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1. **WAYLAND BAPTIST UNIVERSITY**

**SCHOOL OF Education**

**Virtual Campus**

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

# **COURSE PREFIX, NAME & NUMBER:** EDSP 5304 – Survey of Exceptionalities

# **TERM AND YEAR:** Summer, 2020 – (May 25 – August 5, 2020)

# **FULL NAME OF INSTRUCTOR::**  Dr. Jo Beth DeSoto

# **OFFICE, PHONE, & WBU EMAIL:** VHEC 208 – Plainview Campus, 291-1051, desotoj@wbu.edu

### OFFICE HOURS & BUILDING LOCATION M – F 10 a.m. to 12:30 p.m, VHEC

1. **CLASS MEETING TIME & LOCATION**: Online via Blackboard

# **CATALOG COURSE DESCRIPTION:** This course provides an in-depth study of the13 exceptionalities recognized by federal law. Research into the stages, characteristics, and needs of children and youth with disabilities will be reviewed. Research of terminology and acronyms associated with special education, and study of transitional and family services, as they apply to students with special needs will be covered. Field experience: 8 hours.

1. PRE REQUISITES: NONE
2. **REQUIRED RESOURCE MATERIALS:**
3. Student Textbook:
4. Kirk, S. (2015). *Educating exceptional children.* 14th ed. Cengage Learning. ISBN: 9781285451343.

 B. Requirements for Technology:

 1) Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

 12. Optional Materials: NONE

 **13. Course Outcome Competencies**

**Student Learning Outcomes:**

*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.
4. The student will describe the individual characteristics of students with disabilities for each of the 13 exceptionalities, specifying the level of severity and eligibility requirements associated with each.
5. The student will study developmental characteristics of children and how these vary for children with disabilities, including cognitive, physical, cultural, social, environmental, psychological, and emotional needs.
6. The student will research the various teaching strategies and methodologies available for teachers to use in special education.
7. The student will read and analyze state and federal laws as they pertain to special education on specific issues such as transition.
8. The student will identify specific programs and services available to students with disabilities and their families.

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

**Standard I.** 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.

***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 the effect that one or more disabilities may have on an individual’s life;

4.11k effects of cultural and environmental influences (e.g., cultural and linguistic characteristics, socioeconomic level, abuse/neglect, substance abuse) on the child and family;

4.12k the 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.

***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.

**14. ATTENDANCE REQUIREMENTS:**

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.

1. 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.”

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

**15. Statement of Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**16. Disability Statement**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

**17. COURSE REQUIREMENTS & GRADING CRITERIA**

**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. In extreme circumstances, an exception may be made only if permission is obtained from instructor prior to the assignment due date, and there will be a decrease in point value. There will be no point value given after seven days. I do not give extra credit work if/when you score poorly on an assignment or test; always submit your best work.

**Chapter Quizzes 13 @ 20 ea 260**

**Discussion Questions 13 @ 20 ea 260**

**Observations 4 hrs @ 50 ea 200**

**Research Project on Transitional Services OR Ancillary Services 1 @ 200 200**

**Exams 2 @ 100 200**

**TOTAL POINTS 1120 1120**

**Grading Scale**

**1120 - 1008 = A**

**1007 - 896 = B**

**895 - 784 = C**

**783 - 672 = D**

**Less than 671 = F**

**UNIVERSITY GRADING SYSTEM:**

A CR FOR CREDIT

B NCR NO CREDIT

C I INCOMPLETE\*

D W FOR WITHDRAWAL

F 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. This course is a credit no credit course.

\*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.

STUDENT APPEALS: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**18, EDSP 5304 - Summer, 2020 - via Blackboard**

**Course Schedule**

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| --- | --- | --- | --- |
| **Date/Week** | **Classwork** | **Reading Assignment** | **Products Due This Week** |
| **Module 1** |  |  |  |
| May 25 – June 1 | *Children with Exceptionalities and Their Families* | Ch. 1  | * Answer Discussion Board Question 1
* Take Ch. 1 Quiz
 |
| **Module 2** |  |  |  |
| June 1 – 8 | *Children with Exceptionalities and Social institutions: Government, Schools, and the Courts* | Ch. 2 | * Answer Discussion Board Questions
* Take Ch. 2 Quiz
* Choose Which Research Project You Plan to Complete and Begin working on it.
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| **Module 3** |  |  |  |
| June 8 – 15 | *Early Intervention Supports and Services* | Ch. 3 | * Answer Discussion Board Questions 3
* Take Ch. 3 Quiz
 |
| **Module 4** |  |  |  |
| June 15 – 22 | *Children with Intellectual and Developmental Disabilities (IDD)* | Ch. 4 | * Answer Discussion Board Questions
* Take Ch. 4 Quiz
 |
| **Module 5** |  |  |  |
| June 22 – 29 | *Children with Autism Spectrum Disorders* | Ch. 5 | * Answer Discussion Board Question 5
* Take Ch. 5 Quiz
 |
| **Module 6** |  |  |  |
| June 29 – July 6 | *Children with Learning Disabilities**Take the Mid-Term Exam* | Ch. 6 | * Answer Discussion Board Questions 6
* Take Ch. 6 Quiz
* Take Mid-Term Exam
 |
| **Module 7** |  |  |  |
| July 6 – 13 | *Children with ADHD*  | Ch. 7 | * Answer Discussion Board Questions 7
* Take Ch. 7 Quiz
* **TURN IN your Research Project☺**
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| **Module 8** |  |  |  |
| July 13 – 20 | *Children with EBD* | Ch. 8 | * Answer Discussion Board Questions 8
* Take Ch. 8Quiz
 |
| **Module 9** |  |  |  |
| July 20 - 27 | *Children with Communication, Language and Speech Disorders**Children who Have Special Gifts and Talents* | Ch. 9 & 10 | * Answer Discussion Board Questions 9 & 10
* Take Ch. 9 & 10 Quiz
 |
| **Module 10** |  |  |  |
| July 27 – Aug 3 | *Children Who are Deaf and Hard of Hearing**Children with Visual Impairment* | Ch. 11 & 12 | * Answer Discussion Board Questions 11 & 12
* Take Ch. 11 & 12 Quiz
 |
| **Module 11** |  |  |  |
| Aug 3 - 5 | Children with Physical Disabilities, Health Impairments, & Multiple DisabilitiesFINAL EXAM – Complete the final exam on or before Aug. 5, 2020! | Ch. 13 | * Take Final Exam on or before Nov. 3, 2016!
* Submit Field Experience Journal
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EDSP 5304

Directions for Research Project

200 points

* Choose your topic – either Transitional Services OR Ancillary Services for students in special education.
* Once you’ve chosen your topic, begin collecting research articles. You must have a minimum of 5 sources from peer-reviewed, Educational journals that have been published in the last 5 years (2008 or later).
* You are to write a 5 – 8 page research paper over your chosen topic. You are to follow APA 6th edition format.
* Along with your research paper, you are to create a PowerPoint slide show that gives an overview of your study. It is to have at least 10 slides, with pictures and clip art that will enhance it. \*Imagine that you are the Director of Special Education and you are presenting a conference for special education teachers, to train them about your chosen topic. Include the information in this slide show that you feel will be necessary for training them to implement these strategies within their own classrooms and schools.
* If you have problems with basic writing components, such as spelling, grammar, and punctuation, YOU ARE TO CONTACT THE Wayland Baptist University Writing Center for assistance. I will NOT edit your paper for these types of errors because this is a graduate course and you are expected to write on a graduate level. The Writing Center offers FREE SERVICES for all Wayland students and you are to contact them if you have problems with the basic components of writing. They can be contacted as follows: Go to [www.wbu.edu](http://www.wbu.edu); click on “Academics” then click on “Writing Center” and follow the directions for obtaining assistance.

Grading Rubric for Research Project

200 Points

* Correct number of sources from peer-reviewed educational journals published within the last 5 years 50 points possible
* Covered chosen topic accurately and in detail, correct length of paper (5 – 8 pages) 100 points possible
* Followed APA 6th edition format 50 points

\*IF you submit a paper with grammatical, spelling, or punctuation errors, it will be returned to you and will NOT be graded.

\*\*You are allowed to submit portions of your paper throughout the term for my edits. I will be more than glad to edit your paper and return it to you for corrections, **BUT the last day to ask for edits is April 1, 2013!!!!**

Field Experience Requirement

EDSP 5304

* The purpose of the Field Experience component in this course is to expose you to what it’s like to be in a special education classroom.
* You are to spend a total of 4 hours throughout the term observing in a special education classroom.
* Some of the things you need to watch for during this observation time include:
	+ Types of disabilities represented in the classroom where you are observing?
	+ Types of services offered to the students with disabilities – is there an inclusion teacher present? Did the classroom teacher make any modifications or changes to the presentation of material for these students?
	+ Behavior of students in the classroom – did the behavior of the students in special education differ from the rest of the class?
	+ Instructional strategies used by the teacher? Did the teacher address any of the multiple intelligences throughout the lesson? Was the lesson visual, auditory, and kinesthetic?
* How many students were in the class?
* How was the room arranged?
* Were there any students with behavioral issues – especially students NOT in special education?

Keep a log of the hours, dates, and times you are in the classroom. Write a journal of your experience – in narrative format. Submit under the “Lessons” link on or before November 2, 2015.