Course Title: Foundations of Disability I
Course Number: SPED 511
Term: Winter, 2014
Credit: 3 credits
CRN: 26804
Grading Options: Graded
Meeting times: online only

Instructor Contact Information
Cynthia Herr, Ph.D, Room 368, HEDCO Education Building
Phone: 346-1410
Email: cherr@uoregon.edu
Office Hours: Tuesdays 2:00 – 3:30 and by appointment (please email me)

Texts:
[loose-leaf and e-edition]
[Available at UO bookstore and on reserve in Knight Library]
Please NOTE: This is a new edition of the Friend textbook. It is important that you use the 4th edition. Information that will be reflected in quiz and test questions has changed since the 3rd edition.

[Available from the UO bookstore and online]
Please NOTE: This is the required book for the book review.

University of Oregon Course Website:
This course is listed on the Blackboard website at http://blackboard.uoregon.edu. At that site, you will be able to access this course syllabus (in case you don’t have your syllabus handy), take quizzes and exams, check your grade, access assignments, get up-to-date announcements concerning the course (e.g., instructor absence, corrections, etc.), download handouts related to the chapters, submit papers, and communicate with the instructors and your classmates. We encourage you to check this site often.

NOTE:
In order to log onto Blackboard, you will need to know your uoregon user name and password. This is related to the email address which the university assigned to you when you became a student. If you don’t know what your user name or password is, please go to either the technology information center on the 2nd floor of the Knight Library or to the Computing Center. Someone there will assist you in logging onto Blackboard for the first time. Once you have successfully logged on, you may go into your student information on Blackboard and change your email address if you prefer to have emails sent to an account other than your uoregon account. Instructors cannot make these changes. You must make the change yourself. The instructors do not have authorization to do this for you.

Course Description:
This introductory course surveys the range of exceptionalities of individuals ages birth through 21. Particular focus is allocated to school-age students and their special education needs. Course content is organized in three areas: (a) foundation and context of education for individuals
with disabilities, (b) characteristics, definitions, and educational considerations for individuals with disabilities, and (c) issues and trends in special education. Individual disabilities will be examined from within- and across-categorical perspectives.

**Course Objectives:**

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

1. Identify critical litigation, legislation, historical, cultural, and political events that have influenced special education.
2. Identify pivotal concepts and procedures in educating individuals with disabilities including: IEPs, continuum of services, least restrictive environment (LRE).
3. Analyze disabilities from a within- and across-categorical perspective including definitions, etiologies, characteristics, and interventions.
4. Identify primary concepts and controversies in special education and use evidence to deliberate on public issues.

**Course Format:**

All course content will be delivered online and through the textbook and publisher's website.

**Grading:**

Grades are based on a percentage of points earned. Grading for this course is non-competitive. In other words, I do not grade on the curve. Plus/minus grades will not be given in this class because it is a foundations level course. The one exception to this policy is if a student earns a perfect score (250 points) for the term. That student will earn a grade of A+. A grade of Incomplete will not be given automatically to accommodate a student's failure to complete the requirements of this course during the term. A grade of Incomplete (I) will be awarded only under special circumstances (consistent with University and College policy). A formal, written contract between the student and the instructor must be completed in the event that the instructor believes that a grade of Incomplete is appropriate.

**Grades and Point Requirements**

(300 pts.)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>92 - 100%</td>
<td>276 - 300</td>
<td>A</td>
</tr>
<tr>
<td>84 – 91%</td>
<td>252 – 275</td>
<td>B</td>
</tr>
<tr>
<td>76 - 83%</td>
<td>228 - 251</td>
<td>C</td>
</tr>
<tr>
<td>68 - 75%</td>
<td>204 - 227</td>
<td>D</td>
</tr>
<tr>
<td>&lt;68%</td>
<td>&lt;204</td>
<td>F</td>
</tr>
</tbody>
</table>

**Course Expectations:**

1. All assignments must be done individually. See the Code of Student Conduct (University web site) for information about plagiarism and cheating.
2. You should check the course Blackboard site at least weekly, more often is recommended, for announcements and reminders of due dates for assignments, quizzes, and tests.
3. Type or use a word processor for the book review. Proofread your paper for spelling and mechanics. Double space your paper and use a 12 pt. font. Paper margins should be a uniform 1 inch on all sides. Number the pages of your paper.
4. The book review assignment is due no later than 5 pm on the date on the schedule on the last page of the syllabus. You may submit the book review early. You may not turn in the book review late unless you have prior written consent from the instructor. If you wish permission to turn in the book review late, please email Cindy (cherr@uoregon.edu), not the GTF, at least 24 hours in advance of the due date. She will respond by email and will keep a copy of your email request and her response as a record that you received permission to turn in the paper late. A late penalty of 10% per 24 hour late period will be applied to any late assignment even if you have received written permission to turn the assignment in late. Late book reviews without prior written permission will not be accepted, and you will receive a zero for the assignment.
5. Because you have 6 days in which to take each quiz and exam, NO extensions will be given for any quiz or exam. If you miss a deadline, you will not have an opportunity to take the quiz or exam after the deadline. I highly recommend that you write all due dates on your personal calendar or in an assignment book.
6. All quizzes and exams are administered online. There are set time periods for taking each quiz and exam. If you fail to take a quiz or exam
before the deadline, you will not be able to make it up. Please pay close attention to the due dates on the schedule on the last page of this syllabus. Always check your Blackboard grade book after you have submitted a quiz or test to make sure that your score was recorded.

Assignments

Assignments

**Assignments**

**Quizzes (8 @ 10 = 80 points)**  See Schedule on Last Page

You will have eight 10-point quizzes throughout the term (see schedule). Quiz one will cover chapter 1 only. Each of the other seven quizzes will cover two chapters. Each quiz consists of 10 multiple-choice questions. Quizzes must be taken on-line through the course Blackboard site. You will have a six-day window of time in which each quiz will be available on-line. You will be allowed 3 attempts at earning the maximum 10 points on each quiz; however, you will have 30 minutes for each attempt. Blackboard will record the score of your best attempt in the grade center. Important: Once you log on to take a quiz and indicate that you are ready to start the quiz, you will have 30 minutes to complete the quiz each time you attempt it. Once you begin a quiz, you must complete it. You may not stop and come back to the quiz. If you exceed the allotted time, the Blackboard program will not accept your score. Always check your grade book on Blackboard after you submit a quiz to make sure that your score was recorded. If you experience any technical difficulties in taking on-line quizzes, you should email Cindy or the GTF as soon as possible and tell us what the problem is.

**STUDY TIP:** Print out your quizzes. They will be useful in studying for the midterm and final. AND, they serve as proof that you took a quiz in case for some reason a quiz grade doesn't get recorded. This is also a good idea for the midterm and final. Print before you submit your quiz or test.

**Midterm and Final @ 60 points each = 120 points** See schedule on last page

Two examinations will be administered during the term to assess your knowledge of content in chapter readings. The midterm will cover chapters 1 - 7 and the final will cover chapters 8 - 15. Please check the schedule for the available dates. Each exam will consist of 30 multiple choice questions (2 points each). You will have 90 minutes to complete each exam. You may attempt each exam only once. See above tip about printing out your quizzes as they will be excellent study guides for the exams. Always check your grade book on Blackboard after you submit a test to make sure that your score was recorded.

**Book Assignment (50 points)**  See Schedule on Last Page

For this assignment, you will read an assigned book (available from the bookstore; see page 1 of this syllabus for title of book) about a person with a disability. The book may be written from the perspective of a family member writing about the person with the disability, or the book may be written by the person with the disability. Directions for this assignment can be found on Blackboard under “Assignments” tab on Blackboard. There is no page limit for the book review, but you should be able to address all of the assignment questions in about 4-5 double-spaced pages. Follow the directions on Blackboard for submitting your book review. Your book review will not be returned to you.

**Bonus Point Opportunity: Review a Film About Disability (5 points max.)**

The directions are listed under the “Assignments” tab on Blackboard. Follow the directions on Blackboard for submitting your film review. Reviews will not be returned to students.

**Article Reviews**  See schedule on last page

You are required to read two research articles (empirical research) on special education topics. I have chosen articles and they are posted on Blackboard. You may read your chosen article online or print out a copy for yourself. Follow the directions in the file attached to each assignment. Each article corresponds to a chapter in the textbook. Each article review can generally be written in a 3-4 page, double-spaced paper. The due dates for each review are listed on the schedule on the last page.

For the first article review, you must choose one of the articles posted on Blackboard under the Assignments folder labeled “Articles for Review 1.” You may read any one of the articles posted there in PDF format. Submit your article review on the Assignments page of Blackboard.

For the second article review, you must choose one of the articles posted on Blackboard under the Assignments folder labeled “Articles for Review 2.” You may read any one of the articles posted there in PDF format. Submit your article review on the Assignments page of Blackboard
Class Policies

Late Assignment Policy
All quizzes, the book review assignment, and the final exam are due no later than 5 pm on the dates on the course schedule on the last page of this syllabus. You may turn in the book review early, but not late. There will be no extensions given for any quiz or exam regardless of a student's reason. Because all quizzes and assignments are available across multiple days, students should have ample time to do them. Your book review may be submitted after the due date ONLY if you follow the procedures given in item 4 on page 3 of this syllabus. Please print out the course calendar and make sure that you know when the quizzes, exams, and the book review are due.

"People First" Language
People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases, both in speech and in writing, like "the handicapped," "EH kids," "severely retarded," or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, the student with a severe disability, the program for students with behavior disorders. This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess. Students and the instructors are expected to use appropriate language in all written work.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that:
1. we respect the dignity and essential worth of all individuals.
2. we promote a culture of respect throughout the University community.
3. we respect the privacy, property, and freedom of others.
4. we reject bigotry, discrimination, violence, or intimidation of any kind.
5. we practice personal and academic integrity and expect it from others.
6. we promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with Cindy within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (see Oregon Home Page). The code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution
The mission of the College of Education is to "Make educational and social systems work for all." Several options, both informal and formal are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: the Associate Dean for Curriculum and Academic Programs: 346-0065, or Surendra Subramani, Diversity Coordinator: 346-1473 or surendra@uoregon.edu

Outside the College, you can contact:
UO Bias Response Team: 346-1139 or http://darkwing.uoregon.edu/~brt/
UO Conflict Resolution Services 346-0617 or http://darkwing.uoregon.edu/~crs/ UO Affirmative Action and Equal Opportunity 346-3123 or http://aaeo.uoregon.edu/
Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Instructor Obligations in Regard to Mandatory Reporting

It is my duty as a faculty member to report any instances of sexual assault, domestic and dating violence, gender-based stalking, or child abuse of which I become aware. Please recognize that if you share information related to these crimes, I am obligated to report that information to my supervisor. Here are the universities' relevant policies:

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity.

All UO employees are required to report to appropriate authorities when they have reasonable cause to believe that any child with whom they come in contact has suffered abuse or any person with whom they come in contact has abused a child.

Schedule of Quizzes and Tests

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<thead>
<tr>
<th>Quiz/Test</th>
<th>Covers</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Opens 7 AM Friday</td>
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<tr>
<td>Quiz 1</td>
<td>Chapter 1 in Friend text</td>
<td>Jan. 10</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>Chapters 2 &amp; 3 in text</td>
<td>Jan. 17</td>
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<tr>
<td>Quiz 3</td>
<td>Chapters 4 &amp; 5 in text</td>
<td>Jan. 24</td>
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<tr>
<td>Quiz 4</td>
<td>Chapters 6 &amp; 7 in text</td>
<td>Jan. 31</td>
</tr>
<tr>
<td>Midterm</td>
<td>Covers Chap. 1 – 7 in text</td>
<td>Feb. 7</td>
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<tr>
<td>Quiz 5</td>
<td>Chapters 8 &amp; 9 in text</td>
<td>Feb. 14</td>
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<tr>
<td>Quiz 6</td>
<td>Chapters 10 &amp; 11 in text</td>
<td>Feb. 21</td>
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<tr>
<td>Quiz 7</td>
<td>Chapters 12 &amp; 13 in text</td>
<td>Feb. 28</td>
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<tr>
<td>Quiz 8</td>
<td>Chapters 14 &amp; 15 in text</td>
<td>Mar. 7</td>
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<tr>
<td>Final</td>
<td>Covers Chapters 8 - 15</td>
<td>Mar. 14</td>
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Other Assignments:

Article Reviews: #1: Thursday, Jan. 30, by 5 PM; #2: Thursday, Feb. 27, by 5 PM

Book Review Due: Thursday, Feb. 13, 2014 by 5 PM.

Bonus Film Review Due: Thursday, March 13, 2014 by 5 PM.