



SPED 346: SURVEY OF EXCEPTIONALITIES

Spring Semester 2015

Instructor: Anne Mills

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required

Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2015). *Exceptional Learners: An Introduction to Special Education* (13th Ed.). Boston: Allyn and Bacon.

ISBN # 13:978-0-13-357104-2/ 10:0-13-357103-1

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 members as well as the policies and regulations applicable to special education programs in general will be covered.

Student Learning Outcomes (SLO)

The following completion of this course, the student is expected to be able to

SLO #	Student Learning Outcome	TExES Competencies	
#1A	Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	#001	Understand and apply knowledge of the characteristics and needs of students with disabilities
# 1B	Describe characteristics, needs and evidence based interventions of students served in each service category.		
# 2	Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).	#004	Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology (AT)
#3	Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.	#010	Understand the philosophical, historical, and legal foundations of special education,
# 4	Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.	#012	Know how to communicate and collaborate effectively in a variety of professional settings.
Global Learning SLO		Global Learning Competency	
QEP	Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.	QEP	View themselves as engaged citizens within an interconnected and diverse world

STUDENT LEARNING OUTCOME MATRIX

Student Learning Outcome	Grading & Evaluation Criteria				
	Misunderstood Minds Discussion	Chapter Discussion Forum	Chapter Quizzes	Film Analysis	Final Exam
# 1A Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.	X	X	X	X	X
# 1B Describe characteristics, needs and evidence based interventions of students served in each service category.	X	X	X	X	X
# 2 Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT).		X	X		X
# 3 Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities.		X	X		X
# 4 Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.	X	X	X		X
QEP Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.		X			X

COURSE REQUIREMENTS

Instructional Methods

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. Students will work toward achieving these outcomes through discussions/comments, papers, assignments, and tests. As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. Edmodo will be utilized to learn its use in communicating with colleagues, students and their parents.

Activities and Assessments

- I. **Course Exam- 100 points each**
Two exams will be required. These exams will have a combination of short answer and essay items.

- II. **Chapter Assignments and activities – 100 points**
Good writing mechanics shows a respect for your reader, and allows me to score your response (and not your grammar). If the writing and grammar compromises my reading and understanding, you will not receive a high score.

Grading

Exams (2 @ 100 points each)	200
Interactive Chapter/Resources/ Presentations	100
2 projects (@ 50 points each)	100
Attendance & Participation in class	45
Total possible points	445

Point Distribution:

A= 410-445

B= 374-409

C= 338-373

D= 302-337

F=301-less

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Specific Procedures

- All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)
 - All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
 - Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
 - Plagiarism occurs at any time that another's ideas or words are used as your own 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 (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.
- All assignments must be turned in on the assigned due date. ***Any assignment turned in after the due date will be returned ungraded.***
 - **A note about timeliness:** The timelines for this course are not negotiable. I realize that on occasion "life happens" – children get sick, cars break down, and thunderstorms occur. For these reasons and many more, it is highly advised that you DO NOT wait

until the deadline for turning in an assignment. If you wait until 11:00 pm on Sunday to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment.

- Ensure the assignment guidelines presented in the syllabus are followed. It is important all assignments are organized according to the headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only materials with minimal or no errors will receive high scores.
- **Person First Language:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.).
- *If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the course evaluation at the end of the term when it is too late to implement your suggestions.*
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University Specific Procedures

ADA Statement

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@tamuc.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 *Code of Student Conduct from Student Guide Handbook*).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE / CALENDAR

See Course Schedule