SPED 2301: INTRODUCTION TO SPECIAL EDUCATION
SPRING, 2018

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. – 7th edition.

*__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:

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

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	**Spec. Ed.- 3.3k, 3.5k,** **EC-12-4.1k,4.2k 4.4k,** *CEC Core- #7 Communication and Collaborative Partnerships* **CF 5** **DDP 1.2**
#7 Adhere to standards of ethical practice, confidentiality professional conduct	*school site visits class discussions civic engagement activities	Video Analysis Tests	**Spec. Ed.- 2.5k, 3.6k,** **EC-12 4.14k** *CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices* **CF 5, DDP4**
#8 Recognize approaches, current trends and issues in special education	texts readings and class discussions group reports professional development activities	Video analysis Tests	**Spec. Ed.-10.1k, 10.2k, 6.1k** **NETS ISTE Standard # 3** **EC-12 2.6k, 2.16k, 2.18k** *CEC Core-#1, #2, #4,#5,#6, #7, #8* **CF 5, DDP-3**

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 <u>NOT</u> 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. *Issue Paper*:

   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.

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.

4. <u>*Tests.*</u> There will be weekly online quizzes throughout the semester; additionally you *may* have a mid-term and a final exam.

5. <u>*Instructional Videos:*</u> 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. <u>*Class Discussions.*</u> 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.

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 am-7:00 pm.

Fri.   8:00 am.-3:00 pm.

Sun.   2:00 pm.-7:00 pm.

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 pm.-5:00 pm.

Course 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 by 11:00 PM (Bolded Dates)
Week 1 **Introduction** 1/17--**1/21**	Obtain textbooks. Review syllabus.	1. Create your autobiographical PowerPoint 2. Complete the discussion regarding your personal motto.
Week 2 **Unit 1** 1/22—**1/28**	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 **one document**. 4. Complete the quiz

Week 3: **Unit 1** 1/29--**2/4**	Teaching Every Student: A mandate for today	1. Read the article on "People First Language" 2. Submit People First Language assignment 3. Read the Story of Intellectual Disability Timeline 4. Create a Timeline
Week 4: **Unit 2** 2/5--**2/11**	The Legal Foundation for Special Education	1. Read the Chapter: "The Legal Foundation for Special Education" in your textbook. 2. Watch the video on "Celebrating 35 years of IDEA 3. Complete the script with the parent regarding IDEA
Week 5: **Unit 2** 2/12--**2/18**	The Legal Foundation for Special Education	• Watch the video "The Poor Conditions of Willowbrook State School for the mentally disabled." • Complete the discussion on the video, "The Poor Conditions of Willowbrook State School for the mentally disabled."
Week 6: **Unit 3** 2/19--**2/25**	The Response To Intervention, Referral, And Placement Process	• Read the chapter, The Response to Intervention, Referral, and Placement Process. • Read the article: Understanding the Evaluation Process for Special Education • Complete the discussion on Understanding the Evaluation for Special Education
Week 7: **Unit 3** 2/26--**3/4**	Disability in *Far From the Tree*	• Read the chapter on Disability in Far From the Tree • Complete the discussion on Disability from *Far From The Tree* • Watch the webinar on RTI • Read "Graphic Organizers Explained" • Complete the Graphic organizer on RTI • **Start planning your research paper now**
Week 8: **Unit 4** 3/5--**3/11**	Cultural and Linguistic Diversity: Issues in Education	• Read the chapter: Cultural and Linguistic Diversity: Issues in Education • Read the article, Classroom Conversations: Opportunities to Learn for ESL Students in Mainstream Classrooms • Write the critique on the above listed article

Week 9: Unit 4 3/19--3/25	Study for Midterm Exam	• Complete the Midterm Exam • **Are you working on the ISSUE PAPER? Send me an email and tell me how it's going.**
Week 10: Unit 5 3/26--4/1	Students with Learning Differences Affecting Achievement	• Read the chapter "Approaches to Instruction for Students with Learning Differences" in your textbook. • Review the video on Reading and Decoding • Complete the dialogue with the parent and submit as an attachment. • Read the document on "What is a Graphic Organizer?" • View the two videos on ADD by Russell Barkley • Create a graphic organizer for one of the ADD videos: Submit as an attachment (PowerPoint or word document)
Week 11: Unit 5 4/2--4/8	Far From the Tree Chapter IV Down Syndrome	• Complete the quiz • Complete the discussion question on the chapter from Far From the Tree • Watch the videos on Cognitive Disabilities • Complete the discussion on Cognitive Disabilities • *Are you having problems with writing the draft of your paper? Would you like to contact me to discuss about it?*
Week 12: Unit 6 4/9--4/15	Approaches to Instruction for Students with Learning Differences	• Read the chapter in your text: "Approaches to Instruction for Students with Learning Differences". • Watch video on learning disabilities • Submit Video Analysis • Create a PowerPoint or Prezi that provides information on interventions or teaching approaches that address learning differences. Remember to include text, photos, and videos. *Work on Research Paper*
Week 13: Unit 7 4/16--4/22	Students with Autism Spectrum Disorders	• Read the chapter in your textbook, Students with Autism Spectrum Disorders • Read the chapter on Autism in Far From the Tree • Complete the discussion • Complete the quiz

Week 14: 4/23—5/1	Issue Paper	• Submit Issue Paper to BB/Tk20 link Due by 4:00 pm on May 1ˢᵗ
	CELEBRATE ☺	*Please complete the IDEA survey. I appreciate your time and value your feedbacks, thank you and have a wonderful summer.*

Research Paper:

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 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. Two points will be deducted each day for late submission. 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	*Education and Training in Developmental Disabilities*
Exceptional Children	*Focus on Autism and Developmental Disabilities*
Teaching Exceptional Children	*Young Exceptional Children*
Journal of Learning Disabilities	*Research and Practice in Severe Disabilities*
Learning Disabilities Quarterly	*Journal of Special Education*
Remedial and 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 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.