Supporting Students with Visual Impairments	Case Study Protocol >> Visual and performing arts methods in Special Education	• Readings: Anderson & Valero (2020)_TEC article; Becker (2020)_TEC article • Visual Support Needs Assessment
Week 3:	Special Education services and supports for **movement and mobility:** • Historical context • Movement/mobility • Sensory needs • Orthopedic needs	In Development Asynchronous Learning Module: Supporting Orthopedic Needs (Guest Presenter Dr. Kevin Taylor)	Case Study Protocol >> Mobility, Sensory, and Orthopedic needs *Case studies include assessment of orthopedic needs*	• Readings: Johnston & O'Keefe (2018)_TEC article; Obi (2018)_Advances in Special Education • Plan to Create Accessible Classroom Environments
Week 4:	Neurology and health in Special Education**:** • Historical context, supports and resources, family needs • TBI/Neurology • Chronic illnesses • Mental health • Degenerative conditions • Specialized Healthcare Settings	In Development Asynchronous Learning Module: Health Needs in Special Education	Case Study Protocol >> Neurological Conditions and Chronic Illness *Case studies include assessment of Neurology and chronic illness needs*	• Readings: Francis, Duke, Fujita, & Raines (2020)_TEC article; Losinski & Ennis (2018)_TEC article; Mealings, Douglas, & Oliver (2017)_International Journal of Speech-Language Pathology • Family Health Care Support Plan Assessment
Week 5:	Technology in Special Education: • Historical context • Digital tools • Digital Literacy • Assistive Technologies/AAC	In Development Asynchronous Learning Module: Assistive Technologies	Case Study Protocol >> Assistive Technologies	• Readings: Kaczorowski & Howorth (2021) TEC article; Floyd, Galyon, & Floyd-Norris (2020)_TEC article; McMahon, McMahon, Hirschfelder, & Anglin (2020)_TEC article

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M/M: 2.1, 2.8, 2.9, 4.1

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				• Assistive Technology Plan Assessment