



COURSE PREFIX SPED 346.03W

Survey of Exceptionalities

COURSE SYLLABUS: Spring 2019

Course time and location: **ON-LINE (Web Based, no class meetings)**

INSTRUCTOR INFORMATION

Instructor: Suzanne Thomas, Ph.D
Clinical Instructor of Special Education

Office Location: Binnion Hall # 221

Office Hours: Tuesday & Thursday 9:30-10:30 AM; Tuesday 1:30 – 2:30 or by appointment.
Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Office Telephone: (903) 886-5940

Office Fax: (903) 886-5510

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

Preferred Form of Communication: e-mail

Communication Response Time: I will respond to e-mail communication within 48 hours of receipt. I will not respond to e-mails on weekends or holidays.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

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: Microsoft office suite (Word, PowerPoint)

Optional Texts and/or Materials: Some of the chapters studied will include supplemental readings (e.g., articles, book chapters, websites, etc.). Required readings will be posted or otherwise 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.

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 legislations 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.

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

Assessments

ASSIGNMENTS / ACTIVITIES / EXPECTATIONS **(on which your grades will be based)**

1. Bonus Assignments:

As you read through your syllabus, you may see one or more mystery or bonus assignments. Additional assignments throughout the semester may contain bonus assignments, as well. Completing these bonus assignments could net you additional points on various assignments, which will add points to your final point total. Because bonus assignments may be available throughout the semester, make-up or extra credit assignments will not be given.

2. Get to Know Your Syllabus: Sample Quiz

Week #1 contains a short, sample quiz over this syllabus. It is intended to give you an opportunity to “practice” taking an on-line quiz. There are 15 questions on this quiz, worth one point each. READ THE SYLLABUS before starting this quiz. Then, just “dive in”. The quiz does not include questions from the “technology required” or “university policies” sections of the syllabus. It’s over things like assignments and class policy.

- Grading: 15 points Be sure to read your syllabus carefully
- Due date: **midnight Sunday, January 20, 2019**

3. Misunderstood Minds:

To complete this assignment, you are required to watch several short video clips and reflect on what you learned. The video clips will serve as an introduction to special education for those unfamiliar with students with learning and behavioral differences and will be a surprise to many who do have a background in special education. We will continue to refer to these videos throughout the semester.

For this assignment you are required to watch 9 parts of the video, *Misunderstood Minds*. This series of videos introduces you to 5 “exceptional” children and their families and will help you to begin to think about a variety of

aspects not generally thought about as “exceptional” children. Few people would ever think about special education when first introduced to Nathan VanHoy!

1. See specific information posted in Week 1 about this assignment
2. Access the videos at [YouTube Videos](#) (Link opens in new YouTube window) At YouTube, search “Misunderstood Minds”
3. Watch Chapters 1 through Chapter 8.1. All are approximately 9 minutes with the exception of 8.1 which is 4:39 minutes.

Your Assignment: Write a 1/2 to 1 page maximum reaction on **what you learned** from watching the clips (*don't just review each clip*). You should look for similarities or differences across all of these videos even though the students, the disabilities and the families are all very different. Your reflection paper should be brief, but include enough detail to show me that you watched the clips. **MAXIMUM LENGTH = 1 PAGE!** **Post your reaction paper to the M.Minds assignment in week #1.**

- Grading: 25 points
 - For 5 bonus points, end your reaction paper with the words “All Children are Exceptional”
- Due date: **11:59 pm Sunday, January 20th**

4. **Weekly Assignments (12 assignments)**

For each lesson (approximately weekly), you will have an assignment that will cover all information for that week. Assignments may be **a reaction paper, a discussion forum posts** or **a quiz**. Please read carefully the information that follows about each type of assignment (reaction paper, discussion post or quiz).

Each Weekly Assignment (whether a reaction paper, discussion post or chapter quiz) will have a specific due date. Assignments will not be accepted after the due date. **The timelines for weekly assignments in this course are not negotiable.**

Reaction Paper: When a weekly assignment includes a **Reaction Paper**, you will be given an assignment to read (e.g., an article or blog), listen to (e.g. a PodCast), watch (e.g., a video), or explore (e.g., Website). You will then be required to write a short paper or paragraph explaining your reaction. Instructions, including minimum length, will be given for each assignment.

Discussion Forum Participation: When a weekly assignment includes a discussion forum post, students are expected to participate actively. For each discussion, you are to contribute thoughtful reflections to a thought-provoking question based on assigned readings / videos, etc. As these are individualized reflections, you cannot copy your opinion from the text and your opinion may

differ from your classmates. For some discussion forum, you will be required to respond to one posting of one of your classmates (**peer response**).

- For this assignment, you may be assigned a group. Try to post with this group.
- Due dates for each reflection and each peer response (if required) will be included in each assignment. Typically, your discussion must be posted by midnight Sunday and, if included, your peer response must be posted by midnight Wednesday. However, this may not hold true for every assignment – so check each assignment carefully. Postings after the due date WILL NOT be accepted!

NOTES ABOUT DISCUSSION REFLECTIONS AND RESPONDING

Discussion assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class, so postings called “drive by” postings (“that’s great”, “yea I agree”, “You go girl!”) are not welcome and will NOT receive a high grade.

- There is no minimum length or required number of words. Conversely, I don’t encourage really long answers – remember your peers have to read it and they are just as cramped for time as you are. Generally, *a few sentences or 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 alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree with the opinion of a peer, you are expected to express your disagreement in a respectful way.
- On this same line, your grade will not be based on whether or not you agree with MY opinion. I will try to pose questions so that you don’t try to answer as you think I want you to. Justify your answer; show your thought process regardless of your opinion.
- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics shows a respect for your reader, however, and allows me to score your response (and not your grammar). If your writing, spelling or 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. Play it safe and don’t use these abbreviations.
- At times, you will need to support your opinion with “facts”. For example, “I believe children with learning disabilities should receive ___ as the law says ___”. When used, facts must be correct in order for you to receive full credit for your post.
- Personal experience can be a great contributor to your response to a discussion question. Personal experiences can support your answer but cannot justify it, however. I must be able to see from your response that

you have completed requirements of the assignment (read and understood the assigned materials). Citing personal experience alone will not garner a high grade.

- You may be assigned a discussion group. It is sometimes difficult for me to find your post if you do not post with your group. Therefore, if you are in a group, try to post with your group, as possible.

In summary, discussion forum posts WILL be graded on:

- ✓ **Timeliness** – late postings WILL NOT be graded and will receive a ZERO
- ✓ **Thoughtfulness** - I must be able to see your original thought process based on the assignment, which can be supported by, but not solely based on, your personal experience. “Original thought” means your answer cannot be copied from the text or any other source/website.
- ✓ **Factual correctness** – if you cite a “fact” it must be correct
- ✓ **Collaborative spirit** – you don’t have to agree with your peers, but your disagreement must have a professional, and respectful tone
- ✓ **Writing mechanics** –if I can’t understand your post, I can’t grade it.

Chapter Quizzes: The third possible type weekly assignment is a chapter quiz. These quizzes are intended to give you an idea of what to expect on the major exams. Typically, the quizzes 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 quiz. You will be allowed to take the quiz only one time unless otherwise noted. These quizzes are open book, open notes, but closed to your peers (it must be your own work). 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.

- Grading: 30 points each for 12 assignments = 360 total points
 - *If the discussion requires a peer response, the 30 points will be divided with your reflection worth 20 points and your peer response 10 points.
- **DUE DATE:** See each assignment – approximately weekly
- **CAUTION: No weekly assignment will be accepted late.**

5. Disability in Society

These two assignments will allow students to analyze how society experiences “disability” as it is portrayed in film (the movies) and from interviewing a family of a student with a disability.

Film Analysis: You will be provided a list of films to choose from for this assignment. Additional information on this assignment will be provided.

- Grading: 50 points
- Due Dates: 11:59 pm **Sunday, February 24**
- Can be turned in before the due date

Family Study:

This assignment will allow students to interact with a family of a student with a disability and analyze how having a child with a disability is perceived and experienced by families in day-to-day situations. Possible questions to ask the family will be provided along with a format for your report.

Additional information and instructions for completing this assignment will be posted in a content module established for this purpose.

- **Grading: 50**
- **DUE DATE: 11:59 pm Sunday, April 14**
- Can be turned in before the due date.

6. Assessments (Tests)

Two major exams be given – a mid-term and a final exam. Assessments may consist of both objective questions and/or short essay questions. All objective exams will be posted on-line. Specific time periods will be allocated for each examination. Exams are closed book (no access to notes/book) unless otherwise specified.

- Grading: 100 points per exam for 2 exams = 200 total points
- Tentative exam schedule: Midterm week #9 and the final exam as scheduled by the university

STUDENT LEARNING OUTCOME GRADING & EVALUATION MATRIX

Student Learning Outcome	M. Minds	Weekly Assign.	Film& Family	Exams
# 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
# 1B Describe characteristics, needs and evidence based interventions of students served in each service category.	X	X	X	X
# 2 Explain the special education process and procedures for assessing and developing		X	X	X

Student Learning Outcome	M. Minds	Weekly Assign.	Film & Family	Exams
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 legislations governing the delivery of educational services for individuals with disabilities.		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

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>

Interaction with Instructor Statement

My preferred method for you to contact me is via e-mail at Suzanne.Thomas@tamuc.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

Attendance: This is a totally on-line (web-based) class. There will be no class meetings.

Late Assignments: All assignments must be turned in by the assigned due date. Any late assignment (except for chapter assignments discussed below) will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in three or more days after the due date will not be graded and will receive a grade of zero.*

- **An additional note about timeliness of weekly (chapter) assignments:** As stated above in the section about chapter assignments, a chapter assignment (either a chapter quiz or a discussion post or response paper) **will not be accepted after the due date.** The timelines for this course are not negotiable.

Missed Exams and Quizzes: As stated above, assignments, including exams and quizzes, will not be accepted after the due date unless extreme mitigating circumstances can be verified.

Extra Credit Assignments: As stated in #1 under the assignment section, various assignments throughout the semester will contain opportunities for earning extra points. It is up to each student to decide whether (or not) to take advantage of these opportunities as they are offered. Because of the opportunities to earn extra points throughout the semester, no extra credit assignments will be given.

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 (and course schedule) during the semester. Any changes made to the syllabus (or course schedule) 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>

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 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>

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

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.

COURSE OUTLINE / CALENDAR

Tentative Course Schedule

SPED 346.03W Survey of Exceptionalities - Spring 2019

(Tentative Schedule – subject to announced changes)

Refer to D2Learn announcements and your myLeo e-mail for changes to assignments, requirements or schedule due dates.

Date	Activity	WORK DUE	Following This Class: After this week, I need work on .
Week # 1 Jan 14	Review Syllabus & Course Requirements Read chapter 1: Exceptionality and Special Education View: “ <i>Misunderstood Minds</i> ” video series	DUE 11:59 pm, Sunday, Jan 20th - Sample Quiz - <i>Misunderstood Minds</i> reflection	Read Chapter 2
Week # 2 Jan 21	Read Chapter 2: Integration, inclusion, and support of positive outcomes	Assignment # 1	Decide on movie for film review Read Chapters 3 & 4 and posted articles

Date	Activity	WORK DUE	Following This Class: After this week, I need work on .
Week # 3 Jan 28	Read Chapter 3: Multicultural and Bilingual Aspects of Special Education Read Chapter 4: Parents and Families Read posted articles: including "To Teach Me Is to Know Me"	Assignment # 2 (Culture) (Quality Enhancement Plan) Assignment # 3 (Families & Poverty)	Read Chapter 5 Finalize movie selection
Week # 4 Feb 4	Read Chapter 5: Learners with Intellectual and Developmental Disabilities	Assignment # 5	Read Chapter 6 and posted readings on dyslexia
Week # 5 Feb 11	Chapter 6: Learners with Learning Disabilities	Assignment # 6	Read Chapter 6 and any posted readings on ADHD Complete Film Analysis
Week # 6 Feb 18	Chapter 7: Learners with Attention Deficit Hyperactivity Disorder	Assignment # 7 FILM ANALYSIS DUE 11:59 PM Sunday, February 24	Read Chapter 8
Week # 7 Feb 25	Chapter 8: Learners with Emotional and Behavioral Disorders	Assignment # 8	Read Chapter 9
Week # 8 March 4	Chapter 9: Learners with Autism Spectrum Disorder	Assignment # 9	Study for Exam
Week # 9 March 11	Mid Term EXAM	Chapters 1 - 9	Relax & Enjoy Work on Family Interview
Week # 10 March 18	<i>Spring Break</i>		
Week # 11 March 25	Chapter 10: Learners with Communication Disorders	Assignment # 10	Read Chapter 11
Week # 12 April 1	Chapter 11: Learners who are Deaf or Hard of Hearing	Assignment # 11 (covering vision and hearing)	Read Chapter 12

Date	Activity	WORK DUE	Following This Class: After this week, I need work on .
Week # 13 April 8	Chapter 12: Learners with Blindness or Low Vision		Read Chapter 13 Complete Family Interview Report
Week # 14 April 15	Chapter 13 (Partial): Learners with Low-Incidence, Multiple & Severe Disabilities	FAMILY INTERVIEW DUE 11:59 PM Sunday, April 14	
Week # 15 April 22	Report on Family Interviews		Read Chapter 14
Week # 16 April 29	Chapter 14: Physical Disabilities	Assignment # 12 (over chapters 13 & 14)	Review for Final
Week # 17 May 6	Review OR Final (dependent on univ final exam schedule)	Review	Study for Final Exam
Week # 18 Week of May 13	Final's Week	Final Exam – Chapters 10 – 14	