

SPED 346
Introduction to Exceptional Children
Fall 2013
Online

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

Text: Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2010). *Exceptional Learners: An Introduction to Special Education (12th Ed.)*. Boston: Allyn and Bacon. You may use the 11th edition if you choose to, but know that the information in chapters 1 and 2 is presented differently and other chapters within the text are numbered differently. It will be your responsibility to make sure you are completing the correct chapters.

Course Competencies/Objectives:

The educator...

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

Course Requirements and Expectations:

Misunderswtood Minds Video/Getting to Know You Discussion Threads: This assignment should be completed as part of a discussion thread for Week One.

Glossary of Terms: Develop a *Special Education Glossary of Terms* containing definitions for the terms below. The glossary is for individuals wanting to understand basic terms/vocabularies/concepts pertaining to special education. Avoid using jargon and vocabulary that may not be clear/too complex. Paraphrase, otherwise it will be considered plagiarized and will not be graded (DO NOT JUST GOOGLE OR WIKIPEDIA A DEFINITION AND CUT AND PASTE IT-The point is for you to learn the terms!). Definitions must be accurate and

complete, giving examples when necessary. The glossary must be user-friendly and in at least 14 font. Your definitions need to be in the order of the terms below and numbered. **Submit your glossary to the dropbox.**

1. *Admission, Review, and Dismissal (ARD)*-Texas term, it won't be in your book(I don't want to know about the guide to the ARD process, but rather what the ARDC does and who is on it)
2. *Americans with Disabilities Act (ADA)*
3. *Behavior Intervention Plan(BIP)*
4. *Child Find*
5. *Continuum of Alternative Placements*-Give all instructional arrangements available
6. *Disability vs. Handicap*
7. *Exceptional Learners*
8. *Free Appropriate Public Education (FAPE)*
9. *Functional Behavioral Assessment*
10. *Inclusion*-Give definition and explain the difference between full inclusion and partial inclusion
11. *Individual Education Plan (IEP)*-What are the elements that must be included? Who develops this?
12. *Individual Family Service Plan (IFSP)*-what ages are these plans used for?
13. *Individuals with Disabilities Education Improvement Act (IDEA)*-give the history of the IDEA legislation (start with Education of all Handicapped Children Act in 1975 and cover PL 94-142, IDEA 1990, 1997, and 2004; what changes were made by each reauthorization?) What rights/procedural safeguards does IDEA guarantee parents?
14. *Least Restrictive Environment (LRE)*
15. *Manifestation Determination*
16. *No Child Left Behind Act (NCLB)*-What implications did this have for special education students? (do not give me your opinion on the Act)
17. *Positive Behavioral Support(PBS)*
18. *Response to Intervention (RTI)*-What is it and what are the three tiers of the process?
19. *Transition/Transition Planning*-when is it required to be part of the IEP?
20. *Zero-Reject*

Exceptionalities Handbook: Each student will create a handbook containing information from chapters 5-14. Information should be presented as headings with bullets of information. There is a template posted in DocSharing that you may choose to use (or you can do it in another format such as a power point) to complete your handbook pages. There is an example posted in DocSharing as well.

These handbook pages will be due to the dropbox in two parts. 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. Additionally, they will help you prepare for the weekly quizzes, so it is advised that you complete each page as we discuss that topic (don't wait to do it as one big project when it is due). You may only turn in two pages for each disability listed below. Make sure to delete any blank pages.

Part I: High incidence disabilities

1. Chapter 5: Mental Retardation (MR) – int./dev. disabilities chapter
2. Chapter 6: Learning Disabled (LD)
3. Chapter 7: ADHD (technically served under other health impairment, but still do a different fact sheet for it)
4. Chapter 8: Emotional Disturbance (ED)
5. Chapter 10: Speech Impairments/Communication Disorders (**This is Ch. 9 in 11th edition**)

Part II: Low incidence disabilities

6. Chapter 11: Deaf/Hearing Impairments (**This is Ch. 10 in 11th edition**)
7. Chapter 12: Visually Impaired/Blind (**This is Ch. 11 in 11th edition**)
8. Chapter 9: Autism (AU) (**This is Ch. 12 in 11th edition**)
9. Deaf/Blind Dual Sensory Impairments; Multiple Disabilities-Ch. 13
10. Traumatic Brain Injury (TBI)-Ch. 13
11. Orthopedic Impairments (OI) (this is the same as

physical disabilities)-Ch. 14
 12. Other Health Impairments (OHI)-Ch. 14

Info to Include on Each Page:

1. Definition including types as appropriate.
2. Causes
3. Prevalence (provide percentages/numbers as much as possible)
4. Characteristics
5. Prevention
6. Teaching strategies/Accommodations

Notes: The other disabilities that fall within these categories can be listed as part of the definition. For example, on the sheet for orthopedic impairments, cerebral palsy can be listed as part of the definition as types of disorders in this category. Also, note that when you submit part two, you are submitted all chapters together (chapters 5-14) with changes incorporated from the part one feedback. When you submit part one and then part one and two, please make sure that all pages are in ONE file.

Quizzes: Each week you will have a 10-question quiz over the chapter that was covered that week. These quizzes are intended to give you an idea of what to expect on the exams. You may use the exam reviews posted in doc sharing to help you prepare for the quizzes as well as the tests. **These quizzes will be available in E-College under the corresponding week, and they will be accessible during the time period indicated on the tentative calendar below.** You will not have quizzes on the weeks that exams are scheduled.

Exams: Four objective exams will be given on the scheduled dates. Tests will be taken in E-College, and will be randomized to each user. You will have one-attempt at each test. If you get a message that your time in MyLeo has expired and you were logged out, that does not matter because you don't have to be logged in to MyLeo to take the test in E-College. You will have an hour and a half to take the exam. **If your time is not set to an hour and a half, you need to contact me BEFORE you take the exam. There will be NO MAKEUP opportunities for missed tests.** However, if there is a technical issue, those will be handled on a case-by-case basis. Exam reviews will be posted in doc sharing. **Exams are NOT open book, open notes, or open friend.**

Completed quizzes and exams are all available for students to review, with the correct answers marked, the day after the administration time period closes. To view them, click on the blue score in Gradebook.

Discussion threads are available to go with each topic, if students so choose to utilize them in order to interact with their classmates. However, other than those under Week One, these will not be graded.

Grading:

Misunderstood Minds/Getting to Know You Discussions	20
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Glossary of Terms	40
Exceptionalities Handbook Part One	50
Exceptionalities Handbook Part Two	70
12 Chapter Quizzes @ 10 points each	120
4 exams @ 50 points each	200
Total possible points	500

Grade Distribution:

A=90-100% B=80-89% C=70-79% D=60-69% F=59 and below

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

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: Submit all assignments to the dropbox with the corresponding name. 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 dropbox. Please be sure to upload assignments per the instructions above. Assignments that are submitted to the incorrect location or by any other method than what is stated here will not be graded.

Late Assignments: Late assignments will not be accepted unless with instructor's prior approval (before the deadline) due to extenuating circumstances. Quizzes and exams will not be reopened for students to access once the deadlines indicated on the tentative calendar have elapsed. Thus, please make very sure to note when all quizzes and exams are available to access.

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 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.

Undergraduate Graduation Checklist

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>

Total Hours for degree met? (Must be at least 120 hrs)

Required Institutional-25% of course work taken at TAMU-Commerce?

Last Number Institutional Required-24 out of last 30 hrs?

Overall GPA at least 2.00 (2.50 for Certification Students)?

University Studies Met?

Major (plus support if applicable) Course Requirements Met?

Major GPA is at least 2.00 (2.50 for Certification Students)?

Major Required courses have C's or better?

At least 6 hours are advanced in Major?

All Certification Requirements Met? (Internship/Residency/Etc.)

2nd Major (plus support if applicable) Course Requirements Met?

2nd Major GPA is at least 2.00 (2.50 for Certification Students)?

Minor (plus support if applicable) Requirements Met?

Minor GPA is at least 2.00 (2.50 for Certification Students)?

Junior Level Essay Met?

Senior Level Check Met (minimum 60 hrs)?

Advanced Hour Check Met?

24 Advanced Hours taken at TAMU-Commerce?

A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?

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.

*******SEE THE TENTATIVE CALENDAR BELOW*******

Tentative Calendar

Unit	Days	Chapter Readings	Quiz/Exam Dates
Unit 1 Chapters 1-4	Aug. 26-30	Chapter 1: Exceptionality and special education Due to Discussion Thread by 9/1 at 11:59 pm: 1. Response to Misunderstood Minds Video 2. Getting to Know You Assignment Take Chapter 1 Quiz	Chapters 1-3 Quizzes- Available 8/29-9/15 Exam 1 (chapters 1-4) - Available starting 9/19 and ending 9/22
	Sept. 2-6	Chapter 2: Integration, inclusion, and support of positive outcomes Take Chapter 2 Quiz	
	Sept. 9-13	Chapter 3: Multicultural and Bilingual Aspects of Special Education Take Chapter 3 Quiz Due to Dropbox by Sun. 9/15 at 11:59 pm: 1. Glossary of Terms	
	Sept. 16-20	Chapter 4: Parents and Families EXAM 1	
Unit 2 High Incidence Disabilities	Sept. 23-27	Chapter 5: Learners with Intellectual and Developmental Disabilities Take Chapter 5 Quiz	Chapters 5-8 Quizzes- Available 9/26-10/20 Exam 2 (chapters 5-8, 10) – Available starting 10/24 and ending 10/27
	Sept. 30-Oct. 4	Chapter 6: Learners with Learning Disabilities Take Chapter 6 Quiz	
	Oct. 7-11	Chapter 7: Learners with Attention Deficit Hyperactivity Disorder Take Chapter 7 Quiz	
	Oct. 14-18	Chapter 8: Learners with Emotional or Behavioral Disorders Take Chapter 8 Quiz	
	Oct. 21-25	Chapter 10: Learners with Communication Disorders (This is Ch. 9 in 11th edition) EXAM 2 Due to Dropbox by Sun. 10/27 at 11:59 pm: 1. Handbook Part One	
Unit 3 Low Incidence Disabilities	Oct. 28-Nov. 1	Chapter 11: Learners who are Deaf or Hard of Hearing (This is Ch. 10 in 11th edition) Take Chapter 11 Quiz	Chapters 9, 11-14 Quizzes- Available 10/31-12/1 Exam 3 (chapters 9, 11-15) - Available starting 12/5 and ending 12/8
	Nov. 4-8	Chapter 12: Learners with Blindness or Low Vision (This is Ch. 11 in 11th edition) Take Chapter 12 Quiz	
	Nov. 11-15	Chapter 9: Learners with Autism Spectrum Disorders (This is Ch. 12 in 11th edition) Take Chapter 9 Quiz	
	Nov. 18-22	Chapter 13: Learners with Low-Incidence, Multiple, and Severe Disabilities Take Chapter 13 Quiz	
	Nov. 25-29	Chapter 14: Learners with Physical Disabilities and Other Health Impairments Take Chapter 14 Quiz Due to Dropbox by Sun. 12/1 at 11:59 pm:	

		1. Handbook Part Two	
	Dec. 2-6	Chapter 15: Learners with Special Gifts and Talents EXAM 3	
End of Course; Wrap-Up	Dec. 9-13	Final Exam	Cumulative Final Exam -Available starting 12/9 and ending 12/11