



## SPED 2301: INTRODUCTION TO SPECIAL EDUCATION FALL, 2017

*SPED 2301 is a required course for SPECIAL EDUCATION EC-12 AND EC-6  
GENERALIST TEACHER CERTIFICATION*

College of Education,  
Department of LANGUAGE, LITERACY AND SPECIAL POPULATIONS

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### **Class Format:** ONLINE

Through presentation videos, Blackboard, discussion board, group activities, text readings, class assignments and assessments, the students and instructor will work to achieve course objectives. Supplemental lecture materials will be posted on Blackboard for reference. Participation in discussions is required! This is part of your overall grade.

### **Class day and time:** ONLINE

### **Class location:** ONLINE

**Course Description:** This survey course presents characteristics of special needs students, historical perspectives and legal foundations of special education, recommended education approaches, current trends and issues in special education.

### **Textbooks:**

**\*Required:** Colarusso, R. P., O'Rourke, C. M. & Leontovich, M. A. (2013). Special Education for All Teachers. Georgia State University: Kendall Hunt Publishing.

**\*Required:** Solomon, A. (2012). Far from the tree: Parents, children, and the search for identity. New York, NY: Scribner. 978-0-7432-3671-3

**\*IMPORTANT:** The textbooks will also be required for Sped 3301 Learning and Instruction for Children with Disabilities.

**Before beginning any assignments, go to the Blackboard course and read "Getting Started".**

**Course Objectives:** The following objectives will be met during this course:

**Standards Matrix:**

<b>Objectives / Learning Outcomes-TLW</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> <u>S-Spa Standard</u> <i>TS-Texas Educator DDP-Diversity and Disposition Proficiencies CF-Conceptual Framework</i> <i>NETS- ISTE NETS Technology Standards</i>
#1 Recognize and describe characteristics of students with specific disabilities	*school site experiences and observations text readings and class discussions	Video analysis tests Research Paper	<u>Spec.Ed. 4.1k, 4.3k, 4.6k,4.8k,4.9k,4.10k</u>  <u>EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k</u>  <i>CEC Core- #2 Characteristics of Learners</i> <u>CF 5</u> <u>NETS 3a</u> <u>DDP-1,2,4</u> <u>Nets 3a</u>
#2 Examine and distinguish the protections and requirements of federal laws	* school site observations text readings and class discussions group reports	Video analysis Tests Oral presentation	<u>Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k,1.9k</u>  <u>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,</u>  <i>CEC Core-#1 Foundations</i> <u>CF 5, DDP 4</u>
#3 Identify and define elements utilized for IEP and program development	*school site observations text readings and class discussions	Video analysis Tests	<u>Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,</u>  <u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u> <i>CEC Core-#4 Instructional Content and Practice</i> <u>CF 5, DDP 4</u>
#4 Differentiate practices needed to support inclusive instructional arrangement	* school site visits text readings and class discussions	Video analysis Tests	<u>Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k,10.2k</u> <u>EC-12 2.1k, 2.2k, 2.3k,2.19k, 2.20k, 2.21k 2.22k, 3.9k</u> <i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i> <u>CF 5, DDP 6, 9</u>
#5 Define and describe special education services	*school site visits text readings and class discussions	Video analysis Tests	<u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u> <u>EC-12- 1.14k</u>

and supports			CEC Core- #5
#6 Observe and describe elements and interactions that support collaborative models and professional roles	* school site visits text readings and class discussions civic engagement activities	Video analysis Tests	<b><u>Spec. Ed.- 3.3k, 3.5k, EC-12-4.1k, 4.2k 4.4k</u></b> <i>CEC Core- #7 Communication and Collaborative Partnerships</i> <b><u>CF 5</u></b> <b><u>DDP L2</u></b>
#7 Adhere to standards of ethical practice, confidentiality professional conduct	*school site visits class discussions civic engagement activities	Video Analysis Tests	<b><u>Spec. Ed.- 2.5k, 3.6k, EC-12 4.14k</u></b> <i>CEC Core- #7 Communication and Collaborative Partnerships &amp; #8 Professionalism and Ethical Practices</i> <b><u>CF 5, DDP4</u></b>
#8 Recognize approaches, current trends and issues in special education	texts readings and class discussions group reports professional development activities	Video analysis Tests	<b><u>Spec. Ed.-10.1k, 10.2k, 6.1k</u></b> <b><u>NETS ISTE Standard # 3</u></b> <b><u>EC-12 2.6k, 2.16k, 2.18k</u></b> <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i> <b><u>CF 5, DDP-3</u></b>

www.sbec.state.tx.us - www.cec.sped.org

<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Learning how to find and use resources

**Important:** Understanding fundamental principles

### Course Content:

The learner will:

1. Recognize and describe personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Examine federal laws related to special education.
3. Identify elements needed for development of individual education programs for students with disabilities.
4. Differentiate practices that support inclusive instructional arrangements for students with disabilities.
5. Define and describe instructional accommodations, adaptations, services and supports needed for educating students with disabilities.
6. Observe and describe elements and interactions that support collaborative models and roles for special education and general education teachers.
7. Recognize approaches, current trends and issues in special education.

## Course Outline

### Course Requirements/Expectations Assignments:

#### **IMPORTANT NOTICE**

*All written assignments must be sent through Blackboard. Assignments sent through email will NOT be recorded unless instructor specifically permits or requests submission via email.*

1. 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 the research report or quizzes.  
**Weekly assignments are due before Sunday at 11:00 pm.**
2. Research Report: 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 teacher handout is a one page brief overview of the important points of the paper that could be used to summarize the paper 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.  
**Students may choose to work with a partner or to complete the paper independently.**
3. Reflection papers: Reflection papers are designed to assess your ability to make connections between the concepts you read and your life experiences, other readings, discussions, and outside experiences. The paper should reflect your past and present assumptions about the topic and how these may have changed in relationship to your readings and discussions on the topic. Each reflections is worth 100 pts.
4. Tests. There will be weekly online quizzes throughout the semester; additionally you *may* have a mid-term and a final exam.
5. Instructional Videos: Weekly videos will be viewed online for discussion and analysis. Some videos may require a written analysis. An analysis means that you identify the big ideas of the video and then explain why this matters. A video analysis makes connections to other readings and discussions. You may need to upload RealPlayer to view these videos.
6. Class Discussions. Students will gain content knowledge by reading the texts and additional readings **BEFORE completing assignments**. This will ensure that students are prepared to discuss the readings in a scholarly manner. Students **must** participate in class or online discussions in order to gain participation points. It is the responsibility of the student to introduce him or herself to the instructor and class members when commenting online, so that appropriate credit can be awarded to the participation.



7. Academic Honesty: This class will follow University Guidelines for Academic Honesty according to Academic Policy Statement 810213. Academic Policies may be found at [http://www.shsu.edu/~vaf\\_www/aps/stualpha.html](http://www.shsu.edu/~vaf_www/aps/stualpha.html).
8. Time Requirement: For every credit hour you will be expected to complete three hours of study. So that is a total of **9 hours of study** for this class!
9. Cell Phone Policy: Sam Houston State University Academic Policy Statement 100728. **Cell phones are to be turned off** in class unless given individual permission by the instructor. Not applicable to online classes.
10. Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

**Expectations:** This is likely to be one of your first professional education classes. Deadlines must be met, and **you must check your announcements and email daily**.

### Grades

Assignments will be calculated into your final grade for this class. 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:

#### GRADING SCALE

A = 92%- 100%

B = 84%-91%

C = 75%-83%

D = 67%-74%

F= Below 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.

### The Reading Center

Farrington Building, Suite 109.  
936.294.3114

#### Hours:

Monday – Thursday                      8:00am – 7:00pm  
Friday    8:00am – 3:00pm

Sunday

2:00pm – 7:00pm

### The Writing Center

Sam Houston State University

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

Farrington 111

### SKYPE

Mon.-Thur. 8:00 a.m.-7:00 p.m.

Fri. 8:00 a.m.-3:00 p.m.

Sun. 2:00 p.m.-7:00 p.m.

### The Woodlands Center

Mon.-Wed. 1:00 p.m.-5:00 p.m.

### Schedule

**Weekly Calendar:** The table displays **UNITS** of study and **NOT CHAPTER NUMBERS**.

**Read the titles to make sure you are reading the correct chapter in your text.**


Date	Chapter Title	Due
<b>*the bolded dates in this column are the due dates for completion of all assignments in the unit.</b>		<ul style="list-style-type: none"> <li><b>Each unit runs for two weeks. However, there are assignments due each week on or before each Sunday at 11:00 pm.</b></li> <li><b>This course requires 9 hours of study per week!</b></li> </ul>
<i>Week 1</i> <b>Introduction</b> <b>8/23--8/27</b>	Obtain textbooks. Review syllabus.	1. Create your autobiographical PowerPoint 2. Complete the discussion regarding your personal motto.
<i>Week 2</i> <b>Unit 1</b> <b>8/28--9/3</b>	Teaching Every Student: A mandate for today.	1. Read the chapter titled "Teaching every student: A mandate for today" in your textbook. 2. Watch the videos for this unit 3. Complete the analysis of both videos and submit as an attachment in <b>one document</b> . 4. Complete the quiz

<p>Week 3:</p> <p><b>Unit 1:</b></p> <p>9/4--9/10</p>	<p>Teaching Every Student: A mandate for today</p>	<ol style="list-style-type: none"> <li>1. Read the article on "People First Language"</li> <li>2. Submit People First Language assignment</li> <li>3. Read the Story of Intellectual Disability Timeline</li> <li>4. Create a Timeline</li> </ol>
<p>Week 4:</p> <p><b>Unit 2:</b></p> <p>9/11--9/17</p>	<p>The Legal Foundation for Special Education</p>	<ol style="list-style-type: none"> <li>1. Read the Chapter: "The Legal Foundation for Special Education" in your textbook.</li> <li>2. Watch the video on "Celebrating 35 years of IDEA"</li> <li>3. Complete the script with the parent regarding IDEA</li> </ol>
<p>Week :5</p> <p><b>Unit 2</b></p> <p>9/18--9/24</p>	<p>The Legal Foundation for Special Education</p>	<ul style="list-style-type: none"> <li>• Watch the video "The Poor Conditions of Willowbrook State School for the mentally disabled."</li> <li>• Complete the discussion on the video, "The Poor Conditions of Willowbrook State School for the mentally disabled."</li> </ul>
<p>Week 6:</p> <p><b>Unit 3</b></p> <p>9/25--10/1</p>	<p>The Response To Intervention, Referral, And Placement Process</p>	<ul style="list-style-type: none"> <li>• Read the chapter, The Response to Intervention, Referral, and Placement Process.</li> <li>• Read the article: Understanding the Evaluation Process for Special Education</li> <li>• Complete the discussion on Understanding the Evaluation for Special Education</li> </ul>
<p>Week 7</p> <p><b>Unit 3</b></p> <p>10/2--10/8</p>	<p>Disability in <i>Far From the Tree</i></p>	<ul style="list-style-type: none"> <li>• Read the chapter on Disability in <i>Far From the Tree</i></li> <li>• Complete the discussion on Disability from <i>Far From The Tree</i></li> <li>• Watch the webinar on RTI</li> <li>• Read "Graphic Organizers Explained"</li> <li>• Complete the Graphic organizer on RTI</li> <li>• <b>Start planning your research paper now</b></li> </ul>
<p>Week 8</p> <p><b>Unit 4</b></p> <p>10/9--10/15</p>	<p>Cultural and Linguistic Diversity: Issues in Education</p>	<ul style="list-style-type: none"> <li>• Read the chapter: Cultural and Linguistic Diversity: Issues in Education</li> <li>• Read the article, Classroom Conversations: Opportunities to Learn for ESL Students in Mainstream Classrooms</li> <li>• Write the critique on the above listed article</li> </ul>



<p>Week 9</p> <p>Unit 4</p> <p>10/16--10/22</p>	<p>Study for Comprehensive Exam</p>	<ul style="list-style-type: none"> <li>Complete the Midterm Exam</li> <li><b>Are you working on the research paper? Send me an email and tell me how it's going.</b></li> </ul>
<p>Week 10</p> <p>Unit 5</p> <p>10/23--10/29</p>	<p>Students with Learning Differences Affecting Achievement</p>	<ul style="list-style-type: none"> <li>Read the chapter "Approaches to Instruction for Students with Learning Differences" in your textbook.</li> <li>Review the video on Reading and Decoding</li> <li>Complete the dialogue with the parent and submit as an attachment.</li> <li>Read the document on "What is a Graphic Organizer?"</li> <li>View the two videos on ADD by Russell Barkley</li> <li>Create a graphic organizer for one of the ADD videos: Submit as an attachment (PowerPoint or word document)</li> </ul>
<p>Week 11</p> <p>Unit 5</p> <p>10/30--11/5</p>	<p>Far From the Tree Chapter IV Down Syndrome</p>	<ul style="list-style-type: none"> <li>Complete the quiz</li> <li>Complete the discussion question on the chapter from Far From the Tree</li> <li>Watch the videos on Cognitive Disabilities</li> <li>Complete the discussion on Cognitive Disabilities</li> <li><i>Are you having problems with writing the draft of your paper? Would you like to contact me to discuss about it?</i></li> </ul>
<p>Week 12</p> <p>Unit 6</p> <p>11/6--11/12</p>	<p>Approaches to Instruction for Students with Learning Differences</p>	<ul style="list-style-type: none"> <li>Read the chapter in your text: "Approaches to Instruction for Students with Learning Differences".</li> <li>Watch video on learning disabilities</li> <li>Submit Video Analysis</li> <li>Create a PowerPoint or Prezi that provides information on interventions or teaching approaches that address learning differences. Remember to include text, photos, and videos.</li> </ul> <p><i>Work on Research Paper</i></p>
<p>Week 13</p> <p>Unit 7</p> <p>11/13--11/19</p>	<p>Students with Autism Spectrum Disorders</p>	<ul style="list-style-type: none"> <li>Read the chapter in your textbook, Students with Autism Spectrum Disorders</li> <li>Read the chapter on Autism in Far From the Tree</li> <li>Complete the discussion</li> <li>Complete the quiz</li> </ul>



Week 14 11/20—12/1	Research Paper	<ul style="list-style-type: none"> <li>Submit Research Paper Due by 11:00 pm. On Friday, December 1.</li> </ul>
	<b>CELEBRATE</b> 	<i>Please complete the IDEA survey. I appreciate your time and value your feedbacks, thank you and have a wonderful holidays.</i>

### Research Report:

Disability Intervention Report Outline-Include in References 5 Peer reviewed journal articles, 1 reputable website from a .edu or .gov , 1 book other than the texts.

1. Description of the Disability a. Characteristics b. Causes
2. Impact of the Disability on the Family
3. Impact of the Disability on the Teacher and Classroom
4. Research Based Interventions- describe and discuss
5. Assistive Technology to Assist Student
6. Effective Family Partnerships
7. References
8. Handout for Teachers (If you were presenting this to a group of faculty members what would you give them to remind them of the important points of the paper? A brochure? A notes page?)

You can use these numbered sections as headings in your research report (see the Purdue Website for information on how to use headings <https://owl.english.purdue.edu/owl/> )

Reference List (include at least **5 journal articles** from the Newton Gresham Library Database, **1 reputable Internet site** from a .edu or .gov , and **1 chapter in a book or a complete book other than your textbook**- a total of 7 references).

**Research Paper Submission: Submit the research paper through Blackboard. Make sure that you review the rubric before writing your paper to earn the grade that you desire.**

**Use the latest edition of APA style formatting. You may want to go to the OWL at Purdue website for information on APA style formatting:**

<http://owl.english.purdue.edu/owl/resource/560/01/>

### HOW TO FIND ONLINE REFERRED JOURNAL ARTICLES

1. From the SHSU Homepage, go to the Newton Gresham Library on the left hand side of the SHSU Homepage under ACADEMICS
2. On the left-hand side of the Newton Gresham Library page, go to Databases under RESEARCH.
3. Go to Databases by subject.
4. Select Education.
5. Select either Wilson's Full Text or Academic Search Complete and log in.

6. Or as an alternative, you can scroll to the bottom of the page and fill in the search box in Goggle Scholar.
7. To search, fill in the blanks under "FIND" with pertinent topics, one for each blank. I usually use two topics like "cerebral palsy" and "family" if searching for an article on family involvement. Another example would be "written expression" and "assistive technology" for information on learning disabilities in written expression.
8. The library staff are very helpful if you need assistance and the ASK A LIBRARIAN function is in the upper right hand corner if you need help.

## **Student Guidelines**

### **University Policies**

- SHSU Academic Policy Manual-Students
  - o [Procedures in Cases of Academic Dishonesty #810213](#)
  - o [Students with Disabilities #811006](#)
  - o [Student Absences on Religious Holy Days #861001](#)
  - o [Academic Grievance Procedures for Students #900823](#) .
- SHSU Academic Policy Manual-Curriculum and Instruction
  - o [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - o Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - o Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - o Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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.

### **CLASS GUIDELINES**

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 Online Course announcement 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 that will be coming up for the weeks and month ahead.

**Readings must be completed so you will be prepared for tests and discussions.**

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. This does **NOT include the research report**. Ensure that I am notified promptly if problems occur. **There are no makeup tests!** Tests are developed through the publisher of your textbook. As on the State 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.

Read each assignment’s instructions carefully and thoroughly. Do not assume that each assignment will be done the same. Do not attempt to complete the assignments without reading the article or chapter reading. “In your own words” means answer 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 through Blackboard.**

**IT IS THE STUDENT’S RESPONSIBILITY TO HAVE A WORKING KNOWLEDGE OF BLACKBOARD. IF THE STUDENT LACKS THE KNOWLEDGE TO USE THIS SYSTEM EFFECTIVELY THEY MUST CONTACT THE DELTA CENTER FOR SUGGESTIONS ON TRAINING.**

**Assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format).**

#### **Recommended Readings (Journals)**

*Behavioral Disorders*

*Exceptional Children*

*Teaching Exceptional Children*

*Journal of Learning Disabilities*

*Learning Disabilities Quarterly*

*Remedial and Special Education*

*Education and Training in Developmental Disabilities*

*Focus on Autism and Developmental Disabilities*

*Young Exceptional Children*

*Research and Practice in Severe Disabilities*

*Journal of Special Education*

*Education and Treatment of Children*

## **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 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.