



**Qatar University**  
**College of Education**  
**Course Syllabus**

➤ **Course Information:**

**Course Title:** Special Education Support for General Education **Number and CRN:** SPED 425  
**Prerequisite:** **Credit Hours (CR HRS):** 3  
**Department:** Psychological Sciences **Program :** BSPED  
**Class meeting time:** Monday & Wednesday 9:30-10:50AM **Location:** B04-208

➤ **Instructor Information:**

**Instructor's name:** Dr. Mohamed Saad **Email:** m.saad.osman@qu.edu.qa  
**Office Hours:** Monday & Wednesday 11:30-12:30 PM - **Office Number:** B04-214

➤ **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:**

The course provides the knowledge and skills required in working as part of a multidisciplinary team to provide comprehensive wrap-around services for individuals with disabilities.

➤ **Course Objectives:**

1. Identify and access various community resources and professional and advocacy organizations for students with special needs.
2. Demonstrate the knowledge of various types of school collaboration
3. Explain how IEP team members collaborate (demonstrated in assignment #4).
4. Demonstrate the ability to develop rapport with parents and understand parents perspectives

➤ **Course Learning Outcomes:**

1. Similarities and differences among individuals with exceptional learning needs
2. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
3. Teach individuals to use self assessment, problem solving, and other cognitive strategies to meet their needs
4. Use strategies that promote successful transitions for individuals with exceptional learning needs
5. Identify supports needed for integration into various program placements

➤ **Textbooks & Readings:**

• **Required textbook:**

- Dettmer, P, Thurston, L., & Knackendoffel, A. (2012) Consultation, Collaboration and Teamwork for Students with Special Needs (seventh edition), Pearson: New York.

➤ **Supportive Textbooks and references:**

- Michigan Department of Education Michigan Directory of Service Providers for Infants, Toddlers and Students with Disabilities 2010-2011 Edition Center for Educational Networking-on-line
- Obaid, Magda El Sayed (2014). Support services in special education. Dar Safaa Printing & Publishing: Amman.

➤ **Supportive Websites:**

- <https://highleveragepractices.org/collaboration>

➤ **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:**

| CED Unit Learning Outcomes | QNPS | Course Objectives | Course Learning Outcomes | Course Assessments (Assignments)                     |
|----------------------------|------|-------------------|--------------------------|--|
| SLO1                       | CO1  | 1                 | 1                        | Webquest for CEC<br>Reflective Paper<br>Presentation |
| SLO1                       | CO2  | 2                 | 2                        |  |
| SLO2,8                     | CO3  | 3                 | 3                        |  |
| SLO5,8                     | CO4  | 4                 | 4                        |  |
| SLO2,3                     | CO5  |                   | 5                        |  |
|                            |      |                   | 6                        |  |

➤ **Course Outline:**

| Week | Topic  | Assignment   |
|------|--|--|
| 1    | Working Together in Collaboration, Consultation, and Teams   | Web quest for CEC<br>Reflection Paper<br>Presentation<br>Exams |
| 2    | Working Together with Professional Perspectives That Differ  |  |
| 3    | Working Together with Personal Preferences That Differ   |  |
| 4    | Components, Structures, and Methods for Collaboration, Consultation,   |  |
| 5    | Problem-Solving Strategies for Collaborative School Consultation and Teamwork - Working Together for Students in Diverse Populations |  |
| 6    | Midterm Exam   |  |
| 7    | Communicating as Collaborators, Consultants, and Team Members  |  |
| 8    | Cultivating Home-School Collaborations and Partnerships  |  |
| 9    | Working Together for Students in Diverse Populations   |  |
| 10   | Collaborating and Co-Teaching for Students with Special Needs  |  |
| 11   | Supervising and Collaborating with Paraeducators   |  |
| 12   | Evaluation of Collaborative School Consultation  |  |
| 13   | Developing and Utilizing Collaborations with Educational Personnel   |  |
| 14   | and Community Organizations  |  |
| 15   | Leadership, Mentorships, and Professional Development for Collaborative  |  |
| 16   | Final Exam   |  |

➤ **Course assessments (Assignments):**

- **Web quest for CEC(15%):**It aims to study the official website of the Council for the Exceptional Children and to analyze, describe and present the aspects of utilization in an interactive E- show.
- **Reflection Paper (10%):** student selects from the subjects of the study and is based on the student's readings from Arabic and English scientific sources, references, websites, and lecture discussions.
- **Presentation (10%):** is teamwork and develops the ability to interact and communicate; each group selects a course topic and makes a group presentation according to the criteria.
- **Midterm Exam (25%).** 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 (40%).** 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.                 | Web quest for CEC        | 15    | W 14            |
| 2.                 | Reflection Paper         | 10    | W 8             |
| 3.                 | Presentation Power point | 10    | W 12            |
| 4.                 | Mid- Term Exam           | 25    | W 7             |
| 5                  | Final Exam               | 40    | W 16            |
| <b>Total = 100</b> |                          |       |                 |

➤ **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](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](mailto: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>

## 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.

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.

## Assignment Rubrics

### WEBQUEST

|                                  | value: 1.00  | value: 2.00   | value: 3.00  | value: 4.00   | Score/Level |
|----------------------------------|--|---|--|---|-------------|
| <b>Content - Accuracy</b>        | Content is typically confusing or contains more than one factual error.  | The content is generally accurate, but one piece of information is clearly flawed or inaccurate.  | Most of the content is accurate but there is one piece of information that might be inaccurate.  | All content throughout the presentation is accurate. There are no factual errors.   |             |
| <b>Originality</b>               | Webquest is a copy of other people's ideas and/or graphics and shows very little attempt at original thought.                | Webquest shows an attempt at originality and inventiveness on 1-2 cards.  | Webquest shows some originality and inventiveness. The content and ideas are presented in an interesting way.  | Webquest shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. |             |
| <b>Sequencing of Information</b> | There is no clear plan for the organization of information.  | Some information is logically sequenced. An occasional card or item of information seems out of place.                                  | Most information is organized in a clear, logical way. One card or item of information seems out of place.   | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card  |             |
| <b>Effectiveness</b>             | Project is lacking several key elements and has inaccuracies that make it a poor study guide.                                | Project is missing more than two key elements. It would make an incomplete study guide.   | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate study guide. | Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective study guide.    |             |
| <b>Buttons and Links</b>         | Fewer than 75% of the buttons work correctly   | Many (89-75%) of the buttons and links work correctly. .  | Most (99-90%) buttons and links work correctly   | All buttons and links work correctly.   |             |
| <b>Overall Design</b>            | Overall design contains many inconsistencies and errors throughout. (Font, format, color, and design).                       | Design contains inconsistencies and errors, and they detract from the overall quality significantly. (Font, format, color, and design). | Design contains some inconsistencies and errors, but they do not detract from the overall quality significantly. (Font, format, color, and design).              | Overall design is consistent and appropriate to content throughout (Font, format, color, and design).                           |             |
| <b>Spelling and Grammar</b>      | Misspellings or grammatical errors are present throughout, and greatly interfere with understanding and completing the task. | Misspellings or grammatical errors are common, and interfere with understanding or completing the task.                                 | A few misspellings or grammatical errors are present, and interfere slightly with understanding or completing the task.  | Misspellings or grammatical errors might be present, but do not interfere with understanding or completing the task.            |             |

## REFLECTIONS RUBRIC

|                        | <b>value: 4.00</b>  | <b>value: 3.00</b>  | <b>value: 2.00</b>   | <b>value: 1.00</b>  | <b>Score/Level</b> |
|------------------------|---|---|--|---|--------------------|
| <b>Reflectivity</b>    | Reflections are deeply thoughtful, providing personal thoughts, feelings, and insights.                                     | Reflections provide personal experiences, noting some personal thoughts, feelings, or insights.                       | Reflections reveal some (limited) personal experiences, thoughts, feelings, or insights.   | Reflections do not reveal the thoughts, feelings, or insights of the candidate.                   |                    |
| <b>Thoroughness</b>    | Set of reflections is substantive and thorough and provides an in-depth view of experience.                                 | Set of reflections provides an overview of experience.  | Set of reflections provides some insight into experience, but lacks thoroughness and/or depth.                                   | Very limited number of reflections; brief and/or incomplete.                                      |                    |
| <b>Variety</b>         | Narratives on a broad and range of experiences provide in-depth perspectives on numerous aspects of teaching and learning.  | Several important aspects of teaching and learning are discussed.   | A limited number of aspects of teaching and learning are discussed.  | Reflections are repetitive and portray a very limited number of aspects of teaching and learning. |                    |
| <b>Professionalism</b> | The entire set of reflections exhibits high standards of confidentiality, ethics, and respect for teaching as a profession. | Overall, the reflections exhibit high standards of confidentiality, ethics, and respect for teaching as a profession. | There are some errors in professionalism in several of the reflections; none serious.  | There are serious errors in professionalism.  |                    |
| <b>Growth</b>          | The set of reflections clearly demonstrate candidate growth in skill, understanding, and professionalism.                   | Overall, the reflections demonstrate candidate growth in skill, understanding, or professionalism.                    | There is some evidence of candidate growth in skill, understanding, or professionalism; however, it is not clearly demonstrated. | No professional growth is demonstrated.   |                    |

**Oral Presentation Rubric**

| Category            | Scoring Criteria  | Total Points | Score |
|---------------------|---|--------------|-------|
| <b>Organization</b> | 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          |       |
| <b>Content</b>      | 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          |       |
| <b>Presentation</b> | 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            |       |
| <b>Score</b>        | <b>Total Points</b>   | <b>10</b>    |       |



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**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).