Special Education 580.401  
Current Topics in Special Education  
COURSE SYLLABUS: Fall 2015

Instructor: Beth A Jones, Ph.D.  
Director, Educational Diagnostician Program/Interim Assistant Professor

Office Location: TAMU-C—Henderson 228

Office Hours:
- Tuesdays @ 2:00-4:00 p.m.
- First Friday of each month @ 10:00 a.m.-12:15 p.m. (TAMU-Commerce)
- Other times & locations by appointment

Office Phone: 903-886-5940
University Email Address: Beth.Jones@tamuc.edu

COURSE INFORMATION

Materials—Textbook & Supplementary Reading

We will not use a textbook, but rather students will be assigned readings from scholarly journal articles on topics pertinent to the modules of the course.

Course Description:

This course addresses current topics and issues in the special education field. The student will develop an understanding of the role of convergent research evidence in addressing current issues in special education practice and policy. Emphasis will be placed on the use of research to support practitioner decision-making.

Educator Certification Standards Associated with SPED 580:

Special Education (EC-Grade 12)

The special education teacher

- understands and applies knowledge of philosophical, historical, and legal foundations of special education.

- understands and applies knowledge of professional roles and responsibilities adhering to legal and ethical requirements of the profession.

- knows how to communicate and collaborate effectively in a variety of professional settings.
• understands and applies knowledge of characteristics and needs of individuals with disabilities.

• understands formal and informal assessment procedures and knows how to evaluate student competencies for instructional decisions.

• understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

• understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

• understands assistive technology as defined by state and federal regulations.

• understands and applies knowledge of transition issues and procedures across the life span.

• promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Student Learning Outcomes:

1. The student will demonstrate an awareness of characteristics of pupils with exceptionalities, including special education eligibilities and multicultural and bilingual populations.

2. The student will demonstrate the ability to search literature and present findings relevant to current topics in special education.

3. The student will be able to define major topics in special education and identify the legal requirements for each.

4. Students will be able to cite effective, evidence-based practices related to current topics in special education.

COURSE REQUIREMENTS

Instructional Methods/Activities

SpEd 580 includes a series of learning activities to assist enrolled students in achieving outcomes for this course. A variety of weekly readings from scholarly sources provides the student with a multidimensional learning experience.

• **DISCUSSIONS/CLASS PARTICIPATION:** Activities and discussions in class will be utilized to promote understanding and application of course content. **Participation will be worth 100 points.**
• **ANNOTATED BIBLIOGRAPHY/STUDY SHEETS:** Students will compile a running annotated bibliography/study sheet over each topic discussed in class. See the template at the end of posted in eCollege. **Students will submit a total of 6 study sheets @ 25 points each.**

• **SCHOLARLY PAPER:** Enrolled students will complete a paper related to a current topic in special education. The purpose of this assignment is to share ideas and gain experience preparing a manuscript for submission to a journal. Specifically, you will prepare your individual/group paper as if you were going to submit it to *Intervention in School and Clinic* or *the Journal of Special Education Apprenticeship*, and you need to comply with the requirements for the submission category you select, found at either [http://www.sagepub.com/upm-data/53674_ISC_48(3)_ag.pdf](http://www.sagepub.com/upm-data/53674_ISC_48(3)_ag.pdf) or [http://josea.info/index.php](http://josea.info/index.php).

Be sure to follow the specific guidelines for manuscript preparation. Make sure to refer to previously published articles posted to get an idea of the type of article you are writing. **The final paper is worth 100 points and each individual/group submission will be graded according to the rubric posted in eCollege.**

**Grading**

Scores of the following on a scale from 0 to 100 are averaged to obtain a mean score:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussions</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography/Study Sheet (6 @ 25 pts. each)</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>100</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Semester Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
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**TECHNOLOGY REQUIREMENTS**

SpEd 580 requires the following technologies:

- Internet (eCollege and Online Library System)
- Email
- Word Processor
Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism nor other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and communicating them as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials. For additional information about plagiarism click www.plagiarism.org, www.indiana.edu/~wts/pamphlets/plagiarism.shtml, or http://writingcenter.unc.edu/handouts/plagiarism.

If an instance of plagiarism by an enrolled student occurs, it is a “0” on the assignment. On the second offense of plagiarism, the student will be given a grade of “0” for the course.

Attendance Policy
Attendance expectations adhere to information in Class Attendance Rule included in Graduate Catalog, Texas A&M University-Commerce.

Assignment Policy
Due dates for assignments are included in Syllabus. Each course requirement is accepted for grading until midnight of due date.

Course Drop
A student may drop a course by logging into myLEO and clicking Drop A Class.

Incomplete Grade
Incomplete grade policy adheres to information in Incomplete Courses included in Graduate Catalog, Texas A&M University-Commerce.

Administrative Withdrawal
Administrative withdrawal of a student as a result of excessive absences adheres to information in Class Attendance Rule included in Graduate Catalog, Texas A&M University-Commerce.

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other regulations, this legislation requires all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact the following:

Office of Student Disability Resources & Services, Room 132
Texas A&M University-Commerce
Phone 903-886-5150 or 903-886-5835
Fax 903-468-8148
StudentDisabilityServices@tamuc.edu
Student Disability Resources & Services
**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (Refer to Graduate Catalog.)

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### COURSE OUTLINE/CALENDAR

<table>
<thead>
<tr>
<th>Section and Weeks</th>
<th>Topics</th>
<th>Assignments and Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 1</td>
<td>Collaboration/Co-teaching</td>
<td>9/1/15: Review of Syllabus and Overview of Course &lt;br&gt;9/8/15: Release time to locate and upload articles on collaboration/ co-teaching and assistive technology &lt;br&gt;9/15/15: Collaboration/Co-teaching &lt;br&gt;<strong>STUDY SHEET 1 DUE</strong></td>
</tr>
<tr>
<td>Section 2</td>
<td>Assistive Technology/Transition</td>
<td>9/22/15: Assistive Technology &lt;br&gt;<strong>STUDY SHEET 2 DUE</strong> &lt;br&gt;PAPER TOPIC IDEAS DUE &lt;br&gt;9/29/15: Release time to locate and upload articles on transition &lt;br&gt;10/6/15: GUEST SPEAKER—Leah Gardner from Ability Connection &lt;br&gt;10/13/15: Transition &lt;br&gt;<strong>STUDY SHEET 3 DUE</strong> &lt;br&gt;10/20/15: GUEST SPEAKER—DARS Representative</td>
</tr>
<tr>
<td>Section 3</td>
<td>Response to Intervention/Identification Procedures</td>
<td>10/27/15: Release time to find and upload articles on RTI &lt;br&gt;11/3/15: Class debate &lt;br&gt;<strong>STUDY SHEET 4 DUE</strong></td>
</tr>
<tr>
<td>Section 4</td>
<td>Overrepresentation/Diverse Populations</td>
<td>11/10/15: Release time to locate and upload articles on overrepresentation/diverse populations and behavior &lt;br&gt;11/17/15: Overrepresentation/Diverse Populations &lt;br&gt;<strong>STUDY SHEET 5 DUE</strong></td>
</tr>
<tr>
<td>Section 5</td>
<td>Behavior/Classroom Management; Wrap-Up</td>
<td>11/24/15: Behavior &lt;br&gt;<strong>STUDY SHEET 6 DUE</strong> &lt;br&gt;12/1/15: GROUP PAPERS DUE/PRESENT TO CLASS</td>
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</tbody>
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