



## Sul Ross State University Department of Education

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Office Hours	M-F 8:00 to 5:00	Virtual Office Hours	As needed via GoTo Meeting

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### **ED 4306, Survey of Exceptional Children, Spring 2015**

#### **ED 4306 Meeting Information:**

Tuesday/Thursday, 11:00-12:15 CDT

#### **Required Text:**

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. (2016). *Exceptional lives: Special Education In Today's Schools* (8<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson.  
ISBN: 978-0-13-375407-0

#### **Course Description:**

A survey of exceptional children involving categorical identification, learning characteristics, instructional intervention, and adjustment needs.

#### **ED 4306 contributes to the following Program Learning Outcomes (PLOs):**

- The Interdisciplinary Studies – BS student will write a lesson plan that is developmentally appropriate for elementary (EC -6 grades) students
- The Interdisciplinary Studies – BS student will create a positive (EC-6 grades) elementary classroom learning environment.
- The Interdisciplinary Studies – BS student will teach developmentally appropriate lesson to (EC-6 grades) elementary students.
- The Interdisciplinary Studies – BS student will adhere to the legal and ethical requirements of (EC-6 grades) elementary teachers.

#### **ED 4306 will address the following Student Learning Outcomes (SLOs):**

- Discuss special education, including definitions, basic legal requirements, and the history and development of the field.

- Define each exceptionality and describe its characteristics.
- Identify the steps in the special education referral process.
- Detail placement and services for students with disabilities.

**Texas Administrative Code Rule §228.30 Educator Preparation Curriculum:**

The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (3) child development;
- (4) motivation;
- (5) learning theories;
- (8) state assessment of students;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction

**TEA Content Standards Addressed:**

**Standard I:** *Oral Language:* Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**TEA PPR Standards Addressed:**

**Standard I.\*** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

**Standard II.\*** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

**Standard III.\*** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

**Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

**Evaluation and Grading:**

Grades are based on the total points earned as a result of the class assignments. All assignments are required. **\*I do not accept late work.**

**Course Assignments and Grading:**

Chapter Quizzes	15@10	150 points
Midterm		100 points
Final Examination		100 points
Research Project		150 points

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**TOTAL** **500 points**

**Grades: A=500 to 450 points, B=449 to 400, C=399 to 350, D=349 to 300, F=below 299**

**Description of Assignments:**

1. Chapter Quiz

At the conclusion of each chapter there will be a short quiz to check for understanding of broad, key concepts pertaining to that particular chapter. These quizzes cannot be completed if absent.

2. Participation & Discussion

Students will be expected to contribute to group discussions and participate equally on all assigned presentations.

3. Mid-term Exam

Students will complete an exam based on material covered through class discussions, presentations, and assigned chapter readings.

4. Final Examination

Students will be expected to complete a final examination based on class discussions, presentations, chapter readings, and case studies.

5. Research Project

Details will be provided on Blackboard and in class.

5. Additional Assignments

You may be given additional assignments to enhance your learning experience with or without bonus points.

**Tentative Class Schedule:**

<b>Date</b>	<b>Covered In Class</b>
T 1-19-16	Introductions, Syllabus Review, Course Expectations, <b>Chapter One-Overview of Spec Ed</b>
Th 1-21-16	Chapter One, cont.
T 1-26-16	<b>Chapter Two-Progress Through Gen Ed Curriculum</b>
Th 1-28-16	Chapter Two, cont.
T 2-2-16	<b>Chapter Three-Multicultural, Bilingual, and Diverse Schools</b>
Th 2-4-16	<b>Chapter Four-Families and Partnerships with Professionals</b>
T 2-9-16	Chapter Four, cont.
Th 2-11-16	<b>Chapter Five-Learning Disabilities</b>
T 2-16-16	Chapter Five, cont.
Th 2-18-16	<b>Chapter Six-Communication Disorders</b>
T 2-23-16	Chapter Six, cont.
Th 2-25-16	<b>Chapter Seven-Emotional Disorders</b>
T 3-1-16	Chapter Seven, cont.
Th 3-3-16	Review for Midterm Exam
T 3-8-16	<i>*Midterm Exam*</i>
Th 3-10-16	<b>Chapter Nine-Intellectual Disabilities</b>
3-14 thru 3-20	<i>Spring Break-No Class</i>
T 3-22-16	Chapter Nine, cont.
Th 3-24-16	<b>Chapter Ten-Autism</b>
T 3-29-16	Chapter Ten, cont.
Th 3-31-16	<b>Chapter Eleven-Multiple Disabilities</b>
T 4-5-16	Chapter Eleven, cont.
Th 4-7-16	<b>Chapter Twelve-Physical Disabilities and Other Health Impairments</b>
T 4-12-16	<b>Chapter Nine-Attention-Deficit Hyperactivity Disorder</b>
Th 4-14-16	Chapter Twelve and Nine, cont.
T 4-19-16	<b>Chapter Thirteen-Traumatic Brain Injury</b>
Th 4-21-16	<b>Chapter Fourteen-Hearing Loss</b>
T 4-26-16	<b>Chapter Fifteen-Visual Impairments</b>
Th 5-3-16	Last Class Day
T 5-5-16	Dead Day
May 11-14	<i>Final Exams-Project Presentations</i>

**APA Style:**

All documents submitted in this class, except for journal entries, short daily work and lesson plans shall conform to APA 6<sup>th</sup> edition requirements. Plagiarism is taken very seriously and those committing plagiarism will be given an F on the required assignment. Please contact the instructor for more information on plagiarism.

**Attendance Policy:**

Students are expected to attend all classes and be on time. Classes will meet from 10:00-11:15 Monday and Wednesday. Class attendance is mandatory and will be included in the student's final grade. In the event of emergency or illness, students must contact the instructor via email or telephone. SRSU Class Attendance policy states, "The instructor may, at his/her discretion, drop a student from a course when the student has a total of nine absences."

**ADA Accommodations:**

The University is committed to equal access compliance with the American with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunities for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator  
Counseling and Accessibility Services  
Ferguson Hall Rm. 112  
432-837-8203

**Tobacco Policy:**

Tobacco use is not permitted in classrooms, buildings, or on campus.

**Electronic Equipment Policy:**

Use of cell phones and/or pagers or any other electronic communication device is prohibited during class time. *\*Please be respectful of the instructor and your peers and refrain from texting in class. You will be provided with frequent breaks and you may use your cell phone at that time.*

**Academic Integrity:**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared and focused.

Meaningful and pertinent participation is required.

Examples of academic dishonesty include, but are not limited to:

- Turning in work as original that was used in whole for another course and/or professor;
- Turning in another's work as one's own;
- Copying from professional works as Internet sites without citation.

\*Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

\*Any student sharing answers for an online quiz will be given a zero on the quiz and all subsequent quizzes thereafter.

**This course syllabus is intended to be a guide and may be amended at any time.**