



## SPED 2301: INTRODUCTION TO EXCEPTIONALITY FALL, 2017

*SPED 2301 is a required course for Special Education EC-12 and EC-6 Generalist teacher certifications.*

**College of Education  
Department of Language, Literacy and Special Populations**

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**Office Location:** TEC 136

**Office Hours:** Tuesdays and Thursdays 11:30 am – 1:30 pm and by appointment

**Class Format:** Lecture; face-to-face

**Class Day and Time:** Tuesdays and Thursdays 2:00 pm - 3:20 pm

**Class Location:** TEC 131

### **Course Description:**

Issues and trends in special education are examined. An overview of the characteristics of persons with disabilities is also presented. This course consists of essential issues and theories relating to special education. Special emphasis is placed upon multicultural and legal issues in the field of special education.

### **Textbooks (These textbooks may also be required for SPED 3301.):**

#### **Required**

Colarusso, R. P., O'Rourke, C. M., Leontovich, M. A. (Eds.). (2013). *Special education for all teachers* (6th ed.). Dubuque, IA: Kendall Hunt Publishing.

Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. Alexandria, VA: ASCD.

#### **Recommended**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

### **IDEA Objectives:**

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

- Essential:** Learning how to find and use resources
- Important:** Understanding fundamental principles

### **Course Objectives:**

The following objectives will be met during this course:

1. The learner will recognize and describe personal, psychological, social, and emotional characteristics of exceptional students in the general education and special education classroom.
2. The learner will examine federal laws related to special education.
3. The learner will identify elements needed for development of individual education programs for students with disabilities.

4. The learner will differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. The learner will define and describe instructional accommodations, adaptations, services, and supports needed for educating students with disabilities.
6. The learner will observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. The learner will recognize approaches, current trends, and issues in special education.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course's Blackboard site.

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

## **Student Guidelines**

### **University Policies**

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

### **Academic Misconduct**

Sam Houston State University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student who engages in academic misconduct will fail the assignment in which the dishonesty occurred. Depending on the severity of the misconduct, the professor will contact the Dean of Student Life.

### **Students with Disabilities**

Any student with a disability that affects their academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

### **Use of Technology**

Students will need to access Blackboard. Microsoft PowerPoint (PPT) and Word will be needed for completing assignments. Computers may be brought to class; however, their use should be restricted to class activities. The professor will monitor the use of technology and will require students to discontinue use if it is deemed disrespectful or disruptive to others. Please note there is research supporting greater achievement and learning when taking notes by hand as opposed to computer. The use of cell phones during class is prohibited. If a student has an emergency that necessitates monitoring their cell phone, please discuss with the professor before class. No forms of technology may be used during exams.

### **Visitors in the Classroom**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### **Attendance**

A course of this type cannot be conducted successfully without the attendance and active participation of the students enrolled in it. Therefore, attendance will be tracked. If a class is missed, the candidate is responsible for arranging to complete all individual work missed (with late work consequences, if applicable) as a result of the absence as well as determining *what* was missed during the absence. In class team/group work and activities cannot be made up, regardless of the reason for the absence.

### **Late Work**

Assignments turned in after the due date will result in a 10% overall grade reduction. No assignments will be accepted after 24 hours.

## **Course Outline**

### **Team-Based Learning (TBL)**

This course will use a team-based learning approach. In a course using the TBL process, time is spent working in teams applying what was learned from the textbook. Teams solve real-world problems, answer questions about the implementation of the concepts learned, and practice implementing concepts. TBL uses short tests to ensure students have the basics from the textbook before tackling problems. These short tests are taken both individually and as a team. Because students get immediate feedback, the tests function as learning tools. Most of the class time is spent applying what has been learned and extending conceptual learning.

- Teams: Students will work in a team for the entire semester. The teams will be as diverse as possible and will be based upon predefined criteria.

- Individual Readiness Assessment Test (iRAT): At the beginning of each unit, students will individually take a multiple choice test (10 questions), called an “Individual Readiness Assessment Test” (iRAT), which evaluates how well the student has understood the concepts in the assigned reading. Students are not permitted to use the text, notes, or electronic devices during the iRAT. Candidates will have about 20 minutes to complete the iRAT. (Each iRAT is worth 5 points of your final grade. To determine your grade from a 100 percentage score, divide your score by 20.)
- Team Folders: Immediately after submitting the iRAT, the team will pick up the team folder. On the left hand side, team members will document the date and team members present. The same multiple choice test that the student took individually will now be taken as a team. This is called a “Team Readiness Assessment Test” (tRAT). These tests use “scratch and win” type answer cards known as IF-AT sheets.
  - a. Working as a team, students will retake the same test. Students are not permitted to use the text, notes, or electronic devices during the tRAT. When the team reaches consensus on a response, a student scratches off the response’s covering. If a star appears, the response is correct. Otherwise, the team continues to discuss the question and reach an answer for a second and perhaps third answer.
  - b. Points are commensurate with the number of tries. If the first scratch results in a star, the item is worth 5 points. If the 2nd scratch results in a star, the item is worth 2.5 points. If it takes three tries to reach the correct answer, the item is worth 1.25 points. Enter the team grade in the appropriate place on the sheet on the left side of the folder. (Each tRAT is worth 10 points of your final score. To determine your grade from a 100 percentage score, divide your score by 10.)
- Appeals Process: Once a team has completed the tRAT, the team has the opportunity to appeal a wrong answer by completing an appeal form. The purpose of the appeals process is to allow each team to identify questions that were worded ambiguously or where the responses disagree with the text. During the appeals process, students may use the text to better understand the answers to the questions or to appeal.
  - a. Only teams can appeal; no individual appeals are accepted. The team must fill out the appeal form and present a scholarly, well-written argument to defend your position. For an appeal to be considered, the page(s) from the text must be cited. Appeals will only be considered outside of class time and the results will be announced at the next class meeting. If the team’s appeal is granted, the scores of all team members will be adjusted.
  - b. The tRAT question sheets, IF-AT sheet, and completed appeal form should be placed in the team folder and returned. Failure to return all paperwork will result in all team members receiving a zero on their RATs.
- Feedback and Lecture: Following the tests and appeals, any information needing clarification will be covered in a lecture/discussion.
- Team Application Exercises: The newly learned concepts will be applied in team exercises. These will be explained at the time of the team exercises.
- Team Peer Evaluations: At the end of the semester, each student will complete a confidential peer evaluation to assess the contribution of the other members of their team. Students will be evaluating each member on their participation in team activities. Any student who does not complete an evaluation of ALL team members will be assigned a zero for the grade for the peer evaluation.

## **Assignments**

### Readings and Participation

Students are required to read the assigned chapters and other selected readings in order to actively participate in class discussions and activities. Class activities include individual and team projects that will be completed during class. There are not any points to be earned by participating; however, excessive absences and non-participation (or disruption) may result in a loss of points at the discretion of the professor.

### iRATs and tRATs (iRATS = 10%; tRATS = 20% of grade)

Students will individually take a multiple choice test (10 questions), called an “Individual Readiness Assessment Test” (iRAT) which evaluates how well the candidate has understood the concepts in the assigned readings. Students may drop one iRAT grade. After taking the iRAT, students, as a team, will take the same multiple choice test that they took as an iRAT. Team members must reach consensus on the test’s answers.

### RATs Collaboration (10% of grade)

At the end of the semester, each student will complete a confidential peer evaluation to assess the contribution of the other members of their team. Students will be evaluating each member on their participation in team activities. Any student who does not turn in a complete evaluation of team members with ALL team member names on the evaluation will be assigned a zero for the grade for the peer evaluation.

### Reading Responses (30% of grade)

Each student will complete eight reading responses. Reading responses will be turned in during class. Students may choose from the following reading response formats:

- Connection
  - Write five questions that represent key concepts in the readings
  - Answer three of the questions
- Visualization
  - Do *one* of the following (you may want to use graphic organizers for this):
    - Make a visual or graphic organizer that includes the important concepts for the readings
    - Make a chart that shows the most important concepts from the readings
    - Make several lists of organized (categorized) ideas related to the readings
- Journal
  - Summarize *each main* section of the reading assignment
- Group Study
  - Talk with one or two peers about the key concepts from the reading assignment
  - One person will list who participated in the group study and summarize the key concepts, explanations, and commentaries

### Research Report and Teacher Handout (30% of grade)

Each student will select a disability to research and complete a 10 page research paper including citations and references. References must be from peer referred journals or websites which include the extension of .edu or .gov. No references to Wikipedia will be accepted. All in text citations and references must be in APA (American Psychological Association) style formatting. The paper must be submitted through Turnitin on Blackboard. Students are highly encouraged to utilize the Writing Center.

The teacher handout is a one page brief overview of the important points of the paper that could be

used to summarize the paper as if you presented it to a group of teachers. This will be placed at the end of the paper as an appendix and is included in the 10 page limit. The emphasis of this assignment is to explore the impact of various types of disabilities on the social, educational and career experiences of individuals with disabilities.

Directions are available on Blackboard.

### **Grades**

Grades will be assigned according to the following tables. Grades will not be curved, and there will not be extra credit.

A	92-100%
B	84-91%
C	75-83%
D	67-74%
F	<67%

A grade of “A” means that you exceeded the college level expectations for this course. A grade of “B” means that you met above average college level expectations for this course. A grade of “C” means that you met an average college level expectation for this course. A grade of “D” or “F” means that you did not meet college level expectations for this course and if this course is in your major you will need to retake it again.

To determine your percentage:

$$((\text{average of iRATs}) \times .010) = ((\text{average of tRATs}) \times 0.20) + (\text{RATs collaboration score} \times 0.10) + ((\text{average of Reading Responses}) \times 0.30) + (\text{Research Report score} \times 0.30)$$

### Tentative Course Schedule

Units	Dates	Readings	Topics	Assignments Due
0	8/24	• Syllabus	• Introduction to Course • People First language	• RATs
1	8/29	• Colarusso et al., chp. 1	• Special education defined • History of special education • <i>Willowbrook</i>	• RATs
	8/31	• Armstrong, chp. 1		• Reading response
	9/5			
2	9/7	• Colarusso et al., chp. 2	• Education legislation • <i>Including Samuel</i>	• RATs
	9/12	• U.S. Department of Education, 2010 (Bb)		
	9/14			
3	9/19	• Colarusso et al., chp. 3	• Response to intervention (RtI) • Individualized Educational Programs (IEPs) and Individualized Family Service Plans (IFSPs) • Admission, Review, Dismissal (ARD) meetings	• RATs
	9/21	• Cheatham, Hart, Malian, & McDonald, 2012 (Bb)		• Reading response
	9/26	• Parent's Guide to the Admission, Review, and Dismissal Process (Bb)		
	9/28			
4	10/3	• Wehmeyer & Shogren, 2012 (Bb)	• Self-determination • Transition planning	• RATs
	10/5	• Papay, Unger, Williams-Diehm, & Mitchell, 2015 (Bb)		• Reading response
5	10/10	• Colarusso et al., chp. 5	• Cultural and linguistic diversity • Culturally responsive teaching	• RATs
	10/12	• NO CLASS MTG.		
	10/17	• Dray & Wisneski, 2011 (Bb)		• Reading response
	10/19	• NO CLASS MTG.		
6	10/24	• Colarusso et al., chp. 7	• Teaching students with learning differences • Universal design • Lesson plans • Co-teaching	• RATs
	10/26			
	10/31	• Prater, 2003 (Bb)		• Reading response
	11/2	• Hall & Strangman, 2002 (Bb)		
7	11/7	• Colarusso et al., chp. 6	• Specific learning disabilities • Mild intellectual disability	• RATs
	11/9	• Armstrong, chp. 2		• Reading response
	11/14	• Nagro, Hooks, Fraser, & Cornelius, 2016 (Bb)		
	11/16	• Armstrong, chp. 5		• Reading response
8	11/21	• NO CLASS MTG.	• Autism spectrum disorders • <i>Life, Animated</i>	
	11/23	• NO CLASS MTG.		
	11/28	• Colarusso et al., chp. 10		• RATs

	11/30	<ul style="list-style-type: none"> <li>• Armstrong, chp. 4</li> </ul>		<ul style="list-style-type: none"> <li>• Reading response</li> <li>• Issue paper</li> </ul>
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