SpEd 524.01W  Characteristics of Students with Mild Disabilities
COURSE SYLLABUS: Fall 2012

Instructor: Patricia A. Parrish, Ed.D.
Office Location: TAMU-C—Binnion 216, Metroplex Center-Mesquite, & Virtual
Office Hours:
- Wednesdays @ 5:00-6:00 p.m. (virtual)
- First Friday of each month @ 11:15 a.m.-12:15 p.m. (TAMU-C—Binnion 216)
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COURSE INFORMATION

Materials—Textbook & Required Supplementary Reading:

Textbook—Required:

Supplementary Reading—Required:

Course Description:
SpEd 524 examines characteristics of students identified as having emotional/behavioral disorders, mild mental retardation (intellectual disabilities), and learning disabilities, with applications for other exceptionalities. The content includes state and federal rules and regulations, issues and trends, instructional strategies, school-home partnerships, and formal and informal assessment. Enrolled students progress through chapter-based learning modules toward projected learning outcomes.

Educator Certification Standards Associated with SPED 524:

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.

**Educational Diagnostician**

The educational diagnostician

• understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

• understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

• develops collaborative relationships with families, educators, the school, the community, outside agencies, and related services personnel.

• understands and applies knowledge of student assessment and evaluation, program planning, and instructional decisionmaking.

• knows eligibility criteria and procedures for identifying students with disabilities and determining presence of educational need.

• selects, administers, and interprets appropriate formal and informal assessments and evaluations.

• understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and significance of student diversity for evaluation, planning, and instruction.

• knows and demonstrates skills necessary for scheduling, time management, and organization.

• addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

**Student Learning Outcomes:**

1. The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and the community.

2. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development.
3. The student will be an active online communicator and collaborator about achievement of all students in each content area in a variety of settings.

4. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, and academic achievement of all students.

5. The student will produce a research-based document addressing issues and trends in effective educational programming for all students.

### COURSE REQUIREMENTS

**Instructional Methods/Activities/Assessments**

SpEd 524 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes and objectives for this course. A variety of weekly readings from the textbook and required supplementary reading, assignments, discussions, announcements, exams, and research from scholarly sources provides the student with a multidimensional learning experience.

**Mid Term and Final Exams: 100 points each**

*Student Learning Outcomes 1, 2, and 4* (The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and the community. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, and academic achievement of all students.)

Examinations focus on concepts included in the textbook, required supplementary reading, discussions, distributed information, and additional readings and assignments. Exams are completed online through eCollege. Exams are timed with grades available upon submission of completed Exams.

**Assessment Method**

Examinations require short answer multiple choice and true-false responses.

**Research Report: 100 points**

*Student Learning Outcome 5* (The student will produce a research-based document addressing issues and trends in effective educational programming for all students.)

Each student will demonstrate ability to summarize, apply, analyze, synthesize, and evaluate research-based findings from professional sources by developing one written report. Required components are (1) source, (2) summary of information/abstract [knowledge & comprehension/Bloom’s Taxonomy], (3) relevance of information for 21st century schools [application, analysis & synthesis/Bloom’s Taxonomy], and (4) professional position [evaluation/Bloom’s Taxonomy]. Sources for reports include professional journals, approved Internet sites, and selections from books other than the textbook and/or required supplementary reading. Each source cited in SpEd 524 is through APA Style.

**Assessment Method**

The Research Report is scored through Scoring Criteria/Graduate Research Project, active link in Session 8 beginning the first day of class.

**Online Discussions (Individual and Team): 100 points**

*Student Learning Outcome: 3* (The student will be an active online communicator and collaborator about achievement of all students in each content area in a variety of settings.)
Discussion forums include posts by each student individually or in teams about pertinent concepts discussed in this course. Sources for posts include the textbook, required supplementary reading, professional journals, select websites, and books other than the textbook.

Assessment Method

Discussion posts are scored through Discussion-specific Scoring Rubrics, linked in corresponding applicable Sessions.

Grading

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

<table>
<thead>
<tr>
<th>Examinations/Research Report/Online Discussions</th>
<th>Total Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Mid Term Examination</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td>Research Report</td>
<td>100</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Semester Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
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<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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</tbody>
</table>

TECHNOLOGY REQUIREMENTS

eCollege SpEd 524 requires the following technologies:

- Internet
- Email
- Word Processor

TAMU-C operates in a Microsoft Windows environment. Online courses function more efficiently with a Windows operating system (XP or newer) and a recent version of Internet Explorer. eCollege also operates with Macintosh OSX with a recent version of Safari 2.0 or more current. eCollege supports the current version of Firefox on both Windows and Macintosh operating systems.

Performing a browser test is recommended prior to the beginning of this course. To launch a test, login to eCollege, click My Courses, and select Browser Test under Support Services.

ACCESS AND NAVIGATION

eCollege Access and Login Information

SpEd 524.01W is supported through eCollege, the Learning Management System of Texas A&M University-Commerce. Click https://leo.tamu-commerce.edu/login.aspx.

CWID and password are required to login to eCollege SpEd 524. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@online.tamuc.org.
Being A Successful Student

What Makes A Successful Student?
Self-Evaluation for Potential Online Students
SmarterMeasure (login=tamuc, password=online)

How is eCollege SpEd 524.01W organized?

Fall 2012 eCollege SpEd 524 is organized into Sessions 1-15. Sessions 1-12, 14, and 15 extend for one week each. Session 13 extends for two (2) weeks to accommodate Thanksgiving Holiday. Mid Term Exam is scheduled during Session 7. Final Exam is scheduled during Session 15.

What Should Students Do First?

Upon logging in, review Syllabus thoroughly for course description, course outline and calendar, grading, and other pertinent information. Review Technical Support procedures and scroll through Library. Introduce yourself in Student Lounge. Click into Virtual Office frequently for questions from students and responses from the Instructor. Read Announcements.

How Should Students Proceed Each Week for Class Activities?

Lecture, Assignment, Discussion, supplementary materials, and Exam are posted on the left navigation bar. Assigned Discussions are posted through Discussion. Designated course requirements are posted in Student Lounge and Dropbox. Exams are completed online by clicking Exam within designated timelines, as included in each Session. Each Exam is finished within a specified time period, as posted in Exam. Click Live on top toolbar for synchronous discussion with classmates and/or with the Instructor. Each student completes one Research Report.

COMMUNICATION AND SUPPORT

eCollege communication tools include email, Virtual Office, Student Lounge, Live, Discussion, and Announcements.

Interaction with Instructor/Interaction between Students

- Email may be initiated student to student and Instructor to student/student to Instructor. Email communication initiated by the Instructor is through eCollege with TAMU-C student email addresses. Responses from the Instructor to student-initiated emails occur within 24 hours.
- Enrolled students may post questions for the Instructor in Virtual Office. Responses from the Instructor occur within 24 hours.
- Student Lounge offers ongoing opportunities for student-to-whole class dialogue. From time to time the Instructor posts in Student Lounge.
- Live is Chat Room. Individual rooms may be created for small group synchronous dialogue.
- Announcements are posted weekly by the Instructor.

Click Core Rules of Netiquette for guidelines about online communication.

eCollege Student Technical Support

Texas A&M University-Commerce provides eCollege technical support for students enrolled in eCollege supported courses 24 hours/day 7 days/week, as follows:

- Call toll free 1-866-656-5511 to speak with an eCollege technical support representative.
• Email helpdesk@online.tamu.org to initiate a support request.

• Click Help on the toolbar for information about various components of eCollege (i.e., submitting to Dropbox, posting in Discussion).

**University Student Technical Support**

Click [http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation](http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation) for computer training workshops and additional services of Instructional Technology and Distance Education, Texas A&M University-Commerce.

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<th>COURSE AND UNIVERSITY PROCEDURES/POLICIES</th>
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**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 [http://www.plagiarism.org](http://www.plagiarism.org) and [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml).

**Examination Policy**

eCollege SpEd 524 Mid Term Exam and Final Exam are open book. Exams may be accessed from 12:01 a.m.-11:59 p.m. on the date posted on the course site and in the Syllabus. Re-entry cannot occur after exiting. If Internet access is interrupted during the Exam, contact the Instructor immediately.

**Attendance Policy**

Attendance expectations adhere to information in *Class Attendance Rule* included in [Graduate Catalog](http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation), Texas A&M University-Commerce.

**Assignment Policy**

Due dates for Assignments, Discussions, Exams, and Research Report are included in Syllabus, in Announcements, and in each Session. Instructions for each Assignment, Discussion, Exam, and Research Report are included in corresponding Sessions. Submission procedure is included in each Session (i.e., Dropbox). Each Assignment, Discussion, Exam, and Research Report is accepted for grading until midnight of the due date.

**Course Drop**

A student may drop a course by logging into their myLEO account and clicking *Drop A Class*. Refer to [Student Online Course Drop Procedure](http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation) on course home page.

**Incomplete Grade**

Incomplete grade policy adheres to information in *Incomplete Courses* included in [Graduate Catalog](http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation), 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](http://web.tamu-commerce.edu/facultyStaffServices/instructionalTechnologyandDistanceEducation), Texas A&M University-Commerce.
**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other regulations, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation for 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@tamu-commerce.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. (See [Student Guide](#).) Refer to [Student Code of Conduct](#) on course home page.

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<tr>
<th>COURSE OUTLINE/CALENDAR</th>
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<tbody>
<tr>
<td><strong>Session 1</strong> 8/27/12-9/4/12</td>
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| **Lecture 1:**  
  Syllabus/Schedule, Bloom’s Taxonomy, APA Style, State & Federal Legislation and Court Decisions Impacting Education |
| LABOR DAY 9/3/12 |
| **Session 2** 9/4/12-9/13/12 |
| **Lecture 2:**  
  Chapter 1—Foundations of Special Education for Students with Mild Disabilities  
  Gifted/Talented Education (TAC 89) |
| Discussion 1—due 9/10/12  
Discussion 2—due 9/13/12 |
| **Session 3** 9/10/12-9/17/12 |
| **Lecture 3:**  
  Chapter 2—Overview of Students with Mild Disabilities  
  Eligibility Criteria—TAC 89.1040 |
| Discussion 3a—due 9/17/12 OR Discussion 3b—due 9/17/12 |
| **Session 4** 9/17/12-9/24/12 |
| **Lecture 4:**  
  Chapter 3—Students with Mild Intellectual Disabilities  
  Assessment Decisions—Students with Disabilities |
| Discussion 4a—due 9/24/12 OR Discussion 4b—due 9/24/12 |
| **Session 5** 9/24/12-10/1/12 |
| **Lecture 5:**  
  Chapter 4—Students with Emotional Disturbance  
  No Child Left Behind |
<p>| Discussion 5—due 10/1/12 |</p>
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<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Lecture</th>
<th>Chapter</th>
<th>Discussion Due Date</th>
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<tbody>
<tr>
<td>6</td>
<td>10/1/12-10/8/12</td>
<td>6</td>
<td>5 - Students with Specific Learning Disabilities</td>
<td>10/8/12</td>
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<td>7</td>
<td>10/8/12</td>
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<td>MID TERM EXAM (Chapters 1-5 and accompanying information)</td>
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<td>8</td>
<td>10/15/12</td>
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<td>RESEARCH REPORT due</td>
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<td>9</td>
<td>10/22/12-11/1/12</td>
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<td>6 - The Inclusive Classroom Brain Dominance</td>
<td>Discussion 7—due 10/29/12</td>
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<td>Discussion 8—due 11/1/12</td>
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<td>10/29/12-11/5/12</td>
<td>8</td>
<td>7 - Learning and Teaching Make A Difference</td>
<td>Discussion 9—due 11/5/12</td>
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<td>11</td>
<td>11/5/12-11/12/12</td>
<td>9</td>
<td>8 - Instructing Students with Mild Disabilities Learning Styles</td>
<td>Discussion 10—due 11/12/12</td>
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<td>12</td>
<td>11/12/12-11/19/12</td>
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<td>9 - Classroom Management Multiple Intelligences</td>
<td>Discussion 11—due 11/19/12</td>
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<td>13</td>
<td>11/19/12-12/3/12</td>
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<td>10 - Teaching Social Skills Communication Encouragers/Stoppers</td>
<td>Discussion 12a—due 12/3/12 OR Discussion 12b—due 12/3/12</td>
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<td>THANKSGIVING HOLIDAY 11/21/12 (beginning at noon)-11/23/12</td>
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<td>14</td>
<td>12/3/12-12/10/12</td>
<td>12</td>
<td>11 - Building Family Partnerships</td>
<td>Discussion 13—due 12/7/12</td>
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<td>15</td>
<td>12/10/12</td>
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<td>FINAL EXAM (Chapters 1-11 in textbook, required supplementary reading, and accompanying information)</td>
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