

**SPED 2301 INTRODUCTION TO EXCEPTIONALITY****Spring 2018**

SPED 2301 is a required course for Special Ed. EC-12 and EC-6 Generalist Teacher Certifications

College of Education, Department of Language Literacy and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Dr. Jaime Betancourt Durán, Ph.D.
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Office: TEC- Rm 127 C
Office Hours: Monday 9:30 am- 1:30 pm, and 2:30 pm – 5:00 pm; Wednesday 9:30 am- 12:30 pm, anytime online through Blackboard Virtual Office or Skype, or by appointment

Course Time/Location: M & W, 2:00 pm- 4:50 pm/ TEC 115

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 multi-cultural and legal issues in the field of special education. The course will require students to collaborate as well as complete individual assignments for course credit.

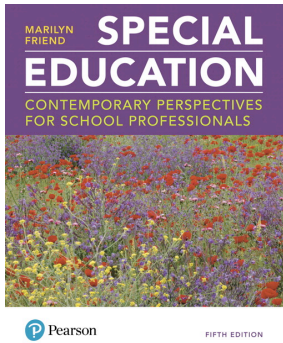
IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning how to find and use resources

Important: Understanding fundamental principles

Text/Readings: Required

Friend, M. (2018). Special education: Contemporary perspectives for school professionals (5th ed.). Boston: Pearson.



Other readings are available through Blackboard

Standards Matrix:

Objectives / Learning Outcomes-TLW	Activities	Performance Assessment	Standards: <u>S-Spa Standard</u> <i>TS-Texas Educator</i> <i>DDP-Diversity and Disposition Proficiencies</i> <i>CF-Conceptual Framework</i> <i>NETS- ISTE NETS</i> <i>Technology Standards</i>
#1 Recognize and describe characteristics of students with specific disabilities	Text readings, module videos, and class activities and discussions	Discussions, Multimedia Presentations, Tests, Issue 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</i> <i>Characteristics of Learners</i> <u>CF 5</u> <u>NETS 3a</u> <u>DDP-1,2,4</u> <i>Nets 3a</i>
#2 Examine and distinguish the protections and requirements of federal laws	Text readings, module videos, group reports, and class discussions	Issue Paper, Tests	<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	Text readings, module videos, and class discussions	Discussions 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 arrangements	Text readings, module videos, and class discussions	Issue Paper 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> <i>CF 5, DDP 6, 9</i>
#5 Define and describe special education services and supports	Text readings, module videos, and class discussions	Multimedia Presentations, Tests	<u>Spec. Ed. -6.4k, 6.6k, 6.9k, 10.1k, 10.2k</u> <u>EC-12- 1.14k</u> <i>CEC Core- #5</i>
#6 Observe and describe elements and interactions that support collaborative models and professional roles	Text readings, module videos, and class discussions	Discussions, Tests	<u>Spec. Ed.- 3.3k, 3.5k, EC-12-4.1k, 4.2k 4.4k</u> <i>CEC Core- #7 Communication and Collaborative Partnerships</i> <u>CF 5</u> <u>DDP 1, 2</u>
#7 Adhere to standards of ethical practice, confidentiality, and professional conduct	Class discussions, videos	Discussions, Tests	<u>Spec. Ed.- 2.5k, 3.6k, EC-12 4.14k</u> <i>CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i> <i>CF 5, DDP4</i>
#8 Recognize approaches, current trends and issues in special education	Text readings, class discussions, and group reports,	Issue Paper, Tests	<u>Spec. Ed.-10.1k, 10.2k, 6.1k</u> <u>NETS ISTE Standard # 3</u> <u>EC-12 2.6k, 2.16k, 2.18k</u> <i>CEC Core-#1, #2, #4, #5, #6, #7, #8</i> <i>CF 5, DDP-3</i>

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

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

NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in



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educator preparation through a standards-based
assessment. NCATE accreditation adds
value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn,
(NCATE, 2008).” The effectiveness of the College or Unit is measured based on the
standards, which are institutional

guidelines that ensure knowledge, skills, and professional dispositions educators need
to facilitate P- 12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

College of Education Information:

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.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse
populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about
professional growth and instruction. (CF 1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and
appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the
needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to
adapting instruction or programs to meet the needs of culturally and linguistically
diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective
and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all
learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning
environment that promotes problem-solving and decision making for diverse
learners. (CF 2)

Course Format:

Through presentation videos, Blackboard discussion board and class discussions, group activities, text readings, and 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 classroom discussions is required.

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 Requirements/Expectations:

1. **All written assignments must be sent through Blackboard. Assignments sent through email will NOT be recorded.**
2. **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. Deadlines must be met, and **you must check your announcements and email daily. Weekly assignments are due each Tuesday at 11:59 pm unless otherwise noted in Blackboard.**
3. **Issue Paper.** A description of the issue final paper will follow below. Two issue papers will be completed prior to the final issue paper. The first will be completed in a group, and the second will be completed with a partner; the final issue paper will be completed individually.
4. **Multimedia Presentations:** You will create different multimedia presentations to demonstrate your knowledge of course content. Presentations will use text, video, still images, and voiceover. These will be created using Kaltura.
5. **Discussion Board.** 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 online discussion boards. You should respond to at least two group members and use the quote function so the teacher can know what you are

responding to. If you are unsure of how to use the quote function, please contact the IT Helpdesk. See rubric.

6. Quizzes/Tests. There will be online chapter quizzes throughout the semester; additionally, you **will** have a mid-term and a final exam.
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.
8. 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!
9. Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

Resources

Academic Success Center

Farrington Building, Suite 111
936.294.3114

Main Campus

Monday-Thursday 8:00 am - 7:00 pm
Friday 8:00 am - 3:00 pm
Sunday 2:00 pm - 7:00 pm
(936)-294-3680 opt. 1

ASC @ TWC

Monday 10:00 am - 5:30 pm
Tuesday-Wednesday 10:00 am - 7:00 pm
Thursday 10:00 am - 5:30 pm
Friday 10:00 am - 3:00 pm
Saturday 12:00 pm - 5:00 pm
(936)-202-5103

The Writing Center

Farrington Building, Suite 111
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.

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.

Newton Gresham Library

Reference Desk, at (936) 294-1614 or toll-free 1-866-NGL-INFO (645-4636)

Education Librarian- Ashley Crane- 936-294-4686; abc064@shsu.edu

	Main Library	Interlibrary Services / Interlibrary Loan Office	The Woodlands Center Library Services *
Sun	2 pm - 1 am	Closed	Closed
Mon	7:30 am - 1 am	8 am - 5 pm	10 am - 10 pm*
Tue	7:30 am - 1 am	8 am - 5 pm	10 am - 10 pm*
Wed	7:30 am - 1 am	8 am - 5 pm	10 am - 10 pm*
Thu	7:30 am - 12 am	8 am - 5 pm	10 am - 10 pm*
Fri	7:30 am - 6 pm	8 am - 5 pm	8 am - 5 pm*
Sat	10 am - 7 pm	Closed	8 am - 5 pm*

POLICY FOR STUDENTS WITH DISABILITIES

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Students with Disabilities and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities.

If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #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](#)
 - **Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION (Not applicable to online format)**
 - **Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS (Not applicable to online format)**
 - **Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES (Not applicable to online format)**
- **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.**

Recommended Readings (Journals): This class includes an embedded librarian. Please consult her to determine the best journals for your research topics.

Weekly Calendar:

Date	Chapter Title	Due
*the bolded dates in this column are the due dates for completion of all assignments in the unit.		<ul style="list-style-type: none"> • This course requires 9 hours of study per week!
Week 1 <i>Module 1</i> 1/17-1/23	Chapter 1- Understanding Special Education	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz
Week 2 <i>Module 2</i> 1/24-1/30	Chapter 2- The Personnel and Procedures of Special Education	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz

Week 3 Module 3 1/31-2/6	Chapter 3- Multicultural Perspectives	<ul style="list-style-type: none"> • 2/1/18- 12th class day; last day to drop without a Q and receive 100% refund • Pre-test • Chapter Quiz • Multimedia Presentation #1
Week 4 Module 4 2/7-2/13 <i>Class online</i>	Chapter 4- Collaboration in Special Education	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Issue Paper #1
Week 5 Module 5 2/14-2/20	Chapter 5- Students with Specific Learning Disabilities	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Group Discussion #1- Initial Post
Week 6 Module 6 2/21-2/27 Class Online	Chapter 6- Students with Attention Deficit-Hyperactivity Disorder	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Group Discussion #1- Final Paper
Week 7 Module 7 2/28-3/6	Chapter 7- Students with Emotional and Behavior Disorders	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Multimedia Presentation #2
Week 8 3/7- 3/20 Spring Break 3/12-3/16	Midterm	<ul style="list-style-type: none"> • Spring Break 3/12-3/16 • Midterm Exam • Issue Paper #2
Week 9 Module 8 3/21-3/27	Chapter 8- Students with Intellectual and Developmental Disabilities	<ul style="list-style-type: none"> • Classes resume 3/19 • Pre-test • Chapter Quiz • Group Discussion #2- Initial Paper
Week 10 Module 9 3/28-4/3 Class Online	Chapter 9- Students with Speech and Language Disorders	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Group Discussion #2- Final Paper
Week 11 Module 10 4/4-4/10	Chapter 10- Students with Autism Spectrum Disorder	<ul style="list-style-type: none"> • 4/6/18- Last day to drop with a Q • Pre-test • Chapter Quiz • Multimedia presentation #2

Week 12 Module 12 4/11-4/17	Chapter 11- Students with Deafness and Hearing Loss/Chapter 12- Students with Visual Impairments	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Group Discussion #3- Initial Post
Week 13 Module 13 4/18-4/24 Class Online	Chapter 13- Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments/Chapter 14- Students with Severe and Multiple Disabilities	<ul style="list-style-type: none"> • Pre-test • Chapter Quiz • Group Discussion #3- Final Post
Week 14 Module 14 4/25-5/4	Issue Paper #3	<ul style="list-style-type: none"> • 5/4/18- Last day to resign by 5 pm in the Registrar's office. • Individual Issue Paper
Week 15 5/7-5/8	Final Exam	

Assignments:

- Pre-tests- 12@ 0 points each, weighted at 0%
- Chapter Quizzes- 12 @ 100 points each, weighted at 15%
- Group Discussions- 3 @ 100 points each, weighted at 15%
- Multimedia Presentation- 3 @ 100 points each, weighted at 15%
- Issue Papers- 3 @ 100 points each, weighted at 30%
- Mid-term and Final- 1 each @ 100 points each, weighted at 25%

Weights add to 100%

The grading scale is as follows:

GRADING SCALE

A = 92%- 100%

B = 84%-91%

C = 75%-83%

D = 67%-74%

F= Below 67%

“A” means that you exceeded the college level expectations for this course.

“B” means that you met above average college level expectations for this course.

“C” means that you met an average college level expectation for this course.

“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.

SPED Undergraduate Program Assessment Issue Paper:

Directions for SPED Program Undergraduate Assessment Issue Paper.

1. Click on the SPED Program Undergraduate Assessment Issue Paper Rubric on Blackboard and print this out. This rubric will be used to grade your issue paper.
2. Read the question carefully for the issue paper. It might be helpful if you rewrite the question in your own words to make sure you understand it.

3. After reading the question, write your paper using Times New Roman font 12, double spaced and all other APA guidelines for a paper (title page, running head, title, in-text citations, and a reference page- an abstract is not required).
4. Make sure that you have a strong thesis statement in the introduction.
5. **Question: Inclusive services have been a core argument in special education for many years. Central to this issue are the benefits of full inclusion and the role of the educator. Discuss your views on the inclusion issue and explain your reasoning for the position you take. In developing and supporting your position, you should consider the possible consequences of implementing the policy and explain how these consequences shape your position.**
7. Your paper should be between 1000-1500 words including references.
9. It would be in your best interest to write a draft and then contact the writing center for assistance in proof reading your work. Use the rubric to proof your paper.
10. Submit the work through Turnitin.com in Blackboard.
11. You must also submit your paper to TK20 account (See Help and How To on left hand side menu of Blackboard).
12. Reference List: You may use 1 reputable Internet site from a .edu or .gov , and referred articles from the library database.

Reference List- include at least **2 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 minimum of 4 references). Citing your book is probably a good idea.

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 Google 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 of their website if you need help. Remember, you can consult with the embedded librarian if you have questions about finding research.

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 prior to class 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 final issue paper**. Ensure that I am notified promptly if problems occur.
- 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. Direct quotes should be limited to an absolute minimum. Furthermore, "In your own words" does NOT mean, "in your opinion". I want to know what experts agree with your opinion, so make sure to use an in-text citation if you are writing about your opinion. Please do not submit assignments without referring to the **rubric** *as this may result in a low grade*.
- Assignments must be submitted through Blackboard. Assignments will not be accepted through any other medium, neither hard copy or shsu.edu emails will be accepted. **Written assignments must be submitted in Microsoft Word 2003 version or later or RTF (Rich Text Format). Whatever you submit must be viewable in Blackboard. Do not upload files for your assignments.** Assignments submitted using the Apple format, .pages, cannot be opened in Blackboard.
- **Do not submit assignments to the discussion board using an MS Word doc. You may develop your response in MS Word and Cut and Paste it into the discussion board.**
- All quizzes are online and must be completed within 90 minutes and by the date specified. The Midterm and Final must be completed within 2 hours. **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.
- 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.