



**Department of Education
Online Graduate Course**

Course Number: EDUC 760

Course Title: Introduction to Exceptional Learners

Semester and Year: Spring 2017

Course Professor: Dr. Cindi Nixon

Email: cnixon@fmarion.edu

Office/Phone: CEMC 220, 661-1551

Course Description:

The nature, needs and problems of exceptional children and how these relate to educational provisions are studied. The status of individuals with disabilities in society will be emphasized. Federal and state laws ensuring the rights of individuals with disabilities will be stressed.

Learning Outcomes: At the completion of this course, the learner will be able to:

This course shall result in learner outcomes related to the program's conceptual framework and the Council for Exceptional Children's (CEC) Common Core standards for knowledge and skills. The CEC standards are referenced on the CEC website.

The student shall demonstrate knowledge and understanding of:

- Models, theories, and philosophies that form the basis for special education practice. (CEC 1)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (CEC 1)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CEC 1)
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CEC 1)
- Educational implications of characteristics of various exceptionalities. (CEC 2)
- Family systems and the role of families in supporting development. (CEC 1)
- Similarities and differences of individuals with and without exceptional learning needs. (CEC 1).
- Similarities and differences among individuals with exceptional learning needs. (CEC 1)
- Effects an exceptional condition (or multiple conditions) can have on an individual's life. (CEC 2)
- Demands of the learning environment. (CEC 2)
- Basic classroom management theories and strategies for individuals with exceptional learning needs. (CEC 3)
- Effective management of teaching and learning. (CEC 5)
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CEC 6)
- Effects of cultural and linguistic differences on growth and development. (CEC 2)
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of language. (CEC 2)

- Development and implementation of comprehensive, longitudinal individualized programs in collaboration with team members. (CEC 7)
- The involvement of the individual and family with the multidisciplinary team in setting instructional goals and monitoring progress. (CEC 7)
- Incorporating and implementing instructional and assistive technology into the educational program. (CEC 5)
- Conducting professional activities in compliance with applicable laws and policies. (CEC 7)
- Demonstrating commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. (CEC 7)
- Accessing information on exceptionalities. (CEC 7)
- Concerns of families with exceptional learning needs and strategies to help address these concerns. (CEC 7)
- The influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children. (CEC 2)

This course shall also result in knowledge and understanding of:

- Federal and state laws relating to the education of children and youth with disabilities;
- Legal requirements regarding student assessment;
- The basic intent of I.D.E.A. related to: due process procedures, least restrictive environment (inclusive strategies or mainstreaming), free appropriate education, IEPs, and nondiscriminatory evaluations;
- Major curricular approaches (e.g., remedial v. tutorial, affective v. behavioral, functional v. developmental);
- Career and vocational education, life-long learning, and current research; and
- Attitudinal barriers.

This course has been designed to provide knowledge of the profession of special education and individuals with disabilities in society, facilitate growth regarding positive attitudes toward individuals with disabilities (through field experiences) and provide knowledge of careers in special education and related fields.

Conceptual Framework

The School of Education prepares competent and caring teachers.

Competent teachers possess:

- Knowledge of content in their area of teaching
- Professional knowledge and skills
 - Ability to plan instruction
 - Ability to apply skills and knowledge in a clinical setting
 - Ability to cause learning in P-12 students
 - Ability to assess learning and learners
 - Ability to work with children of poverty
 - Ability to use technology

Caring teachers possess:

- Professional Dispositions
 - Instructional/assessment flexibility and accommodations to individual differences reflect the belief that regardless of their backgrounds all students can learn.
 - Demeanor toward students consistently reflects a sense of fairness.
 - Exhibits a consistently high level of professionalism on campus, in the community, and in schools.
 - Works cooperatively with peers, university faculty, parents, and school faculty and staff.

Teaching Strategies: This is a Blackboard Learning System enhanced class and will consist of lecture, group presentations, audio-visual aids, class discussions, class presentations, on-line activities, seminars, written assignments, handouts, computer-assisted instructions, and case studies.

Required Textbook:

Exceptional Learners: An Introduction to Special Education, 13th edition
 Daniel P. Hallahan, James Kauffman & Paige C. Pullen, University of Virginia

METHODS OF EVALUATION:

Assignment	Points
IEP Project	60 points
Online Chapter Quizzes (5 pts per quiz)	70 points
Interview	20 points
Presentation	30 points
Chapter Activities (5 pts per chapter)	70 points
Midterm	100 points
Final	100 points
Total points:	450 points

Classroom Grading Scale:

Alphabetic	Score	Points
A	93-100%	419-450 points
B+	89-92%	401-418 points
B	85-88%	383-400 points
C+	82-84%	369-382 points
C	75-81%	338-368 points
F	Below 75%	337 points or less

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course.

Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION

Affirmation Form

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. ***Please fill out, sign, and return this form to the course professor by drop/add or you will be dropped from this course.*** The affirmation form must be signed in ink (not computer print!).

Grading

I do not grade late assignments. If an assignment is late, it will not be graded.

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks>, Appendix 1

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue. Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

LiveText

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

Instructions are available at the following site (<http://www.fmarion.edu/academics/article87284.htm>). LiveText assistance is accessible via the School of Education page of the FMU web site under the link "Using LiveText" or by telephoning LiveText toll free at 1-866-548-3839, extension 708 and asking for technical support. Technical support questions may also be emailed to support@livetext.com. Use of LiveText will begin in the first few weeks of class, so students who do not currently have LiveText accounts are encouraged to purchase and register their accounts as soon as possible.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Please initial by each point, then sign and date the bottom. You must return this form to me by 5 p.m. by January 17, or you WILL be DROPPED from EDUC 760. You may scan it back to me, take a photo with your phone and email it to me, drop it off in the School of Education mailbox, send it by snail mail, etc. Just make sure I have received your form by the date listed above.

Name: _____

Semester: **Spring 2017** Course: **EDUC 760**

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (LiveText, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature _____ Date: _____

Student Printed Name: _____

Tentative Schedule

As this course is on-line, the due dates must be followed. You are certainly allowed to work at your own pace, but **DO NOT** get behind the due dates!!

Date	Chapter	Assignments Due
January 10	Course Overview/ Syllabus/ Chapter 1	Quiz & Chapter Question due on Blackboard by January 15 at 5:00 p.m.
January 17	Chapters 2	Quiz & Chapter Question due on Blackboard by January 22 at 5:00 p.m.
January 24	Chapters 3	Quiz & Chapter Question due on Blackboard by January 29 at 5:00 p.m.
January 31	Chapters 4	Quiz & Chapter Question due on Blackboard by February 5 at 5:00 p.m. Interview due on Blackboard (BB)
February 7	Chapter 5	Quiz & Chapter Question due on Blackboard by February 12 at 5:00 p.m.
February 14	Chapter 6	Quiz & Chapter Question due on Blackboard by February 19 at 5:00 p.m.
February 21	Chapter 7	Quiz & Chapter Question due on Blackboard by February 26 at 5:00 p.m.
February 28	Midterm	Due on Blackboard by March 4 at 11:00 p.m.
March 7	Chapters 8	Quiz & Chapter Question due on Blackboard by March 12 at 5:00 p.m.
March 14	FMU Spring Break	No Assignments are Due
March 21	Chapter 9	Quiz & Chapter Question due on Blackboard by March 26 at 5:00 p.m.
March 28	Chapters 10	Quiz & Chapter Question due on Blackboard by April 2 at 5:00 p.m.
April 4	Chapter 11&12	Quiz & Chapter Question due on Blackboard by April 9 at 5:00 p.m. Presentations Due on BB
April 11	Chapter 13 &14	Quiz & Chapter Question due on Blackboard by April 16 at 5:00 p.m.
April 18	Final Exam Due	IEP activity Due to Enrich University and LiveText by 5:00 p.m. on April 18. Final Exam due on Blackboard by April 22 at 5:00 p.m.

COURSE ASSIGNMENTS

Topic Presentation (30 points)

You will be assigned a current topic in special education on which to present via Blackboard to the class. This assignment can be completed with a partner. I will post a list of possible topics for you to choose from. Please email me your choice – first come, first choice! You will research your topic and create a handout (that you will post on-line) of useful sites and information related to it. You will investigate online resources for parents, students, and teachers. You will investigate programs that are typically used with the population that you are given (i.e., Direct Instruction for students with documented learning disabilities in reading, Lovaas).

Your presentation must be based on information in the text and supplemented with information, handouts, and/or materials from at least three additional sources. Sources must be reputable and not pulled from unreliable media. If you have a question regarding your source, please contact me! Your multimedia presentation must contain additional visuals (pictures, clipart, videos, posters, etc.) - not just text. PowerPoint slides for each chapter that I will cover will be available via the Blackboard website. You may choose an alternate multimedia authoring tool for creating the presentation. A rubric will be provided indicating how the presentations will be evaluated. Developing the multimedia presentation does not require you to own a computer or an authoring program. The Teaching Materials Center and local libraries have computer systems designed as multimedia development stations.

You may sign-up with a partner under the Group tab on Blackboard. It is your choice to work independently or with a partner.

Interview Assignment (20 points)

You will interview one person involved in programs for exceptional children. The individual you interview **MUST** work in a public school setting in South Carolina. Some suggestions are:

- (1) Director/Coordinator of Special Programs/Exceptional Programs
- (2) School Psychologist
- (3) Hearing Officer for special education
- (4) Coordinator of Psychological Services
- (5) Social Worker (providing services at a school)
- (6) Special Education Department Head
- (7) An attorney who handles special education cases
- (8) Special education teacher
- (9) Speech or occupational therapist

Some generic topics for the interviews:

- (1) Job description
- (2) Qualifications for the job
- (3) To whom, are you responsible?
- (4) How do you spend the largest portion of your time?
- (5) Describe some of the unusual (challenging) students/cases that you've had.
- (6) What do you think is going to happen to improve conditions for children with disabilities? Why do you think that? (optimism vs. pessimism)
- (7) For hearing officers: On what basis do you make your decisions?

Please write the interview and add your reflection (a paragraph about what you learned from this activity). The interview should be at least 4 full pages. The paper should be typed in Microsoft Word and submitted on Blackboard. Your grade will be determined by the scoring rubric on Blackboard

IEP Activity

You will use a student's psychoeducational report to write an IEP based on the information provided in the report. Additional information will be provided on Blackboard as you will access Enrich University through the state department website that is set up for practice. This assignment is worth 60 points. Information is posted in the IEP Module under the assignment tab.

Chapter Questions (70 points)

Each chapter will have a question/activity posted on Blackboard in the Assignment tab. You will respond to the question each week as it corresponds to the chapter information. Responses are expected to be comprehensive and thoughtful. At least 2 paragraphs should be written to convey your reflection on the activity/question. A paragraph is considered more than 4-5 sentences! Each activity is worth 5 points.

Quizzes

You will take an online quiz to accompany each chapter in this course. You must score at least 13/15 on each quiz to receive the 5 pts. You will want to do well for your midterm and final practice. This quiz is taken online and you will need to print a copy to upload on Blackboard. The chapter quizzes are located in the end of each chapter. Each quiz contains fifteen questions that are multiple choice. If you read the chapter, the quiz should only take about 15-20 minutes. Additionally these quizzes will help you in studying for the PRAXIS tests later in your program. I recommend you keep a copy of the quizzes!

Midterm/Final

There will be a midterm and final exam posted on Blackboard. Each exam is worth 100 points and will be a combination of multiple choice/short answer. The midterm will cover Chapters 1-7 and the final will cover chapters 8-14. This course will not require you to read Chapter 15.