➢ **Course Information:**

Course Title: Foundations of Special Education	**Course number and CRN:** SPED 301
Prerequisite: EDUC310-EDUC312	**Credit Hours (CR HRS):** 3
Department: Psychological Sciences	
Class meeting time: /W 12.30 –2:00	**Location**: B04 - 211

➢ **Instructor Information:**

Instructor's name: Pro.Osamah Bataineh	**Email:** obataineh@qu.edu.qa
Office Hours: Tuesday 2:00-3:30	**Office Number**: B04 – 140

➢ **College of Education Conceptual Framework:**
""Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

College of Education Unit Learning Outcomes:
Teaching:

☐ 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
☐ 2. **Pedagogy**: Plan effective instruction to maximize student learning.
☐ 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
☐ 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

☐ 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
☐ 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

☐ 7. **Ethical Values:** Apply professional ethics in all educational contexts.
☐ 8. **Initiative:** Lead positive change in education.

➢ **Course Description:**
History, philosophy, theories, and issues in special education. Overview of special education rules and processes.

➢ **Course Objectives:** :
1. Study the history, philosophy, and legal bases of Special Education.
2. Explore basic knowledge and understanding of the characteristics of various exceptionalities
3. Study the Classification of disabilities, their characteristics and continuum of severity, and their educational implications
4. Develop knowledge of Similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals

➢ **Course Learning Outcomes:**
1. Demonstrates knowledge and understanding of the history, philosophy, and legal bases of Special Education
2. Demonstrates basic knowledge and understanding of the characteristics of various exceptionalities
3. Demonstrate knowledge of Classification of disabilities, their characteristics and continuum of severity, and their educational implications
4. Demonstrate knowledge of Similarities and differences among the cognitive, physical, cultural, social, emotional, and communication needs of typical and exceptional individuals

➢ **Textbooks & Readings:**
   ➢ **Required textbook**:
   • Hallahan, D.P., & Kauffman, J.M. (2009). *Exceptional Learners: Introduction to Special Education.* 11th ed. Needham Heights, MA: Allyn and Bacon.

➢ **Supportive Textbooks and references**:
   • Lerner, J. (2003). Learning disabilities: Theories, diagnosis, and teaching strategies, 8th ed. Boston, MA. USA: Houghton Mifflin.
   • American Association on Mental Retardation) AAMR/ available at: www.Ericec.org/diagests/e.637html.
   • Culatta, R., Tompkins, J., Wert ,M. (2003). Fundamentals of special education -what every teacher needs to know, 2nd Ohio Merrill Prentice Hall.
   • International Standard Classification of Education -ISCED-3 .(1997)
   • National Joint Committee on Learning Disabilities .(1990) Providing appropriate education for students with learning disabilities in the regular education classrooms .ASHA 2002 desk reference .Vol.3 .
   • Kauffman, J. M .(1981) .Characteristics of Children`s Behavior Disorder, 2nd, Columbus .OH: Merrill.

➢ **Supportive Websites:**
   • www.athealth.com   http://www.werathah.com
   • http://www.vocationallearning.org.u   http://www.ldresources.com
   • http://www.idebate.org/main/home.asp   http://www.psychtest.com
   • http://www.ldonline.org   http://www.lewisschool.org
   • http://www-hoover.stanford.edu   http://www.nild.net
   • http://www.pacificnet.net/~mandel/SpecialEducation.html http://www.khass.com/vb/
   • http://www.iisesa1.com/iisesa/

➢ **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.

8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➢ Use of Blackboard:
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➢ Course Matrix:

Unit Learning		Course	Course Learning	Assessment (Tasks/Artifacts)
1	4	1, 4	3	Literature Review
2	2	4	2, 4	Presentation
4	4	5	4	IEP
6	3	3, 4	1, 2, 3, 4,	Exam Research Paper
7	4	2	3	

➢Course Outline:

Week	Topic	Readings/Tasks
1	Exceptionality and Special Education	Research paper Presentation Exam
2	Current Practices for Meeting the Needs of Exceptional Learners	
3	Multicultural and Bilingual Aspects of Special Education	
4	Parents and Families	
5	Learners with Intellectual and Developmental Disabilities	
6	Learners with Learning Disabilities	
7	Learners with Attention Deficit Hyperactivity Disorder	
8	**Midterm Exam (Wed. Oct 14)**	
9	Learners with Emotional and Behavioral Disorders	IEP - Exam
10	Learners with Autism Spectrum Disorders	
11	Learners with Communication Disorders	
12	Learners with Blindness or Low Vision	
13	Learners with Low-Incidence, Multiple, and Severe Disabilities	
14	Learners with Physical Disabilities and Other Health Impairments	
15	Learners with Special Gifts and Talents	
16	**Final Exam**	

- ➢ **Course assessments (Assignments):**
  - **Rsearch Paper and Presentation (20%).**Each candidate will be assigned a topic related to SPED. The candidate is expected to thoroughly research the topic and how it has been applied in practice. The candidate will prepare a 10-15 minute presentation on her research and present it to the class. A rubric for evaluating the research paper may be downloaded from the class Blackboard site.
  - **IEP (20%)** student will create IEP and will be used to microteaching
  - **Midterm Exam** (30%). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
  - **Final Exam** (30%). A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

- ➢ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1	Research Paper and Presentation	20%	
2	IEP	20%	
3	Midterm Exam	30%	
4	Final Exam	30%	
Total = 100			

- ➢ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

- ➢ **Academic Integrity:**
  The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

- ➢ **Intellectual Property (IP) violations / Plagiarism:**
  Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**

"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

➢ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at http://www.qu.edu.qa/students/support-and-development/special-needs

➢ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➢**Qatar National Professional Standards for Teachers:**
1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubrics

➢**IEP Rubric**

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Baseline Data	No data observational or measurable data or data was collected and analyzed incorrectly.	Only observational data stated, no measurable data stated OR measurement principles and practices were used ineffectively.	Use knowledge of measurement principles and practices to collect and interpret assessment results in baseline data may be inferred; Data analysis is stated.	Clearly shows use knowledge of measurement principles and practices to collect and interpret assessment results to produce baseline data; results are clearly and thoroughly presented.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.				
Statement of Student's Strengths	No information about strengths.	A strength is stated but not related to goal area.	Statement of the child's strengths is related to goal area, but the description is unclear.	PLEP includes a clear statement of the child's strengths closely related to goal area.	
Needs Statement	No needs statement	Needs statement present, but not consistent with development and individual differences or responsive to the needs of the individual.	Needs statement is consistent with development and individual differences and is responsive to the needs of the individual.	Needs statement clearly demonstrates understanding of development and individual differences, response to the needs of the individual, AND is consistent with the data.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 1: Learner Development and Individual Learning Differences - 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. **Key Element:** 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.				
General Curriculum Support	No statements or data about how the disability affects progress in the general curriculum	Briefly describes how the student's disability affects involvement and progress in general curriculum.	Describes how the student's disability affects involvement and progress in general curriculum and activities and targeted success in	Clearly and thoroughly describes how the student's disability affects involvement and progress in general curriculum and activities, supports	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
			the general curriculum.	needed for success in general curriculum, AND the difference between the student's performance (baseline data) and targeted success in the general curriculum.	

Standards
International- Qatar University CED Standards- Masters in Special Education (2013)
PLO: PLO 4. Foster successful learning experiences for all students by addressing individual differences.
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard: Standard 3: Curricular Content Knowledge - 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
Key Element: 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Goals as Related to Needs	No relationship between the identified needs and goals.	Limited relationship to needs identified; many needs not represented in goals statements.	Most goals emerge from the data analysis; most needs represented in goals statements.	All goals clearly emerge from the data analysis and include all needs identified.	
Behaviors/Skills and Outcomes	The goal does not clearly describe the behavior/skill to be changed, nor does it relate to the measures/outcomes or to the characteristics of the individual.	The goal clearly describes the behavior/skill to be changed, but does not relate to the measures/outcomes or to characteristics of the individual.	The goal describes the behavior/skill to be changed and relates to the individual's abilities, interests, learning environments, or cultural and linguistic factors. Measurable outcomes are discussed, but may not be clear.	The goal clearly describes the behavior/skill to be changed, and relates it to measures/outcomes and the individual's abilities, interests, learning environments, and cultural and linguistic factors.	

Standards
USA- CEC Initial Level Special Educator Preparation Standards (2013)
Standard: Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
Key Element: 5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Direction of Change	Goals are not appropriate to the needs of the student, not measurable; direction of change is not clear.	Most goals are appropriate to the individual needs of the student and indicate direction of change.	All goals are appropriate to the individual needs of the student, consistent and indicate direction of change. Some, but not all, are measurable.	All goals are clearly aligned with the individual needs of the student; all goals are measurable and clearly indicate direction of change.	
Student Performance Objective	Objective does not state the condition.	Objective clearly states a condition for student performance, although the statement may be lacking in clarity and appropriateness.	Objective states an appropriate condition for student performance, although the statement may be lacking in clarity.	Objective clearly states an appropriate condition for student performance.	

	Not demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Targeted Skills / Behavior	Objective does not describe skill or behavior.	Objective describes skill or behavior, but description is poor in quality.	Objective describes skill or behavior, although clarity may be lacking.	Targeted behaviors/Skills	
Presentation of Student Progress	There are not any charts, graphs, and little or no data is collected on the student's IEP goals/objectives.	Each goal/objective does not have a chart, graph, or other method used in collecting data, but there is evidence of regular data collection or, each goal has a graph but no evidence of regular data collection.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used, data is collected and documented less often than according to the IEP.	Each goal/objective has a chart, graph, or other method used in collecting data on interventions used to promote progress, student performance on the objective. Data is collected and documented according to the IEP. Student progress is recorded on a chart, graph, or other method is used for each student goal/objective, included in the student's file. Data is collected and documented according to the IEP.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **Key Element:** 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.				

➢**Research Paper Rubric**

Criteria	Target 4	Acceptable 3	Needs Improvement 2	Emerging 1
Content	•Selected data is extensive and strongly relates to theory. •Data is from multiple sources and represents a thorough research effort	• Selected data is moderately thorough and relates to theory. •Data is from multiple sources and represents a moderate research effort.	•Selected data is minimal and relates to theory. •Data is from multiple sources, but represents a minimal research effort.	• Selected data collected is minimal and weakly related to the theory. • Data is from a single source.
Process	•Data collection and summarizing are comprehensive, analytical, and indicate deep reflection.	•Data collection and summarizing are present but not comprehensive. •Data collection and summarizing may be inconsistently analytical, and/or indicate moderate reflection	•Data collection and summarizing are present but not comprehensive. •Data collection and summarizing are illogical and indicate shallow reflection.	•Data collection and summarizing are present but are shallow and/or indicate little or no reflection.
Summary	• Data summary is appropriate, thorough, and meaningful.	• Data summary is appropriate and meaningful.	•Data summary is present but may be inappropriate and/or minimally meaningful.	•Data summary is inappropriate, superficial, and/or insignificant.
Theory-strategy correlation	•Theories from the textbook are clearly identified and consistent. •Strategies derived from the theory are clearly stated.	•Theories from the textbook are identified and consistent. •Strategies derived from the theory are stated.	•Theories from the textbook are identified but may be inconsistent. •Strategies derived from the theory are stated.	•Theories from the textbook are minimal or nonexistent, unclear, and/or inconsistent. •Strategies are stated but unclear.

	• Content is well organized using headings and/or bulleted lists to group related material. • Misspellings and grammatical errors are minimal or nonexistent. If present, they do not interfere with a clear communication of the information.	• Content is organized using headings and/or bulleted lists to group related material. • Misspellings and grammatical errors are present, but do not interfere with a communication of the information.	• Content is somewhat organized. • Misspellings and grammatical errors are present and interfere with a clear communication of the concept.	• The content lacks a clear organizational structure. • Misspellings and grammatical errors are extensive and interfere significantly with a clear communication of the concept.
Mechanics				

➢ Oral Presntation Rubric

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	1/5	
	Information is presented in a logical sequence.	1/5	
	Presentation appropriately cites requisite number of references.	1/5	
Content	Introduction is attention getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1/5	
	Technical terms are well defined in language appropriate for the target audience.	1/5	
	Presentation contains accurate information.	1/5	
	Material included is relevant to the overall message/purpose.	1/5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	1/5	
	There is an obvious conclusion summarizing the presentation.	1/5	
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1/5	
	Speaker uses a clear, audible voice.	1/5	
	Delivery is poised, controlled, and smooth.	1/5	
	Good language skills and pronunciation are used.	1	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Information was well communicated.	1	
Score	Total Points	10	

✂ --

Pledge

I am the student: -------------------------------------

Course Title: ---

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: ------------------------------------
- ID: --
- Signature: ---
- Date: --

(Please sign this part and hand it in to your instructor).