Syllabus EDU 372
Survey of the Exceptional Child
Hybrid Course
Spring 2013

2012-13 Theme: “Let us … move on to Maturity” Hebrews 6:1

Course Title: Survey of the Exceptional Child
Thursday nights, 5:55 p.m. – 9:45 p.m.
FAI Room 103

Instructor: Debra Hood, M.Ed.
Cell Phone: 601-310-6705 Email: dhood@wmcarey.edu
Available for appointments before or after class.

Companion Website: http://wps.prenhall.com/chet_turnbull_exceptional_5


Purpose of Course
To develop a working knowledge of current practices, research, and legal mandates in the field of special education and exceptional children. A specific focus will be placed on inclusive classrooms, managing individuals with disabilities in general education settings, and making adaptations and/or accommodations in order to keep individuals with disabilities in the general education setting. INTASC, ISTE, ACEI, NAEC, Mississippi Department of Education, and CEC Standards will be infused into course content where applicable.
# Student Learning Outcomes:

**Title of Course:** EDU 372 Survey of Exceptional Children

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>IRA</th>
<th>INTASC</th>
<th>MSTAR</th>
<th>WCU CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify characteristics of students with a variety of disabilities and plan for learning for these students (mental retardation, learning disabilities, speech/language impairments, physical disabilities, autism, behavior disorders, hearing, vision, multiple)</td>
<td>2, 8</td>
<td>1, 2, 3</td>
<td>1, 3, 4, 6</td>
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<tr>
<td>2. Discuss the legal mandates pertaining to exceptional children.</td>
<td>8, 9</td>
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<td>4</td>
<td>1, 6</td>
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<tr>
<td>3. Review the rationale for the implementation of the Individualized Education Plan (IEP)</td>
<td>3, 4, 5, 9</td>
<td>7</td>
<td>1</td>
<td>1, 2, 3</td>
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<td>4. Define programming strategies and assessment techniques for exceptional students.</td>
<td>3, 4, 5, 7, 8</td>
<td>4, 6, 8</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
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<td>5. Identify the importance of early intervention.</td>
<td>8</td>
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<td>1, 2, 3, 5</td>
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<td>6. Describe the historical events dealing with the perception and treatment of exceptional individuals.</td>
<td>1, 2, 3</td>
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<td>7. Review current literature regarding various exceptionalities.</td>
<td>1, 4, 5, 8</td>
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<td>1, 2, 3, 4, 5</td>
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<td>8. Describe the importance of parental involvement, collaboration, and inclusion in the education of the exceptional child.</td>
<td>6, 10</td>
<td>10</td>
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<td>1</td>
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<td>9. Implement technology for reflective learning and best practices of literacy in the study of the exceptional child.</td>
<td>4, 5</td>
<td>4, 9</td>
<td></td>
<td>1, 5</td>
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</tbody>
</table>
**ASSESSMENTS:**

**Title of Course:** EDU 372: Survey of Exceptional Child

<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CEC</th>
<th>IRA</th>
<th>INTASC</th>
<th>MSTAR</th>
<th>WCU</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Journal Article Critique:</strong> Select two articles from professional journals on the topics assigned; compose a two-page review, including summary, implications for teaching, and personal reflection; follow template and rubric provided in D2L.</td>
<td>1, 2, 4, 5, 9</td>
<td>1, 6</td>
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<td>1, 2, 3</td>
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<tr>
<td><strong>Field Experience:</strong> Observe students with disabilities in both inclusion and resource settings. Complete a daily journal of activities observed. Complete a summary of experiences following the template and rubric provided in D2L.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
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<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Chapter Assignments:</strong> Complete individual chapter assignments weekly; submit responses via dropbox in D2L; information includes instruction, disabilities, accommodations, modifications, differentiated instruction, IEP, technology, transition, gifted, history, and response-to-intervention.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1, 2, 3, 4, 5</td>
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<td><strong>Case Studies:</strong> Complete the assigned questions pertaining to each case study scenario about students with Asperger Syndrome, Specific Learning Disability, Attention Deficit-Hyperactivity Disorder, and Mental Retardation. Submit responses via dropbox in D2L.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 6</td>
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<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>IEP:</strong> Compose an 8-11 page individualized education plan on a virtual student with a disability; including all eight components and objectives from the state frameworks as prescribed in the rubric; forms provided in D2L.</td>
<td>1, 2, 3</td>
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<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>Examinations:</strong> Complete a mid-term exam and final exam, covering all aspects of the course, handouts, internet resources, videos, instructional plans, disabilities, related laws, and technology.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<td>1, 2, 3, 4, 5, 6</td>
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</table>
Instructional Techniques
Technology will be an important and vital part of the instruction delivery of this class. Refer to your course calendar for scheduled on-line class meetings. This is an online enhanced or hybrid class and attendance to on-line class sessions are considered the same as attendance to the face-to-face (on-campus) class meetings. Late on-line assignments will not be accepted.

Attendance Regulations:
Students are expected to attend classes. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Students must attend 80% of the classes. Absences in excess of 80% will be turned over to the office of academic affairs and may result in failure of the class.

It is the student’s responsibility to provide documentation and/or notification of university activity absences.

Professionalism
Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor’s ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Examples include, but are not limited to: routinely entering class late or departing early; use of beepers, cellular telephones (unless on silent mode…including text-messaging), or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a non-civil manner.

Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

Student Accommodations
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact William Carey University’s Office of Student Support.

Academic Honesty:
All work must be the exclusive work of individual students, unless work is done in conjunction with a group project. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student’s original words or ideas, the student must cite all relevant sources. A student should also make clear to what extent such sources were used. Failure to do so is plagiarism. The Publications Manual of the APA (6th ed.) is the guide for formatting of citations and references.
From the College Policy on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures manual and in the student handbook, The Lance.

Plagiarism
The following information is very important and should be read thoroughly as you will be held accountable for the content.
Plagiarism is defined as: “…using another’s work without giving credit. You must put other’s words in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words…using words, ideas, computer code [or any type of internet information] or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.” Avoiding plagiarism: Mastering the art of scholarship. Retrieved from http://sja.ucdavis.edu/avoid/htm April 11, 2003.
The examples listed were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

Plagiarism defined: http://www.lib.usm.edu/legacy/plag/whatisplag.php

The examples listed below were taken verbatim from the following website: http://www.indiana.edu/~wts/wts/plagiarism.html

Consequences of Plagiarism
The consequences of plagiarism in this course may result in a “zero” grade for the assignment, “F” average for the course, dismissal from the Department of Education, referral to Professional Standards Committee, referral to Vice-President for Academic Affairs, and/or dismissal from the University.

ASSIGNMENTS: IN CASE OF CATASTROPHIC CLOSURE OF THE UNIVERSITY:
In case of a catastrophic event, the following procedures will be maintained: in case of a closed campus with internet access, all courses will shift to email delivery of assignments. Follow all assignments in the syllabus and send them via email to the professor. In case of a closed campus with no internet access, follow all syllabus directions for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible. Late assignments by students not due to unusual circumstances will be handled on an individual basis.

Students are encouraged to sign up for “Sader Watch” for weather bulletins. It may be found on the [www.wmcarey.edu](http://www.wmcarey.edu) webpage.

Assignments:

Assignments are due on the assigned date. It **is the student’s responsibility to submit assignments on time.** Assignments **more than one week past the due date** will **not** be accepted. Assignments submitted within the week grace period (having had contact with instructor) will be accepted with a late penalty. If an emergency arises, it is the student’s responsibility to contact the instructor immediately; email is the most effective and immediate form of contact. **No work for extra credit will be allowed for any reason.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **APA Style (6th Ed.)**

[http://www.docstyles.com/apaguide.htm](http://www.docstyles.com/apaguide.htm)

If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work. No assignment will be accepted after one week from the due date.

On-line Assignments:

There is no make-up work or credit given for non-participation in interactive D2L assignments. All on-line assignments must be submitted via the D2L dropbox, unless otherwise specified.

ASSIGNMENTS:

1. **Two (2) professional journal article critiques:** topics may ONLY be selected from one of the disabilities or subject matters covered in the text, such as learning disability, autism, visual impairment, etc. **DO NOT CHOOSE AN ARTICLE ON GIFTED.** Articles MUST be current, within the past 5 years. Do not select an article from an international journal; it must address children in K-12 and must pertain to education within the United States.

Format:

Each student will critique two articles from a **professional** journal or online source published within the last **5 years.** Topics should relate to the field of special education.
Write a two-page review, in APA format (6th ed.), citing the author, title and source at the top of the page. Label each section with the following titles:

**Paragraph #1** should provide a critical evaluation which summarizes the article. This is not a personal judgment as to agreement/disagreement with author.

**Paragraph #2** should delineate implications for: teaching, the field of education, and reference information learned in class or from the textbook.

**Paragraph #3** should be your personal reflection of the information presented. I agree/disagree or like/dislike alone is not a reflection.

Please turn in a copy of the article reviewed (or cite weblink), your review, and cover page on the assigned due date.  (25 points each, 50 points total)

2.  **Complete 16 hours of observation** in inclusion settings. The class must contain students with and without disabilities. Document using the following format:
   May not complete hours with your own children or children of relatives.
   Using APA guidelines write a two-page summary and personal reflection.  **100 points:**
   See Field Experience Forms, template, and rubric attached in D2L dropbox.

3. **Submit on-line chapter assignments.**  (10 points each chapter) 160 Points.
   Place in dropbox.

4. **3 case studies** will be reviewed and assignment submitted via drop box (25 points each, 75 total).

5. **Midterm exam** (50 points) and Final (50 points) Dropbox.

6. **Assignment from Law Primer** (15 points) in dropbox

7. **IEP** (see appendix on D2L for the IEP tutorial and IEP form) (50 points).

Keep a copy of all work submitted. Total points = 550 possible

It is the student’s responsibility to check email and D2L daily.  Announcements, changes in syllabus, and weather alerts will be posted in D2L.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent Scale</th>
<th>Course Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% – 93%</td>
<td>550-511</td>
</tr>
<tr>
<td>B</td>
<td>85% - 92%</td>
<td>467-510</td>
</tr>
<tr>
<td>C</td>
<td>77% - 84%</td>
<td>423-466</td>
</tr>
<tr>
<td>D</td>
<td>69% - 76%</td>
<td>379-422</td>
</tr>
<tr>
<td>F</td>
<td>68% and below</td>
<td>378</td>
</tr>
</tbody>
</table>
Tentative Course Calendar  EDU 372 Spring 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Class Meets</td>
<td>Review of syllabus &amp; course requirements. Introduction to D2L &amp; TK20</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Ch. 1: Overview of SPE Co-teaching, Inclusion, Differentiated Instruction</td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td>(No Class)</td>
<td>Ch. 2: Universal Design &amp; Inclusion</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>March 7</td>
<td>Ch. 3: Multicultural</td>
<td>Online Chap Assg</td>
</tr>
<tr>
<td>*Class Meets</td>
<td>Ch. 4: Families</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>March 21</td>
<td>Ch. 5: Learning Disabilities</td>
<td>Online Chap Assg</td>
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<td>**Article #1 Due</td>
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<td>**Case Review #1 Due</td>
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<tr>
<td>(No Class)</td>
<td>Ch. 6: Communication Disorders</td>
<td>Chapter 6</td>
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<tr>
<td>March 28</td>
<td>Ch. 7: Emotional/Behavioral Disorders</td>
<td>Online Chap Assg</td>
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<td>Chapter 7</td>
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<td>Online Chap Assg</td>
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<tr>
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<td>**Case Review #2 Due</td>
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<tr>
<td>*Class Meets</td>
<td>*****MID- TERM EXAM Chapters 1-7</td>
<td>See dropbox</td>
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<tr>
<td>April 4</td>
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<tr>
<td>Date</td>
<td>Chapter 8: AD/HD</td>
<td>Chapter 10: Severe and Multiple Disorders</td>
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<tr>
<td>April 11</td>
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<td>Ch. 9: MR</td>
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<tr>
<td>April 18</td>
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<td>Ch. 11: Autism</td>
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<td>Ch. 12: OHI</td>
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<td>April 25</td>
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<td>Finalize Obs Summary</td>
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<td>March 2</td>
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<td>Ch. 13: TBI</td>
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<td>Ch. 14: Hearing Impaired</td>
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<td>May 9</td>
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<td>Ch. 15: Visual Impairment</td>
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<td>Ch 16: Gifted/talented</td>
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<td>May 9</td>
<td>**FINAL EXAM</td>
<td>EXAM IN D2L under Quizzes</td>
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<td>May 9</td>
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Professional Organizations and Journals:

www.cec.sped.org – The Council for Exceptional Children
www.powerof2.org – Co-teaching website

Exceptional Children
Teaching Exceptional Children
Intervention in School and Clinic
American Journal of Occupational Therapy
American Journal of Speech-Language Pathology
American Journal on Mental Retardation
Behavior Modification
Child & Family Behavior Therapy
Child Development
Child Language Teaching and Therapy
Communication Disorders Quarterly
Emotional and Behavioural Difficulties
Journal of Early Intervention
Journal of Emotional and Behavioral Disorders
Journal of Intellectual and Developmental Disability
Journal of Learning Disabilities
Journal of Research in Special Educational Needs
Journal of Special Education
Learning Disability Quarterly
Mental Retardation
Preventing School Failure
Remedial and Special Education
Roeper Review
Special Education Technology Practice
Topics in Early Childhood Special Education
Young Exceptional Children

References
Choate, J. S. (Ed.). (2003). Successful inclusive teaching: Proven ways to detect and
Dieker, L. A. (2001) What are the characteristics of “effective” middle and high school co-taught teams? Preventing School Failure, 46(1), 14-25.
Works Alexandria, VA: ASCD.


