SPED 3310 Syllabus (ONLINE)

Welcome to SPED 3310: Special Education
Services for Students in General and Special Education
Settings

I hope you are as happy to be here as I am to have you in the course.

Course Description

Survey of 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 affect learning.

Prerequisite: Admitted into Teacher Education.

This course is fully online. 15 hours of Field Experience are required for this course; specifically, 15 hours of observations in special education classrooms in public school settings. During a pandemic, virtual observation will be substituted for special education classroom observation.

Course Content Guide: SPED 3310 is a required 3-credit core course for all majors. I have provided short introductory online information previews and power points to inform you before you read your textbook chapters for further information. Online activities examine old and new concepts and create a collaborative learning community. In addition, the content draws upon your hands-on experience as a distance learner in the course. At the end of the course, there will be one summary exam that will contain some of the information that you learned while doing the quizzes and chapter activities in the text.

Student Learning Outcomes

Upon completion of sped 3310 students will have:
- knowledge and understanding of the physical, social-emotional, behavioral, cognitive and language development of young children at risk

- knowledge and understanding of the development and maintenance of positive, proactive behaviors and relationships with young children
- skills in self-reflection, peer-communication, and interaction
- knowledge and use of professional vocabulary
- skills in decision making, observation, and evaluation
- knowledge and use of instructional materials and strategies that promote children's oral language development, behavior, and reflection of cultural diversity;
- Understand and describe the laws and objectives of Special Education and Inclusion and Identify and apply key provisions and guidelines of IDEIA
- Know important issues addressed by Response to Intervention (RTI) and know how screening and progress monitoring facilitate RTI
- Know skills needed to communicate effectively with professionals and families
- Learn universal procedures to manage students' behavior
- Know what information to collect on a student with a possible learning disability for a multidisciplinary conference
- Know the characteristics of students with ADHD, Communication Disorders, Emotional and Behavioral Disorders, Autism Spectrum Disorders, Intellectual and Developmental Disabilities, and Lower-incidence Disabilities, types and the prevalence, and learn strategies to help these students be successful in school
- Know and understand the current trends and issues in reading, writing, and mathematics instruction for struggling students and Identify the guidelines and teaching strategies that can be implemented

Assessment of Student Learning Outcomes:

Learning Outcome	Achieved by	Measured by
Knowledge and understanding about atypical physical, social-emotional, behavioral, cognitive and language development of young children; Knowledge and understanding about the developmental and environmental factors that have an impact upon young children's growth and development; Knowledge and understanding of the development and maintenance of positive, proactive behaviors and relationships with all young children and their families	Discussion Online Viewing Videos and answering Reflective Questions Professional Vocabulary in Special Education activities Final Reflection Exam	Discussion/Activity Glossary Assignment Participation in and Discussion of observation activity Weekly Quizzes and Final Exam
Knowledge and use of instructional materials and strategies that promote at risk children's oral language development; reflect cultural diversity; and respond to the strengths, needs, and interests of individual children, including English Language Learners; children with developmental delays, strategies to build on children's cultural, linguistic, and home backgrounds to enhance their oral	Discussion Online Weekly Viewing Videos and Answering Reflective Questions Weekly Quizzes and Final Exam	Discussion/Activity Focus Questions Assignment and Reflection Assessment Observation Assignment

language development, including using the home language to develop English		
Understanding of how to foster collaboration with families and with other professionals to promote at risk children's readiness and academic development.	Discussion Online Weekly Viewing Videos and Answering Reflective Questions Weekly Quizzes and Final Exam	Discussion/Activity Reflection Assessment Observation Assignment
Skills in reflection, communication, and interaction Skills in decision making and evaluation	Viewing Videos and Answering Reflective Questions	Observation Assignment Discussion/Assignments
Knowledge and use of professional vocabulary used in skills in test analysis and practice for certification exams	Professional Vocabulary in Early Childhood Intervention and academic activity	Glossary Use Assessment

Required Text for Course: Latest e-text edition of
  MyLab Education with Pearson e-text for Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom [Vaughn] 7th Edition
  Vaughn, Sharon | Bos, Candace | Shay Schumm, Jeanne

Textbook ISBN-13: 9780134447261

Series: MyLab Education

Make sure you have the videos embedded in the e-text. We use the videos. Other features are very helpful, but we NEED the chapter videos.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. In addition, helpful but not required, are a scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not

contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is an online class, we will not see each other in the ways you may be accustomed.

- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate during the following times:
  Wednesdays: 9:00 to 11:00 Mountain Time
  Wednesdays 11:00 to 2:00 Teleconference via my cell phone (915) 319-0010
- **Email**: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **"Ask Me?" on Discussion Board**: If you have a question that you believe other students may also have, please post it in **Ask Me**, the first discussion inside of Blackboard. You may respond to other students' questions if you have a helpful response. I check this every day first thing after logging into Blackboard.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Cell Phone**: (915) 319-0010 if you are stuck trying to do your assignments, a quick call could keep you working. Do not hesitate to call me.

Attendance and Participation

To be successful in this course, class functionality, assignments and activities rely heavily on your early understanding of expectations. You are also responsible for doing all assignments and reading the online material and your textbook every week. Please check course announcements to keep abreast of any changes in course content. Specifically:

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important for your not only learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards
- Other activities as indicated in the weekly content

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Deadline Policy All on-line assignments are due by the deadline date and time. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Checking reading instructions and due dates and times are your responsibility. By turning in an assignment at the last minute, you risk losing credit due to the computer's slow processing time. Lessons that are e-mailed after a due date cannot be graded within the system; therefore, emailed lessons cannot always be accepted.

ALTERNATIVELY SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort **before** the due date.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic

regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Cheating/Plagiarism

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 as ones' own. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

You may not submit work for this class that you did for another class. Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality; and, it will help you learn how to properly attribute sources rather than paraphrase. If students are found to be cheating or plagiarizing, they will be subject to disciplinary action, per UTEP catalog policy. Refer to www.utep.edu/dos/ for further information. In addition, you may also see the Regent Rules and Regulations.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the

University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Required E-mail Account

E-mail account: If you do not already have a UTEP e-mail account, please get one immediately. Contact the UTEP help desk for assistance.

Being Successful in Online Courses

Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as possible 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 do not know ASK ME the answer, please ask and I or someone else whose answer I have reviewed will share it with you. The ASK-ME area of the discussion board is the forum for asking questions related to content OR any academic problems in this course. Guessing or asking your fellow classmates can sometimes lead you down the wrong path of information. So ask ME!

- Reach out to others: Offer a fact, article, link or other items 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 will usually subject to disciplinary action, as well.

- Be diplomatic: When sending messages on emotionally charged topics, make sure 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.
- Students often like to converse socially. To do this, you are strongly encouraged to go to my online area for great discussions, **Rosa's Cantina,** and socialize with your classmates online. This is not a graded area. Please remember, I occasionally do drop in and socialize with you.

Assignments, Discussions, and Exams:

Exams: All weekly quizzes will include content covered in the textbook. Tests will include multiple-choice questions. Weekly quizzes will prepare students for the final exam.

Field Experience Report or Observation Reflection: Your learning experiences will include the opportunity to observe **at risk** students and teachers as they interact in classrooms. You will be asked to identify classroom episodes or events that illustrate key concepts in development (typical and atypical), learning, and/or motivation. The provided questions in this assignment are specifically designed for use in classroom observations. You may use them in your required observation. They may also be useful for students for reflecting on their current learning environments. Posted in Discussion and finally summarized in Assignments. The completed form should be turned in to the Dean's Office for your permanent graduation records.

Learning Objective Questions: The required questions for the purpose of organizing and understanding the readings are turned in to Assignments weekly.

Personal Professional Glossary: This activity is designed to help students gain technical and practical understanding of concepts presented in the text. This is a way to develop a teaching resource and gain understanding of abstract concepts. One aspect of becoming a professional in any field is learning the speech associated with that field. Teaching is no exception. In your special education class, you have the opportunity to become familiar with many abstract concepts and vocabulary associated with teaching in this field. This project will help you understand those terms and become more comfortable using them. For this

activity, you will choose terms from the text and develop your own professional glossary. It is a good idea to choose terms that are difficult for you in order to learn them! You may develop your own list of fifty to seventy-five terms. For each term, do these three things: (1) locate and copy the text definition, (2) put that definition in your own words, and (3) generate an example or personal story related to what the term means. Posted in Discussion and finally summarized in Assignments

One more thing. When you take your certification exam for a job, these words will be in the questions and in the answers. *Know them or risk failing the certification exam.*

Video Reflections: As you view the chapter videos, reflect on the video/website observations. Reflect on three videos per chapter. The reading comes alive when you can see live examples. Share your favorite in the Discussion area. Also, share your favorite website from the ones suggested in your course content. Posted in Discussion. In addition, the three videos will be finally summarized the last week of class for 16 points credit in Assignments.

Course Grading

Observation is a required activity to pass this course	P/F
Focus Questions for Review and Reflection at the beginning of the Chapter Power Point Points (1) per unit (16 units) turned in to Assignments	16
Observation Documentation on the form Posted in Assignments at the end of semester & Dean's Office	15

Video/Media Reflections (1 points per 16 areas) in Discussion Area Posted in Discussion and finally summarized in Assignments	16
Personal Professional Glossary 1 point per unit (16 units) of weekly discussion postings Posted in discussion and finally summarized in Assignments	16
Chapter Quizzes 1 point per 12 weeks found in Assessment Area	12
Final Exam	25
Total	100

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow

preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(***Classes with on-campus meetings***) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:
Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.

- [Counseling and Psychological Services:](#) Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

Copyright law protects all materials used in this course. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Calendar

Week	Dates	Class Topics	Reading
1		Orientation to Course and **Intervention**	
2		Special Ed and Inclusive Schools	Ch. 1
		Early Intervention	Ch 2
		Families	
3		Communicating and Collaborating with Other Professionals and Families	Ch. 3
4		Teaching Culturally and Linguistically Diverse Students	Ch. 4
		Behavior	
5		Promoting Social Acceptance and Managing Student Behavior	Ch. 5
		Disabilities	
6		Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder	Ch. 6
7		Teaching Students with Communication Disorders	Ch 7

8		Teaching Students with Emotional and Behavioral Disorders	Ch. 8
9		Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders	Ch. 9
10		Teaching Students with Intellectual and Developmental Disabilities	Ch. 10
11		Teaching Students with Lower-Incidence Disabilities	Ch 11
		Managing Instruction	
12		Differentiating Instruction and Assessment for All Learners	Ch. 12
		Promoting Excellence through the Teaching and Learning Connection	Ch 13
		Curriculum Content Areas	
13 & 14		Facilitating Reading	Ch 14
		Facilitating Writing	Ch. 15
		Helping All Students Succeed in Mathematics	Ch. 16
		Reflecting on Learning	

15		Summarize Personal Professional Vocabulary	
		Video Summary	
		Observation Summary & Form	
		Final Exam Online	