SpEd 346.01W: Introduction to Exceptional Children
***ONLINE* COURSE SYLLABUS: Spring 2014**

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Office Hours:
- Mondays @ 3:00-4:15 p.m. (Metroplex Center-Mesquite)
- Wednesdays @ 4:00-6:00 p.m. (virtual)
- First Friday of each month @ 11:00 a.m.-12:15 p.m. (TAMU-C—Binnion 216)
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COURSE INFORMATION

Materials—Textbook & Required Supplementary Reading

Textbook—Required:

Hallahan, D. P., Kaufman, J. M., & Pullen, P. C. (2012). *Exceptional learners: An introduction to special education*, 12th ed. Boston: Pearson Education, Inc. ISBN 13:978-0-13-703370-6

Supplementary Reading—Optional:

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

SpEd 346 is a survey of exceptional populations with attention given to the cause of these deviations and their effect upon the individual's development. Enrolled students progress through chapter-based learning activities toward projected learning outcomes.

Educator Certification Standards Associated with SpEd 346

For enrolled students who are completing courses in preparation for TExES, Educator Certification Standards associated with SpEd 346 are as follows:

Pedagogy and Professional Responsibilities (EC-Grade 12)

The teacher

- designs instruction appropriate for all students that reflects understanding of relevant content and is based on continuous and appropriate assessment.

- creates a classroom environment of respect and rapport that fosters positive climate for learning, equity, and excellence.

- promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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 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.

Student Learning Outcomes

1. The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and the community.

2. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development.

3. The student will be an active online communicator and collaborator about achievement of all students in a variety of instructional settings.

4. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, physical, academic, and transition needs and achievement of all students, including the role of assessment in this process.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

SpEd 346 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, assignments, discussions, announcements, and exams provide the student with a multidimensional learning experience.

Assignments (*Student Learning Outcomes 1, 2, 3, and 4*)

Five assignments are completed in SpEd 346. Quality, not quantity, is emphasized. Please be contemplative and academic in your postings. Consider composing assignments in, for example, a Word document and then pasting into the course site. Post your assignment by midnight on the due date.

Assignments include posts by each student about pertinent concepts discussed in this course. Sources for posts include required supplementary reading, professional journals, select websites, scheduled interviews, and books other than the textbook.

Assessment Method

Assignments are scored through assignment-specific scoring rubrics linked in corresponding applicable sessions.

Quizzes *(Student Learning Outcomes 1, 2, 3, and 4)*

Fifteen brief quizzes are completed in SpEd 346, each addressing one chapter in the textbook. Quizzes deactivate at midnight on each due date. Each is timed. Although students may access the textbook and other materials during completion of quizzes, each quiz is completed independently.

Assessment Method

Quizzes require multiple choice responses.

Final Exam *(Student Learning Outcomes 1, 2, 3, and 4)*

Final Exam focuses on concepts included in each chapter of the textbook, required supplementary reading, and discussions. Exam is completed online through eCollege. Exam is timed with grades available upon submission of completed Exam. Final Exam is open book; however, each student completes Exam independently.

Assessment Method

Final Exam requires multiple choice responses.

Grading

Assignments/Quizzes/Final Exam		**Total Possible Points**
Assignments	5 @ 10 points each	50
Quizzes	15 @ 10 points each	150
Final Exam		100
SpEd 346		**300**

Score	**Semester Grade**	**Points**
100-90	A	268-300
89-80	B	238-267
79-70	C	208-237
69-60	D	178-207
59-below	F	177 or fewer

TECHNOLOGY REQUIREMENTS

eCollege SpEd 346 requires the following technologies:

- Internet (high speed recommended)
- Email
- Word Processor

TAMU-C operates in a Microsoft Windows environment. Online courses function more efficiently with a Windows operating system (XP or newer) and a recent version of Internet Explorer. eCollege also operates with Macintosh OSX with a recent version of Safari 2.0 or more current. eCollege supports the current version of Firefox on both Windows and Macintosh operating systems.

Performing a browser test is recommended prior to the beginning of this course. To launch a test, log in to eCollege, click *My Courses*, and select *Browser Test* under *Support Services*.

ACCESS AND NAVIGATION

eCollege Access and Login Information

SpEd 346 is supported through eCollege, the Learning Management System of Texas A&M University-Commerce. Click https://secure.ecollege.com/tamuc/index.learn?action=welcome.

CWID and password are required to log in to eCollege SpEd 346. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@online.tamuc.org.

Being A Successful Student

What Makes A Successful Online Student?
Self-Evaluation for Potential Online Students
SmarterMeasure (login=tamuc, password=online)

How is eCollege SpEd 346.01W organized?

Sixteen sessions include fifteen chapter-based sessions and one session (16) dedicated for the Final Exam.

What Should Students Do First?

Review Syllabus thoroughly for course description, course outline and calendar, grading, and other pertinent information. Review Technical Support and scroll through Library. Click into Virtual Office frequently for questions from students and responses from the Instructor. Read Announcements weekly. Dialogue with classmates in Student Lounge.

How Should Students Proceed Each Week for Class Activities?

Links to Assignments, Discussions, Quizzes, and Final Exam are posted on the left navigation bar within applicable sessions. Assignments are submitted electronically, as specified in posted course guidelines. Quizzes are completed online by clicking Quiz within designated timelines. Final Exam is completed online within the designated timeline by clicking Final Exam in Session 16.

COMMUNICATION AND SUPPORT

eCollege communication tools include email, Virtual Office, Student Lounge, Live, Discussion, and Announcements.

Interaction with Instructor/Interaction between Students

- Email may be initiated student to student and Instructor to student/student to Instructor. Email communication initiated by the Instructor is through eCollege with TAMU-C student email addresses. Responses from the Instructor to student-initiated emails occur within 24 hours.
- Enrolled students may post questions for the Instructor in Virtual Office. Responses from the Instructor occur within 24 hours.
- Student Lounge offers ongoing opportunities for student-to-whole class dialogue. From time to time the Instructor posts in Student Lounge.
- Live is Chat Room. Individual rooms may be created for small group synchronous dialogue.
- Announcements are posted weekly by the Instructor.

Click **Core Rules of Netiquette** for guidelines about online communication.

eCollege Student Technical Support

Texas A&M University-Commerce provides eCollege technical support for students enrolled in eCollege courses 24 hours/day 7 days/week, as follows:

- Call toll free 1.866.656.5511 to speak with an eCollege technical support representative.
- Email helpdesk@online.tamuc.org to initiate a support request.
- Click *Help* on the toolbar for information about various components of eCollege (e.g., submitting to Dropbox, posting in Discussion).

University Student Technical Support

Click http://web.tamuc.edu/CampusLife/CampusServices/CITESupportCenter/support-services/default.aspx for Instructional Technology support services.

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 the following:

www.plagiarism.org,
www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://writingcenter.unc.edu/handouts/plagiarism

Examination Policy

eCollege SpEd 346 Quizzes and Final Exam are open book**.** Exams may be accessed from 12:01 a.m.-11:59 p.m. on the date posted on the course site and in the Syllabus. Re-entry cannot occur after exiting. If Internet access is interrupted during the Exam, contact the Instructor immediately.

Attendance Policy

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

Assignment Policy

Due dates for Assignments, Quizzes, and Final Exam are included in Syllabus, in Announcements, and in each session. Instructions and submission procedure for each Assignment, Quiz, and Final Exam are included in corresponding sessions. Each Assignment, Quiz, and Final Exam is accepted for grading until midnight of the due date.

Course Drop

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

Incomplete Grade

Incomplete grade policy adheres to information in *Grades-Their Meaning and Value* included in Undergraduate 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 Undergraduate Catalog, Texas A&M University-Commerce.

University Procedures:

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
Texas A&M University-Commerce
Halladay Student Services Building
Room 303 A/D
Phone 903-886-5150 or 903-886-5835
Fax 903-468-8148
StudentDisabilityServices@tamuc.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 Guidebook* .)

COURSE OUTLINE/CALENDAR

SESSION 1: 1/13/14—1/19/14

Chapter 1-*Exceptionality and Special Education*
Quiz-Chapter 1-due 1/19/14

SESSION 2: 1/19/14—1/26/14 (Martin Luther King, Jr. Day/University Closed/1/20/14)

Chapter 2-*Current Practices for Meeting the Needs of Exceptional Learners*
Quiz-Chapter 2-due 1/26/14

SESSION 3: 1/26/14—2/2/14

Chapter 3-*Multicultural and Bilingual Aspects of Special Education*
Quiz-Chapter 3-due 2/2/14
Assignment 1-due 1/27/14

SESSION 4: 2/2/14—2/9/14

Chapter 4-*Parents and Families*
Quiz-Chapter 4-due 2/9/14

SESSION 5: 2/9/14-2/16/14

Chapter 5-*Learners with Intellectual and Developmental Disabilities*
Quiz-Chapter 5-due2/16/14

SESSION 6: 2/16/14-2/23/14

Chapter 6-*Learners with Learning Disabilities*
Quiz-Chapter 6-due 2/23/14
Assignment 2-due 2/17/14

SESSION 7: 2/23/14-3/2/14

Chapter 7-*Learners with Attention Deficit Hyperactivity Disorder*
Quiz-Chapter 7-due 3/2/14

SESSION 8: 3/2/14-3/9/14

Chapter 8-*Learners with Emotional and Behavioral Disorders*
Quiz-Chapter 8-due 3/9/14

SPRING BREAK: 3/10/13-3/14/14

SESSION 9: 3/16/14-3/23/14

Chapter 9-*Learners with Autism Spectrum Disorders*
Quiz-Chapter 9-due 3/23/14
Assignment 3-due 3/17/14

SESSION 10: 3/23/14-3/30/14

Chapter 10-*Learners with Communication Disorders*
Quiz-Chapter 10-due 3/30/14

SESSION 11: 3/30/14-4/6/14

Chapter 11-*Learners Who Are Deaf or Hard of Hearing*
Quiz-Chapter 11-due 4/6/14

SESSION 12: 4/6/14-4/13/14

Chapter 12-*Learners with Blindness or Low Vision*
Quiz-Chapter 12-due 4/13/14
Assignment 4-due 4/7/14

SESSION 13: 4/13/14-4/20/14

Chapter 13-*Learners with Low-Incidence, Multiple, and Severe Disabilities*
Quiz-Chapter 13-due 4/20/14

SESSION 14: 4/20/14-4/27/14

Chapter 14-*Learners with Physical Disabilities and Other Health Impairments*
Quiz-Chapter 14-due 4/27/14

SESSION 15: 4/27/14-5/4/14

Chapter 15-*Learners with Special Gifts and Talents*
Quiz-Chapter 15-due 5/4/14
Assignment 5-due 4/28/14

SESSION 16: FINAL EXAM: MONDAY, 5/5/14