

SPD 231**INTRODUCTION TO SPECIAL EDUCATION**

A required course for Special Ed., EC-12, and EC-4 Generalist Teacher Certifications
College of Education

Department of Language, Literacy, and Special Populations

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

Instructor: Dr. Robert Cope
P.O. Box 8,
Madisonville, TX 88764
936.348.3720
elc_rbc@shsu.edu

Text/Readings: Turnbull, A., Turnbull, R., Shank, M., Smith, S. & Leal, D. (2006). *Exceptional lives: Special education in today's schools*. (5th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Course Description: This survey course presents characteristics of special needs students, historical perspectives and legal foundations of special education, recommended education approaches, and current trends and issues in special education. Field observation hours are required.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards (CEC)</u>
#1 Students can list characteristics and learning needs of exceptional students.	*school site experiences and observations text readings and class discussions video snapshots parent interviews group reports professional development activities	Observation journals tests Parent interview reports Oral presentations	<u>Spec.Ed. 4.1k, 4.3k, 4.6k, 4.8k, 4.9k, 4.10k</u> <u>EC-12 Prof. Dev.- 1.2k, 1.3k, 2.23k</u> <i>CEC Core- #2</i> <i>Characteristics of Learners</i>
#2 Students can describe the main points and the impact to schools of federal laws pertaining to students with disabilities.	* school site observations text readings and class discussions parent interview group reports	Observation journals Tests Parent interview reports Oral presentation	<u>Spec.Ed. 1.1k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k</u> <u>EC-12 Prof.Dev.-4.1k, 4.2k, 4.3k, 4.13k, 4.14k,</u> <i>CEC Core-#1</i> <i>Foundations</i>

Objective/Outcome	Activities (*indicates field based)	Performance Assess.	Standards
#3 Students can enumerate the required components of an IEP and describe how the components are used to develop programs.	*school site observations text readings and class discussions video snapshots parent interviews	Observation journals Tests Parent interview reports	<u>Spec.Ed. 5.4k, 5.5k,6.3k, 6.4k, 6.8k, 6.9k,</u> <u>EC-12 Prof. Dev. 1.2k, 1.14k, 1.25k,</u> <i>CEC Core-#4 Instructional Content and Practice</i>
#4 Students can list the benefits and drawbacks of an inclusive instructional arrangement.	* school site visits text readings and class discussions video snapshots	Observation journals Tests	<u>Spec. Ed.- 6.1k, 6.4k, 6.8k, 8.6k, 9.7k,10.2k</u> <u>EC-12 2.1k, 2.2k, 2.3k,2.19k, 2.20k, 2.21k 2.22k, 3.9k</u> <i>CEC Core- #5 Planning and Managing the Teaching and Learning Environment</i>
#5 Students can describe types of special education services and supports.	*school site visits text readings and class discussions video snapshots parent interviews	Observation journals Tests Parent interview reports	<u>Spec. Ed. -6.4k,6.6k, 6.9k, 10.1k,10.2k,</u> <u>EC-12- 1.14k</u> <i>CEC Core- #5</i>
#6 Students can identify collaborative models of teaching and describe roles of the professionals working in a collaborative model.	* school site visits text readings and class discussions video snapshots professional development activities	.Observation journals Tests Documentation of professional development hours	<u>Spec. Ed.- 3.3k, 3.5k,</u> <u>EC-12-4.1k,4.2k 4.4k,</u> <i>CEC Core- #7 Communication and Collaborative Partnerships</i>
#7 Students can describe confidentiality issues and list characteristics of professional conduct.	*school site visits text readings and class discussions professional development activities	Observation journals Tests Professional development hours	<u>Spec. Ed.- 2.5k, 3.6k,</u> <u>EC-12 4.14k</u> <i>CEC Core- #7 Communication and Collaborative Partnerships & #8 Professionalism and Ethical Practices</i>
#8 Students can recall recommended approaches, current trends and issues in special education	*school site visits texts readings and class discussions parent interviews group reports professional development activities	Observation journals Tests Parent interview reports Oral presentations Professional development hours	<u>Spec. Ed.-10.1k, 10.2k, 6.1k</u> <u>EC-12 2.6k, 2.16k, 2.18k</u> <i>CEC Core-#1, #2, #4,#5,#6, #7, #8</i>

Course Format: Through lecture presentations, group activities, field experiences, 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.

Course Content:

The learner will:

1. List the personal, psychological, social and emotional characteristics of exceptional students in the general education and special education classroom.
2. Describe the main points and the impact to schools of federal laws pertaining to students with disabilities.
3. Enumerate the required components of an IEP and describe how the components are used to develop programs.
4. List the benefits and drawbacks of an inclusive instructional arrangement.
5. Describe types of special education services and supports.
6. Identify collaborative models and roles for special education and general education teachers.
7. Describe confidentiality issues and list characteristics of professional conduct.
8. Recall recommended approaches, current trends and issues in special education.

Course Requirements:

1. Attendance/Participation. Regular and punctual attendance is expected. Students having 3 absences may be docked one letter grade for the course. More than 3 absences may result in additional letter grade reductions. Absence due to participation in field observations or professional activities is not excused because observations and activities are supplemental to the class. A student arriving late is responsible for requesting a correction to the attendance record at the end of class. No changes will be made to the attendance record once the instructor has left the classroom. Participation points will be added in the following manner: 0 absences=15 points added to final point total. ***These points are added to the total when final grades are calculated.***
2. Parent Interview. Each student will conduct a parent interview to obtain information regarding a child with a disability, as well as the parent's perspective on the disability and the educational services provided to their child. Students are responsible for turning in the interview results in written form to include the following: a) the original interview questions and notes (these may be handwritten) b) a 2-3 page synopsis of the interview and c) a response or reaction to the information obtained. Each part of the assignment (a-c) should be clearly labeled and identified. The synopsis and reaction sections must be

typed and double -spaced. This assignment will be graded based on completeness and on the quality and clarity of the writing.

3. Group Report: Each student will work with a partner to research information about an individual with disability and present a report of findings to the class. The emphasis of this assignment is to explore the impact of various types of disabilities on the social, educational and career experiences of individuals.
4. Field Observations. Field observation hours are a requirement for this class. These hours will be recorded in the Office of Field Experience at SHSU and are considered part of the state records for required field placement hours. Falsification of state records will result in course failure. Failure to complete all 10 hours will result in course failure or grade reduction. It is the responsibility of each student to schedule the school observations through the Office of Field Experience and submit documentation of these hours when completed. A copy of the log of field experience hours with signatures will be submitted with observation reflections.
5. Observation Responses. Observation responses should include anecdotal notes concerning events and activities as well as explanations and evaluations of the interactions among teachers and students in the settings observed. Each response must include the date and time of the observation, the school name, teacher name, grade level, and subject area. Each response should include both an **observation description** and an **observation reflection**.
6. Professional Conduct During Observations. You are entering a career that will require you to work with children, parents, administrators and other educators. You will need to conduct yourself professionally whenever you visit a school or community site or engage in dialogue with personnel at these locations. It is important that you arrive on time, appropriately dressed, and ready to do whatever may be asked of you.
7. Professional Development Hours. Students are responsible for documenting 5 hours of attendance or participation at meetings, conferences or activities sponsored by organizations for professional educators.
8. Tests. There will be three tests scheduled throughout the semester and a comprehensive final.

Evaluation (* indicates field-based activity):

<u>Points</u>		<u>Grade Distribution</u>	
3 tests and final	400	A=650-585	90%
Obs.Responses/log*	100	B=584-520	80%
Parent Interview*	50	C=519-487	75%
Oral Presentation	50	D=486-455	70%
Professional Dev.Hrs.	50	F=less than 455	
Total Points	650		

Expectations: Please note the specific expectations included in descriptions of the course requirements listed above. Interactive discussions and group tasks will be used to develop many of the topics presented in the course. Students will participate in table groups to facilitate good attendance and successful group activities. Appropriate class participation will ultimately determine the award of any attendance points for which the student may be eligible.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

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. Disabled students 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 Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

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 Counseling Center 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 Counseling Center.

