2012-13 Theme: “Let us move on to maturity”. Hebrews 6:1

Course Title: Survey of the Exceptional Child
Assignments due each Tuesday !!!

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Email: bthomas@wmcarey.edu
Office: LRS 105 Hours: Tu/Th 9:00 a.m. to 2:00 p.m. & by other appointment

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, M-STAR, and CEC Standards will be infused into course content where applicable.
# Student Learning Outcomes:

**Title of Course: EDU 572 Survey of Exceptional Children**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CEC</th>
<th>IRA</th>
<th>INTASC</th>
<th>ACEI</th>
<th>WCU CF</th>
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</thead>
<tbody>
<tr>
<td>1. Identify characteristics of students with a variety of disabilities and plan</td>
<td>2, 8</td>
<td></td>
<td>1, 2, 3</td>
<td>1, 2, 3</td>
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<td>for learning for these students (mental retardation, learning disabilities,</td>
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<td>speech/language impairments, physical disabilities, autism, behavior</td>
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<td>disorders, hearing, vision, multiple)</td>
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<td>2. Discuss the legal mandates pertaining to exceptional children.</td>
<td>8, 9</td>
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<td>4, 5</td>
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<td>1, 6</td>
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<td>3. Review the rationale for the implementation of the Individualized</td>
<td>3, 4, 5, 9</td>
<td>7</td>
<td>3.2</td>
<td>1, 2, 3</td>
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<td>Education Plan (IEP)</td>
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<td>4. Define programming strategies and assessment techniques for exceptional</td>
<td>3, 4, 5, 7, 8</td>
<td>4, 6, 8</td>
<td>3.2</td>
<td>1, 2, 3, 4, 5</td>
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<td>students.</td>
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<td>5. Identify the importance of early intervention.</td>
<td>8</td>
<td></td>
<td>4</td>
<td></td>
<td>1, 2, 3, 5</td>
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<td>6. Describe the historical events dealing with the perception and treatment of</td>
<td>1, 2, 3</td>
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<td>exceptional individuals.</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></td>
<td>1, 2, 3, 4, 5</td>
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<td>8. Describe the importance of parental involvement, collaboration, and</td>
<td>6, 10</td>
<td>10</td>
<td>5.4</td>
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<td>inclusion in the education of the exceptional child.</td>
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<td>9. Implement technology for reflective learning and best practices of literacy</td>
<td>4, 5</td>
<td>4, 9</td>
<td>3.4</td>
<td>1, 5</td>
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<td>in the study of the exceptional child.</td>
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**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>ACEI</th>
<th>WCU</th>
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</thead>
<tbody>
<tr>
<td><strong>Annotated Bibliography:</strong> Select a disability topic from one of the 13 federally recognized disability categories; compose an annotated bibliography, using 10 professional references; rubric provided on 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, IDEA, 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>Differentiated Instruction Lesson Plans:</strong> Review assigned lesson plans. Compose addendum to each plan, outlining specific procedures for differentiating instruction; rubric provided on 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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<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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<td><strong>Examinations:</strong> Complete a 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. Only one (1) absence is allowed without affecting a student’s grade. Two absences will result in a student receiving a final grade of ‘no higher than a B’. Three or more absences may be turned over to the office of academic affairs and may result in failure of the class. Remember, there is no differentiation between ‘excused’ or ‘unexcused’ absences; all absences count. It is the student’s responsibility to provide documentation and 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. 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 (including a fellow student) 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](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](http://www.indiana.edu/~wts/wts/plagiarism.html)

Please be aware that all work submitted via dropbox will be screened using [www.turnitin.com](http://www.turnitin.com) to reduce plagiarism.

**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 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; cell phone contact 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 If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work.

Note: Discussion assignments MUST BE completed during the time frame specified (3:00 p.m. – 6:00 p.m.). These assignments are for Chapters 6, 10, and 13.

On-line Assignments:
There is no make-up work or credit given for non-participation in interactive D2L assignments (such as Discussion Assignments). All on-line assignments must be submitted via the D2L dropbox, unless otherwise specified. If you miss an assignment due date, it is considered an ‘absence’ for that class.

ASSIGNMENTS:

1. On-line Chapter Assignments. (10 points each chapter) 130 Points. Place in dropbox each week. Chapters 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 14, 15, 16.
2. Differentiated Instruction Lesson Plans: Review the four lesson plans provided in dropbox. Provide a 1-2 page detailed description of how a teacher
would differentiate instruction for the age/grade/disability of each specific lesson plan; use outline format of: Carol Tomlinson’s model of Content, Product, Process (found on D2L dropbox); submit response via dropbox; include attachments as appropriate.  **20 points**

3. **Annotated Bibliography:** Select a disability topic from the 13 federally recognized categories under I.D.E.A. Utilize 10 professional references, current within the past 5 years, to compose an annotated bibliography citation on each reference. No foreign journals. (see dropbox for template, rubric, and further instructions) **100 points**

4. **Discussion Assignments:** 15 points each (chapters 6,10,13) Respond to the questions for each of the three chapters mentioned. To begin this assignment, go to the Discussion forum/topics within D2L for the course. Assignments are placed in the forum threads in D2L. Assignments MUST be completed between hours of 3:00 p.m. and 6:00 p.m. **(45 points)**

5. **IEP** (see appendix on D2L for the IEP tutorial, rubric, and IEP form). Compose an 8-11 page IEP using the template provided in dropbox; utilize ‘virtual data’ on a student and disability from the textbook; IEP tutorial and rubric provided on D2L. **33 points**

6. **Final Exam** (covers all chapters in text, handouts, powerpoints, resources on D2L, all class material, classnotes, etc.) Exam will be online. **100 points**

Keep a copy of all work submitted. Total points = 428 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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<tbody>
<tr>
<td>A</td>
<td>100% – 93%</td>
<td>398 - 428</td>
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<tr>
<td>B</td>
<td>85% - 92%</td>
<td>363 - 397</td>
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<tr>
<td>C</td>
<td>77% - 84%</td>
<td>329 - 362</td>
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<tr>
<td>F</td>
<td>76% and below</td>
<td>328 and below</td>
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Grading Scale:
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 26</td>
<td>Review of syllabus &amp; course requirements. Introduction to D2L. Ch. 1: Overview of SPE Co-teaching, Inclusion, Differentiated Instruction</td>
<td>Obtain textbook</td>
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<tr>
<td>Mar 5</td>
<td>Ch. 2: Universal Design &amp; Inclusion</td>
<td>Chap 1-2 Online Assg Due</td>
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<td>March 11-15</td>
<td>Spring Break</td>
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<td>Mar 19</td>
<td>Ch. 3: Multicultural</td>
<td>Chap 3 Online Assg</td>
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<td>Ch 4: Families</td>
<td>Chapter 4 Online Assg</td>
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<td>Mar 26</td>
<td>Ch. 5: Learning Disabilities</td>
<td>Chapter 5 Online Assg</td>
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<td>Ch. 6: Communication Disorders</td>
<td>Chapter 6 Online Discussion</td>
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<td>(3:00 p.m. – 6:00 p.m.)</td>
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<td>Apr 2</td>
<td>Ch. 7: Emotional/Behavioral Disorders</td>
<td>Chapter 7 Online Assg</td>
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<td>Ch. 8: ADHD</td>
<td>Chapter 8 Online Assg</td>
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<td>Apr 9</td>
<td>Ch. 9: MR</td>
<td>Chapter 9 Online Chap Assg</td>
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<td>**Annotated Bib Due</td>
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<td>Date</td>
<td>Assignments</td>
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<td>Apr 16</td>
<td>Chapter 10: Severe and Multiple Disorders&lt;br&gt;Chapter 11: Autism</td>
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<td>Chapter 10 Discussion Assg (3:00 p.m. – 6:00 p.m.)&lt;br&gt;Chapter 11&lt;br&gt;Online Chap Assg&lt;br&gt;***IEP Due</td>
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<td>Apr 23</td>
<td>Ch. 12: OHI&lt;br&gt;Ch. 13: TBI</td>
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<td>Chapter 12&lt;br&gt;Online Chap Assg&lt;br&gt;Chapter 13&lt;br&gt;Online Assg&lt;br&gt;**Diff Instr Lesson Plans Due</td>
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<td>Apr 30</td>
<td>Ch. 14: Hearing Impaired&lt;br&gt;Ch. 15: Visual Impairment</td>
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<td>Chapter 14&lt;br&gt;Online Chap Assg&lt;br&gt;Chapter 15&lt;br&gt;Discussion Assg (3:00 p.m. – 6:00 p.m.)</td>
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<td>May 7</td>
<td>Ch. 16: Gifted/Talented</td>
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<td>Ch. 16&lt;br&gt;Online Chap Assg</td>
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<td>May 8-9</td>
<td>**FINAL EXAM&lt;br&gt;EXAM IN DROPBOX under quizzes</td>
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*Available from 7:00 a.m. – 11:00 p.m.*
Professional Organizations and Journals:

www.cec.sped.org – The Council for Exceptional Children
www.powerof2.org – Co-teaching website
www.mde.k12.ms.us Mississippi Department of Education

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
Boscardin, M. L. (2005). The administrative role in transforming secondary schools to


Dieker, L. A. (2001) What are the characteristics of “effective” middle and high school co-taught teams? Preventing School Failure, 46(1), 14-25.


Action in Teacher Education, 26(3), 29-43.111

Lieber, J., Hanson, M. J., Beckman, P. J., Odom, S. L., Sandall, S. R., Schwartz, I. S., et
al. (2000). Key influences on the initiation and implementation of inclusive preschool programs. Exceptional Children, 67(1), 83-98.

NOTE: See additional resources on D2L under “content” section.