



## SPED 2301: INTRODUCTION TO EXCEPTIONALITY SPRING 2018

*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**

**Instructor:** Dr. Leena Landmark  
Box 2119, Huntsville, Texas 77341  
936-294-1114  
[landmark@shsu.edu](mailto:landmark@shsu.edu)

**Office Location:** TEC 136

**Office Hours:** Mondays, Wednesdays 11:00 am – 3:30 pm and by appointment

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

**Class Day and Time:** Mondays and Wednesdays 9:30 am – 10:50 am

**Class Location:** TEC 111E

### **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.

### **Required Textbooks:**

Gargiulo, R. M., & Bouck, E. C. (2018). *Special education in contemporary society* (6th ed.). Thousand Oaks, CA: Sage.

### **IDEA Objectives:**

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

**Essential:** Gaining a basic understanding of the subject

**Important:** Learning to apply course material

**Important:** Acquiring skills in working with others as a member of a team

### **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.

### **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. Excessive absences (more than two) will result in students not being able to make up work.

### **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.
- Team Folders: Upon entering the classroom, teams will pick up their team folders. The team folders will document attendance and team scores. Assignments will be turned in through the team folders.
- Individual Readiness Assessment Test (iRAT): At the beginning of each unit, students will individually take a multiple choice test, 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.

- Team Readiness Assessment Test (tRAT): Immediately after all of the teammates have completed their iRATs, the team will work together on the same multiple choice test that the students took individually; the team will take the tRAT 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 the full points. If the 2nd scratch results in a star, the item is worth half the points. If it takes three tries to reach the correct answer, the item is worth a quarter of the points. Teams will enter the team grade on the IF-AT card.
- 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 their 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 of Collaboration: 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, repeated 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 take iRATs individually and will take tRATs as teams.

#### Team Collaboration (5% of grade)

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. This evaluation will be submitted online.

#### Reading Responses (15% of grade)

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
    - Use the headings of each section
- 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

#### Formative Assessments (15% of grade)

Students will be given formative assessment assignments to complete at the end of the class. Formative assessments will be randomly assigned (students will not know in advance when a formative assessment will be used). Formative assessments cannot be made up if the student is absent.

#### Issue Paper (15% of grade)

Each student will write a paper (1000-1500 words) that addresses an important issue in special education. More complete directions and a rubric are available on Blackboard. The paper must be submitted on Blackboard and TK20. Students are highly encouraged to utilize the Writing Center.

#### Resource Notebook (5% of grade)

Each student will create a notebook with notes, handouts, resources, etc. from each class with an emphasis on resources that will be useful as a beginning teacher.

#### Final Essay Test (15% of grade)

The final essay test will be a take-home test over an educational case study. The response should be between 1000-1500 words and will be submitted on Blackboard. The rubric is available on Blackboard. Students are highly encouraged to utilize the Writing Center.

## Grades

Grades will be assigned according to the following tables.

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

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

## Tentative Course Schedule

Units	Dates	Readings	Assignments Due
1: Intro., Foundations, Universal Design	1/22	<ul style="list-style-type: none"> <li>Syllabus</li> <li>People First</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	1/24	<ul style="list-style-type: none"> <li>Chp. 1 (Special Education in Context: People, Concepts, and Perspectives)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	1/29		
2: Legal Basis, Referral Process (RtI), IEP, Inclusion	1/31	<ul style="list-style-type: none"> <li>Chp. 2 (Policies, Practices, and Programs)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	2/5	<ul style="list-style-type: none"> <li>Landmark, 2017 (How General Educators Can Get More Out of IEP Meetings)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response</li> </ul>
	2/7	<ul style="list-style-type: none"> <li>NO FACE TO FACE CLASS MEETING</li> </ul>	
	2/12	<ul style="list-style-type: none"> <li>Prater (She Will Succeed! Strategies for Success in Inclusive Classrooms)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response</li> </ul>
3: Diversity and Disability	2/14	<ul style="list-style-type: none"> <li>Chp. 3 (Cultural and Linguistic Diversity and Exceptionality)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	2/19		
	2/21	<ul style="list-style-type: none"> <li>NO FACE TO FACE CLASS MEETING</li> </ul>	
4: Family Involvement	2/26	<ul style="list-style-type: none"> <li>Chp. 4 (Parents, Families, and Exceptionality)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
5: Assistive Technology	2/28	<ul style="list-style-type: none"> <li>Chp. 5 (Assistive Technology)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
6: Self-determination	3/5	<ul style="list-style-type: none"> <li>Wehmeyer &amp; Shogren, 2012 (Self-Determination)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response</li> </ul>
7: ID	3/7	<ul style="list-style-type: none"> <li>Chp. 6 (Individuals with Intellectual Disability)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	3/12	<ul style="list-style-type: none"> <li>SPRING BREAK</li> </ul>	
	3/14	<ul style="list-style-type: none"> <li>SPRING BREAK</li> </ul>	
8: LD	3/19	<ul style="list-style-type: none"> <li>Chp. 7 (Individuals with Learning Disabilities)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	3/21		<ul style="list-style-type: none"> <li>Issue Paper</li> </ul>
9: ADHD	3/26	<ul style="list-style-type: none"> <li>Chp. 8 (Individuals with Attention Deficit Hyperactivity Disorder)</li> </ul>	<ul style="list-style-type: none"> <li>RATs</li> </ul>
	3/28		

10: EBD	4/2	• Chp. 9 (Individuals with Emotional or Behavioral Disorders)	• RATs
	4/4	• Solar, 2011 (Prove Them Wrong: Be There for Secondary Students with an Emotional or Behavioral Disorder)	• Reading Response
11: AU	4/9	• Chp. 10 (Individuals with Autism Spectrum Disorders)	• RATs
	4/11		
	4/16		
12: SI	4/18	• Chp. 11 (Individuals with Speech and Language Impairments)	• RATs
13: HI and VI	4/23	• Chp. 12 (Individuals with Hearing Impairments) • Chp. 13 (Individuals with Visual Impairments)	• RATs
	4/25		
14: Physical and OHI	4/30	• Chp. 14 (Individuals with Physical Disabilities, Health Disabilities, and Related Low-incidence Disabilities)	• RATs • Team Collab.
15: GT	5/2	• Chp. 15 (Individuals Who Are Gifted and Talented)	• RATs
	5/9		• Resource Notebook • Final Essay Test