

SPED 540.02W
INTRODUCTION TO EXCEPTIONALITIES
Fall 2011

CONTACT INFORMATION

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Course Website: webct.tamut.edu
Prerequisites: none

COURSE DESCRIPTION

This course is designed to give teachers foundational knowledge and basic understandings needed to work with students with exceptionalities. It focuses on the learning and behavioral characteristics of students with exceptionalities and laws relative to this population. Current research, issues and trends are explored.

TEXTBOOKS

Required:

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Taylor, R. L., Smiley, L. R., & Richards, S. B. (2009). <i>Exceptional students: Preparing teachers for the 21st century</i> . Boston MA: McGraw-Hill.	978-0-07-286637-7	\$127.50
Select <u>one</u> of the following for a required reading assignment:		
Brodey, D. (2007). <i>The elephant in the playroom</i> . NY: Penguin Group Hudson Street Press.	978-1-59463-035-4	\$21.95
Cohen & Wysocky, L. (2005). <i>Front of the class: How Tourette syndrome made me the teacher I never had</i> . Acton, MA: VanderWyk & Burnham.	978-1-889242-24-1	\$13.95
Michie, G. (2009). <i>Holler if you hear me</i> , 2 nd ed. NY: Teachers College Press.	978-0-8077-4958-6	\$19.95
Stallings, G. & Cook, S. (1997). <i>Another season: A coach's story of raising an exceptional son</i> . NY: Broadway Books.	0-316-81196-3	\$14.99

INSTRUCTIONAL DESIGN

SPED 540 is an online course supported by the course website on Blackboard format. Students are expected to be self-managed and self-driven to complete the modules in a timely manner spaced throughout the semester. It is recommended that students establish a set study time without interruptions to be maintained throughout the semester. Deadlines will be imposed. Please refer to the class calendar.

ASSISTANCE

- Each student is encouraged to contact the professor for assistance with any class-related problem through the course website: Blackboard. The instructor will have specific “virtual office hours” each week.
- Use Blackboard email to facilitate speedy communication between student and professor.
- Students are responsible for all course announcements posted on Blackboard.
- **Disability Accommodations** Students with disabilities may request reasonable accommodations through the A&M Texarkana Director of Student Services by calling 903-223-3062.
- **Student Technical Assistance:**
 - Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link:
<http://www.tamut.edu/webcourses/index.php?pageid=37>
 - If you cannot find your resolution there, you can send in a support request detailing your specific problem here:
<http://www.tamut.edu/webcourses/gethelp2.php>
 - Blackboard Helpdesk contacts: Office hours are: Monday - Friday, 8:00a to 5:00p
 - Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
 - Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
 - Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

Student Learner Outcomes (SLO)

The SLOs have three components: (1) Content Outcomes, (2) Scholarship Outcomes, and (3) Technology Outcomes and are aligned with the Texas Examination of Educator Standards (TExES) for Special Educator (EC-12).

(1)CONTENT OUTCOMES

SPED 540 students will....

- Recall, discuss, and identify historical, philosophical, and theoretical perspectives that have shaped the field of Special Education and ESL.
- Recall and explain state and federal laws in the field of special education and ESL programming.

- Recall, identify, and state the concepts of response to intervention, the referral process, the assessment process, eligibility criteria, and the development of Individualized Educational Plans.
- Recognize and describe factors that place individuals at-risk for failure.
- Recognize and discuss professionalism needed to effectively work with diverse families and professionals.
- Explain aspects of the Code of Ethics and Standard Practices for Texas Educators, Council for Exceptional Children (CEC) Code of Ethics, and the “Values to Guide Teaching” (Turnbull, et. al., 2002) as they apply to special education and teaching students with disabilities.
- Recognize, describe and compare the roles of professionals in supporting inclusion.
- Examine, differentiate, and analyze the learning and behavioral characteristics of diverse learners (disabilities, giftedness, ELLs, and CLDE learners).
- Examine, differentiate, and analyze instructional strategies, specific curriculum, monitoring progress, accommodations and modifications, and assistive technology for diverse learners including disabilities, giftedness, ELL, and CLDE learners.

(2) SCHOLARSHIP OUTCOMES

The following “Scholarly Outcomes” are infused throughout the course and are aligned with the University’s expectations for Master of Education Degree.

SPED 540 students will....

1. Apply APA (6th edition) format within written assignments.
2. Analyze issues and trends in the field of special education.
3. Construct written responses that demonstrate critical thinking.
4. Review, synthesize, and evaluate current research in the field of special education.

(3) TECHNOLOGY OUTCOMES

The following “Technology Outcomes” are observed and evaluated throughout the course.

SPED 540 students will....

1. Use of Blackboard features such as email, assignment drop boxes, online quizzes, and online learning modules
2. Use internet to research peer reviewed professional journal articles about exceptionalities.
3. Use Microsoft Office 2007 word processor to produce quality written documents.

BASIC COURSE REQUIREMENTS

1. Reliable Internet access. The modules are large files requiring extensive “memory and speed”, so “dial-up internet services” are insufficient.
2. Use Microsoft Office WORD 2007 for the graduate research project.
3. Complete **15 learning modules and associated quizzes**.
4. Complete **the graduate research project** (See guidelines and rubric).
5. Conduct oneself in a professional and ethical manner throughout the semester. Students are responsible for reading, understanding, and following the A&M- Texarkana Code of Conduct.
6. As prospective teachers, all students will be expected to meet performance criteria associated with Standard English (capitalization, punctuation, grammar, spelling, sentence structure, and paragraph organization). Additionally, all students are expected to use “People First” language in their written work. For specific guidelines go to **Professionalism**.

Student Responsibilities

Students are expected to:

1. Use Microsoft Office, WORD 2007 for the Research Project. No other format will be accepted.
 - If you do not have reliable fast WORD 2007 at home, use the university computer lab in a timely fashion (i.e. plan enough time to solve the conversion to WORD 2007 issue). Remember late research projects will NOT be accepted.
2. Have reliable Internet access. The modules are large files requiring extensive “memory and speed”, so “dial-up internet services” are insufficient.
 - If you do not have reliable fast internet at home, use the university computer lab (i.e. poor internet access is NOT an acceptable excuse for missing an assignment, quiz, or course announcement).
3. Login to the course sites at least once a day to check for course updates and messages.
4. Use the FAQ discussion board within Blackboard to post questions and answers; and view questions and answers from others. There will be two FAQ Discussion Boards:
 - 1.) FAQ: SPED540: Course questions, assignment questions, Blackboard issues.
 - 2.) FAQ: SPECIAL EDUCATION: Questions about the course content.
5. Use Blackboard e-mail for all class communications.

- Only use instructor's regular e-mail in emergencies (i.e. Blackboard is not working). Instructor will login **once a day** to check class communications.
- Check the FAQ discussion boards first, before sending the instructor an email.
- Email messages to the instructor will be answered during the "email time/days" designated by the instructor (i.e. the instructor is NOT available "24/7"). The instructor's virtual office hours and "email time/days" will be posted on the Blackboard.
- To receive a response from the instructor, email messages must be professional (written in Standard English using correct capitalization, grammar, punctuation, spelling, etc.) and be respectful.

6. Observe netiquette while online. This include:

- a. refraining from the use of abusive language or yelling at others (writing in all caps);
- b. refraining from **sending multiple emails to instructor** and others on the same issue;
- c. providing appropriate and supportive feedback when required; and
- d. email messages must be professional (written in Standard English using correct capitalization, grammar, punctuation, spelling, etc.) and be respectful.

EVALUATION

Students are expected to develop and demonstrate mastery of the course Student Learner Outcomes. Points will be earned based on the scores earned on quizzes and the quality of Research Project as defined by the assignment guidelines and rubric.

Course Components	Totals
15 Learning Modules with quizzes (Point values vary from 25 to 100 pts.)	775
Graduate Research Project	150
Total Possible Points for course	925

Grading:

- Final course grade will be based upon the total points earned. Course grade will be assigned based on the following scale:

Grade	Points	Percentage
A	832-925	90-100%
B	740-831	80-89%
C	647-739	70%-79%
D	601-665	65%-69%
F	0-600	0%-64%

PROFESSIONAL ETHICS AND STANDARDS

- Positive collaborative professional behavior is expected throughout the semester.
- Blackboard and email system can only be used for course business by enrolled students.
- ACADEMIC INTEGRITY
 - Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
 - Students are responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.
 - Students are responsible for submitting assignments to "Turnitin".

Graduate Research Project

- Students will select and read one book from the approved list and write a review of the book, including research from current peer-reviewed professional journals to address a particular topic presented within the book.
- If the student has taken this course previously, a different book must be used.
- Late Graduate Research Projects will not be accepted. (See course calendar.)
- There are two submissions for this project: 1) Turnitin.com and 2) electronic copy to the assignment drop box.
- See guidelines and rubric found on Blackboard under **Graduate Research Project**.

CURRICULUM OUTLINE

Unit 1: Foundations

- A. Philosophical and Theoretical Foundations
- B. Legal Aspects
- C. Service Delivery Systems and Principles

Unit 2: Teaching Students with Exceptionalities

(Definitions, Prevalence, Etiology, Identification & Assessment, Characteristics, Teaching Strategies, Assistive Technology, Accommodations, & Modifications)

- A. Gifted and Talented
- B. Attention Deficit Hyperactivity Disorders
- C. Communication Disorders
- D. Specific Learning Disabilities
- E. Emotional or Behavioral Disorders

- F. Intellectual and Developmental Disabilities and Multiple/Severe Disabilities
- G. Autism Spectrum Disorders
- H. Physical and Health Disabilities

FINAL NOTE from the instructor

The instructor retains the right to make changes to the syllabus, point value of assignments, or course calendar. Generally, such changes are made to address unique situations that arise during the semester and are designed to benefit the class (for example, canceling an assignment due to technological problems). Such changes will be announced on course Blackboard. Students are responsible for such announcements.

References

- Friend, M. (2011). *Special education: Contemporary perspectives for school professionals* (3rd ed.). Boston, MA: Pearson.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2009) *Exceptional Learners* (11th ed.). Boston, MA: Pearson.
- Heward, W. L. (2009). *Exceptional children: An introduction to special education* (9th ed.). Upper Saddle River, NJ: Merrill.
- Smith, D. D. & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th ed.). Boston, MA: Allyn & Bacon.
- Taylor, R. L, Smiley, L. R., & Richards, S. B. (2009). *Exceptional students: Preparing teachers for the 21st century*. Boston, MA: McGraw Hill.
- Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2010). *Exceptional lives: Special education in today's schools* (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2006). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (3rd ed.). Boston, MA: Allyn & Bacon.