



# *SPED 120*

## *INTRODUCTION TO SPECIAL EDUCATION*

**Semester:**  
**Credit:** 3.0 units;  
**Day and Time:**  
**Location:**  
**Department Office:** ED 250

**Instructor:**  
**Office:**  
**Email:**  
**Phone:**  
**Office Hours:**

### ***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 inclusion, 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 will include varied instructional techniques and incorporates an observational fieldwork component.

### ***AN INTRODUCTION TO THIS COURSE***

Since their inception, public schools have been caught in a contradiction that continues to this day, strengthened, some say, with the increase in standardized testing and curriculum. On the one hand, schools promise to provide education to all to promote effective citizenship and social and economic opportunities. On the other hand, schools have systematically offered different opportunities to students of different races, classes, and abilities, segregating them into tracks to obtain their “proper” place in society.

One result of this contradiction has been the growing fragmentation of the school community into separate classes for many students perceived as not “fitting” a narrowly defined mold. Early on people thought you couldn’t have students with wide ranges of abilities in a class together. Thus, schools created pull-out programs and ways of labeling “gifted and talented” students, students with an increasing array of disabilities, students “at risk”, second language learners and more. Some analysts calculate that such ‘second system’ programs account for approximately 50% of school budgets. Many have argued that such segregation and teaching a “one size fits all” curriculum has hurt all students and has served to intentionally maintain students in the same socio-economic status which they brought to the school, thus denying the promise of opportunity and upward mobility.



Donald\* with a friend in 5<sup>th</sup> grade. Donald has been fully included in general education classes since kindergarten. He participates fully in the general education class with adaptations. He has made friendships with many students in the class. \* Not his real name.

Others have argued that schools should accommodate those with differences and create conditions to fulfill the original promises of school. Increasingly we see schools demonstrating that having students of difference learn together are not only possible but also supported by research as most effective for individual and social outcomes. Thus, efforts to desegregate schools based on race starting in the 1950's, the push for models of second language learning that mix different ethnic groups in collaborative learning, and initiation of "talent development" approaches to schooling that would integrate the best of gifted education strategies to develop the gifts of all students.

All of these efforts have not been coordinated. Advocates for racial and cultural diversity and those for highly able students, for example, seldom collaborate, have different conferences, and talk a different language. Yet, all have, at their base, a vision of schooling that is inclusive, heterogeneous, respectful of human diversity, and helps build citizenship to promote an inclusive and more democratic community.

No group is more indicative of these issues than students with disabilities. Consequently, the move towards truly inclusive education, where schools aim intentionally to create classrooms that not only have racial and cultural diversity and talent development but also include students with mild to severe disabilities in 'regular classes' as part of the learning community is a particularly important next step towards fulfilling the original dreams for public schools.

This class is designed to help you develop a vision of an inclusive school and classroom and practical skills, attitudes, and understandings that will help you journey towards being an effective inclusive teacher. My hope is that we can build a real community of learners engaged in active learning and sharing. I've worked hard to set a structure in place that will facilitate this. I welcome your ideas, input, and collaboration.

### ***PREREQUISITES***

Previous or concurrent enrollment in EHD 50 and CI100 is required.

### ***Required Texts and Instructional Materials***

Garguilo, R. M. & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A Universal Design for Learning approach*. Belmont, CA: Wadsworth.  
Schwarz, P. (2006). *From Disability to Possibility*. Portsmouth, NH: Heinmann.

### **Additional Required Reading:**

***\*see detailed course week-by-week below and posted on Blackboard for additional readings***

This course requires the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at <https://zimbra.csufresno.esu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>

### ***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.

***Program Standards: 2,3,11,13,14***

***Specialty specific standards: MM: 1,3; MS: 1,3***

***TPEs: 1,4,5,8,9,11***

**The student will:**

1. discuss the major components of an IFSP/IEP, the referral and assessment processes, as well as the roles of students, families and professionals on the team.
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.
3. discuss significant philosophical and historical aspects of special education
4. demonstrate awareness of similarities and differences of students with and without disabilities, and the teaching implications of diversity, including culture, language, ethnicity, race, socio-economic status, gender, religion, and lifestyle orientation factors.
5. 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.
6. develop critical reflection and thinking practices
7. apply Universal Design principles to lesson development, including differentiation and adaptations
8. complete 20 hours of fieldwork with students with disabilities in a school, community, or leisure/community setting.

### University Policies

**University Policies are available for review on the following website:**

[http://www.csufresno.edu/academics/policies\\_forms/instruction/RequiredSyllabusPolicyStatements.htm](http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm)

### Course Policies

#### Classroom Environment

1. Keep audible communication devices (cell phones, pagers, IPODs, and other portable media players) turned off during class.
2. Use of laptops, computers, and/or PDAs is permitted only for SPED 179 note-taking or student presentations.
3. Obtain advanced permission from the instructor for visitors.

#### Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the student has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the family prohibits student from attending class, or (3) when student is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.
  - a. If requesting an excused absence/tardy/early departure, it is the student's responsibility to provide acceptable documentation to the instructor within 2 weeks of the absence/tardy/early departure.
  - b. If the student does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.
2. **Deductions for attendance occur as follows:**
  - a. **Two unexcused absences or tardies are allowed for the semester**
  - b. **Any unexcused absence or tardy above two will result in a one letter grade drop per occurrence.**
  - c. **School meetings, and IEP meetings must be scheduled on days other than day of class.**

**\*Do not email the instructor about your 2 allowed absences or reasons for tardiness. They will be recorded on the attendance log. Quizzes or other in-class work cannot be made up.**
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
  - a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.

- b. Contact the instructor as soon as possible after the missed class period to provide documentation, in the case of an excused absence
- c. Submit all assignments by the beginning of the following session.

**Assignments**

1. Each student is responsible for completing assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be each student’s own work.
3. All assignments must be completed independent/individually, except where otherwise indicated.
4. All assignments must follow the formats/instructions provided by the instructor. It is the student’s responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
5. All assignments will be submitted in paper copy and follow the guidelines listed below:
  - a. Write in narrative and word-process, using 1” margins, 12 point font, and 1.5 spaces between lines, using APA for citations and references.
  - b. Use transitions sentences, phrases, and words between ideas and paragraphs.
  - c. Use headings within each assignment to identify each section of the paper. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
6. Assignment Timelines/Due Dates:
  - a. All assignments are due in paper copy before the end of the class session on the date the assignment is due OR submitted electronically, based on assignment description, to be eligible to receive full credit/points. It is the student’s responsibility to submit all assignments on time.
  - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, unauthorized/unexcused absence, emergency, or other issue.
  - c. Any assignment submitted late (after the class session in which it is due) will lose 10 points. In-class quizzes cannot be taken after they are administered for students who are tardy. Exceptions will be made only for excused/authorized absences. **Do NOT email assignments unless requested by the instructor.**

**Confidentiality.** The privacy and identity of children and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, “For the purpose of this paper, I will refer to the observed student as \_\_\_\_\_ (fictitious first name).”

**Grading**

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

**Course assignments:**

*(see the breakdown and details of each assignment after the week-by-week below)*

<b>Assignment</b>	<b>Points</b>
Three, online discussion board response participation opportunities	15 points each/ 45 total
Eligibility category project: Parts 1-3	110 points, in total
School-based observation and interview report/reflection	50 points
Mid-term exam (taken on BB)	50 points
Final exam (taken on BB)	50 points

## SPED 120 - COURSE OUTLINE

This syllabus and schedule are subject to change in the event of extenuating circumstances

<i>Date</i>	<i>Topics</i>	<i>Online Content</i>	<i>Assigned Reading</i>	<i>Assignment Due</i>
Session 1	-Course overview and expectations -Definitions of inclusive and integrated education			
Session 2	-Federal legislation and educational policies -Continuum of placement options and students with disabilities	-	-Gargiulo & Metcalf, chps 1 & 3 -Schwarz, chps. 1-4	
Session 3	-Referral and identification process -Capacity-building versus deficit-finding -Overview of school-based observational assignment	-“Including Samuel” trailer (link on BB)	-Schwarz, chps. 5, 7, & 8 - Rosetti & Tashie: “Outing the Prejudice: Making the Least Dangerous Assumption” (posted to BB)	-Discussion board response/ participation about the video (1) - ID the site and program that you will observe in for school-based assignment
Session 4	-RTI, SSTs, and 504 plans	-National Center on Response to Intervention: <a href="http://www.rti4success.org">www.rti4success.org</a> (link posted on BB with specific directions for resources)	- “Essential Components of RTI- A Closer Look at Response to Intervention,” National Center on Response to Intervention (link posted to BB)	
Session 5	-IEP team members and collaborative teaming strategies	-Star Legacy module: “ <i>The pre-referral process: Procedures for Supporting Students with Academic and Behavioral Concerns.</i> ” (link posted to BB)		
Session 6	-Students with disabilities: high and low incidence eligibility categories -Overview of Instructional Relevancy assignment	-National Dissemination Center for Children with Disabilities: <a href="http://nichcy.org/">http://nichcy.org/</a>	-Gargiulo & Metcalf, chps 4 & 5	
Session 7	-Students with disabilities: high low incidence eligibility categories (con’t) - In-class work on presentations	-National Dissemination Center for Children with Disabilities: <a href="http://nichcy.org/">http://nichcy.org/</a>	-Gargiulo & Metcalf, chps. 4 & 5	
Session 8	-Other groups of diverse learners (e.g. gifted, at-risk, culturally and linguistically diverse) -In-class work on presentations		-Gargiulo & Metcalf, chp. 6	
Session 9	Eligibility category presentations			Due: Eligibility category presentations; Parts 1 & 2 of Instructional Relevancy

				assignment MID-TERM EXAM AVAILABLE ON BB
Session 10	-Introduction to Universal Design	-The Center for Universal Design: <a href="http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm">http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm</a>		-Discussion board prompt/response: Considering Universal Design in the spaces that you live, work, and go to school in (2)
Session 11	- Differentiated instruction and Universal Design for Learning	-Star Legacy module: “ <i>Universal Design for Learning: Creating a Learning Environment that Challenges and Engages all Students</i> ” (link posted to BB)	- Willis & Mann (2000). <i>Differentiating Instruction: Finding Manageable Ways to Meet Individual Needs</i> (link posted to BB)	
Session 12	-Curricular adaptations: accommodations and modifications -Review of Instructional Relevancy assignment part 3	-National Dissemination Center for Children with Disabilities (NICHCY): “ <i>Supports, Accommodations, and Modifications for Students.</i> ” <a href="http://nichcy.org/schoolage/accommodations">http://nichcy.org/schoolage/accommodations</a> (link posted to BB)		
Session 13	-Culturally-responsive teaching	-Star Legacy module: “ <i>Cultural and Linguistic Differences: What Teachers Should Know</i> ” (link posted to BB)	-Cartledge, Gardner III, & Ford 2009); chp. 3 “ <i>The Culturally Responsive Inclusive Classroom</i> ” (posted on BB)	Due: Instructional Relevancy Assignment parts 3 & 4 (turn in all 4 parts together)
Session 14	- Overrepresentation/ disproportionality (race and disability)		-Harry, Klingner, & Cramer (2007). <i>Case Studies of Minority Student Placement in Special Education</i> , Chps. 1 & 2.	
Session 15	Tying it all together: Guest speakers TBD (local, collaborative school team)			Due: School-based observational assignment FINAL EXAM AVAILABLE ON BB after final class session

### **MAJOR ASSIGNMENTS:**

#### **1) Eligibility category project; 110 points, total (PS 2,3,11,13; MM & MS 1,3)**

##### **Part 1: Presentations of federal eligibility categories and associated characteristics (40 points)**

In a small group, you will create and present a multi-media PowerPoint presentation about one of the 13 federal eligibility categories for special education supports and services. We will decide which categories groups will focus on in class. Each group member will be a part of the presentation. You will also create a handout containing basic information, additional references, and resources pertaining to your topic. Each group member will turn in a self-evaluation and an evaluation on each of their peer presenters to the instructor after the presentation.

Your presentation should contain the following:

1. The DSM-V or IDEA definition of the disability (a quick Google search should point you in the right direction) **[5 points]**
2. Summary/list of characteristics of the disability as presented in a typical, special education textbook (I will provide some of these in class for groups to use; additional texts can be found in the library) **[5 points]**
3. Resource handout **[10 points]**
4. Presentation **[10 points]**
5. Self- and Group Evaluation **[5 points]**
6. *Appropriate paraphrasing, quotation, and citing of sources* **[5 points]**

On Blackboard, I'll provide some resources for various eligibility categories and will provide some in-class work time so that I can answer questions; however, you are expected to research to find others.

**Part 2: Individual Reflection on Disability Characteristics (10 points)**

- What first comes to your mind when you hear “a student with XYZ (the eligibility category you researched) will be in your classroom?” What picture do you develop?
- What questions, as a teacher, might you have about having a student with this label in your classroom?
- Do you have any fears? If so, what are they?
- What do you think your expectations might be for this student?

**Part 3: Using Universal Design for Learning to Identify Barriers to Learning (60 points total; each part is worth 20 points)**

In your same work groups from the eligibility category presentations you will evaluate a lesson plan that your group is given for barriers to learning and access, based on the principles of Universal Design for Learning. You will utilize the three parts of the *Curriculum Barriers Finder* on the CAST website (link below and also on BB under the *syllabus and assignments* tab) to create a student profile based on the characteristics of your eligibility category and consider these characteristics and the components of a planned lesson. You will then identify barriers and solutions, according to the principles of UDL. The online tool provides templates and specific directions for each step. Please post all three parts to the link on Discussion Board with all group members names.

<http://www.cast.org/teachingeverystudent/tools/curriculumbarriers.cfm>

**2) School-based Observation & Interview Report/Reflection (PS 2,3,14; MM & MS 1,3)**

During this semester, each student will engage in 20 hours of documented field experience with individuals identified as having disabilities. Each student will:

- Observe and/or interact with diverse learners identified with one or more mild to severe disabilities, who have an IEP, IFSP, or ITP, and who are served through special education or related agencies.
- Select site for the field experience from public, private, or residential facilities that serve persons with identified disabilities. Contact the appropriate school personnel (i.e. the principal/administrator, the director of the facility, and/or the teachers of the classrooms in which you wish to observe) to pre-arrange the hours for field experience.
- Document field experience hours spent in the classroom on the provided form with signatures from the supervising teacher, director, or administrator.

**School-based Experience Report: 35 points:**

During your field experience, observe and interact with one student with disabilities who receives special education services and has an IEP, IFSP, or ITP. Focus your interactions and observations on this one student. Shadow the student across one or more days, attending his/her classes, activities, and breaks. Obtain the following information through observation of the student and discussion with the teacher(s). Then write a narrative report that addresses all points. Use headings and organize your paper in the same order as the outline.

**1. Description of facility and staff**

a. Name of school, address, director/principal, and special educator or general educator you observed.

**2. Description of classroom and students**

a. Number of students by gender, general education and special education, their grade level(s), ethnicities, and languages spoken.

b. Identify the disability of each student receiving special education services.

**3. Description of the one student with disabilities you selected**

Describe background information including fictitious name, age, grade, gender, ethnicity, and language spoken. Description of the student across the following domains: eligibility category, instructional relevancy, communication mode, social status (including friendships and relationship to others), student interests, areas of strength and need (as determined by your observation, not IEP goals), opportunities to interact with others without disability. disability

**4. Student's typical daily schedule**

a. This should be written as a chart or table and not in narrative

**5. Special Education services and supports**

Description of type, setting, frequency, duration, and long-term goals of special education services and supports the student receives, and content areas in which special education services and supports are delivered.

**6. Reflection**

Answer the following questions:

What effective strategies and accommodations or modifications are in place for this student?

If you were the parent, what would you feel is working well, and what changes might you suggest?

Did you observe anything that appeared to be in conflict with what was covered in SPED 120? Explain reason or rationale. What did you learn from this experience that you could apply in your own teaching?

**Special Educator Interview: 15 points**

During your field experience, observe and interview one special educator provider who provides a direct service to students with identified disabilities. You will use this same person for both the observation and the interview. It's important that you see the broad spectrum of special education and how many different professionals work together to provide the best educational experiences for students. Observe a lesson as well as the instructional strategies and behavior/classroom management strategies. Then interview the professional and record his/ her responses. Prepare a written report (3-5 pages) that addresses the observation, interview, and your reflections including the following sections:

**Overview**

Contact the special educator. Schedule time for both the observation and the interview. You will need a minimum of 30 minutes for each. Some types/titles of special educator may include: Resource Specialist (RSP) Special Day Class Teacher (SDC) of mild/moderate, moderate/severe, autism, emotionally disturbed, learning disabilities, functional/life skills etc.

**Observation**

Observe the professional for at least 30 minutes working with students and, if appropriate, teaching a lesson. During your observation and subsequent discussion with the professional, look for and take notes on all of the following: Specific role/ responsibilities working with students with special needs. Target audience (# of students, ethnicity/culture, grade levels, disabilities, languages spoken by students, etc.) Overview of the lesson: Purpose of the lesson and expected outcomes. Instructional strategies, behavior and classroom management strategies used

**Interview**

Review the interview questions. As you begin the interview, introduce yourself and share the purpose of the interview (working toward a teaching credential at CSU, Fresno). Tell the professional that his/her information will be helpful to you as a teacher of children with special needs. Assure the person that all

information shared or discussed will be kept confidential. Ask the questions provided and take notes on what was discussed. Thank the person you interview for his/her time and commitment. Follow the interview with a brief thank you note. Please let him/her know that you appreciate his/her time and expertise.

***Reflection***

Reflect on information obtained from the observation and the interview. Respond to and elaborate on the questions below. What effective ideas and strategies did you observe that you could use in your classroom? What did you learn from this experience that relates to course content?