



Special Education 520.401
Introduction to Exceptional Children
Metroplex Center-Mesquite Wednesday 4:30-7:10 p.m.
COURSE SYLLABUS: Fall 2012

Instructor: Patricia A. Parrish, Ed.D.

Office Location: TAMU-Commerce—Binnion 216 & Metroplex Center-Mesquite

Office Hours:

- Wednesdays @ 3:00-4:30 p.m.—Metroplex Center-Mesquite
- Thursdays @ 3:00-4:30 p.m.—TAMU-Commerce
- Other times by appointment

Office Phone: 972-722-1100

Office Fax: 972-722-8080

Email Addresses: Patricia.Parrish@tamuc.edu

COURSE INFORMATION

Materials—Textbook & Supplementary Reading

Textbook—Required:

Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th ed.). Upper Saddle River: Pearson Education, Inc. ISBN 0-132-58214-7

Supplementary Reading—Required:

Parrish, P. A. (2010). *A wake up call for schools: A new order in public education*. Lanham, Maryland: Rowman & Littlefield Education. ISBN 978-1-60709-705-1

Course Description: The purpose of this course is to orient teachers to characteristics of students with exceptionalities and effective instructional strategies for meeting learning needs of individual pupils. Informal assessment as a tool in curricular planning is included. SpEd 520 is designed to train students in policies and procedures for development of individualized educational programs and for least restrictive placement decisionmaking.

Educator Certification Standards Associated with SPED 520:

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 awareness of characteristics of pupils with exceptionalities, including special education eligibilities, multicultural and bilingual populations, and gifted and talented students.
2. The student will examine assessment of students with exceptionalities including, but not limited to, authentic, curriculum-based, portfolio, functional behavioral, and accommodations/modifications.
3. The student will compare and contrast research-based instructional strategies for students with exceptionalities based upon individual educational plans, behavior intervention plans, and other documents.

4. The student will identify components of state and federal policies and procedures for services for students with exceptionalities and contributions of individuals and groups influencing legislation.
5. The student will assess critical features of instructional placements and programs for students with exceptionalities, including the planning process for determination of placements and programs.
6. The student will produce a research-based document addressing issues and trends in effective educational programming for students with disabilities, multicultural and bilingual populations, or gifted and talented students, as well as all students.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

SpEd 520 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes for this course. A variety of weekly readings from the textbook and supplementary reading, including research from scholarly sources, provides the student with a multidimensional learning experience.

Exams 1, 2, & 3: 100 points each @ 300 total points

Student Learning Outcomes 1, 2, 3, 4, 5 (The student will demonstrate awareness of characteristics of pupils with exceptionalities. The student will examine assessment of students with exceptionalities. The student will compare and contrast research-based instructional strategies for students with exceptionalities. The student will identify components of state and federal policies and procedures for services for students with exceptionalities and contributions of individuals and groups influencing legislation. The student will assess critical features of instructional placements and programs for students with exceptionalities.)

Examinations focus on concepts included in the textbook, supplementary readings and assignments, discussions, and distributed information.

Assessment Method

Examinations require short answer multiple choice and true-false responses. Students provide scantron cards.

Final Exam: 100 points (The score on Final Exam is averaged as two [2] scores.)

Student Learning Outcomes 1, 2, 3, 4, 5 (The student will demonstrate awareness of characteristics of pupils with exceptionalities. The student will examine assessment of students with exceptionalities. The student will compare and contrast research-based instructional strategies for students with exceptionalities. The student will identify components of state and federal policies and procedures for services for students with exceptionalities and contributions of individuals and groups influencing legislation. The student will assess critical features of instructional placements and programs for students with exceptionalities.)

Final Exam focuses on concepts included in the textbook, supplementary readings and assignments, discussions, and distributed information.

Assessment Method

Final Exam requires short answer multiple choice and true-false responses. Students provide scantron cards.

Research Report: 100 points

Student Learning Outcome 6 (The student will produce a research-based document addressing issues and trends in effective educational programming for students with disabilities, multicultural and bilingual populations, or gifted and talented students, as well as 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 supplementary reading. Each source cited in SpEd 520 is through APA Style. Total content review of each report will be presented orally by enrolled students for total class awareness.

Assessment Method

The Research Report is scored through *Research Report Scoring Rubric*, distributed and discussed in Session 1.

Grading

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

Examinations/Research Report	Total Possible Points
Examinations 1, 2, and 3 @ 100 points each	300
Final Examination	100 (averaged as two [2] scores=200)
Research Report	100

Mean Score	Semester Grade
100-90	A
89-80	B
79-70	C
69-60	D
59-below	F

TECHNOLOGY REQUIREMENTS

SpEd 520 requires the following technologies:

- Internet
- Email
- Word Processor

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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.indiana.edu/~wts/pamphlets/plagiarism.shtml>, or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

Examination Policy

SpEd 520 Exams are closed book. Exams will occur during designated class sessions specified in Syllabus.

Attendance Policy

Attendance expectations adhere to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

Assignment Policy

Due dates for Exams and Research Report are included in Syllabus. Exams are submitted during scheduled class sessions, as included in Syllabus. Research Report is accepted until midnight on due date.

Course Drop

A student may drop a course by logging into myLEO and clicking *Drop A Class*.

Incomplete Grade

Incomplete grade policy adheres to information in *Incomplete Courses* included in Graduate Catalog, 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, Texas A&M University-Commerce.

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 regulations, this legislation requires all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of 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](#).)

COURSE OUTLINE/CALENDAR

Session 1 **August 29, 2012**

`Syllabus/ Schedule, Bloom's Taxonomy, APA Style, State & Federal Legislation/Court Decisions Impacting Education

`Chapter 1—*Disabilities and Special Education: Making a Difference*

Session 2 **September 5, 2012**

`Master's Degree in Special Education/Options

`Topics—Research Reports

`Chapter 2—*Individualized Special Education Programs: Planning and Delivering Services*

`89.1040 Eligibility Criteria (www.tea.state.tx.us/rules/tac/chapter089/ch089aa.pdf) (pages 2, 3, 4, 5 [of 37]).

Session 3 **September 12, 2012**

`Chapter 3—*Cultural and Linguistic Diversity*

`Student Review—One (1) journal/book/Internet article addressing poverty and disabilities and/or poverty of diverse student populations

Session 4 **September 19, 2012**

`Chapter 4—*Speech or Language Impairments*

`*No Child Left Behind* (www.tea.state.tx.us/index4.aspx?id=3965&menu_id=798)

`Research Report Review(s) #1

Session 5 **September 26, 2012**

`Chapter 5—*Learning Disabilities*

`**EXAM I** (Chapters 1, 2, 3, 4 and accompanying information)

Session 6 **October 3, 2012**

`Chapter 6—*Attention Deficit Hyperactivity Disorder*

`Student Review—One (1) article in *ADDA Articles* (www.add.org/?page=adda_articles)

`Research Report Review(s) #2

Session 7 **October 10, 2012**

`Chapter 7—*Emotional and Behavioral Disorders*

`Student Review—One (1) behavior in *You Can Handle Them All* (www.disciplinehelp.com)

`Research Report Review(s) #3

Session 8 October 17, 2012

`Chapter 8—*Intellectual Disabilities or Mental Retardation*

`Student Review—One (1) link in <http://resources.specialolympics.org/atoz.aspx>

Session 9 October 24, 2012

`Chapter 9—*Physical or Health Disabilities*

`Chapter 10—*Deaf and Hard of Hearing*

`Research Report Review(s) #4

Session 10 October 31, 2012

`Chapter 11—*Low Vision and Blindness*

`EXAM 2 (Chapters 5, 6, 7, 8, 9 and accompanying information)

Session 11 November 7, 2012

`Chapter 12—*Autism Spectrum Disorders*

`Student Review—One (1) link in *Learn about Autism* (www.autism-society.org)

`Research Report Review(s) #5

Session 12 November 14, 2012

`Chapter 13—*Very Low-Incidence Disabilities: Multiple-Severe Disabilities, Deaf-Blindness, and Traumatic Brain Injury*

`Student Review—One (1) link in *Living with Brain Injury* (www.biausa.org)

`Research Report Review(s) #6

THANKSGIVING HOLIDAY November 21, 2012

Session 13 November 28, 2012

`Chapter 14—*Giftedness and Talents*

`Gifted/Talented Education (www.tea.state.tx.us/rules/tac/chapter089/ch089a.html) (2 pages).

`Research Report Review(s) #7

Session 14 December 5, 2012

`Academic Excellence Indicator System (<http://ritter.tea.state.tx.us/perfreport/aeis/2011/campus.srch.html>)

`EXAM 3 (Chapters 10, 11, 12, 13, 14 and accompanying information)

Session 15 December 12, 2012

FINAL EXAM (Chapters 1-14 and accompanying information)