SpEd 524.001 Characteristics of Students with Mild Disabilities
Fall 2012—Thursdays 4:30 p.m.-7:10 p.m.—Henderson 206

COURSE SYLLABUS

Instructor: Patricia A. Parrish, Ed.D
Office Location: TAMU-C—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
University Email Address: Patricia.Parrish@tamuc.edu

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. 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 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 life span.

• promotes students’ academic performance in all content areas by facilitating achievement in variety of settings and situations.

Educational Diagnostician

The educational diagnostician

• understands and applies knowledge of 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 understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and community.

2. The student will examine characteristics of students with mild exceptionalities and effects of exceptionalities on learning, development, and adulthood.
3. The student will be an active communicator and collaborator about achievement of all students in each content area in the least restrictive environment.

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, including research from scholarly sources, provides the student with a multidimensional learning experience.

Mid Term Exam: 100 points

*Student Learning Outcomes 1, 2, 3, and 4* (The student will demonstrate understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and community. The student will examine characteristics of students with mild exceptionalities and effects of exceptionalities on learning, development, and adulthood. The student will be an active communicator and collaborator about achievement of all students in each content area in the least restrictive environment. 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.

*Assessment Method*

Mid Term Exam requires 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, and 4* (The student will demonstrate understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and community. The student will examine characteristics of students with mild exceptionalities and effects of exceptionalities on learning, development, and adulthood. The student will be an active communicator and collaborator about achievement of all students in each content area in the least restrictive environment. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, and academic achievement of all students.)

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

*Assessment Method*

Final Exam requires short answer multiple choice and true-false responses. Students provide scantron cards.
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) personal reaction [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. 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:

<table>
<thead>
<tr>
<th>Examinations/Research Report</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 (averaged as two [2] scores=200)</td>
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<tr>
<td>Research Report</td>
<td>100</td>
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</table>

<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>
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<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59-below</td>
<td>F</td>
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TECHNOLOGY REQUIREMENTS

SpEd 524 requires the following technologies:

- Internet—high speed recommended
- 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.plagiarism.org), [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml), [http://www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html).
Examination Policy

SpEd 524 Mid Term Exam and Final Exam are closed book. Exams 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. In Session 1 students draw for individual due dates of Research Report. 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 be 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.)
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30/12</td>
<td>Syllabus/Schedule, Bloom’s Taxonomy, APA Style, State &amp; Federal Legislation and Court Decisions Impacting Education</td>
</tr>
<tr>
<td>2</td>
<td>9/6/12</td>
<td>Chapter 1 - Foundations of Special Education for Students with Mild Disabilities. Eligibility Criteria – TAC 89.1040 (<a href="http://www.tea.state.tx.us/rules/tac/chapter089/ch089aa.pdf">www.tea.state.tx.us/rules/tac/chapter089/ch089aa.pdf</a>), pages 2, 3, 4, 5 [of 37]</td>
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<tr>
<td>3</td>
<td>9/13/12</td>
<td>Chapters 1 &amp; 2 - Foundations of Special Education for Students with Mild Disabilities &amp; Overview of Students with Mild Disabilities. A wake up call for schools: A new order in public education</td>
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<tr>
<td>4</td>
<td>9/20/12</td>
<td>Chapters 2 &amp; 3 - Overview of Students with Mild Disabilities &amp; Students with Mild Intellectual Disabilities. Gifted/Talented Education (TAC Chapter 89) (<a href="http://www.tea.state.tx.us/rules/tac/chapter089/ch089a.html">www.tea.state.tx.us/rules/tac/chapter089/ch089a.html</a>), 2 pages</td>
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<td>5</td>
<td>9/27/12</td>
<td>Chapters 3 &amp; 4 - Students with Mild Intellectual Disabilities &amp; Students with Emotional Disturbance. No Child Left Behind (<a href="http://www.tea.state.tx.us/index4.aspx?id=3965&amp;menu_id=798">www.tea.state.tx.us/index4.aspx?id=3965&amp;menu_id=798</a>)</td>
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<td>6</td>
<td>10/4/12</td>
<td>Chapters 4 &amp; 5 - Students with Emotional Disturbance &amp; Students with Specific Learning Disabilities. Admission, Review, and Dismissal Committee</td>
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<tr>
<td>7</td>
<td>10/11/12</td>
<td>MID TERM EXAM (Chapters 1-5 and accompanying information)</td>
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<tr>
<td>8</td>
<td>10/18/12</td>
<td>Chapter 6 - The Inclusive Classroom. Student Review—Causative Factors for Designated Disabilities</td>
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<tr>
<td>9</td>
<td>10/25/12</td>
<td>Chapters 6 &amp; 7 - The Inclusive Classroom &amp; Learning and Teaching. Make A Difference</td>
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<td>10</td>
<td>11/1/12</td>
<td>Chapters 7 &amp; 8 - Learning and Teaching &amp; Instructing Students with Mild Disabilities. Brain Dominance</td>
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<tr>
<td>Session</td>
<td>Date</td>
<td>Chapters</td>
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<tr>
<td>11</td>
<td>11/8/12</td>
<td>8 &amp; 9- Instructing Students with Mild Disabilities &amp; Classroom Management</td>
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<td>Learning Styles</td>
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<td>12</td>
<td>11/15/12</td>
<td>9 &amp; 10- Classroom Management &amp; Teaching Social Skills</td>
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<td>Multiple Intelligences</td>
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<td><strong>THANKSGIVING HOLIDAY</strong> November 22, 2012</td>
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<tr>
<td>13</td>
<td>11/29/12</td>
<td>10 &amp; 11- Teaching Social Skills &amp; Building Family Partnerships</td>
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<td>Communication Encouragers/Stopers</td>
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<tr>
<td>14</td>
<td>12/6/12</td>
<td>11- Building Family Partnerships</td>
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<td><strong>Student Review</strong>—Individuals with Disability(ies) with Acclaimed Success in Education, Politics, Business, or Another Professional Endeavor</td>
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<tr>
<td>15</td>
<td>12/13/12</td>
<td><strong>FINAL EXAM</strong> (Chapters 1-11 in textbook, required supplementary reading, and accompanying information)</td>
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