SPED 346.01W: SURVEY OF EXCEPTIONALITIES

ONLINE COURSE SYLLABUS: Summer 2, 2015

Instructor: Suzanne Thomas, Ph.D. Assistant Professor of Special Education

Office Location: Henderson Hall # 227
Office Hours: As this is an online course, office hours will be by appointment only. Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Phone: (903) 348-9585 (Summer phone contact)
Office Fax: (903) 886-5510

Email Address: Suzanne.thomas@tamuc.edu (preferred method of contact)

Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note I will not guarantee response to Virtual Office posts or emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please post early in the week.

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 # 1B	Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories. Describe characteristics, needs and evidence based interventions of students served in each service category.	#001	Understand and apply knowledge of the characteristics and needs of students with disabilities
# 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. # 1B Describe characteristics, needs and evidence based interventions of students served in each service category.	X X	X X	X 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. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

Activities and Assessments

I. Week # 1 includes 3 assignments intended to give you experience using 3 specific features of LearningStudio:

1. A discussion forum called "Getting to Know You"
2. A sample quiz based on the information contained in this syllabus
3. A sample drop box post on a series of videos called *"Misunderstood Minds"*

1. Discussion forum: Getting to Know You 10 points

Post a short autobiography so that your classmates and I can get to know you. Give information about your degree sought, teaching experience, ambitions for the future or anything else you think we will find interesting. It would be helpful to provide a picture of yourself so others "get to know you". Feel free to include pictures of your kids, your dog, etc. This assignment should be completed as a discussion thread for Week One.
GRADING: Maximum 10 points

2. 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".
Grading: maximum 15 points

3. Sample Drop Box based on "*Misunderstood Minds*" videos: 25 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. 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.

Sample Drop Box Assignment: 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. **Post your paper *in WORD as an attachment* in the Misunderstood Minds drop box in week #1.**
GRADING: 25 points

II. Chapter Assignments (8 @ 20 points = 160 maximum points)

Twelve times throughout the semester you will be required to complete a chapter assignment (either a discussion forum or a chapter quiz). These assignments are scheduled as follows:

- 2 chapter assignment in Week # 1
- 3 chapter assignments in Week # 2
- 3 chapter assignments in Week # 3

These assignments may consist of discussion / reflections or chapter quizzes.

Discussion / Reflection:

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 Sunday*** *with your response to the reflection of a peer generally* ***due midnight Wed****.* **Reflections and peer responses will not be accepted after the due date!**
- If you are required to "respond" to the reflection of a peer, the 20 points will be divided between your reflection and your peer response, with 15 points for your reflection and 5 points for your reaction to a post of a peer.
- You may be assigned a group of your peers with whom you will "discuss".. This will enable you to get to know (albeit electronically) a few people in the course. You are encouraged highly to post with your group but are not restricted to do so. For example, assume an assignment requires you to respond to the posting of a peer by tomorrow night. You are going out of town tomorrow and no one in your group has posted yet. So what do you do? Post your response with another group. OR, you are assigned to post with Group 3, but you "mess up" and post with group 2 by mistake. Typically, this is not a problem. If I can find it, you will receive credit – but to eliminate the worry of my finding it, try to post with your group if at all possible.
- 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 or minimum word count 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.

Chapter Quizzes

For some chapters you will have a quiz that will cover information from that chapter. These quizzes are intended to test your knowledge of information from the chapter and to give you an idea of what to expect on the final examination. Most quizzes will be timed and will have a "cut off" date and time after which they will not be available. However, for some quizzes, you will be allowed to take the quiz multiple times until the cut off time or until you reach the grade that satisfies you. These quizzes are open book, open notes, but closed to your peers (it must be your own work). As the quizzes will be timed you will need to have a good, general understanding of all the material in advance of taking the quiz in order to complete it accurately and timely, so read required chapters and handouts BEFORE attempting any quiz.

III. Film Analysis: 50 total points - ***This assignment 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
  - Emotional Response
  - Portrayal
  - Filmmaking
  - Class Discussion
  - Cultural Response

Additional information on each of these required sections AND a list of approved films is provided in DocSharing.

DUE DATE: Midnight Sunday, August 9th

- 3 bonus points will be awarded for posting your film analysis in the drop box by midnight August 2nd
- Your Film Analysis must be posted in WORD AS AN ATTACHMENT into the Drop Box in Week #4

IV. Final Exam (50 points)

The only test to be given during this *summer semester* is one comprehensive final examination. The final examination is intended to measure your comprehension and ability to apply the course content covered throughout the semester. The final exam may consist of both objective questions and/or short essay questions and will be posted

to online to LearningStudio and taken from your home or university computer lab. A specific time period will be allocated for the examination. The final exam is closed book (no access to notes/book, etc.).

Everyone with an "A" average on all chapter assignments will be exempt from the final

The film analysis does NOT count in exempt computation unless turned in by Aug 2nd

Grading

Course Evaluation & Grading:

"Getting to Know You" Post	10
Sample Quiz	15
Sample Drop Box – Misunderstood Minds	25
Chapter Assignments (8 @ 20 points)	160
Film Analysis	50
Total possible IF EXEMPT from final	**260**
Final Exam	50
Total possible WITH final exam	**310**

Grading Criteria:

A = 90%; B = 80%; C = 70%; D = 60%; F = < 60%

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - sound card, which is usually integrated into your desktop or laptop computer

- speakers or headphones.

- Depending on your course, you might also need a:
  - webcam
  - microphone

  For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.
It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup

method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Learner Support
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Communication & Support:
If you have a general question of interest to the class, please post those questions to my Virtual Office in eCollege. Please consult Virtual Office to see if a question has already been answered before sending me an e-mail. **(See Three Before me Rule below).** Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note I will not guarantee response to Virtual Office posts or emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please post them early in the week.

A Note About the Virtual Office: The Virtual Office is a public forum. Everyone else in the class can read everything you write there. If you need to contact me about something of a personal nature, feel free to e-mail me.

Three Before Me Rule: The 3 before me rule simply means, *before* you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, or contact other members of your discussion group, etc.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course 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.***

  - **Please note:** Late postings to the discussion board will not be graded, regardless of the circumstance. The purpose of discussion items is to stimulate thought and discussion, which is compromised if postings are not timely.

  - **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.***

- **Make/Up exam.** As the only exam for this summer class is the final exam, there will be NO make-up exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.

- **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 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". In addition, avoid 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.*

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

COURSE OUTLINE / CALENDAR

See Course Schedule