PVAMU Course Syllabi Template

Methods for Teaching Exceptional Children

Course Title

Department of Curriculum and Instruction
College of Education

Instructor Name: Dr. Richard Bowers
Office Location: Delco 312
Office Phone: (936) 261-3416

Fax: (281) 876-014
Email Address: jrbowers@pvamu.edu
Snail Mail (U.S. Postal Service) Address: Prairie View A&M University
P.O. Box
Mail Stop
Prairie View, TX 77446

Office Hours: 9:00 – 12:00 and 1:00 – 4:00 M/W
Virtual Office Hours:

Course Location: Delco 329
Class Meeting Days & Times: Monday 5:30 – 8:20
Course Abbreviation and Number: SPED 4113

Catalog Description: Credit 3 hours. Study of instructional problems teaching retarded, behavioral, and/or learning disabled children and youth; organization of special classes; and curriculum adaptations. Includes 15 clock hours of field-based experiences with exceptional learners. Prerequisite: Permission of SPED Coordinator

Prerequisites:
Co-requisites:

“Has Progress Been Made in Raising Achievement for Students with Disabilities” Center on Educational Policy. November 2009 Download T.B.A.

Recommended Text:

Access to Learning Resources: PVAMU Library:
phone: (936) 261-1500;
web: http://www.tamu.edu/pvamu/library/
University Bookstore:
phone: (936) 261-1990;
web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:
The goal of this course is to...

Course Objectives/Accrediting Body (INTASC/NBPTS/NCATE/CEC) Standards Met:
1. Initial Content Standard #2 Development and Characteristics of Learners. Special educators know and demonstrate respect for their students first as unique human beings.
2. Initial Content Standard #4 Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagements of individuals with exceptional learning needs.
3. Initial Content Standard #10. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
Course Evaluation Methods

This course will utilize the following instruments to determine student grades:
- **Exams** – written tests designed to measure knowledge of presented course material
- **Exercises** – written assignments designed to supplement and reinforce course material
- **Projects** – web development assignments designed to measure ability to apply presented course material
- **Class Participation** – daily attendance and participation in class discussions

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td></td>
<td></td>
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<tr>
<td>Reflective Writings</td>
<td>5</td>
<td></td>
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<tr>
<td>Vocabulary</td>
<td>5</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>10</td>
<td></td>
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<tr>
<td>Papers</td>
<td></td>
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<tr>
<td>Research on one specific disability</td>
<td></td>
<td>20</td>
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<tr>
<td>Exercises</td>
<td></td>
<td></td>
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<tr>
<td>Observations (15 hours)</td>
<td>10</td>
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<tr>
<td>Projects</td>
<td></td>
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<tr>
<td>Teaching project (transition)</td>
<td>20</td>
<td></td>
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<tr>
<td>Mid Term Exam</td>
<td>15</td>
<td></td>
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<tr>
<td>Class Participation/ Discussion</td>
<td></td>
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<tr>
<td>I.E. P Construction</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

100 – 90 A
89 – 80 B
79 – 70 C
69 - 60 D
Awful

Course Procedures

**Submission of Assignments:**
All vocabulary will be sequentially numbers (1 – 12) Research paper requires APA 10-12 pages. All observations are to be described on the PROTOCOL OBSERVATION FORMS.

**Formatting Documents:**
Microsoft Word 2007 is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies

**Professional Organizations and Journals**
ASCD.org. Smartbrief (required)
Public Education Network (required)
Annie E. Casey Foundation.org: “KIDS COUNT” Required
Edutopia (required)

**References**
Council for Exceptional Children. (C.E.C).
University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.
CLASS MEETINGS

JANUARY 20, 2010
Discussion of requirements
Attendance (critical)
Reflective Writing (In-class plus ASCD Smartbrief)
Vocabulary Requirements – Number each one (1-12)
Review of Syllabus
I.E.P Construction
Building the Transition
Special Assignments
  Lesson Plan (due to be presented April 21)
  Group A – Learning Disorders
  Group B – MiMr
  Group C – Autism
  Group D - Other handicapping conditions
  Focus on a specific disability – Individual research paper – due April 14
Midterm – Situation Essay Format
Observation Protocols
Final Exam

January 27
  Special Education Classifications
  Mild Mental Retardation  Learning Disorder
  Moderate Mental Retardation  Specific Learning Disorder
  Profound Mental Retardation  Autism
  Visual Impaired  Physically Handicapped
  Behavior Disorders  Gifted
  Hearing Impaired

February 3
  “Fried Chicken and Diversity”

February 10
  ASSISTIVE TECHNOLOGY
  COMPUTERIZED TEACHING
  CLASSROOM ASSESSMENTS

February 17
  THE I.E.P.
  Role of the paraprofessional in your class

February 24
  THE I.E.P.
  Providing accommodations and modification to general education teachers

March 3
  THE TEACHER WORK PLAN
  Measurable Objectives
  Building the Effective Lesson

March 10 (MID TERM)

March 17
  COMMUNITY RESOURCES

March 24
  SCHOOL RELATIONSHIPS
  HEALTH ISSUES AND THE CHILD
  PARENTAL/GUARDIAN RELATIONSHIPS
    The intro letter home
    Emergencies

March 31
  SPED LAW AND YOU

April 7
  TRANSITION
April 14
RESEARCH IN SPECIAL EDUCATION – Class Presentations

April 21
(LESSON PLAN) GROUP) Presentations

April 28
REFLECTIONS ON OBSERVATIONS – paper required 3 to 4 pages

May 5
CLASSROOM ORGANIZATION
   Physical nature of classroom  Managing your precious time
   BIP (Behavior Improvement Plan)  Manifestations
   Psychologist and testing  Other therapists and your IEP
   Police and you  School-wide emergencies

May 12

All of the above sequences are subject to change