



School of Education and Exercise and Sports Science

**Virtual Campus – Winter 2008
Nov. 10, 2008 – Feb. 14, 2009**

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

COURSE NUMBER AND TITLE: EDSP 5304 – Survey of Exceptionalities

TERM AND DATES: November 10, 2008 - February 14, 2009

INSTRUCTOR'S NAME: Dr. Peggy Morris
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OFFICE HOURS: **Mon & Wed (10:15 - 3:15)**

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:

Rosenberg, M.S., Westling, D.L., McLeskey, J. (2008). *Special education for today's teachers, an introduction*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall ISBN-13:978-0-13-118560-9

B. Requirements for Technology:

- 1) Open a **WBU email account**. This is critical for communication in this course. All communication through the Black Board system will only go to a *wayland.wbu.edu* address.
- 2) You must have a computer, or access to a computer that has the ability to *read* and *view* DVD-ROM's.
- 3) Access to the internet on a weekly basis is a requirement for this course; we will use Blackboard as the learning system. All class materials are distributed online (lecture notes). All tests and quizzes are located online (Content Area: tests/quizzes). All assignments will be collected via the Digital Drop Box, or other electronic platform.
- 4) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.
- 5) Access to WBU Learning Resources www.wbu.edu/lrc

COURSE OUTLINE:

A. Becoming A Professional: What are the foundations of Special Education?

- Teaching students with special educational needs
- Special education today: an unfinished history

B. Teaching effectively in the classroom: What can you expect?

- Accepting responsibility for the learning of all students: What does it mean?
- Identification and planning for Students with special needs
- Teaching, learning, and behavior management

C. Meeting the needs of students with exceptionalities: What is effective practice?

- Learning disabilities
- Emotional & behavior disabilities
- Mild intellectual disabilities
- Attention deficit hyperactivity disorders
- Autism spectrum disorders
- Communication disorders
- Severe intellectual disabilities & multiple disabilities
- Sensory impairments
- Traumatic brain injury, physical disabilities, & other health impairments
- Academically gifted and talented

D. A Successful career: Growing in your profession

- Continuing a successful career: Professionalism, collaborative support, and professional development

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.
2. The student will memorize specific terminology and definitions directly related to Special Education.
3. The student will describe the identification procedures for individuals with disabilities.

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.

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.
3. The student will research the various teaching strategies and methodologies available for teachers to use in special education.

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.
2. The student will identify specific programs and services available to students with disabilities and their families.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. Readings/Quizzes
2. DVD - ROM Activities
3. Exceptionalities Research Paper
4. Final Exam

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components. Instructional methods may include, but will not be limited to, the following: lecture & notes via PowerPoint, observation scenarios, quizzes, research paper, and a final exam.

PARTICIPATION POLICY: Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor, when necessary, in order to keep pace with the requirements of this course.

EVALUATION: University Grading System:

A	90-100	Cr	for Credit
B	80-89	NCR	No Credit
C	70-79	I	Incomplete*
D	60-69	W	for withdrawal
F	below 60	WP	Withdrawal Passing
		WF	Withdrawal Failing
	X		No grade given

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:

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. **Late work will not be accepted.** Exceptions may be made in extreme circumstances only if notice is given prior to the assignment due date. In extreme circumstances, late assignments will result in decreased point value, and there will be **no point value given after seven days.**

Assignments	Possible	Earned
Autobiography	50	
Quizzes	300	
DVD-ROM Activities	300	
Research Paper	250	
Final Exam	100	
TOTAL POINTS	1000	

Point Conversion Table

A = 900 -1000 points
 B = 800 - 899 points
 C = 700 - 799 points
 D = 600 - 699 points
 F = 599 points or below

ACADEMIC HONESTY:

Plagiarism

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person’s actual words.
2. Using another person’s idea, opinion, or theory, even if it is completely paraphrased in one’s own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one’s own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else’s paper as one’s own work.

7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.

8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

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 Virtual Campus, with weekly assignments due. Assignments are listed in this syllabus.

EDSP 5304 (Virtual Campus)

Date/Week	Text/Other Assignments	DVD-ROM Assignments	Assignments due
Nov 10 - 16	Open your Wayland.wbu.edu email account Autobiography Read chapters 1 & 2 Study PowerPoints for ch's 1 & 2 Quiz ch's 1 & 2	Go to Ms. Adimoolah's module: -view clips 2 & 4, answer #'s #2 & #4 Go to Mr. Hessel's module: -view clips 1 & 4, answer #'s #1 & #4 Go to Ms. Green's module: -view clip 6, answer ? #6 Go to Ms. Biddle's module: -view clip 1, answer ?#1	Due by midnight 11/16: Submit the quiz for ch's 1 & 2 Submit DVD-ROM answers to assigned questions via the Digital Drop Box Submit autobiography
Nov 17 - 23	Read chapters 3 & 4 Study PowerPoints for ch's 3 & 4 Quiz ch's 3 & 4	Go to Ms. Adimoolah's module: -view clip 6, answer ? #6 Go to Mrs. Sprague's module: -view clips 4 & 9, answer #'s #4 & #9 Go to Ms. Biddle's module: -view clip 2, answer ? #2	Due by midnight 11/23: Submit the quiz for ch's 3 & 4 Submit DVD-ROM answers to assigned questions via the Digital Drop Box
Nov 24 - 30	Read chapters 5 & 6 Study PowerPoints for ch's 5 & 6 Quiz ch's 5 & 6	Go to Ms. Biddle's module: - view clip 3, answer ? #3 Go to Ms. Green's module: - view clip 7, answer ? #7 Go to Ms. Adimoolah's module: - view clip 3, answer ? #3 Go to Ms. Sprague's module: - view clips 6, 7, 8, answer #'s #6, #7,#8	Due by midnight 11/30: Submit the quiz for ch's 5 & 6 Submit DVD-ROM answers to assigned questions via the Digital Drop Box

Date/Week	Text/Other Assignments	DVD-ROM Assignments	Assignments due
Dec 1 - 7	<p>Read chapters 7 & 8</p> <p>Study PowerPoints for ch's 7 & 8</p> <p>Quiz ch's 7 & 8</p>	<p>Go to Students to Students module:</p> <ul style="list-style-type: none"> - view clip 6, answer ? #6 <p>Go to Mr. Hessels' module:</p> <ul style="list-style-type: none"> - view clip's 3, answer ? #3 <p>Go to Ms.. Biddle's module:</p> <ul style="list-style-type: none"> - view clip 9, answer ? #9 <p>-Go to Ms Sprague's module:</p> <ul style="list-style-type: none"> - view clip 7, answer ? #7 	<p>Due by midnight 12/7:</p> <p>Submit the quiz for ch's 7 & 8</p> <p>Submit DVD-ROM answers to assigned questions via the Digital Drop Box</p>
Dec 8 - 14	<p>Read chapter 9</p> <p>Study PowerPoints for ch 9</p> <p>Quiz ch 9</p>	<p>Go to Students to Students module:</p> <ul style="list-style-type: none"> - view clip 8, answer ? #8 	<p>Due by midnight 12/14:</p> <p>Submit the quiz for ch 9</p> <p>Submit DVD-ROM answer to assigned question via the Digital Drop Box</p>
Jan 5 - 11	<p>Read chapters 10 & 11</p> <p>Study PowerPoints for ch's 10 & 11</p> <p>Quiz ch's 10 & 11</p>	<p>Go to Ms. Biddle's module:</p> <ul style="list-style-type: none"> -view clip 7, answer ? #7 <p>Go to Ms. Sprague's module:</p> <ul style="list-style-type: none"> - view clip 5, answer ? #5 <p>Go to Mr. Hessels' module:</p> <ul style="list-style-type: none"> - view clip 6, answer ? #6 	<p>Due by midnight 1/11:</p> <p>Submit the quiz for ch's 10 & 11</p> <p>Submit DVD-ROM answers to assigned questions via the Digital Drop Box</p>
Jan 12 - 18	<p>Read chapter 12</p> <p>Study PowerPoints for ch 12</p> <p>Quiz ch 12</p>	<p>Go to Mr. Hessels':</p> <ul style="list-style-type: none"> - view clip 5, answer ? #5 	<p>Due by midnight 1/18:</p> <p>Submit the quiz for ch 12</p> <p>Submit DVD-ROM answer to assigned question via the Digital Drop Box</p>
Jan 19 - 25	<p>Read chapter 13</p> <p>Study PowerPoints for ch 13</p> <p>Quiz ch 13</p>	<p>Go to the Students to Students module:</p> <ul style="list-style-type: none"> - view clip 5, answer ? #5 	<p>Due by midnight 1/25:</p> <p>Submit the quiz for ch 13</p> <p>Submit DVD-ROM answer to assigned question via the Digital Drop Box</p>

Date/Week	Text/Other Assignments	DVD-ROM Assignments	Assignments due
Jan 26 - Feb 1	<p>Read chapter 14</p> <p>Study PowerPoints for ch 14</p> <p>Quiz ch 14</p>	<p>Go to Ms. Adimoolah's module: - view clip 5, answer ? #5</p> <p>Go to Students to Students module: - view clip 7, answer ? #7</p>	<p>Due by midnight 2/1:</p> <p>Submit the quiz for ch 14</p> <p>Submit DVD-ROM answers to assigned questions via the Digital Drop Box</p> <p>Research Paper</p>
Feb 2 - Feb 8	<p>Read chapters 15 & 16</p> <p>Study PowerPoints for ch's 15 & 16</p> <p>Quiz ch's 15 & 16</p>	<p>Go to Students to Students module: - view clips 2 & 9, answer #'s #2 & #9</p>	<p>Due by midnight 2/8:</p> <p>Submit the quiz for ch's 15 & 16</p> <p>Submit DVD-ROM answers to assigned questions via the Digital Drop Box</p>
Feb 9 -14	<p><i><u>Please note that this is due on SATURDAY Feb 14</u></i></p>		<p>Final Exam due by midnight SATURDAY 2/14/08</p>