American Public University System

The Ultimate Advantage is an Educated Mind

School of Education
CHFD 312
Special Needs Students
3 Credit Hours
8 Week Course
Prerequisite(s): None

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Course Description (Catalog)

This course focuses on theory and practical approaches to understanding and providing accommodations for students with special needs. Students will be presented with an overview of the characteristics of the most prevalent types of disabilities, as well as the laws that protect and best educational practices for children with disabilities. Students will examine the methods to teach, as well as the documents that provide the legal basis for meeting the needs for an appropriate education for this population.

Course Scope

This course will provide an overview of the characteristics of the most prevalent types of disabilities as well as a review of the laws that protect individuals with disabilities.
Students will be introduced to the best educational practices for individuals with disabilities.

## Course Objectives

During completion of this course students will:

- Examine theory and practice related to the identification of and provision of services to students with special needs
- Identify interplay between culture, community and special needs families and children
- Explore best practices for teaching children within the major special needs categories
- Research the IDEA laws and explain their impact on children and schools
- Demonstrate knowledge of the IEP process
- Compare and contrast the 504 process and how it differs from IDEA
- Explore the body of published research related to special needs services

## Course Delivery Method

Course materials and access to an online learning management system will be made available to each student for the completion of online assignments including asynchronous class dialogs in groups on threaded Forum boards, examinations, quizzes and individual writing assignments.

## Course Materials

**Required textbooks:**


The eBook can be found at: [http://www.pearsoncustom.com/us/apus_chfd312/](http://www.pearsoncustom.com/us/apus_chfd312/)

Password: apusstudent


The eBook can be found under the Resources tab in the Classroom.

## Evaluation Procedures

**Assignments**
1) IDEA Procedural Safeguard Worksheets - Students will complete six worksheets, each of which will focus on one of the six procedural safeguards to IDEA. Within each worksheet, students will be introduced to the procedural safeguard and then respond to a scenario where the procedural safeguard comes into question within the school setting. Directions for worksheet completion are noted within each worksheet.

2) Midterm Exam Essay – During week 4, students will complete an essay in response to an educational scenario regarding a student being referred for special education services. The Midterm Exam Essay is located under the assignments tab NOT the tests and quizzes tab. Course readings will be used to complete the essay.

3) Forums – Each week, students will be expected to post at least 1 response to the class forum instructions. Students will also be expected to respond to at least 2 of their classmates' responses.

4) Final Exam Essay – During Week 8, students will complete an essay in response to an educational scenario in which several of the procedural safeguards of IDEA will be analyzed. The Final Exam Essay is located under the assignments tab NOT the tests and quizzes tab. Course readings and the APUS Library will be utilized to complete the essay.

Six Worksheets (30 pts each)  
180 points total- 30%

Midterm Essay Exam  
150 Points total- 20%

Six Forum Group Assignments (30 pts each)  
180 Points total- 30%

Final Essay Exam  
150 Points total- 20%

Total Course Points: 660

SEE THE STUDENT HANDBOOK TO REFERENCE THE UNIVERSITY'S GRADING SCALE.

CITATION AND REFERENCE STYLE
This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association. All assignments completed in a narrative essay or composition format must follow APA guidelines.

The APUS Online Library contains helpful links to assist students in following APA style. The following OWLPurdue website is another excellent resource: http://owl.english.purdue.edu/owl/resource/560/01/

LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. However, exceptions to the due dates are rare. Requests for late submissions or extensions will be granted only under exceptional circumstances and when the request is received prior to the assignment due date. Submission of late assignments without consultation with your professor will result in point deductions.
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<th>Week</th>
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<th>Learning Objective(s)</th>
<th>Readings</th>
<th>Assignments</th>
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<td>1</td>
<td>Intro to IDEA and Sensory Integration</td>
<td>LO-1 To define special education students and describe IDEA and its six principles.</td>
<td>Turnbull, Chapter 1,2</td>
<td>Worksheet Week #1</td>
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<td>Kranowitz, Chapter 1</td>
<td>Forum Week #1</td>
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<td>2</td>
<td>Inclusion and collaboration. Learning Disabilities</td>
<td>LO-2 To define inclusion and collaboration and explain the differences of each within a classroom.</td>
<td>Turnbull, Chapter 3,4,5</td>
<td>Worksheet Week #2</td>
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<td>Kranowitz, Chapter 2,3</td>
<td>Forum Week #2</td>
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<td>3</td>
<td>Emotional Disabilities/ Vestibular Sense, ADD/ADHD</td>
<td>LO-3 To explain emotional disabilities and effective teaching strategies for these students.</td>
<td>Turnbull, Chapter 7,8 Note: Read Turnbull chapter 11 for Autism forum Kranowitz, Chapter 4,5</td>
<td>Worksheet Week #3</td>
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<td>4</td>
<td>Intellectual Disabilities. Severe and multiple disabilities.</td>
<td>LO-4 Identify students with mental retardation and their characteristics.</td>
<td>Turnbull, Chapter 9,10</td>
<td>Worksheet Week #4</td>
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<td>Kranowitz Chapter 6</td>
<td>Midterm Exam -Week 4 NO FORUM Week 4</td>
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<td>5</td>
<td>Autism and Giftedness</td>
<td>LO-5 Students will identify autism and giftedness.</td>
<td>Turnbull, Chapters: review 11, 16</td>
<td>Worksheet Week #5</td>
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<td>Forum Week #5</td>
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<td>6</td>
<td>Traumatic Bain Injury and physical disabilities. Communication disorders.</td>
<td>LO-6 Explain characteristics of traumatic brain injury.</td>
<td>Turnbull, Chapters 13, 6, 12</td>
<td>Forum Week #6</td>
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<td>7</td>
<td>Hearing loss, blindness, sensory integration.</td>
<td><strong>LO-7</strong> Explain characteristics of blindness, and hearing loss.</td>
<td>Turnbull, Chapters 14,15 Kranowitz Chapters 7-10</td>
<td>Worksheet Week #7 Forum Week #7</td>
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<td>8</td>
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<td>No reading assignments</td>
<td>Final Exam (Week #8)</td>
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### Policies

**ACADEMIC DISHonesty: Plagiarism and Cheating**

The University’s policy on Academic Dishonesty, Plagiarism and Cheating is located under the “Plagiarism” link in the blue menu column on the left side of the classroom screen, just below the “Syllabus” link. Students in this course must comply with it and course specific rules.

**Extension Policy:**

The University’s course extension policy is located in the Student Handbook under Extension Process and Policy. (note: extension requests will not be considered for any student with less than 50% of the course completed.)

**Writing Expectations**

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

**Netiquette**

Online universities promote the advance of knowledge through positive and constructive dialog—both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults, “flaming” and other critical comments. Such activity and the loss of good academic manners, as evidenced by the use of informal text message writing style, lazy grammar/spelling or profane language, are not acceptable in a university setting—basic academic rules of proper “Netiquette” in this academic environment must persist. Remember that the classroom is a place for the enjoyment and excitement of learning that does not include descent into personal attacks, critiques of others’ work (this is the responsibility of the professor) or attempts to stifle the Forum of others.
Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com** is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University’s standards for intellectual honesty. Turnitin.com also reviews students’ papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report with percentages and highlight to indicate the degree of copying contained in a student’s writing.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.