



**WAYLAND BAPTIST UNIVERSITY
DIVISION OF EDUCATION
PLAINVIEW CAMPUS**

Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 5304 – *Survey of Exceptionalities*

CLASS TIME: Virtual Campus

TERM AND DATES: Summer (May 27 – August 9, 2008)

INSTRUCTOR'S NAME: Dr. Jo Beth DeSoto

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OFFICE HOURS: **M – Thurs. (9:00 – 11:00 a.m.)**

CATALOG COURSE DESCRIPTION: This course provides an in-depth study of the field of special education. The developmental stages, specific characteristics, and unique needs of children and youth with exceptionalities are defined, researched and analyzed along with the philosophical, historical, ethical, and legal foundations for special education. Terminology and acronyms associated with special education, Transitional Services, and the Individualized Family Service Plan (IFSP) are defined and researched.

REQUIRED RESOURCE MATERIALS:

A. Student Textbook(s):

- a. Garguilo, R. M. (2006). *Special education in contemporary society: An introduction to exceptionality*. (2nd ed.). Belmont, CA: Thomson Wadsworth. ISBN: 0534626416

B. Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE: (see as the final section)

COURSE REQUIREMENTS: I place great value on professionalism.

Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your field experiences. This component will be evaluated based upon my perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland

Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

1. Case Study Research – 1 @ 200	=	200
2. Terminology Quizzes – 5 @ 44 each	=	220
3. Transition Plan – 1 @ 100	=	100
4. Ancillary Services Project – 1 @ 200	=	200
5. Individualized Family Service Plan – 1 @ 100	=	100
6. Exceptionality Research Project	=	400

	TOTAL POINTS	=	1220
1220	- 1098	=	A
1097	- 976	=	B
975	- 854	=	C
853	- 732	=	D
Less than 731		=	F

STUDENT LEARNING OUTCOMES:

Course Outlines and Competencies: Competencies based on Special Education Standards from the State of Texas:

Standard 1. The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

The beginning special education teacher knows and

- 1.1k understands the historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice in the education of individuals with disabilities;
- 1.2k major research, models, theories, and philosophies that provide the basis for special education practice;
- 1.3k current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;
- 1.4k issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
- 1.5k differing perspectives (e.g., medical, psychological, behavioral, educational) regarding the definitions and etiologies of a variety of disabilities;
- 1.6k variations in beliefs, traditions, and values across cultures and their effects on the relationship among child, family, school, and community;
- 1.7k the continuum of placement and services available for individuals with disabilities;
- 1.8k assurances and due process rights related to assessment, eligibility, placement, and services;
- 1.9k rights and responsibilities of parents/guardians, students, teachers and other professionals, and schools as they relate to individual learning needs; and
- 1.10k the roles of and relationships among federal, state, and local entities with regard to the regulation and provision of special education and related services, including specialized health care services.

The beginning special education teacher is able to:

- 1.1s conduct instructional and other professional activities consistent with the requirements of state and federal laws, rules and regulations, and local district policies and procedures;
- 1.2s articulate current issues and best practices in the education of individuals with disabilities; and
- 1.3s articulate the factors that influence the overrepresentation of minority students in programs for individuals with disabilities.

Student Learning Outcomes:

1. The student will formulate an understanding of special education law and the historical background associated with this area of study.
 - a. **Terminology Quizzes**
 - b. **Case Study Analysis**
2. The student will memorize specific terminology and definitions directly related to Special Education.
 - a. **Chapter Readings from Textbook**
 - b. **Terminology Quizzes**
3. The student will describe the identification procedures for individuals with disabilities.
 - a. **Write a Transition Plan**
 - b. **Write an Individualized Family Service Plan for one student described in a given case study.**

Standard IV. The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The beginning special education teacher knows and understands:

- 4.1k differential characteristics of individuals with disabilities, including levels of severity and multiple disabilities across eligibility categories;
- 4.2k human development and the effects of disabilities on developmental processes across domains (e.g., cognition, communications, motor, behavior);
- 4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;
- 4.4k characteristics of normal, delayed, and disordered communication patterns of individuals with disabilities;
- 4.5k physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals;
- 4.6k common etiologies and the impact of sensory, physical, cognitive, and emotional disabilities on learning and experience;
- 4.7k effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions;
- 4.8k the educational implications of various disabilities;
- 4.9k various ways to adapt instruction to meet unique learning needs of individuals with disabilities;
- 4.10k effects that one or more disabilities may have on an individual's life;
- 4.11k effects of cultural and environmental influences (e.g., cultural and linguistics characteristics, socioeconomic level, abuse/neglect, substance abuse) on the child and family;
- 4.12k various etiologies and medical aspects of conditions affecting individuals with disabilities.
- 4.13k the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with disabilities;
- 4.14k medical complications and their implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR); and
- 4.15k laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The beginning special education teacher is able to:

- 4.1s access information on various cognitive, communicative, physical, cultural, social, and emotional conditions of individuals with disabilities;
- 4.2s describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed;
- 4.3s apply knowledge of human development and disabilities to plan and implement appropriate curriculum with appropriate modifications and adaptations; and
- 4.4s help students understand the characteristics of their disabilities, with emphasis on their unique strengths and learning needs.

Student Learning Outcomes:

1. The student will list the individual characteristics of students with disabilities for each of the 13 exceptionalities, specifying the level of severity and eligibility requirements associated with each.
 - a. **Ancillary Services Project**
 - b. **Terminology Quizzes**

2. The student will study developmental characteristics for children and how these vary for children with disabilities, including cognitive, physical, cultural, social, environmental, psychological, and emotional needs.
 - a. **Exceptionality Research Project**
3. The student will research the various teaching strategies and methodologies available for teachers to use in special education.
 - a. **Exceptionality Research Project**

Standard IX. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

The beginning special education teacher knows and understands:

- 9.1k state and federal laws pertaining to transition issues and services;
- 9.4k the programs and services available at various levels and how to assist students and families in planning for transition;
- 9.7k procedures and supports needed to facilitate transitions across programs and placements.

Student Learning Outcomes:

1. The student will read and analyze state and federal laws as they pertain to special education on specific issues such as transition.
 - a. **Case Study Analysis**
 - b. **Ancillary Services Project**
 - c. **Transition Plan**
 - d. **IFSP**
2. The student will identify specific programs and services available to students with disabilities and their families.
 - a. **Ancillary Services Project**
 - b. **Transition Plan**
 - c. **IFSP**

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. Case Study Research Project
2. Terminology Quizzes
3. Transition Plan
4. Ancillary Services Project
5. Individualized Family Service Plan
6. Exceptionality Research Project

ATTENDANCE POLICY:

1. Campus Attendance Policy: The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of E for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor's Additional Policies: Three times arriving late will equal one absence, or three times leaving class early will equal one absence. (Arrival more than five

minutes late or departure more than five minutes early will be deemed a late arrival/leave early.) Student must call [(806) 291-1051] or email [\[desotoj@wbu.edu\]](mailto:desotoj@wbu.edu) the professor prior to class period when he/she will not be in attendance.

METHODS OF INSTRUCTION: The delivery system for the course will consist of face-to-face instruction supplemented by Blackboard interactions. In an effort to accommodate the specific needs of students, instructional methods may include, but will not be limited to, the following: lectures, small group interactions, discussion groups, cooperative learning, peer reviews, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course because each student will construct an individualized Unit for future use in the classroom.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-70	I	Incomplete*
D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE GRADING CRITERIA: All assignments are due as noted on course calendar unless otherwise announced in class. All assigned work must be word processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days. If a student missed class the day an assignment is due, he or she must still turn in the assignment no later than the regular class meeting time to receive possible full credit for the assignment.

Case Study Research Project	1	200
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Terminology Quizzes	5 @ 44 ea.	220
Transition Plan	1	100
Ancillary Services Project	1	200
Individualized Family Service	1	100
Exceptionality Research Project	1	400
TOTAL POINTS		1220

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

MEETING TIMES, DATES AND ASSIGNMENTS: Class is scheduled on-line via the Virtual Campus.

EDSP 5304.01 (Virtual Campus)

Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.*

Date/Week	Classwork	Reading Assignment	Products Due Next Session
May 27- June 2	Introduction – Syllabus	Read Ch. 1 Watch Movie – Ch. 1 Respond to WIKI for Ch. 1 movie.	*Begin looking for a Journal Article to Review Complete Ch. 1 Questions
June 3 – 9	<i>Special Education in Context: People, Concepts, and Perspectives</i>	Read Ch. 2 Watch Movie – Ch. 2 Respond to WIKI for Ch. 2 movie. *Turn in Ch. 1 Questions *Take Quiz 1	*Complete Journal Article #1 Complete Ch. 2 Questions
June 10 – 16	<i>Policies, Practices, and Programs</i>	Read Ch. 3 Watch Movie – Ch. 3 Respond to WIKI for Ch. 3 movie. *Turn in Journal Article #1 *Turn in Ch. 2 Questions *Take Quiz 2	Complete Ch. 3 Questions *Choose your topic for the Exceptionality Project – Turn in Topic to Professor DeSoto
June 17 – 23	<i>Cultural and Linguistic Diversity and Exceptionality</i>	Read Ch. 4 Watch Movie – Ch. 4 Respond to WIKI for Ch. 4 movie. *Turn in Ch. 3 Questions *Take Quiz 3	Complete Ch. 4 Questions
June 24 - 30	<i>Parents, Families, and Exceptionality</i>	Read Ch. 5 Watch Movie – Ch. 5 Respond to WIKI for Ch. 5 movie. *Turn in Ch. 4 Questions *Take Quiz 4	*Write an IEP for student Complete Ch. 5 Questions
July 1 - 7	<i>Persons with Mental Retardation</i>	Read Ch. 6 Watch Movie – Ch. 6 Respond to WIKI for Ch. 6 movie. *Turn in IEP *Turn in Ch. 5 Questions *Take Quiz 5	*Choose Journal Article #2 to review Complete Ch. 6 Questions

July 8 – 14	<i>Persons with Learning Disabilities</i>	Read Ch. 7 & 8 Watch Movie – Ch. 7 & 8 Respond to WIKI for Ch. 7 & 8 movies. *Turn in JA 2 *Turn in Ch. 6 Questions *Take Quiz 6	*Study for Mid-term Exam
July 15 – 21	<u>MID-TERM EXAM</u> <i>Persons with Attention Deficit Hyperactivity Disorder</i> <i>Persons with Emotional or Behavioral Disorders</i>	Read Ch. 9 & 10 Watch Movie – Ch. 9 & 10 Respond to WIKI for Ch. 9 & 10 movies. *Turn in Ch. 7 & 8 Questions *Take Quizzes 7 & 8	*Continue working on Exceptionality Project *Complete your Interview of a Special Education Teacher
July 22 – 28	<i>Persons Who Are Gifted and Talented</i> <i>Persons with Speech and Language Disorders</i>	Read Ch. 11 & 12 Watch Movie – Ch. 11 & 12 Respond to WIKI for Ch. 11 & 12 movies. *Turn in Sped Interview *Turn in Ch. 9 & 10 Questions *Take Quiz 9 & 10	
July 29 – Aug 4	<i>Persons with Hearing Impairment</i> <i>Persons with Visual Impairment</i> <i>Persons with Autism Spectrum Disorder</i> <i>Persons with Physical Disabilities, Health Disabilities, or Traumatic Brain Injury</i>	Read Ch. 13 & 14 Watch Movie – Ch. 13 & 14 Respond to WIKI for Ch. 13 & 14 movies. *Turn in Ch. 11 & 12 Questions *Take Quiz 11 & 12 *Turn in Exceptionality Project *Turn in Ch. 13 & 14 Questions *Take Quiz 13 & 14	*Complete Exceptionality Project – Due Next Week
Aug 5 - 8	<u>TAKE FINAL EXAM BEFORE MAY 16th, 2008!</u>		