



## **SPED 2361: Survey of Exceptionalities (Online)**

Angelo State University  
Department of Teacher Education  
Fall 2019

**Professor/Instructor: Dr. Kimberly L. Dickerson**

**Office:** Carr-EFA #145/#152

**Office Hours:** M: 10-12; T: 1-3; W: 2-4; R: 10-12; F: 11-1

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### **Day, Time & Location of Course**

Online – **HOWEVER**, there are field experience hours for this course.

### **Course Required Text:**

Friend, M. P. (2018). *Special education: contemporary perspectives for school professionals (5th ed.)*. New York, NY: Pearson.

### **Course Description:**

This course is designed as 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. In addition, there are ten (10) field experience hours required for this course that must be completed. **Please note: Failure to complete all ten (10) hours will result in failure of the course, regardless of grades on other coursework.**

### **Course Purpose:**

The purpose of this course is to introduce the pre-service teacher candidate to the field of special education.

### **Course Goals:**

The goals of this course are to have the students:

1. Gain factual knowledge about special education.
2. Learn fundamental principles about special education.
3. Learn to apply the special education course materials.

### **Course Objectives:**

As a result of this course, the pre-service teacher candidates will be able to:

1. Identify the common characteristics of students with disabilities. This is to include terminology, classifications and trends.
2. Identify the needs of students with exceptionalities. This is to include accommodations and modifications, strategies and interventions.
3. Locate and generalize the federal and state laws, rules and regulations as they apply to special education services in the public school systems for students with disabilities

4. Indicate knowledge and awareness of the special education standards and competencies ([tea.texas.gov](http://tea.texas.gov)) for the Texas Examination of Teacher Education Standards (TExES).
5. Indicate awareness of the special education standards set forth by the Council for Exceptional Children (CEC) ([www.cec.sped.org](http://www.cec.sped.org)).

### **Course Competencies and Standards:**

The specific Texas and Council for Exceptional Children special education standards and competencies covered by this course can be found on the Blackboard website for this course.

### **Course Required Materials**

**All students registered for this course must have access to a working computer with internet access and a working printer.** If you cannot meet this requirement you need to drop this course. You will need a webcam for use in this course. You will need to download and install (for free) Respondus Lockdown Browser. This is available on Ramport and instructions will be emailed to you at the beginning of the course. Do this early in the semester so that you are not trying to download the browser just before your exam. **All computer-generated and submitted assignments must be done in Microsoft Word *not* Works, Pages, Google Docs, or any other program.** All assignments are to be submitted as “.doc,” or “.docx,”. Failure to do so will result in a zero for that assignment. You also must have a current working ASU RamMail email account and you must check it daily! You will also need to have a source of transportation to travel to one of the local San Angelo Independent School District campuses to which you will be assigned. If you cannot make transportation arrangements to go to your assigned campus weekly, you need to drop this course.

### **Course Required Skills:**

Students are also expected to have basic computer knowledge and skills such as (but not limited to) the ability to:

- use email and Blackboard with attachments
- save files in commonly used word processing program formats
- copy and paste work on two browser windows simultaneously
- use presentation and graphics programs

### **Course Assignments:**

**The major assignment for this course is a Field Observation Reflection Paper.** You will be required to fill out observation questionnaires over a ten-week period of time, and then write a major reflection paper with respect to those observations at the end of the semester. There will also be a mid-term, a final, and several quizzes, written assignments, and discussion board assignments during the semester. All work will be submitted in Blackboard by the deadline dates, **no exceptions**. No work will be accepted by email. Please note that there may be some additions or deletions dependent upon weather and semester conditions.

### **Course Administration:**

#### ***Professor Policy on Attendance and Grading***

During this course, you will be responsible for much of your own learning and for scheduling the necessary time to complete the requirements of the course. It is recommended that you follow the timeline for completing assignments. **No late work will be accepted.** You may turn in any assignment early, but **ALL** coursework must be completed and turned in by **the due dates at 11:59 PM. There will be no extensions given.** The due dates are listed on the Blackboard site for this course.

**Course Communication:** It is my goal for you to be successful in this class. Please communicate with me if you have personal questions or concerns via email or telephone. Periodically throughout the semester, I may also solicit your feedback at the end of each module. If you need to contact me, you should email and we can schedule a time to discuss the situation. In most cases, I will answer or respond to your email and voice mail questions within 48 hours but weekends or official ASU holidays may be the exception.

**Course Evaluation/Grading:**

Grades will be based on a total point system for points earned for the activities described above. Every attempt will be made to have the assignments graded in 7 business days after an assignment is due. If assignments are changed during the semester, the point total will be adjusted to reflect the change. The activities carry the following point values:

- Tests/Major Projects: 30%
- Field Experience: 30%
- Application Papers/Discussion Boards: 20%
- Quizzes: 20%

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 0% – 59%

Please note that completed study guides will be taken for grades. The importance of completing the study guides cannot be stressed enough! Not only will the guides be helpful for you to successfully complete your Mid-term and Final exams, they also contain very important information you will need to know as a foundation for future Special Education courses AND information you need to know for the TExES (Teacher certification) exams.

**Course Schedule (tentative)**

This course is broken into learning modules (weeks). You will find the weeks and dates they will cover below. *Please note that the dates and topics could change.*

Week	Module open dates	Module close/due dates	Topics	Observation Schedule
1	08/26/19	<b>09/01/19</b>	Understanding Special Education	
2	09/02/19	<b>09/08/19</b>	The Personnel and Procedures of Special Education Personnel	
3	09/09/19	<b>09/15/19</b>	Multicultural Perspectives	
4	09/16/19	<b>09/22/19</b>	Collaboration in Special Education	
5	09/23/19	<b>09/29/19</b>	Students with Specific Learning Disabilities	Do observation #1 this week
6	09/30/19	<b>10/06/19</b>	Students with Attention Deficit-Hyperactivity Disorder	Do observation #2 this week

7	10/07/19	<b>10/13/19</b>	Students with Emotional and Behavioral Disorders	Do observation #3 this week
8	10/14/19	<b>10/14/19</b>	Students with Intellectual and Behavior Disabilities	Do observation #4 this week
	10/21/19	<b>10/21/19</b>	MIDTERM EXAM	
9	10/21/19	<b>10/27/19</b>	Students with Speech and Language Disorders	Do observation #5 this week
10	10/28/19	<b>11/03/19</b>	Students with Autism Spectrum Disorder	Do observation #6 this week
11	11/04/19	<b>11/10/19</b>	Students with Deafness and Hearing Loss	Do observation #7 this week
12	11/11/19	<b>11/17/19</b>	Students with Visual Impairments	Do observation #8 this week
13	11/18/19	<b>11/24/19</b>	Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments	Do observation #9 this week
14	11/25/19	<b>12/01/19</b>	Students with Severe and Multiple Disabilities	<b>SAISD Closed--</b> No observations this week
15	12/02/19	<b>12/08/19</b>	Students Who Are Gifted and Talented	Last observation #10 this week
16	12/10/19	12/10/19	<b>FINAL EXAM</b>	

## OUTCOMES

### Angelo State University Undergraduate Learning Goals

<https://www.angelo.edu/content/files/24669-learning-goals-as-of-2-27-09>

### CAEP Standards web link:

<http://www.caepnet.org/standards/introduction>

<http://www.caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>

### TEXES Standards/Competencies—scroll down to Special Education (EC-Grade 12) under All-level Certificate Standards:

[https://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

### TEXES EC-12 PPR testing link—scroll down to Special Education (EC-Grade 12) under All-level Certificate Standards:

[https://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

### ISTE Technology Standards for Teachers:

<https://www.iste.org/standards/for-educators>

**OUTCOMES (SACS/SLO; NCATE Standards; TExES)**

<b>Assessments</b>	<b>Field Experience</b>	<b>Online Activities</b>	<b>Tests</b>
<b>ASU Undergraduate Learning Goals</b>			
1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis	X	X	
2. Core Skills	X	X	X
3. Specialized Knowledge	X	X	X
4. Social Responsibility	X		
5. Cultural Identity	X	X	X

<b>TExES Competencies</b>			
Competency 1 understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.	X	X	X
Competency 2 understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.	X		
Competency 5 Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment.	X	X	X
Competency 7 Practices effective communication techniques and interpersonal skills for meeting specified goals in various contexts.	X	X	
Competency 9 Demonstrates knowledge of basic terms and concepts of current technology		X	
Competency 12 Interacts appropriately with other professionals in the school community	X		
Competency 13 Applies knowledge of ethical guidelines for educators in Texas including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators	X		X

<b>Applicable CAEP Standards Outcomes</b>			
Standard 1 Content and Pedagogical Knowledge	X	X	X
Standard 2 Clinical Partnerships and Practice	X	X	

All academic policies relating to students may be found at <http://www.angelo.edu/opmanual/#s10>.

### **ASU OP 10.15 Providing Accommodations for Students with Disabilities**

<https://www.angelo.edu/content/files/14216-op-1015-providing-accommodations-for-students-with>

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, 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**

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement”

[https://www.angelo.edu/forms/pdf/Honor\\_Code.pdf](https://www.angelo.edu/forms/pdf/Honor_Code.pdf) Candidates are to adhere to ASU policy.

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. Plagiarism or the use of Internet Web, etc., prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.

### **Other Items**

#### Web Sites

- Blackboard access at Angelo State University <http://blackboard.angelo.edu>
- Texas Education Agency <https://tea.texas.gov/Home/>
- American Psychological Association (if you would like to purchase an APA Manual) [www.apa.org](http://www.apa.org)
- Purdue University Online Writing Lab (OWL) [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)
- TExES preparation manuals with competencies for state testing [https://www.tx.nesinc.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_PrepManuals.html](https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_PrepManuals.html)

### **University Writing Center (Library, C305 )**

The staff will assist students with writing assignments at any stage of the writing process. The center is open 10:00 AM – 5:00 PM, Monday through Thursday, Wednesday evenings from 6:00 PM to 8:00 PM, 10:00 AM to noon on Friday, and 1:00 PM to 4:00 PM on Sundays. Appointments are not necessary. For further information call 325-942-2093 or email [writingcenter@angelo.edu](mailto:writingcenter@angelo.edu)



## Syllabus Statement Fall 2019

### **Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

<b>Online:</b>	<a href="http://www.angelo.edu/incident-form">www.angelo.edu/incident-form</a>
<b>Face to Face:</b>	Mayer Administration Building, Room 210
<b>Phone:</b>	325-942-2022
<b>E-Mail:</b>	michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).