INSTRUCTOR:
Lois Hogan, Ed.D.
lois.hogan@tamuc.edu
Office: Henderson 204; 903-468-6062
Office hours: MWF, 9:00 - 9:45 a.m. and 12:00 - 2:00 p.m. and by appointment.

COURSE DESCRIPTION: This course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's development. Professional roles of the special education team member as well as the policies and regulations applicable to special education programs in general will be covered.


COURSE COMPETENCIES/OBJECTIVES - Students will demonstrate understanding and apply knowledge of:
001 the characteristics and needs of students with disabilities,
004 procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology,
010 the philosophical, historical, and legal foundations of special education, and
012 how to communicate and collaborate effectively in a variety of professional settings.

COURSE REQUIREMENTS:
1. Attendance and Assignments. Professional behavior includes being punctual and attending all class sessions. Activities and discussions in class will be utilized to promote understanding of course content. Students are expected to attend ALL classes. Excessive absences will result in course failure or in being dropped from class. Assignments are due on the date indicated. Late assignments will have points deducted.

2. Exams. Three exams will be given during the semester. Each will be worth 100 pts. (300 pts. total)

3. News Report. Students will report briefly on a current news story or newspaper article regarding individuals with disabilities. Oral reports are limited to three to five minutes, and the instructor will be given a copy of the article. (25 pts.)

4. Movie Review. Students will view a movie related to course content and submit a review according to the attached format. The review is to be typed. (due 11/15, 25 pts.)
5. **DISABILITY RESOURCE.** Students will develop a resource with three sections.

- **Terms and Definitions**
  1. Admission, Review, and Dismissal (ARD)-*Texas term, it won’t be in your book*
  2. Section 504
  3. Americans with Disabilities Act (ADA)
  4. Behavior Intervention Plan (BIP)
  5. Child Find
  6. Continuum of Alternative Placements-Give all instructional arrangements available
  7. Disability vs. Handicap
  8. Exceptional Learners
  9. Free Appropriate Public Education (FAPE)
  10. Functional Behavioral Assessment
  11. Inclusion-Give definition and explain the difference between full inclusion and partial inclusion
  12. Individual Education Plan (IEP)-What are the elements that must be included? Who develops this?
  13. Individual Family Service Plan (IFSP)-what ages are these plans used for?
  14. Least Restrictive Environment (LRE)
  15. Manifestation Determination
  16. No Child Left Behind Act (NCLB)-What implications did this have for special education students?
  17. Positive Behavioral Support (PBS)
  18. Response to Intervention (RTI)-What are the three tiers of the process?
  19. Transition/Transition Planning-when is it required to be part of the IEP?
  20. Zero-Reject *(due 10/5, 25 pts.)*

- **Informational Brochure:** Create an informational brochure (a two- or three-fold document) that contains information discussed in chapter 4 about working with families of a student with a disability. The idea is to create a brochure you could hand a parent upon their child being diagnosed with a disability. The brochure should have links to support groups, information on issues that might occur with siblings, the public, emotions the parents might experience, etc. This document should look like an actual brochure, should contain sufficient content to cover the subject matter, and be easy to read. *(due 10/26, 25 pts.)*

- **Disability facts sheets.** A facts sheet for each disability category should include the definition, characteristics, general teaching strategies, and a critique of at least two web sites for each disability that focus on teaching strategies. The purpose is to develop a facts sheet and a resource for appropriate teaching strategies for students with the various disabilities (chapters 5 - 14). *(due 12/7, 100 pts.)*

**GRADING:** Grades for the course will be determined using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>450 - 500 pts.</td>
</tr>
<tr>
<td>B</td>
<td>400 - 449 pts.</td>
</tr>
<tr>
<td>C</td>
<td>350 - 399 pts.</td>
</tr>
<tr>
<td>D</td>
<td>300 - 349 pts.</td>
</tr>
<tr>
<td>F</td>
<td>below 300 pts.</td>
</tr>
</tbody>
</table>
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 things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University–Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

CONDUCT:
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

USE OF ELECTRONIC DEVICES: Common courtesy and professional behavior prohibit the use of electronic devices, including cell phones, during class. It is expected that all cell phones and other electronic devices will be turned off during class time. If there is a personal emergency that necessitates keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.

PROPOSED CALENDAR:

Week of 8/27: chapters 1 - exceptionality & sp. ed. & 2 - current practices
9/3: chapters 3 - multicultural & bilingual sp. ed. & 4 - parents & family
9/13 - Labor Day = no class
9/10: chapter 15 - gifts & talents
9/17: review chapters 1-4, 15
9/19 - Test 1
9/21 - review test and start chapter 5
9/24: chapter 5 - ID
10/1: chapter 6 - LD (Terms and definitions due 10/5)
10/8: chapter 7 - ADHD
10/15: chapter 8 - EBD
10/22: chapter 9 - ASD (Informational brochure due 10/26)
10/29: review chapters 5-9
10/31 - Test 2
11/2 - review test and start chapter 11
11/5: chapter 11 - AI
11/12: chapter 12 - VI (Movie Review due 11/15)
11/19: Thanksgiving - no class
11/26: chapter 13 - TBI, DB, MD
12/3: chapter 14 - OI, OHI (Disability facts sheet due 12/7)
12/10: final (chapters 11 - 14)
MOVIE REVIEW

Title of Movie:

Major Theme:

How was the disabling condition portrayed?

Any stereotypes noted?

How does this compare with your text in its depiction of a person with this disabling condition?

Your reaction to the movie: