

ASU College of Education—Teacher Education Department
SPED 2361—A Survey of Exceptionalities
Course Syllabus—Fall 2009

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Office Hours: TR 10:00—11:00 and 1:00—2:00

SPED 2361.010—A Survey of Exceptionalities
TR 11:00—12:15, Carr 113

COURSE DESCRIPTION:

“A study of students with disabilities and the impact on school performance. Legal definitions and requirements under state and federal regulations and the impact on school programs will be presented.”

REQUIRED TEXT:

HEWARD, WILLIAM L. *Exceptional Children: An Introduction to Special Education* (9th edition). Upper saddle River, NJ: Pearson, 2009.

COURSE GOAL:

The primary goal of this course is to introduce the preservice student to the field of special education.

COURSE OBJECTIVES:

The primary objectives of this course are to provide the preservice student with:

1. Factual knowledge and understanding (terminology, classifications, methods, trends etc) regarding characteristics and needs of individuals with disabilities.
2. Fundamental principles and generalizations of the federal and state laws, rules and regulations in place to guide services to students with disabilities (www.tea.state.tx.us/special.ed/).
3. Knowledge and awareness of the special education standards (www.sbec.state.tx.us/) and competencies (www.TExES.ets.org/) for the Examination of Teacher Education Standards (TExES). See also the Council for Exceptional Children (CEC) web site at www.cec.sped.org.

METHODS OF INSTRUCTION:

The basic teaching approach will consist of lectures, class discussion of assigned material, presentation of auditory and visual materials using a variety of technologies and participation in a field experience with students with disabilities.

COURSE REQUIREMENTS:

1. Regular and prompt attendance is expected. One point will be deducted from the final course average for each absence in excess of three (3).
2. Completion of reading and related assignments will be expected.
3. Courteous and attentive classroom behavior will be expected.
4. Access BLACKBOARD for syllabus, assignments, resources, etc. and download for your use (<http://blackboard.angelo.edu>)
5. A field experience working one hour per week (10 clock hours total) with school age students will be required. The source of these experiences will be public school inclusion classrooms and possibly some ASU Student Council for Exceptional Children functions. The experience must involve some direct contact with individuals who have identified disabilities. Please note that staff from the field placement office will attend one of the first two classes to facilitate securing a field learning site.

ASSIGNMENTS:

Assignments, due dates, testing dates and Final exam schedules will be announced in a timely fashion. See the tentative class schedule for the general progression.

COURSE EVALUATION AND GRADING POLICY:

1. Four objective and/or short answer unit exams will be given. The exam average will generate two thirds (2/3) of the final course average.
2. The average of the assigned pre-tests from the electronic companion web site will be counted as a fifth (5th) exam.
3. A reflection paper will be required for your field learning experience. This grade will be included as a sixth (6th) exam grade.
4. A comprehensive final exam will generate one third (1/3) of the course average.
5. One point will be deducted from the final course average for each absence in excess of three.

ATTENDANCE POLICY

Regular and prompt attendance is expected. One point will be deducted from the final course average for each absence in excess of three (3).

PERSONS SEEKING ACCOMMODATIONS;

“Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

ACADEMIC HONESTY: “Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

COLLEGE OF EDUCATION CELL PHONE/ELECTRONIC PAGING DEVICE
POLICY: “Cell phones, pagers, and other electronic devices are to be turned off during class time”.

COURSE CONTENT AND TENTATIVE SCHEDULE:

DATE	TOPIC
T 8-25-09	Introduction to course and syllabus; MyEducationLab Class ID; Assign Ch. 1 and 2 reading and MyEducationLab pretest for Ch. 1.
R 8-27-09	Discuss Ch. 1
T 9-1-09	Continue Ch. 1; assign pretest for Ch. 2
R 9-3-09	Discuss Ch. 2
T 9-8-09	Continue Ch. 2; assign Guide to the ARD Process (Texas Plan)
R 9-10-09	Discuss Guide to the ARD Process
T 9-15-09	Finish Guide to the ARD Process
R 9-17-09	EXAM ONE (Ch. 1, 2 and Guide to the ARD Process) Assign Ch. 4 reading and pretest
T 9-22-09	Discuss Ch. 4: Intellectual Disabilities
R 9-24-09	Continue Ch. 4: assign Ch. 5 reading and pretest
T 9-29-09	Discuss Ch. 5: Learning Disabilities
R 10-1-09	Continue Ch. 5
T 10-6-09	Finish Ch. 5 and review
R 10-8-09	EXAM TWO (Ch. 4 and 5); assign Ch. 6 reading and pretest
T 10-13-09	Discuss Ch. 6: E/BD
R 10-15-09	Continue Ch. 6: assign Ch. 7 reading and pretest
T 10-20-09	Discuss Ch. 7: Autism Spectrum Disorders
R 10-22-09	Finish Ch. 7 and review
T 10-27-09	EXAM THREE (Ch. 6 and 7); assign Ch. 8 reading and pretest
R 10-29-09	Discuss Ch. 8: Communication Disorders
T 11-3-09	Finish Ch. 8; assign Ch. 11: Phys, Health and ADHD read/pretest
R 11-5-09	Discuss Ch. 11
T 11-10-09	Finish Ch. 11 and review
R 11-12-09	EXAM FOUR (Ch. 8 and 11; assign Ch. 9 read/pretest
T 11-17-09	Discuss Ch. 9: Deafness and Hearing Loss; assign Ch. 10: Read/pretest
R 11-19-09	Finish Ch. 9; Start Ch. 10: Blindness and Low Vision
T 11-24-09	Finish Ch. 10
R 11-26 to 11-29	THANKSGIVING HOLIDAYS
T 12-1-09	Make up Exams; Reflection papers due
R 12-3-09	Review for Final Exam and course evaluation
T 12-8-09	COMPREHENSIVE FINAL EXAM

