



**SPED 524: Characteristics of Students with Mild Disabilities
ONLINE
Course Syllabus Summer 2015
July 13, 2015 - August 13, 2015**

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COURSE INFORMATION

Textbook(s) Required

Gargiulo, R. M. (2014). *Special education in contemporary society: An introduction to exceptionalities* (5th ed.). Washington, DC: Sage.

AND

Murawski, W. W. & Scott, K. L. (2015). *What really works in elementary education*. Thousand Oaks, CA: Corwin.

Or

Murawski, W. W. & Scott, K. L. (2015). *What really works in secondary education*. Thousand Oaks, CA: Corwin.

Textbook(s) Recommended

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

University Catalog Description

SPED 524 examines characteristics of students identified as having emotional or behavioral disorders, mild mental retardation (intellectual disabilities), and learning disabilities, with applications for other exceptionalities. The content includes state and federal rules and regulations, issues and trends, instructional strategies, school-home partnerships, and formal and informal assessment.

Student Learning Outcomes

1. The student will describe how educators and other professionals determine the difference between "typical" and "atypical" behaviors
2. The student will demonstrate an understanding of philosophical, historical, and

- legal foundations of special education
3. The student will develop an understanding of the roles and responsibilities of professionals, parents, students, and the community
 4. The student will describe historical points of view and contributions of culturally diverse groups to the field of special education
 5. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development.
 6. The student will be an active online communicator and collaborator about achievement of all students in each content area in a variety of settings.
 7. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, and academic achievement of all students.
 8. The student will describe past, present, and future models of assessment and intervention, including technological advances
 9. The student will discuss issues and trends in special education, including key legislation, litigation, and use of innovative technology

Council for Exceptional Children Standards

The Council for Exceptional Children (CEC), the major special education professional organization in the United States, established core standards. The standards are available for download http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 1: Foundations

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management, planning, and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues with definition and identification of individuals with exceptional learning needs including those from culturally and linguistically diverse backgrounds.
- Issues, assurances, and due process rights related to assessment, eligibility, and placement with a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contributions of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, & customs that can exist between home and school.

Standard 2: Development and Characteristics of Learners

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the

- individual with □ exceptional learning needs and the family.
- Family systems and the role of facilities in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

Standard 3: Individual Learning Differences

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction □ and career development.
- Variations on beliefs, traditions, and values across and within cultures and their effects on □ relationships among individuals with exceptional learning needs, family and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities □ as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from □ culturally diverse backgrounds and strategies for addressing these differences.

COURSE REQUIREMENTS

Learning Activities

- Student directed discussion and presentation of key concepts
- Analysis and synthesis of course readings using APA format
- Application of course concepts to case studies and practical scenarios
- Analysis of course materials using a variety of mediums, including web-based resources, applicable professional organizations, and peer-reviewed journal articles

Overview of Assignments

- **Personal Introduction and Statement of Interests (5 points)**
Students will craft an introduction and statement of interests. Students will post their statements to the student lounge located within our course shell. Each statement will include information about your program, current employment/career goals, and areas of interest. Additional details and examples will be provided. Completion of the assignment will result in a score of 5 points.
- **Person First Language Activity (5 points)**
Students will complete an activity requiring them to use person first language. Additional details and a rubric will be available in the eCollege docshare folder.
- **Article Critiques (2 x 10 points, 20 points)**
Students will review two articles related to special education. The instructor will place a variety articles related to course content in the eCollege docshare folder. Students will select one article of interest from those provided and complete a review using a template provided by the instructor. Students must include an

American Psychological Association (APA) citation, a summary of the article, and a brief personal reflection. A rubric and additional information will be provided by the instructor.

- **Chapter Application (2 x 10 points, 20 points)**
Students will review two chapters from the Murawski & James text (elementary or secondary) related to their practice or future practice. Students will review the chapter and provide an analysis using the instructor provided template. A rubric and additional information will be provided by the instructor.
- **Disability Presentation (10 points)**
Within the 13 federal disability categories, the student will investigate a disability area or sub-category of his/her choosing (e.g., Anxiety Disorder, Discalcula; Attention Deficit Hyperactivity Disorder, Cerebral Palsy, Retinitis Pigmentosa, Down Syndrome, Cri de Chat Syndrome, etc.). The student will create an interactive presentation and corresponding handout that includes research-based citations regarding identification, the social, academic, medical, and emotional implications across the lifespan (birth through adulthood), and evidence-based resources for school personnel. Some presentation options include narrated Power Point®, Prezi®, or Youtube video. Handouts may be created using Microsoft Word®. A rubric and examples will be available in the eCollege DropBox folder.
- **Case Study Analysis (2 x 10 points, 20 points)**
The instructor will provide several case studies requiring the student to apply their knowledge of special education to real world scenarios. Students will choose two case studies over the course of the semester and answer corresponding questions. A rubric will be provided.
- **Special Education Critical Concepts (5 x 3 points, 15 points)**
Students will use an instructor provided template to complete a detailed outline of key concepts related to each of the mild to moderate disability categories. These outlines will provide a synthesis of key course concepts and assist with preparation for the special education department comprehensive exam (see Special Education Graduate Handbook for additional information about the Comprehensive Exam).
- **Course Reflection (5 points)**
Students will complete a one-page reflection summarizing their experiences this semester. Specifically, students will think about their perceptions regarding course content. Topics of interest might include disability awareness, special education policies the importance of high quality instruction and interventions, or any other areas of interest. Students should document their learning and growth as a result of participating in this course and completing assignments/readings. A rubric will be available in the eCollege DropBox folder.

Grading

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege DropBox. Assignments are due at 11:59 PM on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th Edition manual, 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).** Late assignments and examinations will not be accepted. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Introduction and Statement of Interests	5
Person First Language Activity	5
Article Critiques (2 x 10 points)	20
Chapter Application (2 x 10 points)	20
Disability Presentation and Handout	10
Case Study Analyses (2 studies x 10 points)	20
Critical Concepts Outlines (5 x 3 points)	15
Course Reflection	5
Total	100/100%

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.

Grading Scale

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

TECHNOLOGY REQUIREMENTS

Technology Requirements

This is an online course that will be conducted within eCollege (the class will NOT meet face-to-face). eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is

strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege click on “myCourses” tab, and then select “Browser Test” link under Support Services. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

Contacting eCollege

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., “How do I submit to dropbox?”, “How do I post to the discussion board?”)
2. Chat Support: Click on “Live Support” button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (toll free) to speak with an eCollege Technical Support Representative
4. Email: helpdesk@online.tamuc.org to indicate a support request with an eCollege Technical Support Representative

ACCESS AND NAVIGATION

Characteristics of Mild Disabilities is an online course that is divided into segments. Our course schedule and eCollege shell are organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. Please see the ***Instructor Introduction Module*** that provides an overview of the course and syllabus review posted to eCollege.

COMMUNICATION AND SUPPORT

Communication

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted office hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays between 12:00 PM and 5:00 PM, the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response. If you have a question that you think others in the class might have, please post the question in the virtual office section of eCollege, so that everyone can benefit.

Special Education Department Email Guidelines

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 595); additional information if desired (e.g., Statement of Research Interests)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules

- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a colleague, and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Participation

Students are expected to actively participate in the course, complete readings, and submit assignments no later than the due dates indicated on the course schedule.

Academic Integrity

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. The instructor reserves the right to submit your work to Turnitin®, SafeAssign®, or similar plagiarism detection services, for an integrity assessment as needed.
- Copyright rules also apply. Use of graphics or data must also be cited, giving credit to the sources. This material includes but is not limited to journal articles, books, popular press articles, e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, and information from websites. Even if you give credit, you must get permission from the original source to use any data, graphic, or material that you did not create.
- 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. This 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. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.
- Academic dishonesty will **not** be tolerated. Any act of academic dishonesty may result in earning a "0" in the course. All acts of academic dishonesty will be reported to the applicable program coordinator and department chair.

APA Style and Formatting

All work should be submitted using APA style. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological

Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted. <http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style.

University Procedures

ADA Requirements

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Nondiscrimination Statement

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.

Tobacco Use

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by Texas A&M– Commerce.

COURSE OUTLINE / CALENDAR

IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.

PROPOSED COURSE SCHEDULE

Week	Topics	Readings	Assignments Due
Week 1 07/13/15	<ul style="list-style-type: none"> * Introductions * Syllabus Review Foundations of Special Education * Policies, Practices, and Programs * Cultural and Linguistic Diversity * Parents and Families 	<ul style="list-style-type: none"> * Gargiulo 1, 2, 3, 4 * Guidelines for Writing About Persons with Disabilities * Murawski & James 20 * Snow (2004) 	<ul style="list-style-type: none"> *Introduction and Statement of Interests (07/15/15) *Person First Language Activity (07/16/15) *Case Study 1 (07/17/15)
Week 2 07/20/15	<ul style="list-style-type: none"> *Mild to Moderate Disabilities 	<ul style="list-style-type: none"> * Gargiulo 6 * Murawski & James 7, 12 * Student selected article 	<ul style="list-style-type: none"> *Critical Concept Outline 1 (07/21/15) *Article Critique 1 (07/22/15) *Case Study 2 (07/24/15)
Week 3 07/27/15	<ul style="list-style-type: none"> * Learning Disabilities * Other Health Impairments 	<ul style="list-style-type: none"> * Gargiulo 7, 8 * Muraswki & James 4, 5, 11 * Student selected article 	<ul style="list-style-type: none"> *Critical Concept Outlines 2, 3 (07/28/15) *Article Critique 2 (07/30/15) *Chapter Application 1 (07/31/15)
Week 4 08/03/15	<ul style="list-style-type: none"> * Emotional and Behavioral Disorders * Autism Spectrum Disorders 	<ul style="list-style-type: none"> * Gargiulo 9, 10 * Murawski & James 8, 17 	<ul style="list-style-type: none"> *Critical Concept Outlines 4, 5 (08/04/15) *Chapter Application 2 (08/06/15) *Case Study 2 (08/07/15)
Week 5 08/10/15	<ul style="list-style-type: none"> * Speech and Language, Vision, and Hearing Impairments * Evidenced-based practice 	<ul style="list-style-type: none"> *Gargiulo 11, 12, 13 *Murawski & James 2, 3, 13, 18 	<ul style="list-style-type: none"> * Disability Presentation and Handout (08/11/15) * Course Reflection (08/13/15)