

Eastern Michigan University
Department of Special Education
Syllabus
SPGN 251 - Honors
Introduction to Inclusion and Disabilities Studies in a Diverse Society
Fall, 2015
Wednesday 10:30-1:10
Room 213 Porter

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Office hours: Monday: 3:15-4:30; Wednesday: 1:15-4:30; **Online/email:** Anyday by email until 9:00 p.m. including Saturday and Sunday; other times by appointment

Catalog Description:

An introductory survey course providing the historical, philosophical, and organizational factors leading to the enactment of federal and state laws, rules, and regulation governing persons with disabilities including those in special education. Characteristics, educational and functional considerations, and implications of all areas of exceptionality including the gifted, learning disabled, cognitively, emotionally, speech and language, hearing, visually, physically and health impaired are addressed.

General Education Course Rationale:

This course introduces students to issues of diversity in American society, workplace, schools, and community through an examination of the historical and contemporary lived experiences of persons with disabilities in the United States. As such, it fulfills the U.S. Diversity requirement of the General Education Curriculum. The course explores how persons with disabilities have been denied the guarantees of liberty and equal protection of the laws provided for in the U.S. Constitution and traces the disabilities rights movement as its participants challenged unjust laws and fought social intolerance, prejudice, and stereotypes in order to participate more fully in the social, political, and economic life of the nation. Given that almost one-fifth of people in the United States have a disability, students will likely interact with, or may become a member of, this important subgroup of American citizens. Through this course, students will acquire an understanding of the cultural complexity of disability in American society. The accumulation of readings, discussions, and activities will prepare students to apply concepts and practices of inclusion, belonging, and institutional transformation in their future workplace and social experiences.

General Education Outcomes for U.S. Diversity:

In this **U.S. Diversity** course, students will:

- Examine the complexity of their own cultural identities and how these relate to the cultural identities of others in the U.S.
- Explore the causes and consequences of social intolerance in the U.S.
- Examine the differences between social intolerance and institutionalized racism, ethnocentrism, and exclusion in the U.S.

- Explore how diversity has affected and continues to affect income distribution, economic mobility, political access, and the democratic process in the U.S.
- Develop an awareness of alternative values, views, and communication styles in the U.S.

EMU Program Theme

Caring Professional Educators for a Diverse and Democratic Society

Course Texts and Materials

***Required:** Smith, P.S. (Ed.). (2014). *Disability and diversity: An introduction. (Revised)*
Dubuque, IA: Kendall Hunt. ISBN: 978-1-4652-4028-6

***Required:** LiveText account for Lesson Modification project (**for those who are education majors**)

Course Outcomes/Objectives (Based on the Council for Exceptional Children (CEC) Competencies and U.S. Diversity General Education Outcomes)

By the end of the semester, students will

1. explore the diverse abilities and disabilities of the groups of individuals who are commonly classified as exceptional while developing an awareness of alternative values, views, and communication styles in the U.S., particularly as this awareness relates to persons with exceptionalities [*CEC Knowledge and Skill Standards: ICC1K1, ICC2K2, ICC2K5, ICC2K6, IGC2K2, IGC2K3, ICC3K1, ICC3K5, IGC4S1, ICC4S3, IGC4K5; U.S. Diversity Outcome 5*];
2. differentiate the inter- and intra-individual differences found in individuals who are classified as exceptional and how these differences relate to the cultural and individual identities of persons who are not classified as exceptional [*CEC Knowledge and Skill Standards: ICC1K5, ICC2K3, ICC3K2, ICC3K3; U.S. Diversity Outcome 1*];
3. integrate the intra-individual differences in individuals that are relevant for planning an educational program and/or life skill [*CEC Knowledge and Skill Standards: IGC2K4, IGC2K5, ICC3K4, ICC5K1, ICC5K4, ICC5K8, IGC5K2, IGC5K3*];
4. identify the diverse educational, vocational, and life needs of exceptional individuals and the possible alternative learning and living environments, including those based on universal design and universal design for learning principles employed to meet these needs in ways that keep the individual from being excluded in school, family, community, and/or society [*CEC Knowledge and Skill Standards: ICC5K5, ICC5K7, ICC5K8, ICC5S3, ICC5S9, ICC5S11, ICC6K1, ICC6K3, IGC6K3; U.S. Diversity Outcome 3*];
5. examine the laws pertaining to people with disabilities through the age span, with particular focus on how civil rights principles, litigation, and legislation have provided the foundation for these laws [*CEC Knowledge and Skill Standards: ICC1K2, ICC1K3, IGC1K6, IGC1K8, IGC5K1; U.S. Diversity Outcome 4*];
6. explore current instructional practices and programs for exceptional individuals [*CEC Knowledge and Skill Standards: IGC4K1, ICC4S3, ICC4S5, IGC4K3, IGC4S1, IGC4S11*];

7. recognize the main stages in the history of education of people with disabilities, including current trends, including how the diversity of abilities has affected and continues to affect income distribution, economic mobility, political access, and the democratic process [CEC Knowledge and Skill Standards: ICC1K6, ICC1K8, ICC1K9, IGC1K3, IGC1K5, IGC1K7; U.S. Diversity Outcome 4];
8. develop an interest in the welfare of people with disabilities – a recognition of society’s challenge to help these individuals realize their potential – and how this interest impacts social intolerance, institutionalized racism, ethnocentrism, and exclusion in the U.S. [CEC Knowledge and Skill Standards: IGC6K1, IGC7K3, ICC7S1, ICC8K3, IGC8K1, IGC8K3, IGC8K4, ICC9K1, ICC9K2, IGC9K1, ICC9S2, ICC9S5, ICC9S6, IGC9S2; U.S. Diversity Outcome 3].
9. Explore the complexity of the diversity of exceptionalities upon one’s own cultural identity, as well as interrelationships among cultural identities of others with or without exceptionalities, that factor into the causes and consequences of social intolerance in the U.S. [CEC Knowledge and Skill Standards: IGC2K2, ICC3K1, ICC1K5, ICC2K3, ICC3K3, ICC3K4, ICC5K8, ICC5K7, ICC6K1, ICC6K3, ICC1K8, ICC1K9, IGC1K7, ICC9K1, ICC9S6; U.S. Diversity Outcomes 1, 2].

Structure of the Class

This class is a combination of lecture, in-class discussion, online discussion, out of class assignments and individual and small group activities. All assignments and activities are designed to assist you in applying lectures, readings and class discussions which help you to retain and internalize the concepts to which you will be exposed. Most students share a change in thinking about the culture of disability and the disability experience through their readings, assignments, class times, observation and discussions.

Projects, Exams, and Assignments:

Lesson/Workplace Modification Project	=	50 points	_____	pts.
Public Service Announcement	=	40 points	_____	pts.
Multiple Intelligence Quiz and Paper	=	15 points	_____	pts.
In-class Learning Logs	=	5 points each	_____	pts.
Video Reflection	=	15 points	_____	pts.
Special Education Class Observation	=	30 points	_____	pts.
Mid-term Exam	=	30 points	_____	pts.
In-class Activities	=	5 points each	_____	pts.
Timeline	=	20 points	_____	pts.
Inclusion Debate	=	25 points	_____	pts.
Research Project	=	35 points	_____	pts.
Online discussions	=	10 points each	_____	pts.
Various homework assignments	=	5-10 points each	_____	pts.

Assignments and Projects

1. Lesson/Workplace Modification Project = 50 points

This project is a department-wide, standard assessment implemented in every section of SPGN 251. The primary goal of the project is to help students apply and synthesize course knowledge. This project has nine (9) steps to completion. Each step will be due throughout the semester leading to the final upload of the project by semester's end.

If you are an **education major**, you will prepare a project that contains the following

- Information describing two PreK-12 students with exceptional learning needs,
- Citation of a specific lesson plan,
- Discussion of appropriate lesson modifications for each student along with rationales for each modification,
- Description of how each students' learning will be measured, and
- A personal reflective statement regarding his/her own learning, as well as discussion of possible next steps if the lesson modifications are not successful.

If your **major is something other than education**, your project will focus on your major area of study and how you would implement accommodations/modifications for someone with a disability in the workplace or how you might accommodate customers with disabilities in the workplace. For instance, a business major will be asked to prepare a document that includes the following

- Description of a hypothetical workplace environment,
- Description of two in-coming employees with different disabilities,
- Discussion of appropriate workplace modifications (including physical space, material accessibility, co-worker training, etc.),
- A description of how these modifications meet ADA regulations,
- A description of how one might evaluate the success or failure of these modifications, and
- A personal reflection on any changes in the business major's perceptions and attitudes towards persons with disabilities as a result of this assignment.

To successfully complete SPGN 251, a student must receive a minimum score of 75% on the final project.

LiveText Required: The College of Education at EMU is accredited through NCATE and the Department of Special Education is accredited through the Council for Exceptional Children (CEC). Both of these accrediting bodies require electronic documentation of specified course outcomes. To meet these requirements, students in all sections of SPGN 251, as well as many other courses in the College of Education, are required to establish an account in LiveText. Some of you may have already purchased your LiveText account and others of you will purchase it this semester. You will use your LiveText account throughout your teacher preparation program to include student teaching. **This is a requirement for ALL students in the College of Education.**

LIVE TEXT

HOW TO OBTAIN YOUR STUDENT LIVETEXT ACCOUNT

Step 1) Obtaining your LiveText Keycode at EMU

Before you go to the LiveText website you must first acquire a Keycode from EMU.

1. Enter <http://www.emich.edu/coe/livetext/> in your web browser's address bar.
 2. Click the link "For EMU Student LiveText Information".
 3. Click the link for "Getting your LiveText Keycode at EMU"
 4. You will be taken to a help page that provides instructions on how to acquire your Keycode. Near the bottom of this page you will find a link "Click here to be taken to the EMU Student LiveText Keycode login page"
 5. After you click this link you will be taken to a secure EMU web page where you will log in with your my.emich username and password. Click the "Sign in" button to sign in.
 6. Select the semester you will begin using LiveText.
 7. Click the "Proceed with Key Assignment" button.
 8. Choose the "Charge Option" (LiveText for \$70.00). Your student eBill at EMU will be charged the appropriate amount. You can use financial aid to pay for your subscription if you follow this process. This price is significantly discounted from the price that LiveText charges students through its website (i.e. \$98).
 9. Click the "Yes, I would like a key" button.
 10. The next screen will give you your unique LiveText Student Keycode, which you will need to Write Down, Copy or Print for use when you go on to the LiveText site to create your LiveText account. *This Keycode can only be used one time.
- If you forget your Keycode, or copy it incorrectly, you can log back in to the Keycode website and retrieve your Keycode information*

Step 2) Registering with LiveText

1. Enter <http://www.livetext.com>
2. Click on "Register Account" link on the right side of the page under Customer Service.
3. Fill out all the information requested.
 - a. For your username and password use your my.emich username and password
 - b. Be sure to select Michigan as the state and Eastern Michigan University as the university
4. Click "Next" and LiveText will then provide a final confirmation screen with your username and password.
5. When you are ready to use your LiveText account return to <http://www.livetext.com> and enter your username and password in the fields provided.

Step 3) Log in to your LiveText Account

As long as you have Internet access and an appropriate Web browser you can log in to your account directly from the LiveText home page.

1. Enter <http://www.livetext.com> in your web browser's address bar.
2. Enter your username and password.
3. Click the Login button

If your login is successful your MyDesk workspace page will appear.

Step 4) Training

- The EMU Student LiveText Guide (written instructions) is available online at www.emich.edu/coe/livetext/students/
- Scroll down to the LiveText Training section at <http://www.emich.edu/coe/livetext/students> to the link for instructional videos. The link is titled Training Videos.
- Training sessions are available in 206 Porter. Visit the LiveText Training section at <http://www.emich.edu/coe/livetext/students> for dates and times

NEED HELP?

At EMU: email: coe.livetext@emich.edu

SPGN 251 Lesson Modification Project Rubric

Element	Target	Acceptable	Unacceptable
1. Demonstrates Mastery of Concepts CEC/IIC/IGC CC2K1; CC2K2; CC2K3	Guidelines are followed in full and information provided reflects mastery of concepts such as educational implications of disabilities, human growth and development, and the cultural and environmental milieu encompassing the individual and the family	Guidelines are followed and demonstrate a basic understanding of concepts	Project does not meet guidelines and there is little demonstration of conceptual understanding
2. Demonstrates Planning and Organization CEC/IIC/IGC CC9S8	Project demonstrates planning and organization and is of professional quality	Project is organized in acceptable manner with no obvious problems	Project has at least one major error/problem, or is difficult to read or follow
3. Modifications Address Individual Needs CEC/IIC/IGC CC1K1; CC1K5; CC1K10; IC1K4	Modifications are specific to the identified needs of each student and are appropriate to age/grade level. Multiple teaching strategies and activities are designed to support each student's success and reflect cultural and linguistic diversity, mode practices, and the relationship between	Modifications are specific to the identified needs of each student and are appropriate for age/grade level. At least one teaching strategy/activity is presented for each student.	Modifications are generic and do not specifically address the students needs; or, they are not appropriate for age/grade level; or are inappropriate for one or both students.

Element	Target	Acceptable	Unacceptable
	home and school.		
4. Rationale Addresses Conditions of the Disability CEC/IIC/IGC IC1K6; CC2K5; CC2K6; IC2K2; IC2K3; IC2K4	Evidence of reasoning behind the selected modifications that closely align with the students' identified characteristics. Rationale demonstrates an understanding of individual's sensory, medical, social-emotional needs in relationship to the concept of least restrictive environment.	Evidence of reasoning behind the modifications and the students' characteristics. Rationale demonstrates at least basic understanding of the link between student needs and modifications.	Evidence of reasoning is minimally present or absent.
5. Modifications Align with Lesson Objectives GC1K8; GC1K9; CC3K1; CC3K2	Modifications are specific to the identified needs of the students and support participation in learning. Attention has been given to finding modifications that help students master the objectives in ways similar to their peers.	Modifications are specific to the identified needs of the students and attempt to support the students' active participation in learning.	Modifications for one or both students are not specific to their individual needs.
6. Modifications are Realistic CEC/IIC/IGC CC3K5; IC3S1	Modifications have been chosen that can be easily implemented. Explanation describes how the teacher can teach to the whole group while accommodating for individual learning and cultural differences.	Modifications are easy for the teacher to implement and the explanation shows the use of these modifications in a group setting.	Modifications require too much time for preparation or are costly. There is no explanation as to how the modifications can be used in a group setting.
7. Assessments Measure Student's Understanding of the Lesson CEC/IIC/IGC CC3K5; IC3S1	Assessment procedures that successfully measure learning objectives of all students are developed and described. Modifications to the assessment support the individual needs of each student.	Assessment procedures to measure learning objectives of all students are developed and described. Modifications to the assessment are minimally present.	Assessment procedures and modifications are not included.
8. Evidence of Professional Writing CEC/IIC/IGC CC9S8	All writing demonstrates perfect spelling, grammar and punctuation and communicates in an effective and professional	Writing has minimal errors in spelling, grammar and punctuation. Information is	Writing has multiple errors in spelling, grammar and punctuation and information is

Element	Target	Acceptable	Unacceptable
	manner.	communicated in a minimally professional manner.	poorly communicated.
9. Evidence of Electronic Submission CEC/IIC/IGC CC9S12	All components are uploaded appropriately into <u>LiveText</u> .	Some components are uploaded appropriately into <u>LiveText</u> .	The project is not uploaded into <u>LiveText</u> .
10. Provides Comprehensive and Insightful Personal Reflection CEC/IIC/IGC CC9K1; CC9K2; CC9S11	Personal reflection is concise, shares accurate information and key points, and speaks to personal insights and growth/learning about teaching students with exceptional learning needs. Includes logical and appropriate next steps if the lesson is not successful.	Personal reflection is acceptable, covering key points in an accurate manner and shares personal learning about disabilities. Reasonable next steps for re-teaching are included.	Personal reflection is cursory and lacks a genuine voice. Steps for re-teaching are not included.

2. Public Service Announcement = 40 points

In groups of two, you will write, produce and present a public service announcement about one of the thirteen disability categories. You can check out a video camera to record the announcement. Be creative. You may want to include a person who has a disability in your production. This PSA should last 60 seconds and inform the general public about an issue related to a particular disability. You will want to research this disability so that you are able to determine what information is most important for the general public to acknowledge. Determine what information that by knowing, helps people with disabilities. The video will be shared with the class with a pre-screening introduction, screening and then a Q & A session that you will lead.

3. Multiple Intelligences Quiz and Reflection = 15 points

You will complete a multiple intelligence quiz as a homework assignment. The website to complete the quiz is: <http://literacyworks.org/mi/assessment/findyourstrengths.html> Please be sure to print the results of your top three (3) intelligences and bring this to class. We will discuss the results in class and you will turn the printout in along with one-page reflection paper giving your insights about what learning style you are and whether or not it surprised you. You will complete the information under the following topic headings: (**topic headings are required**)

- a) Which multiple intelligence you are and explain what that means as far as how you learn best
- b) Your reaction to that MI – did you already know that and why or how? Did not know that, why or how?
- c) How this information will help you as a learner?

- d) How this information may help you as a teacher?
- e) What did you learn from this exercise?
- f) How important is this information when working with special needs student(s)?

4. Learning Logs = 5 points each

Learning reflections will be completed at the end of most class times. You must be present to complete this in-class assignment. This exercise is intended to be a thoughtful response to what you learned in class. Give some thought to your ideas. Each Learning Log should contain a response to each question for a **minimum of two (2) sentences each** to receive a full credit or 5 points.

5. Video Reflection= 15 points

a. Watch a movie that portrays a situation or person with a disability (i.e. I am Sam, Rain Man, Mr. Holland's Opus, The Other Sister, Radio, Front of the Class, Temple Grandin, Fly Away, Extremely Loud and Incredibly Close, Mary and Max, What's Eating Gilbert Grape, Simon Burch, The Blind Side, Mozart and the Whale, A Dog Named Christmas, A Smile as Big as the Moon, Forrest Gump, A Beautiful Mind, Awakenings, Being There, Benny and Joon; Butterflies Are Free, Charley, The Elephant Man, My Left Foot, Ordinary People, Nell). These are only suggestions, you do not have to watch one of the above.

b. After watching the movie, write your reaction/reflection to the movie. I do not want a movie review or play by play account. I have seen most of these movies and really just want your response to the movie. This paper should be **at least two (2) pages** long and in APA format.

c. Include the following as your topic headings: **(topic headings are required)**

Movie Title

Major Actors/Actresses

Date of the Movie Release

Disability portrayed and if it is believable

Your Reflection (your thoughts/feelings about the movies)

Would you recommend this movie to others? Why or why not?

d. Your response should also reflect your emotions, your experiences and how the movie impacted your thinking about people with disabilities. You **should** use specific aspects of the movie to substantiate your responses.

6. Observation of a Special Education Classroom = 30 points

Make arrangements with a special education teacher either locally or in your hometown to spend **three (3) hours** in their classroom for an observation. As you observe, watch one student in particular. Turn in a **three (3)-page** paper detailing your observation using APA format. Your written observation should include as much detail as possible. You should use these topic headings to create your paper: **(topic headings are required)**.

- Grade
- Age level
- Subject being taught

- Methods the teacher used to teach the lesson
- How the student(s) responded to the lesson
- Application activities used to enforce the lesson concept
- Behavior management system in the classroom
- Room arrangement
- What you learned from this assignment
- Did this observation change your way of thinking about special education?

7. In-class and out of class activities = 5-10 points

Each week you will participate in discussion assignments and activities done mostly within a small group model as well as additional homework assignments such as *IRIS* Modules you will do on your own time.

8. Exams = 30 points

There will be a mid-term exam based upon readings, lectures and in class activities. You will receive a study guide one-week before the exam date.

9. Inclusion Debate = 25 points

In your assigned groups, you will be given a position about the concept of children within a disabilities inclusion model. Each group will have a position, will need to research their position, and will debate another group with another position. The group and position assignments will be given in class along with additional instructions and a rubric.

10. History of Special Education Timeline= 20 points

In your assigned groups, you will create a timeline showing the important components of the history of special education including but not limited to: important persons, important periods in time, legislation that was occurring along the timeline as well as important court cases occurring during the time span. Be sure to color code the components as well. More details about this assignment will be given in class.

11. Research Paper = 35 points

The student will produce a **six** (6) page research paper based upon a topic that affects those with disabilities. The student will choose a topic that is posted by the professor. It must be a minimum of **six** (6) pages in length, typed in APA format, include a reference page with at least five (5) different references (no more than one website). The reference page is not counted in your paper length. This paper is not long enough to explore the topic in-depth so you will need to consider covering the most important aspects of the topic.

The format should look like an article in a research journal and include:

- a) Introduction to the topic
- b) Literature Search for your topic (where did you find the information and a sentence summarizing what the main idea of the source stated)
- c) Discussion of Research Findings (what did you find in the literature)
- d) Future Considerations (what should be the next step in research and practice)
- e) Reference Page

12. Online Discussions = 10 points each

Each week the professor will post a prompt to the EMU Online course site. You will have an opportunity to post a response to the question/comment as well as post a response to one of your classmates. Those two responses, which will be thoughtful in nature (i.e. not "I agree with your post") will be worth a possible 10 points per week. These two responses are due by midnight the night before class.

Grading Scale:

A	94-100	C	73-75
A-	90-93	C-	70-72
B+	86-89	D+	66-69
B	83-85	D	63-65
B-	80-82	D-	60-62
C+	76-79	F	0-59

Policies:

Classroom Conduct

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the university community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Judicial Services (SJS) for discipline. Part of your education is learning to be a professional in your field. With that in mind here are **examples of inappropriate classroom conduct**:

1. Repeatedly arriving late to class
2. Using a cellular telephone in class at anytime including texting.....put your phone on vibrate before you enter the classroom
3. Talking while others are speaking.
4. Using a laptop or iPad in class (unless instructor approved)
5. Being disrespectful to other classmates or the professor either verbally or non-verbally.
6. Sleeping in class.

You may access the Student Conduct Code online at www.emich.edu/sjs.

You may use your laptop to take notes if you have a letter from the Office of Disabilities, otherwise, laptops will stay closed during class time unless the instructor requests logging online.

Projects and assignments must be turned in at the beginning of class time.

- **For each day late, 1 point will be deducted from the assignment/project.**
- **½ point will be deducted for each grammatical, spelling, or APA error noted.**
- **Assignments will not be accepted after seven (7) days past due date**
- **All education majors must receive at least a "C" in order to be admitted to the Initial Teacher Preparation program. Students may repeat this course only twice.**

Attendance

Students are expected to attend each class session. The only exemptions to this policy are the ones specified in the EMU handbook for student emergencies. Students experiencing such emergencies must notify the instructor as soon as possible to discuss course completion and must submit sufficient/appropriate documentation for the absences.

Academic Integrity Policies

University-Wide Policy: Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the *Office of Student Judicial Services* for discipline that can result in either a suspension or permanent dismissal. The **Student Conduct Code** contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you’re doing would be considered academic dishonesty, consult with the instructor.

Department of Special Education Policy: The Department of Special Education is committed to academic integrity as a means to promote ethical development, personal accountability, and an exceptional learning environment. Therefore, within the Department of Special Education, an act of academic dishonesty may result in failure of the assignment at issue, removal from a field experience, practicum, student teaching or internship site, failure of the course, or, dismissal from the program. An allegation that a student has committed an act of academic dishonesty will be handled by the faculty member, in consultation with the student’s Program Area and the Department Head. Pursuant to the University policy governing acts of academic dishonesty, if the student denies the allegation, the faculty member may refer the case to the *Office of Student Judicial Services* for an investigation and formal findings before assigning the academic penalty.

EMU Support Services

NOTE: Some locations have temporarily changed due to campus construction. Visit the program websites to obtain current location information.

<p><i>For tutoring and study skills help:</i></p> <p>Holman Learning Center G04 Halle Library 487-2133 http://www.emich.edu/tlc/</p>	<p><i>For help with writing assignments:</i></p> <p>The Writing Center 115 Halle Library 487-0694 http://www.emich.edu/english/writing-center/</p>
<p><i>For help with math:</i></p> <p>Math Lab 220 Pray-Harrold 487-4474 http://www.math.emich.edu/Tutoring</p>	<p><i>For help with personal issues:</i></p> <p>Counseling Services 313 Snow Health Center 487-1118 http://www.emich.edu/uhs/counseling.html</p>
	<p>COE Counseling Clinic</p>

<i>For disability-related assistance:</i>	135 Porter Building 487-4410
Disability Resource Center 240 Student Center 487-2470 http://www.emich.edu/disabilities/	http://www.emich.edu/coe/clinics/counseling/index.html
CATE Lab 120 Porter Bldg. 487-1419 http://www.emich.edu/coe/labs/cate/index.html	Psychology Clinic* 611 W. Cross 487-4987 http://www.emich.edu/psychology/dept-psychologyclinic.html *sliding fee scale

Campus Safety:

Please sign up for the emergency text-messaging system (www.emich.edu/alerts) so that DPS can notify us of any crisis affecting the class. Also consider availing yourself of the campus escort service, Student Eyes and Ears for University Safety, by calling 48-SEEUS (487-3387).

UNIVERSITY WRITING CENTER
115 Halle Library
734-487-0694
<http://www.emich.edu/uwc>

FALL 2015

The **University Writing Center** (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of **10 a.m. and 6 p.m. Mondays through Thursdays** and from **11 a.m. to 4 p.m. on Fridays**. The UWC opens for the Winter 2015 semester on **Monday, September 14** and will close on **Monday, December 14**.

The UWC also has several **satellite locations** across campus (in Owen, Marshall, Pray-Harrold, Sill, and Mark Jefferson). These satellites provide writing support to students in various colleges and programs across campus. **The Pray-Harrold satellite (rm. 211) is open Monday through Thursday, 11 a.m. to 4 p.m.** Other satellite locations and hours can be found on the UWC web site: <http://www.emich.edu/uwc>

The **Academic Projects Center** (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. The APC is open **11 a.m. to 5 p.m. Mondays through Thursdays** for drop-in consultations. Additional information about the APC can be found at <http://www.emich.edu/apc>.

Students seeking writing support at any location of the University Writing Center should **bring with them a draft of what they are working on and their assignment sheet**.

F and J International Students

The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the *Office of International Students*, EMU Student Union, within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding
- Changes in your degree completion date
- Changes in your degree level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIS is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 734-487-3116, not your instructor.

International Student Resource Center

318 King Hall, (734) 487-0338

The ISRC offers one-to-one assistance with writing and other projects for students whose first language is not English. Consultants in the ISRC are able to teach international students strategies for improving their writing, reading, speaking, and grammar usage. The ISRC is open Mondays through Thursdays from 10 a.m. – 4 p.m. and Fridays from 10 a.m. – 12 p.m. Students can drop in or make appointments online <http://www.emich.edu/esl/isrc/>.

SPGN 251
Wednesday, 10:30-1:10
Fall, 2015
Room 213 Porter

Date	Topic	Reading/Assignment
9.8.15	Review syllabus, course expectations Disability Overview	In class activity Learning Log Chapter 1
9.16.15	History of Special Education and Disabilities	Chapters 2 -5 and 20 In class activity Lives Worth Living Video Learning Log Online discussion due
9.23.15	Teaching in a Diverse Classroom	In class activity Timeline Due Learning Log Online discussion due
9.30.15	Physical Disability Talented and Gifted	Chapters 6, 8 and 18 In Class Activity Video Reflection Due Learning Log Online discussion due
10.7.15	Attention-Deficit/Hyperactivity Disorder –ADHD Sign-up for Research Projects	Chapter 7 In Class Activity Inclusion Debate Learning Log Online discussion due
10.14.15	Intellectual Disabilities	Chapters 9 and 10 Graduating Peter video Online discussion due
10.17.15	Midterm Exam Hearing Impairment Low Vision and Blindness	Chapters 1-10 and 20 Chapters 11, 12 and 13 In Class Activity Learning Log Online discussion due
10.21.15	Learning Disabilities	Chapter 14 In Class Activity FAT City Video Dr. Koch biography Learning Log Online discussion due
10.28.15	Communication Disorders	Chapter 15 In Class Activity Research Paper and Presentation of Research Due Learning Log Online discussion due

11.4.15	Emotional Impairment	Chapter 16 Classroom Observation Due Online discussion due
11.11.15	Autism Spectrum Disorders	Chapter 17 Autism is a World video Learning Log In Class Activity Online discussion due
11.18.15	School and Disabilities	Chapters 19, 21-24 Online discussion due
11.25.15	No Class	Thanksgiving Break
12.2.15	Multiple Intelligence Universal Design for Learning	Chapters 25-28 Multiple Intelligence Quiz Due Online discussion due
12.7.15	Disabilities and Communities	Chapters 31-34 Lesson Modification Project Due Online discussion due
12.16.15	Final (10:30)	PSA Presentations to Class

***Note: this schedule is subject to change at the discretion of the professor.**

