SPED 346 Survey of Exceptionalities

Tuesday & Thursday 2-3:15 pm

Spring 2015

EDS 129

3 credits

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Office Hours: Tuesdays & Thursdays 2:30-3:30 H 221

Text Book:


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

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<thead>
<tr>
<th>SLO #</th>
<th>Student Learning Outcome</th>
<th>TExES Competencies</th>
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<tbody>
<tr>
<td>#1A</td>
<td>Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.</td>
<td>#001 Understand and apply knowledge of the characteristics and needs of students with disabilities</td>
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<tr>
<td># 1B</td>
<td>Describe characteristics, needs and evidence based interventions of students served in each service category.</td>
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<tr>
<td># 2</td>
<td>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).</td>
<td>#004 Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology (AT)</td>
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<tr>
<td>#3</td>
<td>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</td>
<td>#010 Understand the philosophical, historical, and legal foundations of special education,</td>
</tr>
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<tr>
<td># 4</td>
<td>Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.</td>
<td>#012 Know how to communicate and collaborate effectively in a variety of professional settings.</td>
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### Global Learning SLO

| 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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Grading &amp; Evaluation Criteria</th>
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<tbody>
<tr>
<td></td>
<td>Misunderstood Minds Discussion</td>
</tr>
<tr>
<td># 1A Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories.</td>
<td>X</td>
</tr>
<tr>
<td># 1B Describe characteristics, needs and evidence based interventions of students served in each service category.</td>
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<td># 4 Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.</td>
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</tr>
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<td>QEP Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups.</td>
<td>X</td>
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<tr>
<th>COURSE REQUIREMENTS</th>
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<tr>
<td><strong>Instructional Methods</strong></td>
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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. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

**Sample Quiz: 15 points**

Week #1 contains a short, sample quiz. This is intended to give you an opportunity to “practice” taking an online quiz and to show your knowledge of course requirements as outlined in this syllabus. There are 15 questions on this quiz. There is nothing to study and no chapters to read. Most of the questions come directly from this syllabus, so review the syllabus first. Just “dive in”.

**Exams: 50 pts**

Students will take part in (2) exams. Theses exams will consist of multiple choice, true false, short answer, & matching and 1 essay.

**“Misunderstood Minds” videos: 20 points**

Week #1 requires you to make an entry into the drop box. To complete this assignment you are required to watch a series of short video clips and write your reaction to them. The video clips will serve as an introduction to special education for those unfamiliar with some of the topics we will be studying throughout the remainder of the semester.

For this assignment you will be required to watch the 9 parts of the video, *Misunderstood Minds*. This series of videos introduces you to 5 “exceptional” children and their families. The various parts of this video will help you begin to think about aspects not generally thought of with
“exceptional” children. Few people would ever think about special education when first introduced to Nathan VanHoy in clip # 1.

1. Access the videos at [www.youtube.com](http://www.youtube.com). Search “Misunderstood Minds”

2. Watch Chapters 1 through Chapter 8.1. All are approximately 9 minutes with the exception of 8.1 which is 4:39 minutes.

Write a ½ to 1 page reaction to your watching the Misunderstood Minds videos. For example, you might write about what you learned, what surprised you, how what you saw agrees or disagrees with your past experiences or how these videos will help effect you as a teacher. Your paper is to be brief but include enough detail to show me that you watched all the clips.

**Discussion / Reflection: 15 pts**

Students are expected to participate actively in assigned discussions. For each discussion, you are to contribute at least one original thought by posting your reflection to a thought provoking question based on assigned readings / videos, etc. For some discussion forum posts, you will be required to respond to one or more postings of one of your classmates (peer response).

- Due dates for each reflection will be included in each lesson but will be generally midnight Saturday. Reflections/peer responses will not be accepted after the due date!
- If you are required to “respond” to the reflection of a peer, the 15 points will be divided between your reflection and your peer response, with 10 points for your reflection and 5 points for your reaction to a post of a peer.
- Discussion Posts are meant to be discussions, even though they are electronic. For that reason, you WILL NOT receive any credit for posting (your reflection or peer response) after the due date. No exceptions!

**RULES ABOUT DISCUSSIONS, REFLECTIONS AND PEER RESPONSES**

- These assignments are to encourage thoughtful reflection and expression of your views. This is a college class so postings called “drive by” postings (such as: “that’s great”, “yea I agree”, “good idea”, “You go girl!”) are not welcome and will NOT receive a high grade.
- There are few “wrong” answers. As said, these assignments are to encourage thought and reflection. I expect all students in this class have different education and professional experiences and have different goals in life. New ideas and ways of looking at things are encouraged. Be creative and have fun with it. Scoring will be based on timeliness, correctness of any factual information, and your ability to justify your opinion.
- There is no minimum length like you may have had in other classes. Conversely, I don’t encourage really long answers – remember both your peers and I will be reading your post, and we are all as cramped for time as you are. Generally, a short paragraph is sufficient.
• In responding to another person’s post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider more alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree, you are expected to express your disagreement in a respectful way.
• 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. On this note – I don’t speak “text” very well, so don’t use text abbreviations and expect me to understand. Just, play it safe and don’t use these abbreviations.

**Film Analysis: 50 total points - This assignments can be turned in before the due date**

This assignment will allow students to analyze how society experiences “disability” as it is portrayed in film. Please note, this is NOT a review of a film and cannot be downloaded from the film’s website. There are specific questions to be addressed in your analysis:

• Summary of film
• Critique of the film
• Your analysis
  o Emotional Response
  o Portrayal
  o Filmmaking
  o Class Discussion
  o Cultural Response

Your Film Analysis must be posted in WORD AS AN ATTACHMENT into the Drop Box

**Grades**

A= 90-100%
B= 80-99%
C= 70-89%
D= 60-69%
F= 60% and below

**Technology:** This course has an ecollege link. You may access this link through your myLEO account. This is where you will find the rubrics and other course material, submit assignments, and check grades. This will require a computer and access to reliable internet. If you do not have access to a computer or reliable internet, there are student computers available in the university library.

**Student Conduct and Absences:** “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students are expected to follow the code of conduct in class described in the Student Handbook (Policies and Procedures, Code of Student Conduct). Violation of the code will lead to an initiation of the disciplinary processes described in the Handbook. Proper student conduct also
includes maintaining a standard of academic honesty. This means that neither cheating nor plagiarism will be tolerated and students who engage in either will be subject to the disciplinary processes described in the Code of Student Conduct. Plagiarism essentially means that you cannot use the words and ideas of another person without giving them credit. Therefore, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author you will need to credit the source in the text” (APA, 2001, p. 249). If you have any questions about what constitutes cheating or plagiarism please see me. Students who plagiarize any material will earn a grade of F for the course.

Students are expected to attend all classes unless they have excused absences as described in the Student’s Handbook (Policies and Procedures, Academics). When students are absent from class they are responsible for making up the work covered in class and speaking with me about these arrangements. More than 3 absences during the semester is considered excessive. “It is the prerogative of the faculty to drop students from courses in which they have obtained excessive absences as defined in the course syllabus. In such cases, faculty recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will make a reasonable effort to communicate with the student prior to recommending a drop. If approved, the college dean will forward the recommendation to the Records Office (Systems Policy 13.2).”

**Drop/Incompletes/Withdraws:** Students are responsible for following University procedures to drop a class. If you stop attending the class for any reason, you must initiate the process of dropping, or you will receive a failing grade. Plan to take care of this several days ahead of time, so that you will have the time required to get the forms signed, submitted, etc. A student may be administratively withdrawn from the course for excessive absences.

**Instructor Contact Information:** Any questions for the instructor can be e-mailed using the campus e-mail provided above. E-mail will be checked daily and a response will be provided in 24 hours. This does not mean an immediate answer, but some sort of information to begin the process of answering the question. It is advised you share contact information with a minimum of 2 other classmates for additional support.

For information on appropriate use of Netiquette please review [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

**Accommodations:** Students requesting accommodations for disabilities must go through the Academic Support Committee. Instructors must be notified in writing by the Director of Disability Resources & Services before accommodations will be made. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

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.
**Please be aware that this syllabus will serve as a guideline for the course and is subject to change as**