



***SPED 5301 Education of Individuals with Disabilities***

***Spring 2018***

*SPED 5301 is a required course for Master's in Special Education and Diagnostician's Certification*

**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.*

*SPED 5301 is a required course for Master's in Special Education and Diagnostician's Certification*

***Instructor:***

*Dr. Vickie J Mitchell  
Teacher Education Center 127-D  
P.O. Box 2119/SHSU  
Huntsville, TX 77341  
(936) 294-3911 (Voice Mail)  
(936) 294-1131 (Fax)  
[vmitchell@shsu.edu](mailto:vmitchell@shsu.edu)*

***Office Hours: (Please email or call to schedule)***

*Monday: By appointment (Virtual or conference call)  
Tuesday: By appointment (Virtual or conference call)  
Wednesday: 9:00 a.m. to 4:00 p.m. (SHSU)  
Thursday: No appointments  
Friday: By appointment (Virtual, SHSU or TWC)*

***Date and Time:***

*Distance Learning Course*

***Location of Class:*** *Distance Learning Course*

***Course Description:***

*This course is designed to familiarize teachers, administrators, and other educators with the characteristics, problems, and educational needs of individuals with disabilities. Readings and assignments will also explore strategies, adaptations, and frameworks for the effective instruction of students with disabilities in inclusive settings.*

**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*

*At the end of the semester you will be asked to complete an online assessment of your instructor and the course. Completing this assessment will help the college to determine if online courses are effective for student learning and if online program courses should continue to be offered in the future. Please complete the assessment in a timely manner to help us continue to provide you with quality education opportunities.*

**Textbook:** Smith, Polloway, Patton, Dowdy, Doughty (2016). Teaching Students with special needs in Inclusion settings. 7<sup>th</sup> edition: Pearson.

**TK20 Account Statement:**

*TK20 Account is **not** required for this course; TK20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession.*

<https://tk20.shsu.edu/>

**Course Format:**

*The content of this course is delivered through multiple formats and may include: PowerPoint presentations, Blackboard Weekly Assignments incorporating Video presentations, online activities, Tests, Online Discussions, Review of Current Literature and Research, and Blackboard Instructional Activities. In addition, course concepts may be learned through self-study, collaborative study, and small group discussions.*

**Course Content:**

*Class assignments and preparation are directed toward applied knowledge and competencies, as reflected in the professional standards matrix. The integration and practices from several sources will be the primary goal (e.g., PowerPoint presentations, online discussions, handouts, online lectures, projects, and research reviews).*

**Objectives:** *The Learner will...*

- 1) Demonstrate knowledge of the personal, psychological, social, and emotional characteristics of individuals with disabilities in the general education and special education classroom.*
- 2) Demonstrate knowledge of federal laws and procedures related to special education and services to other students with special learning needs.*
- 3) Demonstrate knowledge of the process of developing individual educational programs (including consideration of assistive technology and transition needs) for students with disabilities.*
- 4) Demonstrate knowledge of inclusive instructional arrangements for students with disabilities and other special needs.*
- 5) Demonstrate knowledge of ways to assess and instruct students with varied learning characteristics and needs.*
- 6) Demonstrate knowledge of ways to manage problem behaviors and build social relationships with students having varied learning characteristics and needs.*

- 7) Demonstrated knowledge of the professional practices, partnerships and collaborations needed for serving varied student needs in inclusive school environments.
- 8) Demonstrate professional conduct and respect confidentiality during field activities, campus interviews, and observations.

**Course Policies:**

**Attendance and Participation:** Given the online nature of this course, attendance and participation will be gauged by assignment submissions. Therefore, it is critical to **submit assignments on time**.

**Assignment Policy:** Assignments are due by midnight on the designated date. **Late assignments will not be accepted.**

**Time Requirement:** For each credit hour, you will be expected to commit at least three course of course time.

**Assignment Descriptions**

**1. Table of Disability Categories Project 100 pts.**

- Complete and submit a table that identifies each category of disability according to the State of Texas standards, the characteristics, and several research based interventions for each disability. Be sure to provide a citation in the table for each intervention.

**HOW TO USE CITATIONS IN YOUR TABLE**

To learn how to cite and reference your intervention sources correctly, you must be familiar with the American Psychological Association (APA) Style Manual 6th edition. You can obtain a copy of the manual by purchasing it or you can find it at the library. An online source is the OWL at Purdue: Just copy and paste the address below in your URL

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

**2. Tests**

- **Seven online tests** will be posted to *Blackboard*. The questions are generated from the textbook and from the supplemental readings. Each test will correspond to the text chapters and required readings. Tests will be open on *Blackboard* for a one week period. It is the student's responsibility to take the exam within the specified time frame. Tests **will NOT be reopened after the designated time frame expires**. Blackboard automatically scores the tests. When **all tests are graded** you will be able to see what items you missed and the correct responses. Usually the scoring is accurate but a potential for computer error always exists. If you feel that an error was made in the scoring process, please submit a written explanation of the error and a justification, and I will review your concerns in a timely manner.

### 3. List of “Enduring Understandings” Assignments

- **Seven** “Enduring Understandings” assignments accompany each assigned chapter. You will create a list of 10 *enduring understandings* or big ideas that you learned from the **chapter content**. Under **resources**, you will find information on how to write an “enduring understanding.” These are **NOT facts but principles** and you must read and study how to generate an “enduring understanding” **before** you attempt to write them. A rubric is provided in the assignment box so that you know how the document will be graded. Your Enduring Understandings can be simply listed on a word document containing the **course name, section, the specific chapter, and your name**. Title these assignments as: Enduring Understandings from Chapter .....

### 5. Adaptive Release on Blackboard.

You must complete all the assignments in each week before the next week’s assignments will appear on your Blackboard. Please work through each unit sequentially to make sure that you don’t miss any assignments.

- ***Grade Distribution***  
A = 100% - 92%  
B = 91% - 84%  
C = 83% - 75%  
D = 74% - 68%  
F = Less than 68%

## Weekly Assignments

DUE Date	Chapter Title	Assignments
*The last date in each cell is the due date, Sunday night. Example: <i>Jan. 17-Jan.21</i>		
<i>Week 1:</i> <i>Jan. 17-Jan. 21</i>		<ol style="list-style-type: none"> <li>1. Read the syllabus carefully. Note due dates and review assignments for the course.</li> <li>2. Obtain books for course</li> <li>3. Take the “SPED 5301 and Me” Survey</li> </ol>
<i>Week 2</i> <i>Jan. 22- Jan. 28</i>	<b>Read Ch. 1</b> Inclusive Education: An Introduction	<ol style="list-style-type: none"> <li>1. Read the chapter 1, "Inclusive Education: An Introduction “</li> <li>2. Complete the chapter 1 quiz, "Inclusive Education: An Introduction “</li> </ol>
<i>Week 3:</i> <i>Jan. 29- Feb.4</i>	Ch. 1 Inclusive Education: An Introduction  <b>Read Ch. 3</b> Identifying and Programming for Student Needs <b>Ch. 4</b> Teaching Students with Learning Disabilities	<ol style="list-style-type: none"> <li>1. Review the reading materials for “Enduring Understandings” listed under the Resources button on the left hand side of Blackboard.</li> <li>2. Complete the “Ten Enduring Understandings” assignment for the chapter 1, "Inclusive Education: An Introduction “.</li> <li>3. Read chapter 3 and chapter 4.</li> </ol>
<i>Week 4</i> <i>Feb. 5– Feb. 11</i>	Ch. 3 Identifying and Programming for Student Needs Ch. 4 Teaching Students with Learning Disabilities	<ol style="list-style-type: none"> <li>1. Complete the quizzes for chapter 3 and chapter 4.</li> </ol>
<i>Week 5</i> <i>Feb. 12- Feb. 18</i>	Students with Learning Disabilities	<ol style="list-style-type: none"> <li>1. Beginning with the end in Mind: Transition Services</li> <li>2. View the introductory video</li> <li>3. Read assigned articles</li> <li>4. Application in your future job – Discussion Board</li> </ol>
<i>Week 6</i> <i>Feb. 19- Feb. 25</i>	Ch. 3 Identifying and Programming for Student Needs Ch. 4 Teaching Students with Learning Disabilities <b>Read Ch. 6</b> Teaching Students with Intellectual Disabilities <b>Ch. 7</b> Teaching Students with Attention-Deficit / Hyperactivity Disorder	<ol style="list-style-type: none"> <li>1. Review the reading materials for “Enduring Understandings” listed under the Resources button on the left hand side of Blackboard.</li> <li>2. Complete the “Ten Enduring understandings” assignment for chapter 3 and chapter 4.</li> <li>3. Read the chapter 6 and chapter 7.</li> </ol>
<i>Week 7</i> <i>Feb. 26- Mar. 4</i>	Students with Intellectual Disabilities	<ol style="list-style-type: none"> <li>1. Beginning with the end in Mind: Transition Services</li> <li>2. View the introductory video</li> <li>3. Read assigned article</li> <li>4. Application in your future job – Discussion Board</li> </ol>

<p><i>Week 8</i> <i>Mar. 5- Mar. 11</i></p>	<p>Ch. 6 Teaching Students with Intellectual Disabilities Ch. 7 Teaching Students with Attention-Deficit / Hyperactivity Disorder</p>	<ol style="list-style-type: none"> <li>1. Complete the quizzes for chapter 6 and chapter 7.</li> <li>2. Review the reading materials for “Enduring Understanding” listed under the Resources Button on the left hand side of Blackboard.</li> <li>3. “Enduring Understands” for Chapters 6 &amp; 7 are due March 25, but the assignment is open if you want to submit early.</li> </ol>
<p><b><i>Spring Break March 12<sup>th</sup> through March 16<sup>th</sup></i></b></p>		
<p><i>Week 9</i> <i>Mar. 19-Mar.25</i></p>	<p>Ch. 6 Teaching Students with Intellectual Disabilities Ch. 7 Teaching Students with Attention-Deficit / Hyperactivity Disorder  <b>Read Ch. 8</b> Teaching Students with Autism Spectrum Disorder <b>Ch. 11</b> Teaching Students with Low-Incidence Disabilities</p>	<ol style="list-style-type: none"> <li>1. Review the reading materials for “Enduring Understandings” listed under the Resources button on the left hand side of Blackboard.</li> <li>2. Complete the “Ten Enduring understandings” assignment for chapter 6 and chapter 7.</li> <li>3. Read the chapter 8 and chapter 11.</li> </ol>
<p><i>Week 10</i> <i>Mar. 26- April 1</i></p>	<p>Ch. 8 Teaching Students with Autism Spectrum Disorder  Ch. 11 Teaching Students with Low-Incidence Disabilities</p>	<ol style="list-style-type: none"> <li>1. Complete the quizzes for chapter 8 and chapter 11.</li> </ol>
<p><i>Week 11</i> <i>April 2-April 8</i></p>	<p>Ch. 8 Teaching Students with Autism Spectrum Disorder  Ch. 11 Teaching Students with Low-Incidence Disabilities</p>	<ol style="list-style-type: none"> <li>1. Review the reading materials for “Enduring Understandings” listed under the Resources button on the left hand side of Blackboard.</li> <li>2. Complete the “Ten Enduring understandings” assignment for chapter 8 and chapter 11.</li> </ol>
<p><i>Week 12</i> <i>April 9-April 15</i></p>	<p>The Impact of Culture and Language</p>	<ol style="list-style-type: none"> <li>1. View the introductory video</li> <li>2. Read the article</li> <li>3. View the topic video</li> <li>4. Write the <u>brief</u> paper about how you will apply what you have learned about disabilities, from SPED 5301, in your every day life.</li> </ol>
<p><i>Week 13</i> <i>April 16-April 22</i></p>	<p>Team Project Interview</p>	<ol style="list-style-type: none"> <li>1. Teams will be assigned to a Project Team</li> <li>2. Each team member will individually complete the task.</li> <li>3. Use Zoom or some other virtual to meet with your team. Review the task results of each member.</li> <li>4. Use the task tool provided to share what you learned with your class.</li> <li>5. Team Project Due April 29</li> </ol>
<p><i>Week 14</i> <i>April 23-April 29</i></p>	<p>Team Project Due April 29<sup>th</sup></p>	<ol style="list-style-type: none"> <li>1. Teams will be assigned to a Project Team</li> <li>2. Each team member will individually complete the task.</li> </ol>

		3. Use Zoom or some other virtual to meet with your team. Review the task results of each member. 4. Use the task tool provided to share what you learned with your class.  Team Project Due April 29
Week 15 April 30-May 4	Reflection Project	1. To complete the course, you must participate in the Reflection Project. 2. Three separate Google Hangout Sessions will be scheduled. You must participate in one as the final project for the course. No preparation required, it is "Reflection". (Pick One) April 30, 2018 2:00 p.m. – 3:00 p.m. April 30, 2018 7:00 p.m. – 8:00 p.m. May 1, 2018 6:00 p.m. – 7:00 p.m.

***Professionalism Policy:*** Students will demonstrate dispositions and behaviors that are consistent with the College of Education professional codes of conduct. Failure to demonstrate appropriate behaviors, attitudes, and dispositions will result in referral to the Professional Concerns Committee. Serious violations may result in course failure and/or a request for immediate withdrawal from the course. **Remember that any electronic or face to face communication to me or other students must be polite, respectful, and professional.**

## 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](mailto: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
  - [Use of Telephones and Text Messages 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)

*Standards Matrix:*

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments</b>  <b>(* Indicates Field-Based Activity)</b>	<b>Performance Assessment</b>	<b>Standards Alignment:</b>  <b>C - CEC Core</b>  <b>TS - Texas Educator</b>  <b>Standards/Competencies</b>  <b>CF - Conceptual Framework</b>  <b>Indicator</b>  <b>N - NCATE Knowledge and Skills Proficiencies by indicator</b>  <b>DD – Diversity and Disposition Proficiencies</b>  <b>T – ISTE NETS Technology Standards</b>
<i>Knowledge of personal, psychological, social and emotional characteristics of students with exceptionalities</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshots, group discussions.</i>	<i>Tests, journal reviews, online discussions.</i>	<i>C – 2; Dev. &amp; Characteristics of Learners</i>  <i>TS – SPED 1.3k, 1.6k, 1.5k, 4.1k, 4.11k; Ed.Diag. 2.2s, 5.1k, 5.3k</i>  <i>CF – 1</i>  <i>N – 1a, 1c</i>  <i>DD – 1, 2, 5, 10</i>  <i>T – 1, 4, 5</i>



<i>Knowledge of federal laws and local education agency policies and procedures related to special education</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshots.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 1; Foundations</i> <i>TS – SPED 1.1k, 1.9k, 5.4k; Ed.Diag. 2.2s, 5.1k, 5.3k</i> <i>CF – 1</i> <i>N – 1a, 1c, 1e</i> <i>DD – 1, 4, 5, 9, 10</i> <i>T – 3, 4, 5</i>
<i>Knowledge of process of developing individual educational programs</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshot.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 3, 4, &amp; 7; Individual Differences, Instructional Strategies, &amp; Instructional Planning</i> <i>TS – SPED 6.1k; Ed.Diag. 4.3k</i> <i>CF – 1</i> <i>N – 1a, 1b, 1c, 1e, 1g</i> <i>DD – 2, 6, 10</i> <i>T – 2, 4, 6</i>
<i>Knowledge of inclusive instructional arrangements</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshots.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 5; Learning Environments and Social Interactions</i> <i>TS – SPED 1.7k, 6.8k, 7.1k; Ed.Diag 5.2k, 8.1k, 10.6k</i> <i>CF – 5</i> <i>N – 1a, 1b, 1c, 1e, 1g</i> <i>DD – 2, 6, 10</i> <i>T – 2, 4, 6</i>
<i>Knowledge of ways to assess and instruct students with varied learning needs</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshots.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 6, 8; Language &amp; Assessment</i> <i>TS – SPED 1.4k, 4.6k; Ed.Diag 4.1k, 7.1k, 10.2k</i> <i>CF – 4</i> <i>N – 1a, 1b, 1c, 1d, 1e, 1f, 1g</i> <i>DD – 2, 3, 7, 8, 10</i> <i>T – 1, 2, 3, 5</i>
<i>Knowledge of ways to manage problem behaviors and build social relationships with</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshot.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 5; Learning Environments and Social Interactions</i> <i>TS – SPED 1.6k, 7.1k; Ed.Diag 9.5k</i>

<i>students</i>			<i>CF – 3</i> <i>N – 1a, 1b, 1c, 1d, 1e, 1f, 1g</i> <i>DD – 2, 6, 10</i> <i>T – 2, 4, 6</i>
<i>Knowledge of professional practices, partnerships and collaborations needed for serving students in inclusive environments</i>	<i>Text readings, journal reviews, lectures and online discussions, video snapshots.</i>	<i>Tests, journal reviews, online activities.</i>	<i>C – 10; Collaboration</i> <i>TS – SPED 1.9k, 3.1k, 3.5k; Ed.Diag. 3.1k</i>  <i>CF – 3</i> <i>N – 1c, 1b, 1e, 1f, 1g</i> <i>DD – 1 – 10</i> <i>T – 1 – 6</i>
<i>Demonstrate professional conduct and respect for confidentiality during field activities</i>	<i>Discussions</i>	<i>Discussion Assignments</i>	<i>C – 9; Professional and Ethical Practice</i>  <i>TS – SPED 3.1k, 3.5k; Ed.Diag. 2.1k</i>  <i>CF – 3</i>  <i>N - 1c, 1b, 1e, 1f, 1g</i>  <i>DD – 1 – 10</i>  <i>T – 1 – 6</i>