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Office Hours: Monday 1:00 – 4:00; Wednesday 1:00 – 3:00

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Description:
The 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 members as well as the policies and regulations applicable to special education programs in general will be covered.

Text:

Course Objectives:
The following are the standard course objectives: The student is expected to be able to

| 001 | Understand and apply knowledge of the characteristics and needs of students with disabilities |
| 004 | Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology |
| 010 | Understand the philosophical, historical, and legal foundations of special education, and |
| 012 | Know how to communicate and collaborate effectively in a variety of professional settings. |

Class Requirements/Assignments/Activities/Expectations and Grading:

Getting to Know You (or “All About Me”) 10 points: Students will provide a short autobiography so that your classmates and I can get to know you. You will be asked to give information about your degree sought, teaching experience, ambitions for the future, etc. It would be helpful to provide a picture of yourself so others “get to know you”, if possible. This assignment should be completed as part of a discussion thread for week one.

GRADING: maximum 10 points
Sample Quiz: 10 points

Week #1 contains a short, simple, sample quiz. This is intended to give you an opportunity to “practice” taking an on-line quiz, in case you have not yet had this “learning opportunity”. There are 5 questions on this quiz. PS – it’s easy, you can’t fail. There is nothing to “study” before taking the quiz, so just “dive in”.

Grading: maximum 10 points

Sample Drop Box: 20 points

Week #1 requires you to make an entry into the drop box. Unlike the sample quiz, which does not require you to study anything pertaining to this class, for the drop box, you are required to watch several short video clips and react to them. The video clips will serve as an introduction to special education for those unfamiliar with some of the topics that we will be discussing during the remainder of the semester.

For this assignment you will be required to watch the 9 parts of the video, Misunderstood Minds. This series of videos introduces you to 5 “exceptional” children and their families. The various parts of this video will help you begin to think about aspects not generally thought of with “exceptional” children. Few people would ever think about special education when first introduced to Nathan VanHoy!

1. Access the videos at www.youtube.com. Search “Misunderstood Minds”

2. Watch Chapters 1 through Chapter 8.1. All are approximately 9 minutes with the exception of 8.1 which is 4:39 minutes.

Sample Drop Box Assignment: Write a ½ to 1 page reaction on what you learned from watching Misunderstood Minds. This is to be brief, but include enough detail to show me that you watched the clips. Post your paper to the M.Minds drop box in week #1.

GRADING: 20 points

Weekly Discussion Forum Participation: Students are expected to participate actively in discussions on each assigned lesson (typically weekly). For each discussion, you are to contribute at least one original thought by posting your reflection to a thought provoking question based on assigned readings / videos, etc. For most discussion forum, you will be required to respond to at least one posting of one of your classmates (peer response).

• Due dates for each reflection and each peer response will be included in each lesson. Typically, your reflection must be posted by midnight Wednesday and your peer response must be posted by midnight Sunday. Reflections and peer response postings will not be accepted after the due date!

• GRADING: Discussions are worth 25 points * each for 12 lessons = 300 total available points

  * If the discussion requires a peer response in addition to your personal reflection, the 25 points will be divided with your reflection being worth 15 points and your peer response being worth 10 points.

NOTES ABOUT REFLECTIONS AND RESPONDING
These assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class so postings called “drive by” postings (“that’s great”, “yea I agree”, “You go girl!”) are not welcome and will NOT receive a high grade.

- There is no minimum length like you may have had in other classes. Conversely, I don’t encourage really long answers – remember your peers have to read it (as well as me) and they are just as cramped for time as you are. Generally, a few sentences or a short paragraph is sufficient.

- In responding to another person’s post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider more alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree, you are expected to express your disagreement in a respectful way.

- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics shows a respect for your reader, however, and allows me to score your response (and not your grammar). If your writing and grammar compromises my reading and understanding, you will not receive a high score. On this note – I don’t speak “text” very well, so don’t use text abbreviations and expect me to understand. Just, play it safe and don’t use these abbreviations.

**Weekly Chapter Quizzes:** For each lesson (approximately weekly), you will have a quiz that will cover all information presented that week. These quizzes are intended to give you an idea of what to expect on the examinations. Typically, the quizzes will be open for the entire week, and, generally, will close on Sunday at 11:59 pm. You will only be allowed to take the quiz one time unless otherwise noted. These quizzes are open book, open notes, but closed to your peers (it must be your own work). The quizzes will be timed so that you will need to have a good, general understanding of all the material in advance of taking the quiz in order to complete it accurately and timely.

- **GRADING:** Quizzes are worth 30 points each for 12 lessons = 360 total available points

**Disability in Society**

These two assignments will allow students to analyze how society experiences “disability” as it is portrayed in film and as perceived and experienced by families in day-to-day situations with a child with a disability. Additional information on these two assignments will be provided.

- **GRADING** 50 points each for a total of 100 points

- **Due Dates:**
  - Analysis of a Film **Due November 19th**
  - Analysis of Family Study **Due Nov 26th**
  - Assignments can be turned in before the due date

**Assessments (Tests) (3 tests at 50 points each=150 points)**

Three (3) tests (two during the semester and one final exam) will be scheduled during the semester to measure your comprehension and ability to apply the course content. Assessments may consist of both objective questions and/or short essay questions. All exams will be posted to on-line to eCollege and taken from your home or university.
computer lab. Specific time periods will be allocated for each examination. Exams are closed book (no access to notes/book) unless otherwise specified.

Tentative exam schedule: The weeks of Sept. 18th and Oct. 30th.

The final exam is tentatively scheduled for December 10th through 14th.

Any student with an “A” average on all previously submitted materials will be exempt from taking the final exam.

Exceptionalities Handbook (Concept Map):
Groups of students will be responsible for creating pages that can be compiled by each student into an Exceptionality Handbook. The handbook will contain information on specific disabilities covered in chapters 5 through 15. To construct your exceptionality handbook or concept map page you will be required to pull out the essential information on that category of disability (exceptionality). When each category is completed, the entire handbook should be appropriate for your future use as a teacher in addition for helping you prepare for examinations in this course. Creativity (in graphic design, software used, is encouraged – as long as your handbook is functional (useful) and your peers and I can access it. Your focus should be on practical / useful information that answers the question “what should a new teacher know about ____?” For example, as a new teacher you may have a child with a learning difference assigned to your class and you feel you need to “brush up” on his/her condition. Or, you may have a family member (or a principal) who asks “do you know anything about _____?” Your handbook should contain pages that provide you a ready reference in these type situations. Minimally, information that must be included for each exceptionality includes:

• Definition – including how IDEIA defines this condition and various types of the disability, as appropriate
• Causes
• Prevalence (your emphasis should be on the current percentages of school population, as this statistic is available)
• Characteristics
• Teaching strategies, treatments, accommodations, modifications
• At list of at least 6 references. References can be books, journal articles or websites that you used to prepare your information and/or that you feel will be helpful to yourself and others in the future.

GRADING: 100 points for each of 2 parts = 200 maximum points
• A single grade of a maximum of 100 points will be awarded to all group participants—every group member will receive the same grade. This grade will be based on the requirements outlined above. A rubric will be provided illustrating scoring criteria. Work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of
students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

Due Dates:
Part 1 due October 22\textsuperscript{nd}. Part 1 will cover: Intellectural Disabilities; learning disabilities, attention deficit disorder, Emotional & behavioral disorders and Autism

Part 2 due December 3\textsuperscript{rd}. Part 2 will cover: Speech and language disabilities, hearing impairments, vision impairments, traumatic brain injuries, extraordinary gifts and talents

Course Evaluation & Grading:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Getting to Know You” Post</td>
<td>10</td>
</tr>
<tr>
<td>Sample Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Misunderstood Minds Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Forum 12 @ 25 points</td>
<td>300</td>
</tr>
<tr>
<td>Chapter Tests 12 @ 30 points</td>
<td>360</td>
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<tr>
<td>Disability in Society</td>
<td></td>
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<tr>
<td>- Analysis of Film</td>
<td>50</td>
</tr>
<tr>
<td>- Analysis of Family Interview</td>
<td>50</td>
</tr>
<tr>
<td>Exceptionality Handbook 2@100</td>
<td>200</td>
</tr>
<tr>
<td>Examinations 2 @ 50</td>
<td>100</td>
</tr>
</tbody>
</table>

Total possible points without final 1100

Final Exam 50

Total possible points WITH final 1150

Point Distribution:

A = 90%
B = 80%
C = 70%
D = 60%
F = < 60%

Communication & Support:
If you have a question that others in the class may also be having, please post those questions to the Virtual Office on eCollege. Please consult virtual office to see if a question has already been answered before sending me an e-mail. Responses to virtual office and/or emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please post your question early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor will be sent from eCollege
(and all other university emails) and WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

**Technology Requirements:**
This course will include electronic communications throughout the semester, therefore, access to and use of eCollege is required. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (not dial-up). This means you should use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also supports the Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services. To get started with the course, go to:https://leo.tamu-commerce.edu/login.aspx. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903-468-6000 or helpdesk@tamu-commerce.edu.

**Contacting eCollege for Technical Support:**
The following support options are available 24 hours a day / 7 days a week
- Help: Click on the “help” button on the toolbar for information regarding working with eCollege (i.e., “How do I submit to dropbox?”, “How do I post to discussion board?”, etc.
- Chat Support: Click on the “Live Support” on the toolbar within your course to chat with an eCollege representative.
- Phone: 1-866-656-5511 (toll free) to speak with an eCollege Technical Support Representative
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative

**Other Important Notes:**

**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@tamuc.edu
• All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook)
  o **Dispositions**: All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
  o **Academic Dishonesty**. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another’s work as one’s own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
  o **Plagiarism** occurs at any time that another’s ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (“..”). Paraphrasing of another’s ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it’s an assigned group project) also constitute plagiarism.

• All assignments must be turned in on the due date. Any late assignment will receive a 10% deduction PER DAY for the first 3 days it is turned in past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). Any assignment turned in four or more days after the due date will be returned ungraded.

• Ensure that the assignment guidelines presented in the syllabus are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. Failure to do so will result in an ungraded assignment or a lower evaluation.

• **Make/Up exam**. There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor’s note, funeral notice, etc.) when requesting a make/up examination.

• **Written Assignments**. Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted
should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as **only materials with minimal or no errors will receive high scores.**

- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. **Degrading terminology will not be tolerated.** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.) or “suffers from ____” (say “has ____” instead).

*If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.*