

Syllabus: SPED 120
Introduction to Special Education
Fall 2010



California State University, Fresno
Department of Counseling, Special Education and Rehabilitation
Leadership for Diverse Communities

Syllabus for Special Education (SPED 120)
Introduction to Special Education

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Course Description

This course provides an introduction to the terminology, identification, and issues commonly encountered when addressing the needs of diverse students with disabilities. Emphasis will be placed on diversity issues, federal and state legislative mandates pertinent to nondiscriminatory assessments, parental involvement and individualized educational plans; and professional practice and foundations in special education. Course addresses the collaborative roles of a multidisciplinary approach to supporting children and youth with disabilities in a diverse society. Assignments include 20 hours of fieldwork. Course will include varied instructional techniques (i.e., lecture, small/large group activities and discussion, issue investigation, debate, role-play, collaborative activities, etc.).

This course is approved by the Liberal Studies Committee as meeting the required standards as part of the blended program in undergraduate teacher preparation, which prepares Multiple Subject candidates by connecting subject matter, and pedagogical studies in a manner that emphasizes quality, depth, rigor and scope. This course adds to the candidates' knowledge of major themes, concepts, principles, and way of knowing of discipline-based studies and of interdisciplinary studies. Students also learn the delivery of content-specific instruction consist with state-adopted content standards for students.

Prerequisites

- Previous or concurrent enrollment in EHD 50 or EHD 115S. This course extends this prerequisite by examining special education and the diverse populations served.
- This course will be web-enhanced. PowerPoint presentations and Internet resources will be provided through Blackboard. The University provides free email accounts to all students. Students may sign up for email online at <http://email.csufresno.edu>. Internet accounts are available for fee at <http://www.fresno.com/cvonline/cvip.html>.

Required Texts and Instructional Materials

- **Text:** Friend, M. (2007). *Special education: Contemporary perspectives for school professionals*. 2nd Edition. Boston: Allyn and Bacon.

Resources

Related Readings

- Anguiano, P. (2001). A first-year teacher's plan to reduce misbehavior in the classroom. *Teaching Exceptional Children*, 33(3), 52-55.
- Armstrong, T. (2000). *Multiple intelligences in the classroom*. Alexandria, VA: ASCD Publications.
- Beirne, Smith, M., Ittenbach, R.F., & Patton, J.R. (2003). *Mental retardation* (6th ed.). Upper Saddle River, NJ: Merrill.
- Bennett, T., & Bruns, D. (1997). Putting inclusion into practice: Perspectives and parents. *Exceptional Children*, 64, 115-131.
- Blosser, J. L., & Niedecker, E.A. (2002). *School programs in Speech-Language Pathology: Organization and service delivery*. Boston: Allyn & Bacon.
- Etscheidt, S., & Bartlett, L. (1999). The IDEA amendments: A four-step approach for determining supplemental aids and services. *Exceptional Children*, 65, 163-174.
- Hoagwood, K., Kelleher, K. J., Feil, M., & Comer, D. M. (2000). Treatment services for children with ADHD: A national perspective. *Journal of American Academy of Child and Adolescent Psychiatry*, 39(2), 198-206.
- Kavale, K.A., & Forness, S.R. (2000). What definitions of learning disability say and don't say: A critical analysis. *Journal of Learning Disabilities*, 33, 239-245.
- Luckasson, R., Coulter, D., Polloway, E.A., Reiss, S., Schalock, R., Snell, M., Spitalnik, D., & Stark, J. (2002). *Mental Retardation: Definition, classification and systems of supports*. Washington, DC: American Association on Mental Retardation.
- Maag, J.W. (2001). Reward by punishment: Reflection on the disuse of positive reinforcement in school. *Exceptional Children*, 67, 173-186.
- Palmer, D.S., Fuller, K., Arora, T., & Nelson, M. (2001). Taking sides: Parent views on inclusion for their children with severe disabilities. *Exceptional Children*, 67, 467-484.

- Stainback, W., Stainback, S., & Stefanich, G. (1996). Learning together in inclusive classrooms. *Teaching Exceptional Children*, 28(3), 14-19.
- Stainback, W., & Stainback, S. (Eds.) (1992). *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn & Bacon.
- Tiedt, P.L., & Tiedt, I.M. (1999). *Multicultural teaching: A handbook of activities, information, and resources* (5th ed.). Boston: Allyn and Bacon.
- Yell, M. L., Rogers, D., & Rogers, E. L. (1998). The legal history of special education: What a long, strange trip it's been! *Remedial and Special Education*, 19, 219-228.

Primary Learning Outcomes

Upon completion of this course, the student will exemplify in practice the Kremen School of Education and Human Development's (KSOEHD) broad vision and mission of ethically informed community leaders for classroom teaching, education administration, and/or higher education who advocate for high standards and democratic values with attention to professional ethics and diversity. The KSOEHD Faculty promotes the development of the following candidate professional dispositions across all coursework: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

1. Discuss the major components of an IFSP/IEP and their processes, as well as the roles of students, families and professionals on the team (Standard 10 & 16).
2. Demonstrate knowledge of current legislation pertaining to students with disabilities and their families, as well as ethical standards related to professional practices in the field (Standard 10 & 11).
3. Discuss significant philosophical and historical aspects of special education, as well as emerging issues, practices and research in the field (Standard 11).
4. Demonstrate awareness of differences and similarities of students with and without disabilities, and the teaching implications of diversity, including culture, language, ethnicity, race, socioeconomic status, gender, religion, and lifestyle orientation factors (Standard 12 and LS Standard 8).
5. Complete 20 hours of contact with students with disabilities in a school, community, or leisure/community setting (Standard 13).
6. Maintain direct contacts with individuals with disabilities, their teachers and families and demonstrate an ability to integrate theory into practice (Standard 13).
7. Demonstrate awareness of effective communication strategies with parents from diverse backgrounds and professionals from other disciplines and community useful for those working with exceptional students (Standard 16 and LS Standard 8).
8. Discuss formal and informal assessment in academic and nonacademic areas and how information is used for identification and to plan for individual needs (Standard 17).
9. Demonstrate knowledge of a variety of disabilities including etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and available resources (Standard 12; Standard 15; Mild)
10. Demonstrate knowledge concerning movement, mobility, sensory, and health care needs for learners to participate in schools and community (Standard 27: Severe).

University Policies

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an

unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by

misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for

the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." Cell phones should be turned off before the class begins.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Digital Campus course websites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced,

re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the website.

Course Requirements:

1. **Attendance:** Because of the participatory nature of the course, topic presentations and student discussion, attendance is essential. Please be on time and stay until the end of class. More than one absence, excessive lates or leaving early will affect your grade.
2. Student absences will be authorized only when the student has a serious and compelling medical condition that she/he can support with documentation or when a death or serious illness in the **immediate** family (i.e., parents, spouse or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for

providing documentation of the reasons for the absence upon returning to class. Failing to provide documentation will lead to an absence.

3. Taking this web-enhanced course you need to learn how to use Blackboard program.

If you need information about Blackboard, do this:

1. Connect to the Internet
2. Start a browser.
3. Go to the following URL: <http://blackboard.csufresno.edu/>
4. Bookmark this URL for later use.
5. Click the Login button
6. Type in your Fresno State email username and password

Important: Be sure to get a Blackboard Student Orientation before taking this course.

For information on how to use various Blackboard tools, you can access the Blackboard Student Organization. To do this:

Click on the "Organizations" on the Blackboard main page <http://blackboard.csufresno.edu>

To get Technical Support:

The instructor of this course is not responsible for answering technical questions regarding the Blackboard and your computer.

For general computer/internet/e-mail problems, call the Help Desk 559-278-7000

For Blackboard problems, contact digital campus: digitalcampus@listserv.csufresno.edu

3. Weekly class lectures and quizzes

Each week you are responsible for reading chapters in the textbook and course materials in the modules on the Blackboard. Power Point presentations, chapter summaries, external readings, web links and quizzes in the modules can help you understand content of this class better. You can find all the modules in the **Course Document** folder on the Blackboard. You are required to complete online quizzes after reading each chapter. After you submit your answers, the Blackboard will compute a score. **It is important to note that you have to complete the online quizzes before due dates in the weeks when the chapter readings are assigned. If you pass**

due dates, the quizzes will not be available online again. You will have one hour to complete a quiz, but you can take the quiz only once. Once you take the quiz, the same quiz will not be available to you on the blackboard. The due dates of the quizzes are in the end course syllabus. However, you are not advised to take a quiz without a careful reading of a chapter.

Course Assignments*

**Confidentiality:* The privacy and identity of children and their families should be protected at all times. Do not use the student's or the family's real name. Use pseudonyms to discuss the student or family. When speaking or writing about a student or family, use *Student X* or *Family X*. Do not discuss specific details of your observations or discussions with professionals with anyone. It is the law!

1. Written assignments

Field Experience Requirement:

To take this course, you are required to have a 20 hour field experience. You will need this experience to complete course assignments. Select a public, private or residential facility serving individual with disabilities (e.g., learning handicapped (LH), physically handicapped (PH), and /or severely handicapped (SH). A general education classroom is acceptable if there are students with disabilities. Documentation of this field experience is to be completed on a department form.

To take this course, you are required to complete two written projects. These assignments must be completed by the due dates, however, you are welcome to work ahead of the schedule at your own pace. All assignments must be neatly word processed (Microsoft Word Format) and free of punctuation and spelling errors. Late paper will be penalized 5 points for each day following the due date. **Assignments will be only accepted for one week following the date unless prior arrangements with instructor have been made.**

Project One: Interview (50 Points) Candidate Dispositions Addressed: Valuing Diversity, Collaboration, Critical Thinking, and Reflection.

Interview with /about persons with disabilities. Your paper must be typed, one and half spaced (font 12 or 10) and no more than 8 pages. Some of the individuals who may be interviewed include:

- Parent of child with a disability

- Special education teacher
 - Occupational therapist
 - Physical therapist
 - Speech pathologist
 - Special education coordinator in one of the school districts
 - Principal
 - Group home staff or residential facility staff
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- School psychologist/Social worker
 - Individual with disabilities

Your paper should include three parts: (1) introduction (2) interview questions and answers, and (3) your personal reaction to the interview. **Important: the second part must be a script of the interview in question-and-answer format.**

The introduction provides information about the interviewee (e.g. personal information about the interviewee, interviewee's background, language, communication style, date and location of the interview conducted, etc). In the second part, you are required to ask **at least 20 questions** during the interview. Prepare for the questions before the interview and script the interview in question-and-answer format after the interview. In the third section, describe your personal reactions to the information learned through the interview. (i.e., What did you learn from the interview? What is your attitude towards disabilities? How do you think of special education? etc.). The following are some sample questions

1. Please describe the degree to which you have contact with individuals with disabilities.
2. To what extent does your relationship or contact with individuals with disabilities differ from your relationship or contact with individuals without disabilities?
3. Please describe the services you provide to persons with disabilities. (Please describe the services you must obtain for your daughter or son).
4. Please describe the degree to which you rely on information provided by a teacher or special education teacher in order to better perform your role or provide a specific service to individuals with disabilities.
5. What advice do you have for someone who is studying to be a teacher of individuals with disabilities? etc.

6. What do you expect general education teacher to do for students with disabilities ?
7. What is the impact of disability on your personal/family life?
8. How do you think of inclusion?
9. What do you expect from the community to help individuals with disabilities?

Project Two: Site Report (50 points) Candidate Dispositions Addressed: Reflection, Critical Thinking, Collaboration, Professional Ethics, Valuing Diversity.

Arrange to observe a student in a special education program for students with disabilities in the local area. This student must be school aged (3 -21) and have been identified as a child with a disability (learning disability, autism, behavior disorder, mental retardation etc.) Prior to the visitation you are responsible for obtaining the permission of the principle and/or teacher to visit

the program. As the observer, you should arrange a short period following the visit to ask questions and make comments. This should not be carried out while the class is in session.

Following the visitation/observation provide all the information requested below. Attempt to make comments which are objective and derived from observation or the review of the data.

In your paper type the following headings first. For example, under the heading: **Describe the school you observe (Name of program, address, director/principal, special education teacher, general education teacher, occupational /speech therapist, etc.), you wrote a paragraph.**

Important: Your description must be specific and provide detail information. Give examples if necessary. Your paper must be one and half spaced (font 12 or 10) and no more than 6 pages.

1. Describe the school you observe (Name of program, address, director/principal, special education teacher, general education teacher, occupational /speech therapist, etc.). Describe the school's culture, students' language, ethnicity, socioeconomic status in general
2. Describe the classroom (Number of teachers/aides and their training, number of students (male and female), ages, and exceptionalities, room arrangement, equipment, materials, schedule for the day.,

3. Describe the lesson you observed.

4. Describe the student you observed:
 - Hypothetical name, age, sex, ethnicity, exceptionality.
 - Appearance (apparent physical disabilities, general appearance)
 - Behavior (active, shy, etc.)
 - Responsiveness (attentive, impulsive, etc)
 - Motivation (eager, indifferent, etc.)
 - Motility (wheelchair, balanced, etc.)
 - Verbalization (talkative, nonverbal, etc)
 - Student's strengths and weaknesses

5. Describe the types of special education and related service(s) the student received.

6. Describe the interactions of the student has with teachers, assistants, peers or others (Give specific examples).

7. Was there evidence of specific guideline for the student behavior (Give specific examples) ?

8. Do you feel student is appropriately labeled (exceptionality) and placed (program) to meet his/her needs? Why?

9. What is your attitudes towards students with disabilities?

10. What is your attitudes towards inclusion?

11. What would do if you were the student's general education teacher?

12. What would do if you were the student's special education teacher?

Exam (50 points): Candidate Dispositions Addressed: Critical Thinking, Professional Ethics.

One exam will be given in the final week. The exam will include false/true and multiple choice questions.

Summary of Points/Grade Distribution

Participation (Discussion Board)	160 points
Field Experience	20 points
Site Report	50 points
Interview	50 points
Module quizzes	150 points
Presentation	40 points
Exam	50 points
Total Points	520 points

Grading Range: A = 90%--100%, B = 80%--89%, C = 70%--79%

Grading

The total points received on each assignment are recorded in the grade roster.

Grades are calculated by percentage (the total points received divided by the total points possible).

Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

Tentative Course Schedule

This schedule is subject to change in the event of extenuating circumstances.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Reading Due</i>	<i>Assignment</i>
1	8/25	Introduction to course	Syllabus	

		Getting to know Blackboard		
2	9/01	Key concepts for Understanding Special Education	Ch. 1	Read Module 1 Read Chapter 1 Take Quiz 1 Due Date:9/01 @11:00 p.m.
3	9/08	Special Education Staff & Procedures	Ch. 2	Read Module 2 Read Chapter 2 Take Quiz 2 Due Date:9/08@11:00 p.m.
4	9/15	Multicultural and Bilingual Perspectives/IEP Collaboration	Ch. 3, 4	Read Module 3, 4 Read Chapter 3, 4 Take Quiz 3, 4 Due Date 9/15@11:00 p.m.
5	9/22	Learning Disabilities	Ch. 5	Read Module 5 Read Chapter 5 Take Quiz 5 Due Date: 9/22@11:00 p.m.
6	9/29	Attention Deficit Hyperactivity Disorder	Ch. 6	Read Chapter 6 Read Module 6 Take Quiz 6 Submit Project 1 #1 Interview Due Date:9/29@11:00 p.m.
7	10/06	Emotional and Behavioral Disorders	Ch. 7	Read Module 7

				Read Chapter 7 Take Quiz 7 Due Date:10/06@11:00 p.m.
8	10/13	Mental Retardation/ Speech and Language Disorders	Ch. 8, 9	Read Module 8,9 Read Chapter 8,9 Take Quiz 8,9 Due Date:10/13@11:00 p.m.
9	10/20	Deafness and Hearing Loss/Visual Impairment	Ch. 10, 11	Read Module 10,11 Read Chapter 10, 11 Take Quiz 10, 11 Submit Project 2 Due Date: 10/20@11:00 p.m.
10	10/27	Autism Spectrum Disorders	Ch. 12	Read Module 12 Read Chapter 12 Take Quiz 12 Due Date: 10/27@11:00 p.m.
11	11/03	Physical and Health Impairments/ Severe/Multiple Disabilities	Ch. 13, 14	Read Module 13, 14 Read Chapter 13,14 Take Quiz 13, 14 Due Date: 11/03@11:00 p.m.
12	11/10	Gifted and Talented Review	Ch. 15	Read Module 15 Read Chapter 15 Take Quiz 15 Due Date:11/10@11:00 p.m.
13	11/17	Topic Presentation		

14	12/01	Topic Presentation		
15	12/08	Topic Presentation		
16	12/15	Final Exam		