



SPED 2301 INTRODUCTION TO SPECIAL EDUCATION

SPRING SEMESTER 2018 HYBRID

SPD 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: Professor N. Stockall
TEC-Rm 127
P.O. Box 2119/SHSU
Huntsville, Texas 77341
Phone: 936-294-3983
Email: nxs016@shsu.edu
Office Hours: Tuesdays 12:00- 3:00 pm, online, or by appt. Rm 127 E
Online Course Blackboard

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.

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

***IMPORTANT:** This book may 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."

Standards Matrix: By the end of this course you should be able to successfully complete these learner outcomes. These objectives are required throughout the special education program for initial teacher certification in EC-6 and Special Education programs.

Objectives / Learning Outcomes-	Activities (* indicates field-based activity)	Performance Assessment	Standards: <u>CEC: Council of Exceptional Children</u> <u>ISTE: International Society for Technology in Education</u>
Describe how disability influences learner's development.	*school site experiences and observations text readings and class discussions	Video analysis tests	<u>CEC Standard 1: Learner Development and Individual Differences</u> <u>ISTE Standard 1: Learner-leverage technology to improve learning.</u>
List 14 areas of disability according to IDEA and 504	* school site observations readings and class discussions Jig Saw group reports	Video analysis Tests Oral presentation	<u>CEC Standard 6: Knowledge and Ethics</u> <u>ISTE: Citizen: responsibly participate in the digital world.</u>
Recognize and acknowledge multiple cultural perspectives of families.	*school site observations text readings and class discussions	Video analysis Tests Issue Paper	<u>CEC Standard 6: Knowledge and Ethics</u> <u>ISTE; Citizen: responsibly participate in the digital world.</u>
#4 Define and describe special education services and supports	*school site visits text readings and class discussions	Video analysis Tests Issue Paper	<u>CEC Standard 7: Collaboration</u> <u>ISTE Standard 4: Collaborate with students and colleagues to improve practice, share resources, solve problems</u>
#5 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	<u>CEC Standard 7: Collaboration</u> <u>ISTE Standard 4: Collaborate with students and colleagues to improve practice, share resources, solve problems</u>
#6 Adhere to standards of ethical practice, confidentiality professional conduct	*school site visits class discussions civic engagement activities	Video Analysis Tests Issue Paper	<u>CEC Standard 6: Knowledge and Ethics</u> <u>ISTE; Citizen: responsibly participate in the digital world.</u>

#7 Recognize approaches, current trends and legal issues in special education	texts readings and class discussions group reports civic engagement activities	Video analysis Tests Civic engagement products Issue Paper	<u>CEC Standard 6: Knowledge and Ethics</u> <u>ISTE; Citizen: responsibly participate in the digital world.</u>
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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 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

All students in the teacher education program are required to demonstrate competency in these areas:

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. (CF1)
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, 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.**

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 legal issues in special education.

Course Requirements/Expectations:**IMPORTANT NOTICE**

All written assignments must be sent through Blackboard. Assignments sent through email WILL NOT be recorded.

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 issue paper or quizzes.
2. **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 must use citations and references to support your ideas. You may need to upload RealPlayer to view these videos.

3. Class Discussions. Students will gain content knowledge by reading materials **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. Please remember that you must use **research supported evidence in your discussions and cite those resources**.
 4. 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.
- What is Plagiarism? <http://www.shsu.edu/centers/academic-success-center/writing/handouts/wp/WP-2.pdf>
5. 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!
 6. Cell Phone Policy: Sam Houston State University Academic Policy Statement 100728. **Cell phones are to be turned off and put away** in class unless given individual permission by the instructor. Not applicable to online classes.
 7. 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.**

GRADING:

Some but 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:

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.

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:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

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](#)

Do NOT make plans for weddings, vacations, selling or moving to another home (etc.) on the days that are scheduled for this course (See Academic Calendar). Even though we will have some days which are only online, this means you should use the scheduled class time to complete the class assignment. You must be prepared to show up for a face to face class if the schedule is changed!!!!

Date	Before Class Do This	During Class We Do This
Week 1 <i>Introduction</i> <i>Thursday</i> <i>Jan. 18</i> All videos and readings must be completed before each class.	<ul style="list-style-type: none"> • Review Syllabus before class • Print out Syllabus and bring to class 	<ul style="list-style-type: none"> • Class Procedures-Environment • View Glogster of Dr. Stockall • Students Make Name Necklaces Introductions • Take Syllabus Quiz in Class
Week 2 <i>Jan. 23-25</i>	<ul style="list-style-type: none"> • Read “People First Language” online. • Register for Glogster and create a Glogster about yourself. Submit Glogster (Share) url address to blackboard for a grade. • Glogster address Due: Jan. 24th by midnight. 	<ul style="list-style-type: none"> • Review Glogster site and how to share. • Be prepared to discuss questions about the reading. • Review and Class Assessment Technique (CAT) • Discuss Peer Referred Articles • Share your Glogster with class.

<p>Week 3 <i>Jan. 30- Feb. 1</i></p>	<ul style="list-style-type: none"> • Submit a list of 5 credible websites to learn about special education through Blackboard. Submit by Jan. 29th at midnight. • Do some research using Peer Referred Articles and take notes to find the answers to these questions: <ul style="list-style-type: none"> ○ What is inclusion? ○ Why is inclusion controversial? 	<ul style="list-style-type: none"> • Watch the video, “Are you Happy?” • Analyze the video in groups and present to class • Check out credibility of websites • CAT-clearest; Muddiest
<p>Week 4 <i>Feb. 6-8</i></p>	<ul style="list-style-type: none"> • Watch Video on Using Citations to support ideas. • You will be asked the following questions during our In class discussion: <ol style="list-style-type: none"> 1. What is a citation in text? 2. What is a reference? 3. What’s the difference between a citation and a reference? 4. Why do we need to use citations in a paper? 5. Why do we need to use citations or references in our class analysis of videos or readings? • Complete the analysis of Willowbrook video and submit to Blackboard on or before 2:00 pm on Feb. 10. 	<ul style="list-style-type: none"> • Discussion on how citations give credibility to your research • Watch video: The Poor Conditions of the Willowbrook State School. • Discussion on writing an analysis with a rubric.

<p>Week 5 <i>Feb. 13-15</i></p>	<ul style="list-style-type: none"> • Read “10 Steps in the Special Education Process” document. • Review the reading, “How to Request an Initial Evaluation for Special Education Eligibility.” • Read the chapter, “Disability” in the book, <i>Far From the Tree</i> (Chapter VII) • After reading the chapter on Disability in <i>Far From the Tree</i>, copy (2) two passages from the chapter that stood out for you. I recommend that you do this on a word document and then bring it to class. Be prepared to discuss answers to the following. Explain why each of these passages stood out in your reading. How does each passage connect to what you believed in the past about disability or what you believe now? How does each passage connect to the world today? Please remember to seek out research to find instances of how these ideas connect to what is happening in our world today and cite these resources. 	<ul style="list-style-type: none"> • Case study: Work in groups to find the answers to the questions related to the case study. • Explain why each of these passages stood out in your reading. How does each passage connect to what you believed in the past about disability or what you believe now? How does each passage connect to the world today? • Bring references that support your ideas.
<p>Week 6 <i>Feb. 20-22</i> Online Classes</p>	<ul style="list-style-type: none"> • Read the “Parents Guide to the Admission, Review, and Dismissal Process.” • Read the news story regarding the law case of <i>Fry v Napoleon</i> • Be prepared (by researching information) to answer the following questions online. What are the implications (conclusions that can be drawn) from this case? What should teachers do to prepare for teaching with a service dog in the classroom? What problems might occur and how will you mitigate these problems? 	<ul style="list-style-type: none"> • Complete online assignments. <u>No face to face classes this week.</u>

<p>Week 7</p> <p>February 27- March 1 online work due</p>	<ul style="list-style-type: none"> • Read chapter IV on Down Syndrome in Far From the Tree • After reading the chapter on Down syndrome in Far From the Tree, copy (2) two passages from the chapter that stood out for you. <ol style="list-style-type: none"> 1. Explain why each of these passages stood out in your reading. 2. How does each passage connect to what you knew previously about Down syndrome or how this has informed your ideas about families who have children with disabilities? 3. How does each passage connect to the world today in terms of medical science or social issues such as poverty, support for families with children who have moderate to profound disabilities, or equal rights? <p>Please remember to seek out research to find instances of how these ideas connect to what is happening in our world today and cite these resources.</p> <ul style="list-style-type: none"> • View the videos: Dear Future Mom; Don't Limit Me; K/1st Grade Child with Down Syndrome, and All Lives Matter. <ol style="list-style-type: none"> 1. Select one of these videos that stood out for you the most. 2. List 4 or 5 of the big ideas in the video and explain how they were meaningful to you. <ul style="list-style-type: none"> • Use this format in writing your list: "I understand that...." You must use this format for each big idea to earn points. (Due March 1. Submit through Blackboard) 	<ul style="list-style-type: none"> • Review and complete the Values Assessment Worksheet. • Find people with similar values in class. • Watch part of the 0-60 video time: 1:20- 2:50 • Identify values of Heath White • Identify the values of several people interviewed in Chapter IV of "Far From the Tree?"
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<p>Week 8 <i>March 6-8</i></p>	<ul style="list-style-type: none"> • Review and memorize the 14 Categories of Disability recognized under IDEA. • Review the PowerPoint on Mild Intellectual Disabilities • Read the attachments to the “Interpreting IQ scores and Achievement Assignment” (They’re in red by the paper/ruler icon) Print these out and bring to class. 	<ul style="list-style-type: none"> • Quiz over the 14 categories of disability. • Complete the “Interpreting IQ scores and Achievement Assignment. • Review the video “Let’s Talk about Intellectual Disabilities: Loretta Claiborne at TED.” • Discuss questions related to the video, “Let’s Talk about Intellectual Disabilities: Loretta Claiborne at TED.”
<p>March 12-16</p>	<ul style="list-style-type: none"> • Spring Break 	<ul style="list-style-type: none"> • Be Safe—I care about all of you!
<p>Week 9 <i>March 20-22</i> Online Classes</p>	<ul style="list-style-type: none"> • Read and study the PowerPoint on Students with Learning Disabilities. • Follow the web link and read an overview on Learning Disabilities • Follow the web link and read Accommodations for Children with LD • Review the Fact Sheet on Characteristics of LD • View the video, “I can’t do this but I can do that.” • After reading and studying the information on Learning Disabilities and reviewing the information on Intellectual Disability, write an essay comparing these two disabilities. In your essay make sure you define each disability and then tell how they are different. Also, explain why people easily confuse these two disabilities. Finally, explain why it is important for teachers to know the difference? Due date: March 22: Submit through Blackboard. 	<ul style="list-style-type: none"> • Complete online assignments. <u>No face to face classes this week.</u>

<p>Week 10</p> <p>March 27-29</p>	<ul style="list-style-type: none"> • Watch the videos on How to write a good argumentative essay (there are 4 of them). • After reading the topic for your final argumentative essay for this class (see syllabus), submit a list of five peer reviewed article references to Blackboard that will inform your paper. Make sure you submit these to Blackboard using correct APA style. (Due March 27: Submit through Blackboard) • Read the article on Factors related to Parents Treatment Choices for Autism. • Write a summary essay and submit to Blackboard. Due March 29- Submit through Blackboard. 	<ul style="list-style-type: none"> • We will evaluate your lists in class to determine if they are credible documents and peer reviewed. • Watch Wendy Chung video on Autism • Analyze video in groups. • Review Sally Deitch video • Analyze video in groups. • Review the website: AFFIRM
<p>Week 11</p> <p>April 3-5</p>	<ul style="list-style-type: none"> • Read the document “Graphic organizers explained.” • Listen to the lecture “School Management of Children with ADHD.” (Take notes) This is a 2-hour lecture. Make sure you listen to it before coming to class 	<ul style="list-style-type: none"> • Discussion of graphic organizer • Create a graphic organizer for lecture on School Management of Children with ADHD.
<p>Week 12</p> <p>April 10-12</p>	<ul style="list-style-type: none"> • <i>Are you having problems with writing the draft of your paper? Call the Writing center and make an appt. They can even work with you over email or skype. Many of my students call the writing center to review their drafts before turning them in for a grade.</i> • Read the document on Bullying and the IEP • Complete some research on your own regarding how teachers can prevent bullying with social media. Bring 	<p>Bullying Discussion Questions:</p> <ul style="list-style-type: none"> • What are some assumptions (beliefs) that teachers or paraprofessionals have about bullying? • How do our assumptions (beliefs) about bullying influence our behavior as teachers? Give examples • How and when should we address bullying? Be specific • Bring references to back up ideas.

	<p>references to class that support your ideas.</p>	
<p>Week 13 <i>April 17-19</i></p>	<ul style="list-style-type: none"> • Read the article, “Stop the running. • Review questions for in class discussion: <ol style="list-style-type: none"> 1. What is the key idea in this article? 2. When can we use FBA and how does it contribute to the BIP? 3. What are some possible reactions to using a functional behavior analysis and a behavior intervention plan in the classroom? 4. What would it be like to be in Esperanza's shoes? Given her disability and her elopement behavior what do you think is going on in her mind? 5. How are your own views on behavior shaped by your experiences? 	<ul style="list-style-type: none"> • Take quiz on “Stop the Running” article. • Discussion on “Stop the Running” • Conducting an FBA in class • View the video “How to make a Visual Schedule” Go to http://theautismhelper.com/behavior-visuals-specials-classes/
<p>Week 14 <i>April 24-26</i></p>	<ul style="list-style-type: none"> • Read the article on the website, “Using Visuals.” • Select one of the apps from the websites listed in Week 13 on Blackboard to become familiar with how to select pictures. • Develop a set of visuals for a Specials Class (gym or art or music). Take a picture of the visuals you make and submit through Blackboard as .jpg attachment and bring your visual schedules to class for presentation. Due April 26th beginning of class. 	<ul style="list-style-type: none"> • Review the visual support checklist in class. • Discussion on use of visual schedules. • Review and discuss “Most to Least Prompting.” • Review and discuss “Fading” • Create “Faded visual prompts.”
<p>Week 15 <i>May 5</i></p>	<ul style="list-style-type: none"> • Issue Paper Due by midnight May 5. Submit through Blackboard. 	<p>No Face to Face classes. Schedule an appt. with Instructor as needed.</p>

- [Use of Telephones and Text Messages in Academic Classrooms and Facilities #100728](#)
- **Technology during instruction:**
 - **Instructor's Policy on Technology Use During Instruction:** Computers and cell phones should be turned off unless the instructor gives permission for their use during group activities. **(Not applicable to online format)**
 - **Instructor's Policy on Technology use During Exams or Quizzes.** Computers and cell phones should be turned off unless the instructor gives permission for their use during exams or quizzes. **(Not applicable to online format)**
 - **Instructor's Policy on Technology Use in Emergencies:** In an event of an emergency locate a safe space for yourself and then call 911.

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)

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

Weekly Calendar: The table displays UNITS of study and NOT CHAPTER NUMBERS. Read the titles to make sure you are reading the correct content information.

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.
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.
6. Be sure that you use citations in text and add a reference page.
7. Your paper should be between 1000-1500 words including references.
8. Use a header in your paper with your name, course number, and section number

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.

Issue Paper Submission: Submit the issue 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 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 if you need help.

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 syllabus, the Class Schedule, the assignments or anything else 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 issue paper**. 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. Quizzes may be online or in the face to face classes. If the quiz is online, it must

be completed within one hour's time and on the date specified. **There are no makeup tests!** 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. Use outside references to support your ideas. I want to know what experts agree with your opinion!

Online assignments must be submitted through Blackboard. Online assignments will not be accepted through any other medium, either hard copy or shsu.edu email.

IT IS THE STUDENT'S RESPONSIBILITY TO HAVE A WORKING KNOWLEDGE OF BLACKBOARD. IF YOU HAVE A PROBLEM OR QUESTION CONCERNING HOW TO SUBMIT AN ASSIGNMENT PLEASE CALL THE HELP DESK. 936-294-help

Online assignments must be submitted using Microsoft Word 2003 version or later or RTF (Rich Text Format).