



SPED 346.02W Survey of Exceptionalities

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Hyejung Kim, Ph.D., Assistant Professor

Office Location: Henderson Hall 205

Office Hours: Tuesday and Thursday 10 AM - 12:30 PM or by appointment

Office Phone: 903-886-5648

University Email Address: Hyejung.kim@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: The instructors will respond to emails within 48 hours from Monday to Friday. Responses to emails on weekends and holidays can be delayed.

COURSE INFORMATION

Course Format: Web-based (online).

Textbook(s) Required: Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2012).

Exceptional Learners: An Introduction to Special Education (13th Ed.). Boston: Allyn and Bacon. (ISBN # 13:978-0-13-703370-6 / 10:0-13-703370-2)

Software Required: word processing software (e.g. MS Word, Google Docs, etc.), presentation software (e.g. MS PowerPoint, Google Slides, Prezi, etc.)

Optional Texts and/or Materials: Supplementary readings and resources will be provided by the instructor.

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.

The syllabus/schedule are subject to change.

Student Learning Outcomes Following completion of this course, the student is expected to be able to

SLO #	Student Learning Outcome
#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.
# 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).
#3	Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislation governing the delivery of educational services for individuals with disabilities.
# 4	Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities.
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.

As SPED 346 is an *introduction* to exceptional children, it is not expected that students will be proficient in all objectives. It is expected, however, that at the conclusion of this course, each student will be able to demonstrate a limited understanding of each course objective.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must be able to use the learning management system (D2Learn), word processing software, and presentation programs.

Instructional Methods

This course will be delivered in a totally web-based (online) format. Instructional methods will consist of reading assigned materials and watching assigned videos or other materials, exploring websites, listening to podcasts. Students will be required to engage in online discussions with their peers, complete assignments, and take online examinations. Students will participate in discussion groups in order to be able to analyze materials, formulate and express opinions and dialog with others on assignments.

The syllabus/schedule are subject to change.

Student Responsibilities or Tips for Success in the Course

Students will be responsible for completing assigned readings and activities in required timelines. To be successful in this course, students should plan sufficient time to read all assigned readings and any other activities (for example, watch videos or locate websites). All work must be completed within time limits, so time management is a priority. Students must complete all assignments before the due date.

In addition, students must work diligently as collaborative group members. Students who do not exhibit good citizenship to the class and to their group will not receive a high grade and will have difficulty passing the course.

GRADING

Final grades in this course will be based on the following scale:

A = 90 points - 100 points

B = 80 points - 89 points

C = 70 points - 79 points

D = 60 points - 69 points

F = 59 points or Below

Assessments

Assignment		Points
Family Study Presentation		20
Weekly Assignment	Quiz	2 points x 15 weeks = 30
	Reflective Discussion OR Peer-Review	2 points x 15 weeks = 30
Final Exam		20
Total		100

Note. **No assignment will be accepted late.**

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Family Study Presentation

This assignment will allow you to analyze how having a child with a disability is perceived and experienced by families in day-to-day situations. You are required to interview a parent or caregiver (e.g., custodial grandparent) of a student with a disability. This may be a friend, family member, neighbor, or someone solicited for this assignment. Based on the interview, you need to present your findings sometime during the semester (from Week 5 to Week 15). For example, if you choose a parent of a student with autism, you may present your study in Week 9 when we cover the topic. Follow the guideline for the assignment.

- 1) Identify one parent/caregiver of a child with a disability.
- 2) Receive a verbal consent from the parent/caregiver.
- 3) Sign your name in the presentation sign-up sheet (D2L-Content-FamilyStudy).
- 4) Write a list of questions using the interview question template (D2L-Content-Week1). Prepare the questions based on your knowledge. **DO NOT PLAN FOR A LENGTHY INTERVIEW (MORE THAN AN HOUR) AND BE SENSITIVE TO FAMILY FEELING AND EMOTIONS DURING THE INTERVIEW).**
- 5) Conduct an interview with the parent/caregiver. Obtain a written consent from them (D2L-Content-FamilyStudy).
- 6) Prepare your presentation using various programs, such as PowerPoint, Prezi, Google Slides, MS Publisher, MS Word, Apple Keynote, Evernote presentation, Canva, Adobe Spark, MS Sway, and so on. Be creative. In your presentation,
 - a. Visualize the family's experiences. **DO NOT USE ANY IDENTIFIABLE INFORMATION, SUCH AS NAMES, CITY, SCHOOL, OR DISTRICT, USE PSEUDONYM.**
 - b. Provide your reflection on the experience. (e.g. How did the interview make you feel? What did you want to do after conducting this interview? What did it make you think? What did you learn that surprised you? How this child and family's experiences tie into what you have learned in this class?)
 - c. Provide implications for your future career.

Additional information and instructions for completing this assignment are posted on D2L.

Weekly Assignment

For each week, you will be given **assignments to read (one chapter per week), go through a PowerPoint lecture, and two assignments** that will cover all the information for that week. Please read carefully the information that follows about each type of assignment (Quiz, Discussion). Typically, the weekly assignments will be open for the entire week, and generally, will close on Sunday at 11:59 pm but you are responsible to verify the closing date/time of each assignment.

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Weekly assignments will have a specific due date as specified on the course calendar. Weekly assignments **will not be accepted** after the due date.

Quiz. D2L-Activities-Quizzes

These quizzes are intended to give you an idea of what to expect on the examinations. You will be allowed to take the quiz only one time unless otherwise noted. These quizzes are open book, open notes, and you may work with your peers to find the answer. The quizzes will be timed so, even though you can have access to your book, you will need to have a good understanding of all the material in advance of taking the quiz to complete it timely.

Reflective Discussion or Peer-Review. D2L-Activities-Discussions

Reflective Discussion. For each discussion, you are to contribute thoughtful reflections to a thought-provoking question based on assigned readings/lectures/videos, etc. As these are individualized reflections, you cannot copy your opinion from the text, Google, or Wikipedia and your opinion may differ from your classmates. For all discussion forum, you will be required to respond to at least one posting of one of your classmates. In responding to another person's post, be considerate and respectful. Your peer response must be posted by the same date, midnight Sunday.

Peer-Review. When your classmates present their family study, you are required to evaluate their presentations. Each week, we will have two to four presentations. Provide your feedback to at least two of your classmates' presentation using the discussion prompt.

- You will be assigned a discussion group. Therefore, try to post with your group, as possible.
- Provide your own opinion about the discussion prompt.
- Provide evidence to support your opinion.
 - One from the chapter or lecture slides. For example, "I believe children with learning disabilities should receive ___ as the law says ___. (p. XX-XX)"
 - One from your personal experience.
- Cite at least one source from the text

Final Exam

The final exam will be posted online. You may refer to course material or look up questions as needed. The purpose of the quizzes is to focus your learning. If you are not sure about a question, talk to your peers to collaboratively work out the answer. However, the final exam will be timed, so you are responsible to complete the exam on time.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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Interaction with Instructor Statement

The instructor will respond to your messages through L2Learn and Email within 48 hours from Monday to Friday. Responses on weekends and holidays can be delayed. Feedbacks for assignments will be, generally, provided on L2Learn within 2 weeks.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late assignments: All assignments must be turned in by the due date.

Academic dishonesty: Students are expected to provide appropriate credits when you borrow ideas from others' work. All your assignments will be submitted to Turnitin® and SafeAssign®. Plagiarism or any academic dishonesty may result in a grade of F in the course.

Missed exams and extra credit: There are no make-up exams and extra credit for the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

This course will be delivered in a totally web-based (on-line) format. Refer to D2Learn announcements and your myLeo e-mail for changes to assignments, requirements or the schedule.

Monday at 12:01 am: Weekly online lecture (D2L-Content) available

Sunday at 11:59 pm: Weekly assignments (D2L-Content OR D2L-Activities) due

Week	Date	Topic & Activity	Assignment
1	1/14	Introduction to Exceptionality and Special Education	Ch. 1 Discussion & Quiz Presentation Sign-up Sheet 1/20
2	1/22 (1/21 MLK)	Current Practices for Meeting the Needs of Exceptional Learners	Ch. 2 Discussion & Quiz 1/27
3	1/28	Multicultural and Bilingual Aspects of Special Education	Ch. 3 Discussion & Quiz 2/3
4	2/4	Parents and Families	Ch. 4 Discussion & Quiz 2/10
5	2/11	Learners with Intellectual and Developmental Disabilities	Ch. 5 Peer-Review & Quiz IDD Presentation 2/17
6	2/18	Learners with Learning Disabilities	Ch. 6 Peer-Review & Quiz LD Presentation 2/24
7	2/25	Learners with Attention Deficit Hyperactivity Disorder	Ch. 7 Peer-Review & Quiz ADHD Presentation 3/3
8	3/4	Learners with Emotional and Behavioral Disorders	Ch. 8 Peer-Review & Quiz EBD Presentation 3/10
9	3/11	Learners with Autism Spectrum Disorders	Ch. 9 Peer-Review & Quiz ASD Presentation 3/17
10	3/25	Learners with Communication Disorders	Ch. 10 Peer-Review & Quiz CD Presentation 3/31
11	4/1	Learners Who are Deaf or Hard of Hearing	Ch. 11 Peer-Review & Quiz DHH Presentation 4/7
12	4/8	Learners with Blindness or Low Vision	Ch. 12 Peer-Review & Quiz BLV Presentation 4/14
13	4/15	Learners with Low-Incidence, Multiple, and Severe Disabilities	Ch. 13 Peer-Review & Quiz Low-Incidence Presentation 4/21
14	4/22	Learners with Physical Disabilities & Other Health Impairments	Ch. 14 Peer-Review & Quiz PD Presentation 4/28
15	4/29	Learners with Special Gifts and Talents	Ch. 15 Peer-Review & Quiz GT Presentation 5/5
Final	TBA		

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