Special Education 524  
Characteristics of Students with Mild Disabilities  
Spring 2013 Online

Instructor: Beth Jones, Ph.D.  
Phone: (903) 886-5594  
Fax: (903) 886-5510  
Email: beth.jones@tamu-c.edu  
Office: Henderson 228  
Office Hours: by appointment


Course Description:  
The purpose of this course is to explore characteristics of students included in the high incidence disabilities categories, specifically those identified as having mild mental retardation, emotional/behavioral disorders, and learning disabilities. Included are state and federal regulations, issues and trends, instructional techniques and strategies, formal and informal assessment, and the professional role of educators in the collaboration process.

Educator Certification Standards Associated with SPED 524:  
Competencies within the special education EC-12 certification and educational diagnostician certification associated with this course are as follows:

The special education teacher:  
Understands and applies knowledge of characteristics and needs of students with disabilities

Understands and applies knowledge of how to promote educational performance in all content areas by facilitating achievement in a variety of settings

Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills

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

Understands and applies knowledge of effective communication and collaboration in a variety of professional settings

The educational diagnostician:  
Understands process of learning and development and demonstrates knowledge of effects of disabilities on student's learning and development
Interprets assessment results to enhance knowledge about individual learners and their functioning

Uses assessment information to make recommendations about educational placement, services, and programming that respond to learners' identified needs and that enhance their educational functioning

Course Requirements and Grade Determination:

- **GETTING TO KNOW YOU:** Students will answer a few questions about themselves in the form of a short autobiography, so that your classmates and I can get to know you. You will be asked to give information about you degree sought, teaching experience, ambitions for the future, etc. If you can provide a picture of yourself so others get a feel for who they are talking to, that would be most helpful. **This assignment should be completed as part of a discussion thread for Week One.** Total: 10 points.

- **MILD/MODERATE EXCEPTIONALITIES HANDBOOK:** Each student will create a handbook containing information from chapters 2-3. Information should be presented as headings with bullets of information. There is a template posted in doc sharing that you must use to complete your handbook pages. **These handbook pages will turned in two parts and will be due to the Dropbox that corresponds with the instructional week they are due by Sunday at 11:59 pm (see table below for exact dates).** Handbook pages are designed to help you pull out the essential information on each disability, and, when completed, should help you study for the exams. You may only turn in two pages for each disability listed below. Make sure to delete any blank pages. Because there are multiple pages due at once, please put them all in one file. Do not include a title page, but rather be sure to put your name in a header. Total: 60 points (6 handbook pages X 10 points each)

Part I:
1. Chapter 2: Learning Disabled (LD)
2. Chapter 2: ADHD (technically served under other health impairment, but still do a different fact sheet for it)
3. Chapter 2: Other Health Impaired (OHI)

Part II:
4. Chapter 3: Mental Retardation (MR) –int./dev. disabilities chapter
5. Chapter 3: Emotional Disturbance (ED)
6. Chapter 3: Autism Spectrum Disorders (AU/ASD)

Info to Include on Each Page:
1. IDEA Definition including eligibility criteria and classifications
2. Prevalence (provide percentages/numbers as much as possible)
3. Causes
4. Various Forms/Disorders Included
5. Characteristics of Preschool Children/Early Signs
6. Characteristics of School-Age Children
7. Comorbidity (other disorders that can occur simultaneously)
8. Resources (Keeping Current Section)

- **PRESENTATION:** This assignment will be worth 100 points. Students will be required to create a fact sheet on a lesser known disability that falls under the umbrella of mild/moderate disabilities.
It is intended that, upon completion, you can download your classmates’ fact sheets and add them to your Exceptionalities Handbook to use as a future resource.

In order to enhance the learning of your classmates, students must use www.jing.com, Adobe Presenter, YouTube or Vimeo (www.vimeo.com) video, or other resources to upload audio that accompanies your fact sheet. **Presentations should be posted to the category created for them in Doc Sharing. Audio/Video files can be uploaded to Webliography.** Total: 100 points

- **ARTICLE CRITIQUES:** Two article critiques will be turned in for assigned readings. Critiques should be doubled spaced, 2-3 pages in length, and contain the full citations. Each student must complete 2 critiques at 50 points each (44 points content, 6 points style/grammar). **Critiques MUST be submitted by the due date and time through the Dropbox. (Remember that you are critiquing the research methodology (participants used, sample size, etc.), not the content or findings of study-A rubric will be posted in E-College)**  Total: 100 points

- **EXAMS:** Three exams worth 50 points will contribute to the final grade. The examination will cover lecture material, readings, and assignments. The exams will emphasize the application of material as well as definitions. Total: 150 points

- **CLASS PARTICIPATION:** Professional behavior includes attending ALL class sessions. Activities and discussion will be utilized to promote understanding and application of course content. Failure to complete course assignments, late work and non-participation in online discussions (those indicated on syllabus and any additional discussions at the discretion of the instructor) may be reflected in your participation grade.

Grade Assignment:

<table>
<thead>
<tr>
<th>Point Total</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>100% - 90%</td>
<td>A</td>
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<tr>
<td>89% - 80%</td>
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<td>79% - 70%</td>
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<td>69% - 60%</td>
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<td>59% or less</td>
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## Schedule of Instruction:

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Session</th>
<th>Date</th>
<th>Topics &amp; Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Part 1: Foundations for Teaching</td>
<td>1</td>
<td>Jan. 14-18</td>
<td>Introductions Overview of Syllabus/Choose Group Assignment Topics <strong>Getting to Know You Assignment/Group Assignment Choices due in Discussion Threads by Sunday at 11:59 pm.</strong></td>
<td>Ch. 1</td>
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<td>2</td>
<td>Jan. 21-25</td>
<td>Chapter 1: Preparing to Teach Students with Mild and Moderate Disabilities</td>
<td>Ch. 2</td>
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<td>3</td>
<td>Jan. 28-Feb. 1</td>
<td>Chapter 2: Understanding Students with LD, ADHD, and OHI Exceptionalities Handbook Part One Due by Sunday at 11:59 p.m.</td>
<td>Ch. 3</td>
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<td>4</td>
<td>Feb. 4-Feb. 8</td>
<td>Chapter 3: Understanding Students with EBD, MR, and ASD Exceptionalities Handbook Part Two Due by Sunday at 11:59 p.m.</td>
<td>Ch. 4</td>
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<td>5</td>
<td>Feb. 11-Feb. 15</td>
<td>Chapter 4: Partnering with Educators, Professionals, Paraprofessionals, Parents and Other Family Members EXAM 1-Available from 2/14-2/17</td>
<td>Ch. 5</td>
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<td>Part 11: How Teachers Teach</td>
<td>6</td>
<td>Feb. 18-Feb. 22</td>
<td>Chapter 5: Linking Assessment and Instruction <strong>Respond to Discussion Thread by Sunday at 11:59 p.m. (this will serve as a practice for your article critiques)</strong></td>
<td>Ch. 6 Ofiesh RTI Article CEC Position on RTI</td>
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<td>Feb. 25-Mar. 1</td>
<td>Chapter 6: Planning and Organizing Instruction</td>
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<td>8</td>
<td>Mar. 4-8</td>
<td>Chapter 7: Methods for Teaching and Learning <strong>Article Critique 1 Due: Comparing Characteristics of High-Incidence Disability Groups (Due to Dropbox by Sunday at 11:59 p.m.)</strong></td>
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<td>Mar. 18-Mar. 22</td>
<td>Chapter 8: Effective Strategies for Teaching</td>
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<td>10</td>
<td>Mar. 25-Mar. 29</td>
<td>Chapter 9: Developing and Enhancing Social Skills</td>
<td>Ch. 10</td>
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<td>11</td>
<td>Apr. 1-Apr. 5</td>
<td>Chapter 10: Promoting Positive Behavior <strong>Article Critique 2 Due: EBD Article</strong></td>
<td>Ch. 11</td>
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<td>Week</td>
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<td>Topic</td>
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<td>12</td>
<td>Apr. 8-Apr. 12</td>
<td>Chapter 11: Learning and Study Skills</td>
<td>EXAM 2-Available from 4/11-4/14</td>
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<td>Chs. 12 and 13</td>
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<td><strong>Part 111: Curriculum Ideas</strong></td>
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<td>13</td>
<td>Apr. 15-Apr. 19</td>
<td>Chapters 12 and 13: Literacy/Written and Spoken Communication</td>
<td>Presentations Due To Doc Sharing in E-College by Sunday at 11:59 p.m.</td>
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<td>Chs. 14 &amp; 15</td>
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<td>14</td>
<td>Apr. 22-Apr. 26</td>
<td>Chapters 14 and 15: Mathematics/Science and Social Studies</td>
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<td>15</td>
<td>Apr. 29-May 3</td>
<td>Chapter 16: Transition</td>
<td>View Classmates’ Presentations and Respond to Discussion Thread by Sunday at 11:59 p.m.</td>
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<td>Presentations</td>
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<td>16</td>
<td>May 6-10</td>
<td>Wrap-Up</td>
<td>EXAM 3-Available from 5/7-5/9</td>
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Calendar: Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and E-College for announcements regarding the course.**

Assignments:

*Submission:* All written assignments should adhere to the manual of the American Psychological Association (APA) (6th edition), whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).**

*Note:* I will not go searching for a submission in a different week’s dropbox or a different category in E-College. Please be sure to upload assignments per the instructions above. In Doc Sharing, you have to click on the category (i.e. ‘Group Assignment’) you are submitting to BEFORE you upload your document, otherwise it will add your document to the main category for the class where I will be uploading items for everyone.

*Late Assignments:* Late assignments will not be accepted unless with instructor’s prior approval (before the deadline) due to extenuating circumstances. If assignments are late (i.e., any time after the due date or time) or submitted via any method other than the correct Dropbox, a score of zero will be given.

E-mail Responses: Responses to emails will be made Monday through Thursday within 48 hours. Please note that I will not respond to emails on Fridays, Saturdays, Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week. **If you have a question that you think others in the class might be having also, please post your question in my virtual office on E-College, so that other class members will have the benefit of my response. Likewise, if you have a question, please consult the virtual office to see if the question has already been answered before sending the instructor an email.**

Academic Accommodations

**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

**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's Guide Handbook, Polices and Procedures, Conduct)

• **Plagiarism and/or cheating will not be tolerated. The first offense of either activity will result in a “0” on the assignment, and the second offense will result in a “0” for the entire course.**

  *Plagiarism*: “1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one’s own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another.” *Oxford English Dictionary.*

  Students should know that plagiarism occurs any time another’s ideas or words are used 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. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.

  Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

  *Cheating On Examinations, Quizzes and Other Course Assignments*: The *Oxford English Dictionary* defines the verb “to cheat” as: “2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead into (an action) by deception; 4. a. to deal fraudulently, practice deceit.”

  Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student’s exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.