

SPED 3310 Syllabus

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 impact 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. In order to do this, a form is provided in Resources for you to fill out and take to EPISD Central Office. Or, you may complete one at the central office of your school of choice. Make these arrangements one week after the start of class.

Course Content Guide: 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, journaling, 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 and Journaling 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 language development, including using the home language to develop English	Discussion Online Journal Viewing Videos and Answering Reflective Questions Weekly Quizzes and Final Exam	Discussion/Activity Focus Questions Assignment and Reflection Assessment Observation Assignment
Understanding of how to foster collaboration with families and with other professionals to promote at risk children's readiness and academic development.	Discussion Online Journal 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 Highlight Discussion Online Journal	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
---	---	-------------------------

Attendance Policy

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 text book every week. Please check course announcements to keep abreast of any changes in course content.

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. Reading instructions is your responsibility and you should not assume due dates or times. 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 cannot be graded within the system; therefore, e-mailed lessons cannot always be accepted.

Cheating/Plagiarism

Cheating is unethical and not acceptable. Plagiarism is using information or original wording in a paper without giving credit to the source of that information or wording; it is also not acceptable. Do not submit work under your name that you did not do yourself. You may not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you 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](#).

Students with Disabilities If you have or believe you have a disability; you may wish to identify yourself. You can do this by contacting the Disabled Student Services Office (DSSO) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the DSSO yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact DSSO at 915-747-5148. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Required Software and E-mail

E-mail account: If you don't have a UTEP e-mail account, GET ONE IMMEDIATELY. Contact the UTEP help desk for assistance.

Required Text for Course:

ISBN:

Being Successful in the Online portion of the Course

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 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 problems you are having. 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. While 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 Reflective Journal: 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.

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 — by the end of this project, you will know 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 fail 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. Also, the three videos will be finally summarized for 16 points credit in Assignments.

Course Grading

Observation is required as an activity to pass this course	P/F
Focus Questions for Review and Reflection at the beginning of the Chapter Power Point	16
Points (1) per unit (16 units) turned in to Assignments	
Observation Documentation Journal	15
Posted in Assignments at the end of semester	
Video/Media Reflections (1 points per 16 areas) in Discussion Area	16
Posted in Discussion and finally summarized in Assignments	
Personal Professional Glossary 1 point per unit (16 units) of weekly discussion postings	16
Posted in discussion and finally summarized in Assignments	
Chapter Quizzes	12
1 point per 12 weeks found in Assessment Area	
Final Exam	25

Total	100
-------	-----

Time Management

The rule of thumb for time planning for a course is approximately 3 hours for every credit hour taken. This is a standard figure recommended across the board by American universities. Therefore, for this course you should expect to spend 3 hours of class time + 9 hours of study and prep time = 12 hours per week.

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	
		Final Exam Online	