Course Title
Special Education Services for Students in General and Special Education Settings

Course Description

Survey of the various exceptionalities, litigation and laws pertaining to the disabled, and definitions and characteristics of various disabilities. Emphasis on the way behavior, learning problems, and physical disorders that impact learning. Field experience is required.

Prerequisite: Admitted into Teacher Education.
This course is a fully online course.

Required Materials


Textbook may be purchased at the UTEP Bookstore or online at such places as Amazon, Barnes and Noble.

http://www.tea.state.tx.us/index2.aspx?id=5938 - please find the standards that apply to your degree plan. You should become very familiar with these standards as you move through your coursework.

Upon completion of this course students will demonstrate:
1. knowledge of litigation and legislation related to special education.
2. understanding of the similarities and differences between mainstreaming, least restrictive environment and inclusion.
3. knowledge of the disability categories recognized under the Individuals with Disabilities [Improvement] Act (IDEIA) and commonly discussed in schools.
4. knowledge of best practice strategies for working with students with disabilities in the general classroom setting.
5. Knowledge of student diversity and how to plan learning experiences that are responsive to differences among students and their families.

Learning Outcomes

Learning Outcomes 1 Understanding Individuals with Disabilities and Evaluating Their Needs
Standards Assessed:
Special Education EC-12 Standard IV:
The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Learning Outcomes 2 Promoting Student Learning and Development
Standards Assessed:
Special Education EC-12 Standard VI:
The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.
Special Education EC-12 Standard VIII:
The special education teacher understands assistive technology as defined by state and federal regulations.
Special Education EC-12 Standard X:
The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Learning Outcomes 4 Foundations and Professional Roles and Responsibilities
Standards Assessed:
Special Education EC-12 Standard I:
The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
Special Education EC-12 Standard II:
The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Special Education EC-12 Standard III:
The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Pedagogy and Professional Responsibilities (EC-4) Standards
Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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General Related Course Policies

1. This syllabus is subject to change at instructor's discretion. It is your responsibility to keep up with announcements and Emails. Posting deadlines are set (see Schedule) to allow for group participation. You may always post ahead of time; however, any late postings may not receive credit (instructor discretion).
2. Background Checks: Most schools and organizations require that you obtain a background check to work directly with students. Please make sure that you request the background check policies from the school or organization that you are planning to do your observations and volunteer work. If you are planning to conduct your observations in EPISD, you must send me your full name and date of birth (by email) so that I can forward this information to the appropriate authorities. Please make sure that you include in the subject: Request for EPISD Background check. For all other school districts, you must contact the Human Resources departments and follow their procedures.
3. All assignments are expected on due dates and time (as per the Schedule). All assignments must be submitted through the Blackboard assignment link. I WILL NOT READ any assignments that are not submitted through the assignment link. If there is a problem with Blackboard - I will determine an alternative. All assignment links are have a specific due date. After the deadline for posting has passed, late assignments may be considered, for partial credit (again pending professor discretion).
4. I strongly recommend that you check the course at least three times a week. Email messages are sent through the course, so you will want to check your Email several times a week.
5. Incomplete’s will only be offered in this course if the majority of work has been completed and there is medical documentation or death in the immediate family.
6. Make sure you plan your observations and outside activities carefully and with time. There are times when a teacher might be absent or there is a school activity that will not allow you to observe the classroom. This will not be an excuse for not turning in your field experiences on time. Plan accordingly!
7. All assignments, including those sent through Blackboard, will be evaluated based on organization of ideas, clarity of expression, grammar, spelling, and punctuation. The Writing Center in the Library can provide you with help in reading your papers prior to submitting for a grade. It is also suggested that you compose all your responses on a word document, prior to posting.

8. Students with disabilities: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call (915) 747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the CASS web site at www.utep.edu/dsso or the CASS office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and CASS.

9. If you do not have access to a computer and Internet services 24/7, it is strongly suggested that you transfer into a face-to-face course.

10. Academic integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give an unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Course Requirements and Grading

1. Weekly Participation: 10 points per week = 160 points

All students are expected to be prepared and to be active participants throughout the course. Attendance for this course is determined by weekly participation in both Threaded and Whole Group Discussions; more than three absences (on online discussions) may result in an administrative drop from this course. You must not only respond to the assigned weekly threaded discussion questions, but must also respond to the posted summaries of each question. For full weekly credit (10 points) you must have at least 7 postings per week and have followed the criteria found in the rubric for discussion postings. Late postings are only allowed if there is documentation of a medical emergency. If Blackboard is down for any reason the due dates will be extended.

Guidelines for Threaded Discussions
(Found within the week-by-week Learning Modules)

2. Volunteer Hours: 100 points
In order to get a better understanding of what it means to work with students and families of children with disabilities, you will be required to conduct 15 hours of volunteer hours. You will need to submit the name of the school and contact person with phone number by Friday of Week 4. You will find the form you need in the Forms, Letters, link on the Home Page of the course. Please scan and submit this form electronically in the Assignment link. As per the schedule, you will submit a 2 page reflection of your experiences working with students with disabilities at the end of the semester. This is a reflection paper so write from the heart! You will submit the Documentation of volunteer hours and reflection in the Assignment link.

3. Classroom Observations: 50 points each = 150
You are required to observe three different classroom settings that include students with disabilities. You should plan to spend at least 3 hours in the classrooms you chose to observe (for a total of 15 hours). These must be classrooms that provide services for students with disabilities. You will turn in a written observation report for three of your observations. An example is provided the Forms and Letters, link. You may not complete the observations in the same classroom or grade (but you can observe different classrooms in the same school as long as you go to one other school level)
Examples of observation settings may include:
Pre School, elementary, secondary programs
Inclusive vs. self contained programs
Resource, vocational, medically fragile unit, etc
(Bilingual classrooms are not considered special education. If there are students with disabilities included in the bilingual classroom then a bilingual classroom will be appropriate.) Make sure to call the school you are interested in observing and schedule with the secretary or, school principal a time you can visit. Let the person you are speaking with know that all information regarding this observation will remain confidential (the names of the school and the teacher will be pseudonyms in your report).
You can find a letter explaining this assignment in the Forms and Letters link. REMEMBER THAT YOU MUST HAVE A BACKGROUND CHECK COMPLETED PRIOR TO CONDUCTING AN OBSERVATION IN ANY SCHOOL DISTRICT.

4. Interview: 50 points
Conduct a 30-45 minute interview with an individual who has been identified as having a disability or has worked with students with disabilities (e.g., a principal, teacher, speech therapist, occupational therapist, parent or an individual with a disability). Focus on "What is their view on inclusion and based on their experiences, how it is manifested in schools and the community." A sample list of guiding questions can be found in the Forms and Letters link. As well, you can find a sample of the written narrative that you will be turning in for this assignment.

5. Online Exams: 150 points
Three online exams (based on multiple choice, open ended, true/false questions) will cover the readings, information presented in the assigned chapters and threaded discussions. Each exam will be 50 points. Dates and chapters covered are listed in the schedule.

6. Disability Projects: 100 points
Go to the Group presentation Module (in the Learning Modules link, last one next to Week 16). See the link for you to select one of the disability categories for a group presentation project. In your assigned groups you will prepare a Power Point presentation that will be "presented" to the rest of the class on a specific disability category. Your group should plan the equivalent of a 20 minute presentation (about 10-15 slides) that can be viewed through Blackboard. You will also prepare a 1-page handout for each classmate. Your observations, volunteer work, and interviews will also help you develop this project.
As this is an online course, there are certain policies that you all must adhere to in developing this project. The only way that I have to determine your participation in this project is through your documented participation in the discussion board for your group. If I cannot see proof of your participation, you will not receive credit for this important project. In order to avoid any misunderstandings here are some communication guidelines for you all to adhere to:

1. Only use the discussion board for documenting participation. Avoid using personal emails and undocumented phone calls.
2. If several of you decide to meet face to face – each member of the group must provide meeting notes in the discussion board, in order to keep group members abreast of the meeting outcomes.

**DISABILITY PROJECTS**

Your presentation must cover the following:

- Definition of the disability and common characteristics
- Prevalence (numbers occurring the population)
- Identification procedures
- Samples of instructional techniques and accommodations
- Examples of assistive technology that can be used in general and special education classrooms (for more information visit the assistive technology lab at the El Paso Rehabilitation Center on 1101 East Schuster Av. Ask for Mr. Fred Gromand 544-8484)
- Include a statement on how inclusive strategies are met for this particular population of students
- Local, state and national organizations that support the special needs of the population of students you are researching (include web sites in your presentation)
- Include active links (e.g., you tube clips, informational web sites)
- Include information you have gathered through your observations, volunteer experiences, and interviews when appropriate

Cite and include all references on each slide

- Other – be creative and show that you have done extensive research on your topic

Provide to your classmates a 1 page “Fact Sheet” for future reference (with references) – upload as a Word Document.

Provide 5 questions in multiple choice, fill-in-the blank, short answer, that can be used for the 3rd exam of this semester (send Dr. Calvo the five questions with answers). Make sure that the answers can be found in your presentation. If questions are not submitted in the requested format, Dr. Calvo will make up the questions for that portion of the test.

Only those who actively participate will get credit for this assignment. You can also find the presentation guidelines in the Forms and Letters link.

**Grading Policy**

Final Grades will be based on the following grading scale:

Grade Required Percentage of Available Points
A (Outstanding) 91% and above
B (Very Good) 80% – 90%
C (Satisfactory) 70% – 80%
D (Unsatisfactory) 60% – 70%
F (Failure) less than 60%

Discussion Grading Rubric

This rubric can be found in the Forms, Letters, etc. link.

Computer Requirements

First, let's make sure your computer has the necessary plug-ins you will need to access all the content in this course. You can click here to access UTEP's test page that will inform you if the computer you are using has the latest software available.

Software Requirements

You will need the following software on your computers to efficiently work in this course. In some cases your computer may already have some of these programs installed.

• Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com and then clicking on the icon on the center of the screen which says "Get Adobe Reader". Follow instructions to install the reader.

• Adobe Flash Player. You can get the player by going to http://www.adobe.com and then clicking on "Get Adobe Flash Player". Follow instructions to install the player.

• Apple QuickTime Player. You can get this player by going to http://www.apple.com. Once there, click on the "Downloads" tab on the top of the page and then click on QuickTime "Download" and follow instructions.

• Microsoft Office. I recommend buying this if you do not have any word processing software or presentation software. As students, you can generally buy this whole package for about $25, far less than the store price of approximately $400.

Course Schedule Changes

As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and class schedule are living documents and can changed!

Time Management
The rule of thumb for your time invested in a class is approximately three (3) hours for every credit hour taken. This is a standard figure recommended across the board by American universities. For a 3 credit course, you should expect to spend:

3 hours of class time + 9 hours of study and prep time = 12 hours per week.

**Being Successful in an Online Class**

Online learning is not a spectator sport. It is everyone’s responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions:** If you don’t know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others:** Offer a fact, article, link, or other item that can help others learn something you can share.
- **Be appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic:** When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused:** Stay on topic to increase the efficiency of your learning.

**Effective Electronic Communications**

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- **For example,** avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice (“Netiquette”) for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- **More information on Netiquette,** the etiquette of Internet communication, can be found at www.albion.com/netiquette.
Academic Dishonesty Statement (again!)

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person’s as one’s own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Notice of SafeAssign

This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

Copyright Notice

Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Technical Assistance

The University of Texas at El Paso offers complete technical information and help desk support at: http://issweb.utep.edu/techsupport/.