



SPED 3301: LEARNING AND INSTRUCTION FOR CHILDREN WITH DISABILITIES, 2017

SPED 3301 is a required course for EC-6 Generalist teacher certification.

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

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Office Location: TEC 136

Office Hours: TR 11:30 am – 1:30 pm and by appointment

Class Format: Online

Course Description:

This survey course presents characteristics of students with special needs, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education. Prerequisite: SPED 2301.

Textbooks (These textbooks may also be required for SPED 2301.):

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 live*. Alexandria, VA: ASCD.

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 and 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.

Course Requirements:

- Time requirement: For every credit hour you will be expected to complete three hours of study per week. So that is a total of **9 hours of study per week** for this class! There is at least one assignment or more due each week.
- It will be to your advantage to follow this process to ensure that you will receive the greatest benefit from the class and the grade you desire to earn.
- **Check the online course announcement and e-mail daily** to see if there have been any changes in the assignments or something that may affect your class.
- You should review the calendar for the month and each week review the current week and the next week to see what readings, assignments and possible tests will be coming up for the weeks and month ahead.
- Readings must be completed so you will be prepared for tests and discussions. Those who read will have a distinct advantage over those who do not read.
- You must go to Blackboard and click on the *Units & Assignments* button. You will see the assignments for each unit of study. You must complete all the assignments in one unit before you will be able to see the next unit. Each unit lasts 2 weeks BUT there is at least one assignment due each week.
- Assignments must be completed when due. There will be a ONE TIME per semester 24-hour grace period granted for an assignment that is late due to technology problems or unanticipated events. Ensure that I am notified promptly if problems occur. After the 24 hours, Blackboard is set to reject the assignment. ***No assignments will be accepted on paper or through any email. Assignments must be submitted through Blackboard.*** Assignments will not be accepted through any other medium, either hard copy or email.
- Read each assignment's instructions carefully and thoroughly. Do not assume that each assignment will be the same. Do not attempt to complete the assignments without reading the article or chapter reading. "In your own words" means answering the questions in your words--NOT quoting the entire chapter or paragraph from the chapter. Furthermore, it does NOT mean, "in your opinion." I want to know what experts agree with your opinion!
- Assignments must be submitted using Microsoft Word. (no PDFs).
- All quizzes are online and must be completed within one hour's time and on the date specified. The Midterm and/or Final must be completed within 2 hours. There are no makeup tests. Tests are developed through the publisher of your textbook. As on the licensure exams, questions are not "thrown out" if students find them ambiguous. You are to pick the best answer based on the author's writing.
- It is the student's responsibility to have a working knowledge of Blackboard. If you lack the knowledge to use this system effectively, you must contact the SHSU Online support desk assistance and for suggestions on training.

Course Outline

Assignments:

Deadlines/Participation

Regular and punctual submission of assignments and completion of quizzes is expected. There is a **ONE TIME 24-hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT

available for quizzes. **Weekly assignments are due by Sunday at 11:59 pm.**

Introductory Wiki (30 pts.)

Create a wiki page to introduce yourself to the class. At a minimum, you need to include a picture of yourself, a statement of your experience with special education, your personal motto (see below), and your professional plans for your future (for example, you hope to be a special education teacher in a self-contained autism unit). As your comfort level permits, you may also include information about your family, hobbies, and any other information you feel would be useful for your classmates to get to know you.

See Blackboard for additional guidance.

Video Analysis and Reflection Papers (20 pts. each)

A video analysis and reflection is your take on a video. You are to critique the content of the video and make connections between the video, readings, and discussions. Please write your reflection and critique in essay style, making sure to support your ideas with evidence from the text, discussions, outside readings, or other videos. Some questions you might want to consider in your analysis include:

- Was the video a realistic representation of persons with disabilities? How do you know? If not, what made it unrealistic?
- How does the content of the video resonate with your own experiences regarding people with disabilities? Is it similar or dissimilar, and how so?
- How does the information in this video support, contradict, or add to the information you read in your texts and other readings?
- How does what you saw and heard in the video compare to your beliefs about people with disabilities?
- What is the one thing that stood out for you in this video and why?

Tests and Quizzes (point values vary)

There will be weekly online quizzes throughout the semester (barring the first week); additionally, you may have a mid-term or a final.

Discussions (30 pts. each)

Discussions in this class are scholarly conversations that include facts, statements with supporting ideas, and citations. The information sources we use are the course texts. However, supplemental sources can be used to support ideas presented. Discussions are NOT a place to give your opinion on something without substantiating it with outside sources. Be cautious of using personal experiences as they often constitute testimonials that can be highly prejudiced and not as effective as research-based evidence. Additional directions regarding the discussions are on Blackboard.

Article Critiques (15 pts. each)

Article critiques include a summary of the article, some bibliographic information, and a critical reading of the content. In the critique section you ask yourself and discuss questions such as the ones presented below. Do not just answer each of these questions in one sentence. Put them in an essay format. For example, if you say the article was easy to read, then supply examples or things that made it easy to read.

- Was the article fluent and easy to read? How do you know?
- Why was the information important or not important to you?
- Can the information be used in a practical way? How so?
- Do you agree with the major points and premises? Does any of this connect with other readings you have done inside or outside of this class?

- What is one idea that impressed you? Why?
- Is there anything you are concerned about in the article?
- Is there something you would be interested in pursuing further?

Additional information regarding the article critiques is found on Blackboard.

Field Research Project (28 pts.)

The field research assignment includes interviews with two individuals directly involved in the education of children, youth, and/or adults with disabilities in a k-12 or community-based setting. Potential interview subjects may include parents, general and special education teachers, current/former students with disabilities, or community-based health or social service providers. Students will submit a written summary and analysis of the interviews. Additional directions regarding this assignment are on Blackboard.

Grades

Some, but maybe not all, of the assignments will be calculated into your final grade for this class. I will randomly select those assignments that will be graded. It is expected that all assignments be completed to the best of your ability regardless of whether they are calculated into your final grade score. The grading scale is as follows:

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.

If writing is difficult for you, please go to the Writing Center so they can assist you. The Writing Center can even help you via Skype.

The Writing Center
Sam Houston State University
Mon.-Thur. 8:00 am-7:00 pm
Fri. 8:00 am-3:00 pm
Sun. 2:00 pm-7:00 pm
Farrington 111

SKYPE
Mon.-Thur. 8:00 am-7:00 pm
Fri. 8:00 am-3:00 pm
Sun. 2:00 pm-7:00 pm

The Woodlands Center
Mon.-Wed. 1:00 pm-5:00 pm

Tentative Course Schedule:

REMEMBER: All assignments are due on Sundays by 11:59 pm. For this course, the week begins on Monday and ends on Sunday. The course is segmented into Units. Units are usually longer than one week; assignments are due each week.

Units	Weeks Dates	Readings	Assignments Due (Sundays by 11:59 pm)
0	1 8/23-8/27	• Syllabus	• Introductory Wiki
1	2 8/28-9/3	• Colarusso et al., chp. 4	• Video analysis
	3 9/4-9/10	• Harry, 2002 (Blackboard)	• Article critique • Chp. 4 quiz
2	4 9/11-9/17	• Colarusso et al., chp. 8	• Chp. 8 quiz
	5 9/18-9/24	• Armstrong, chp. 6 • Vogell, 2014 (Blackboard)	• Discussion • Article critique
3	6 9/25-10/1	• Colarusso et al., chp. 9	• Video analysis
	7 10/2-10/8	• Stockall & Dennis, 2015 (Blackboard)	• Article critique • Chp. 9 quiz
4	8 10/9-10/15	• Colarusso et al., chp. 11	• Video analysis
	9 10/16-10/22	• Armstrong, chp. 3	• Chp. 11 quiz • Video analysis
5	10 10/23-10/29	• Colarusso et al., chp. 12	• Video analysis • Field research project
	11 10/30-11/5	• Landmark, Ju, & Zhang, 2010 (Blackboard)	• Discussion • Chp. 12 quiz
6	12 11/6-11/12	• Colarusso et al., chp. 13	• Video analysis
	13 11/13-11/19	• Isensee, 2015	• Chp. 13 quiz • Article critique
7	14 11/20-11/26	• Armstrong, chp. 7	• Discussion
	15 11/27-12/3		• Final exam