

Course Syllabus for SPED 6130, Summer 2024

Course Description:

This course is designed to examine the etiology, incidence, diagnosis, characteristics and philosophical and educational implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. It is a prerequisite to Master's level coursework in Special Education and meets the educational requirements mandated by H.B. 671.

***Candidates seeking certification must earn a "B" or better in this course.**

Instructor Name and Contact Information



- **Name:** Dr. Barbara Serianni
- **Department:** Elementary and Special Education
- **Cell Phone:** 407-222-4452
- **Faculty Email:** bserianni@georgiasouthern.edu (for program questions only)
- **Office Hours:** By appointment at your convenience
- **Zoom Office:** [link](#)

Important Course Dates

Refer to the course calendar for scheduled events and due dates.

- First Day of Class: May 13
- Last Day for Drop/Add: May 15
- Last Day to Withdraw without Academic Penalty: June 12
- Last Day of Class: July 11
- Finals: July 12, 15

Course Subject Matter Content:

1. characteristics of exceptional learners;
2. causes, treatments, and prevention of various exceptionalities;
3. the effects of the environment in special education;
4. service delivery systems;
5. Individualized Educational Programs;
6. teaching methods and resources;
7. technological assistance in special education;
8. legal issues and regulations; and
9. life-span issues.

Course Objectives:

By the end of this course, students will be able to:

1. discuss similarities and differences among the cognitive, physical, cultural, social and emotional characteristics and needs of individuals with and without exceptional learning needs;
2. identify exceptional individuals by category, including levels of severity and multiple exceptionalities;
3. discuss characteristics and effects of the cultural and environmental milieu of the child and the family, including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse;
4. identify etiology and methods of prevention for various exceptionalities;
5. describe special education service delivery systems and their underlying philosophies;
6. describe specific methodology for use with exceptional students;
7. discuss legal issues that have impacted Special Education;
8. discuss state and federal legislation and State Board of Education rules pertaining to Special Education;
9. outline major components of the Individualized Educational Program;
10. discuss the importance of working with families in the provision of services in Special Education;
11. describe the importance of adaptive materials for use with exceptional students;
12. identify the application of computer technology for use in Special Education;
13. discuss issues involved in transitioning exceptional students from one placement to another and into the mainstream of society;
14. identify professional organizations and related service agencies in Special Education (resource manual); and
15. discuss life span issues in Special Education.

How this Course Supports the College of Education Conceptual Framework:

One of the hallmarks of Georgia Southern University is to build a culture of engagement that links theory with practice. This course is designed to focus on the characteristics and instructional needs of diverse learners, ways to collaborate with other professionals, strategies for including students with high-incidence disabilities in general education classrooms, and ways to adapt instruction to meet their needs. This course emphasizes the need for educators to continually assess all students in their classroom and reflect on their professional practice in light of their student's diverse needs.

Preparation of Candidates to Work with Diverse Populations:

The underlying goal of this course is to provide candidates with the knowledge and rudimentary skills to work with students who qualify for special education services and who are included in the general education classroom. By its very nature, this course focuses on working with diverse populations.

Integration of Technology in the Course by the Instructor and Students:

Candidates will be required to demonstrate the use of technology in completing course assignments. Conducting computer-based searches for professional literature and collaboration, inclusion and adaptation strategies, use of new platforms and apps, and transmitting work via e-mail and Folio are all skills expected from candidates in this course.

Course Format/Structure:

This course is offered entirely online and requires students to have reliable Internet access. Students will be expected to complete one learning module located within Folio each week. **Because this is a shortened summer term, content is condensed from a typical 15-week term to a 9-week shortened term making the time commitment heavier than in a typical 15-week semester.** Each week's module starts on Monday of the assigned week and closes at 11:59 p.m. on Sundays and includes learning, application and assessment activities.

Required Student Reading:

All reading material will be provided within Folio and Perusall and/or available via the Internet.

COURSE REQUIREMENTS & GRADE DISTRIBUTION

<u>Performance Tasks</u>	<u>Points Available</u>	<u>Total Points</u>
Weekly Lesson Activities	8 @ 10 points	80
Module Quizzes	9 @ 5 points	45
Discussions	3 @ 5 points	15
Final Reflection	1 @ 10 points	10
Total Points		150 points

See Folio for details and rubrics

Course Grading Scale

Points	Percentage	Grade
135 - 150	(90-100%)	A
120 - 134	(80-89%)	B
105 - 119	70-79%	C
90 - 104	60-69%	D
0 - 89	0-59%	F

Required Resources, Materials, and Technology

The following resources and/or technologies are **required** for this course:

- Students are required to have internet access and computer access that includes Microsoft Office and Adobe to complete and submit the course requirements and to access the online learning management system.
- Perusall (free)
- Pulse App (free)

You will find a list of discounted software available through Georgia Southern on your my.GeorgiaSouthern.edu page.

Online Learning Commitment Expectations

Because there are no required synchronous sessions in this course, students must take full responsibility for logging into the course to complete the assigned coursework by the assigned due dates. Students should subscribe to forums & feeds as required and log into the course daily to check for messages and other important information. Do not wait until the last minute to do work that requires you to submit by a specified due date.

Time Commitment

A 3-hour Master's level course generally requires 3 hours of seat time each week (15 weeks) along with independent learning activities, assignments, and assessments that may require approximately 6 additional hours a week. Of course, the amount of time each of you will spend on the content and activities in any course depends on your own preparation for the new content, your personal learning profile (strengths/weaknesses), and your ability to manage your time. I find that most students in my 15-week courses spend between 6 and 12 hours a week learning, practicing, and completing assignments/assessments. **That may translate to 10-18 hours weekly in a shortened summer term.**

Writing Guidelines

There will be no formal papers in this course but written work must be organized with headings/subheadings, in essay format, comply with assignment instructions, and use Standard English Conventions. Where citations and references are required, they must be formatted using APA 7 style guidelines unless otherwise directed. **Limited use of AI is permitted with some restrictions and citation requirements. See the Academic Integrity section below.**

Course Schedule

[See the schedule in Folio](#)

Policies

Attendance Policy

At minimum, students are expected to sign into Folio 2-3 times a week to complete the learning and application/assessment assignments in the course. Engagement is evaluated through Folio analytics which tells your instructor if and when you accessed course material and the time spent doing so.

Late Work Policy

Late work is not accepted in this course. Work must be submitted on time by posted due date to be eligible for evaluation and scoring. For work to be considered submitted on time it must be:

- complete and on applicable templates where required
- submitted to the correct drop box, discussion forum, or other designated location
- meet file format requirements
- ensure that all live links that are part of your work are shared so anyone with the link can view

Remember, our best work is never our first draft. Allow yourself time to self-evaluate with the rubrics and revise before submission.

All that said, serious and unexpected life events do get in the way from time to time. **For circumstances beyond your control,** students are expected to communicate any request for an extension by Folio email with their instructor **prior to deadlines.** For personally sensitive matters or extended delays contact the [Dean of Students Office](#) for support. COVID reporting is required through the CARES office to be eligible for COVID-related accommodations and extensions.

Withdrawal or Incomplete Grades

Students will be granted withdrawal or incomplete privileges in accordance with GSU policies. Grades of Incomplete will be awarded only in very unusual cases and at the discretion of the instructor for circumstances beyond the student's control and the student is holding a passing course average.

Use of Class Artifacts for Research: Student-created artifacts from this class may be used for research purposes after the semester has ended. The research may lead to improvements in the course or presentations and publications that extend the knowledge base of the profession. Artifacts used in this way will be de-identified so that your name and any identifying information are not connected with the data. No research will be conducted without first obtaining approval from the necessary University units (e.g. Office of Research Integrity). If you do not want your work from this class to be used for research as described, please notify your instructor at his/her Georgia Southern University email address during the current semester, but no later than two weeks post term.

Artificial Intelligence (AI)

You may or may not have had the opportunity to explore AI tools like ChatGPT, MagicSchool, LUDIA, or a [plethora of others](#). The best use of AI in the context of education is informal research, idea generation, synthesis, rewording and the creation of student materials and assessments. In this course, you may use AI to help you identify new ideas or activities or to assist in generating ideas or creating materials. Information from AI should be vetted carefully because the output from these programs can be inaccurate, incomplete, or in other ways problematic.

AI may NOT be used to replace your independent thinking, but CAN be used to spark new ideas and creative activities.

Even when you use AI, your final work product must reflect your own creative use of the ideas and words generated by AI. AI output may not be submitted as your work NOR can it be simply cited and submitted in place of your own work. In this context, AI is another tool you can use to support your effort, it is NOT a final product generator.

As of this writing, two AI agents stand out as extraordinarily helpful to teachers and you are encouraged to explore and use:

- [LUDIA](#) can be your AI-powered UDL partner in creating accessible instruction.
- [Magic School](#) is an AI tool designed to help teachers lesson plan, differentiate, create assessments, practice materials, and more.
- [Microsoft Co-Pilot](#) is available for free by signing in with your Georgia Southern student email

If you choose to use AI in any way in this course to generate ideas, text, activities, images, forms, or other instructional or student materials the following rules and guidelines apply:

1. Use AI-generated output as a starting point, not a final solution.
2. Review output for bias and accuracy and contextualize output to your environment.
3. **Always** review AI-generated answers for accuracy, **especially in math questions**.
4. Create your own materials from the output you have reviewed and determined to be appropriate for your group of learners.
5. Keep a record of the prompts that generated the final output you used to generate ideas for your work or product.
6. Save all AI output that was used to create your product.
7. Submit both the prompt and output from the AI agent in a separate file (in the relevant Dropbox) and explain how you adapted and used it.
8. CITE your AI source appropriately in your work (AI Agent, Date). For this course, acceptable citations must be supported by providing AI output and visible citations on AI-enhanced materials including but not limited to the following:
 - a. (AI Agent, Date) citation in the footer of slides, forms, assessments, or other instructional materials
 - b. (AI Agent, Date) at the end of narratives or AI-enhanced content.

c. (AI Agent, Date) citations were appropriate in lesson plans.

Suspicion of plagiarism or cheating can be avoided by being fully transparent about your use of AI in creating assignments and citing those agents as sources of information. Uncited or inappropriate use of AI output will be considered plagiarism and be subject to university protocols regarding academic integrity.

Academic Integrity

Section 1.06 of the Georgia Southern University Student Conduct Code Policies and Procedures states the following: "Plagiarism is prohibited. Themes, essays, term papers, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated and when the ideas of another are incorporated in the paper they must be appropriately acknowledged" (p.15). In addition to University sanctions for plagiarism, cheating or other academic misconduct outlined in the above document, students who plagiarize or cheat in an assignment for this course will earn a point grade of "zero" for that assignment.

Lesson plans must be your original work and written and/or taught for this specific course in this semester. Turn-it-in may be used to evaluate your work for duplicity, plagiarism, or the uncited use of AI.

Student Conduct

Please refer to the [Student Code of Conduct](#) for a full list of student conduct expectations.

TEP Admission & Retention Policy (if applicable)

Teacher candidates are expected to meet all requirements for admission and retention to the Teacher Education Program (TEP). Unsuccessful completion of field experiences, unsatisfactory progress toward meeting program objectives (including course assessments), unsatisfactory grades/GPA, and actions found in violation of the GSU Student Conduct Code or the Georgia PPC's Code of Ethics can result in non-retention in the TEP.

Support

Student Support

[Academic and student support services](#) are available to all students, online or on campus.

Student Accessibility Resource Center

The Student Disability Resource Center (SARC) is committed to providing an equal educational opportunity for all qualified students with disabilities. If you wish to request an accommodation, please contact the SARC as soon as possible.

[Student Accessibility Resource Center](#)

Disability-Related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material.

If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively.

SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Statement Regarding Title IX

Reporting

Georgia Southern University does not discriminate on the basis of sex, race, color, sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. While students are encouraged to share with faculty any issues or concerns they may be having, please be aware there are reporting requirements which are a part of the job requirements at Georgia Southern University. For example, if you disclose an issue of sexual misconduct, the information will be kept as private as possible but faculty and staff are required to bring it to the attention of the institution's Title IX Coordinator/Director of Equal Opportunity and Title IX. Additionally, you can report incidents or complaints to the individuals listed below.

Pregnant and Parenting Students

Georgia Southern University does not discriminate against students who are pregnant, give birth, experience a false pregnancy, termination of pregnancy, or recovery therefrom. Students should work with their faculty as soon as possible to arrange appropriate accommodations based on this status; delays in reporting may impact available accommodations. Students will be treated similarly to other similarly situated students. Absences from class may be excused due to pregnancy or childbirth for as long as medically necessary. At the conclusion of medical leave, the student will be allowed to return to the same academic status. Medical certification may be requested from the student. Both students and faculty are able to consult with the Title IX Coordinator regarding any questions or issues that arise.

Places to Report an Incident

Director of Equal Opportunity & Title IX/Title IX Coordinator

Amber J. Culpepper, J.D.

aculpepper@georgiasouthern.edu

Statesboro: Rosenwald Building, Room 1066 Armstrong/Liberty: Victor Hall Room 243 (912) 478-5136

Reporting Form:

<http://president.georgiasouthern.edu/eoo-titleix/>

Dean of Students Office

Statesboro: Russell Union Room 2022 (912) 478-3326

deanofstudents@georgiasouthern.edu

Armstrong/Liberty: Student Union D206 (912) 344-2514

armdeanofstudents@georgiasouthern.edu

libdeanofstudents@georgiasouthern.edu

University Police

Statesboro: 1220 Forest Drive (912) 478-5234/911

Armstrong: 11935 Abercorn Street (912) 344-3333/911

Liberty: 175 West Memorial Drive (912) 877-1906/911

Technical Support

Your instructor cannot provide technical support for this course. Information about technical support is located in the *Technology Requirements* section of the *Course Orientation - Start Here* module.

Confidentiality

Georgia Southern University asks that you respect the rights of faculty and other students as you participate in the education process, including your use of Folio. Accordingly, when accessing Folio course materials, please respect the privacy and personal information of faculty, staff and other students in academic work such as class lists, discussion board postings, drafts of papers and other work produced in the course.

This course requires the submission of a video of your instruction, which will include video, images, and student work samples. See Folio for the process of obtaining permission to include images and videos of students in your submissions. A video permission slip is required for any student whose face is recognizable in your video or pictures.

*This course syllabus is subject to change at the professor's discretion. Adjustments to the required activities, grade items, due dates, or expectations may be necessary.