EDU 572: Survey of the Exceptional Child and Multicultural Education
William Carey University
School of Education
Course Syllabus – Fall 2015

Instructor: Brenda B. Thomas, Ph.D., Associate Professor
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Office Hours: Tu/Th 9.00 a.m. to 2.00 p.m., or by other appointment
Fairchild Hall, Room 107

WCU Theme: “Going the Extra Mile” Matt. 5:41
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.

** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they choose to give you an “I”, you will then have one
term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

Companion Website
http://wps.prenhall.com/chet_turnbull_exceptional_5


Purpose of Course
To develop a working knowledge of current practices, research, and legal mandates in the field of special education and exceptional children. A specific focus will be placed on inclusive classrooms, managing individuals with disabilities in general education settings, and making adaptations and/or accommodations in order to keep individuals with disabilities in the general education setting. INTASC, ISTE, ACEI, NAEC, Mississippi Department of Education, and CEC Standards will be infused into course content where applicable.

Student Learning Outcomes:

Title of Course: EDU 572 Survey of Exceptional Children & Multicultural Education

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Identify characteristics of students with a variety of disabilities and plan for learning for these students (mental retardation, learning disabilities, speech/language impairments, physical disabilities, autism, behavior disorders, hearing, vision, multiple) (WCU 1; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 2, 8).</td>
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</table>
2. Discuss the legal mandates pertaining to exceptional children. (WCU 1, 4, 6; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 2, 8)

3. Review the rationale for the implementation of the Individualized Education Plan (IEP) (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 9)

4. Define programming strategies and assessment techniques for exceptional students and students from diverse backgrounds. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 7, 8)

5. Identify the importance of early intervention. (WCU 1, 4; Confident, Caring; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 8)

6. Describe the historical events dealing with the perception and treatment of exceptional individuals. (WCU 1, 4; Confident; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 2, 3)

7. Review current literature regarding various exceptionalities. (WCU 1, 4; Confident; CF 1, 3; EG 1, 2; InTASC 1, 2; CEC 1, 4, 5, 8)

8. Describe the importance of parental involvement, collaboration, and inclusion in the education of the exceptional child. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 3, 4, 5, 9)

9. Implement technology for reflective learning and best practices of literacy in the study of the exceptional child. (WCU 1, 4; Confident; CF 1, 3; EG 1; InTASC 1, 2; CEC 4, 5)

ASSESSMENTS:
Title of Course: EDU 572: Survey of Exceptional Child & Multi-cultural Education

<table>
<thead>
<tr>
<th>Performance Assessments</th>
<th>CEC</th>
<th>WCU CF</th>
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</thead>
<tbody>
<tr>
<td>1. Annotated Bibliography: Select a disability topic from one of the 13 federally recognized disability categories; compose an annotated</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>2. Chapter Assignments:</strong> Complete individual chapter assignments weekly; submit responses via dropbox in CANVAS; information includes instruction, disabilities, IDEA, accommodations, modifications, differentiated instruction, IEP, technology, behavior, transition, gifted, history, and response-to-intervention.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td><strong>3. Differentiated Instruction Lesson Plans:</strong> Compose a basic reading and math lesson plan on a grade level of choice, utilizing Common Core State Standards. Include objectives, materials, procedures, assessment, and differentiated instruction for students with disabilities.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>4. IEP:</strong> Compose an 8-11 page individualized education plan on a virtual student with a disability; including all eight components and objectives from the state frameworks as prescribed in the rubric; forms provided in CANVAS.</td>
<td>1, 2, 3</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td><strong>5. Discussion Items:</strong> Respond to the questions for each of the three chapters mentioned. To begin this assignment, go to the Discussion forum/topics within CANVAS for the course.</td>
<td>1, 2</td>
<td>1, 4</td>
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<tr>
<td><strong>6. Examinations:</strong> Complete a final exam, covering all aspects of the course, IEP, handouts, internet resources, accommodations, modifications, placement, assessment, instructional strategies, behavioral strategies, videos, instructional plans, disabilities, related</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>1, 2, 3, 4, 5, 6</td>
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</tbody>
</table>
laws, and technology.
**Instructional Techniques**

Technology will be an important and vital part of the instruction delivery of this class. Students MUST have access to a working computer in order to successfully complete the course. Refer to your course calendar for scheduled assignments. This is an online enhanced or hybrid class and attendance to on-line class sessions are considered the same as attendance to the face-to-face (on-campus) class meetings. Late assignments will not be accepted beyond one week.

**Attendance Regulations:**

Students are expected to participate in class via discussion and assignments. Only one (1) absence is allowed without affecting a student’s grade. Two absences will result in a student receiving a final grade of ‘no higher than a B’. **Failure to submit weekly assignments on the due dates will be counted as an ‘absence’**. Three or more absences may be turned over to the office of academic affairs and may result in failure of the class. Remember, there is no differentiation between ‘excused’ or ‘unexcused’ absences; all absences count. **It is the student’s responsibility to provide documentation and notification of university activity absences. All assignments must be completed and submitted on CANVAS.**

**Professionalism**

Free discussion, inquiry, and expression are encouraged in this class. Professional behavior that interferes with either (a) the instructor’s ability to conduct class or (b) the ability of students to benefit from instruction is unacceptable. Professional behavior that is determined inappropriate and cannot be resolved by the student and the faculty member may be referred for administrative or disciplinary review.

**WCU’s Online Journal Search:**

You may use Academic Search premier, Educational Research complete, EJSE Journal, ERIC or JSTOR and resources from the WCU Library.

**Statement on Academic Integrity**

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on
academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**ADA Statement**

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Student Services at 601-318-6188, in Lawrence Hall.

**Disaster Plan Statement**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at http://wmcarey.edu/saderwatch.

**SEXUAL MISCONDUCT STATEMENT**

It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university’s website under Campus Life – Security. http://wmcarey.edu/sexual-misconduct
Assignments:

Assignments are due on the assigned date. All assignments must be completed and submitted; there are NO passes or exceptions. **It is the student’s responsibility to submit assignments on time.** Assignments **more than one week past the due date** will **not** be accepted. Assignments submitted within the week grace period (having had contact with instructor) will be accepted with a late penalty. If an emergency arises, it is the student’s responsibility to contact the instructor immediately; cell phone contact is the most effective and immediate form of contact. **No work for extra credit will be allowed for any reason.** Work will be expected to reflect professional competencies and will be graded on content, spelling, mechanics, composition and grammar. Assignments will be evaluated based on thoroughness and fulfillment of criteria for each assignment. All citations must be completed in APA style format. **APA Style (6th Ed.)** http://www.docstyles.com/apaguide.htm If an emergency arises it is the responsibility of the student to contact the instructor ASAP. Points are automatically deducted for late work.

Note: Discussion assignments MUST BE completed during the time frame specified (3:00 p.m. – 6:00 p.m.). These assignments are for Chapters 3, 7, and 15.

On-line Assignments:
There is no make-up work or credit given for non-participation in interactive CANVAS assignments (such as Discussion Assignments). All on-line assignments must be submitted via CANVAS, unless otherwise specified. If you miss an assignment due date, it is considered an ‘absence’ for that class.

ASSIGNMENTS:

1. **On-line Chapter Assignments.** (10 points each chapter) **130 Points.** Place in dropbox each week. Chapters 1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16.
2. **Differentiated Instruction Lesson Plans:** Compose a basic reading and math lesson plan on a grade level of choice, utilizing
Common Core State Standards. Include objectives, materials, procedures, assessment, and differentiated instruction for students with disabilities. Each lesson plan should be 1 – 2 full pages. Samples are available in the dropbox folder under this assignment. Follow Carol Tomlinson’s model of DI by describing how you would differentiate the lesson through **Content, Product, Process** *(found on CANVAS)*; submit response via dropbox; include attachments as appropriate. **20 points**

3. **Annotated Bibliography:** Select a disability topic from the 13 federally recognized categories under I.D.E.A. Utilize 10 professional references, current within the past 10 years, to compose an annotated bibliography citation on each reference. Include one chapter from a book and one organizational website in your references. Example of organizational website is National Down Syndrome Association. For each disability there is a national website that offers additional information and resources on the particular disability. No foreign journals. *(see dropbox for template, rubric, and further instructions)* **100 points**

4. **Discussion Assignments: 15 points each (chapters 3, 7, 15)**
   Respond to the questions for each of the three chapters mentioned. To begin this assignment, go to the Discussion forum/topics within CANVAS for the course. Assignments are placed in the forum threads in CANVAS. Assignments MUST be completed between hours of 3:00 p.m. and 6:00 p.m. **(45 points)**

5. **IEP (see appendix on CANVAS for the IEP tutorial, rubric, and IEP form).** Compose an 8-11 page IEP using the template provided in dropbox; utilize ‘virtual data’ on a student and disability from the textbook; IEP tutorial and rubric provided on CANVAS. **33 points**

6. **Final Exam** *(covers all chapters in text, handouts, powerpoints, resources on CANVAS, all class material, classnotes, etc.)* Exam will be online. **100 points**

Keep a copy of all work submitted. Total points = 428 possible

It is the student’s responsibility to check email and CANVAS daily. Announcements, changes in syllabus, and weather alerts will be posted in CANVAS.

**Grading Scale:**
<table>
<thead>
<tr>
<th>Letter</th>
<th>Percent Scale</th>
<th>Course Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% – 93%</td>
<td>398 - 428</td>
</tr>
<tr>
<td>B</td>
<td>85 % - 92%</td>
<td>363 - 397</td>
</tr>
<tr>
<td>C</td>
<td>77% - 84%</td>
<td>329 - 362</td>
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<tr>
<td>F</td>
<td>76% and below</td>
<td>328 and below</td>
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</tbody>
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Tentative Course Calendar  EDU 572 FALL 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Review of syllabus &amp; course requirements. Introduction to CANVAS. Ch. 1: Overview of SPE Co-teaching, Inclusion, Differentiated Instruction</td>
<td>Obtain textbook</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Ch. 2: Universal Design &amp; Inclusion</td>
<td>Chap 1-2 Assg Due</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Ch. 3: Multicultural</td>
<td>Chap 3 Online Discussion Assg (3:00 p.m. – 6:00 p.m.)</td>
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<td>Ch 4: Families</td>
<td>Chapter 4 Online Chap Assg</td>
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<tr>
<td>Date</td>
<td>Chapters</td>
<td>Assignments</td>
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<td>Sept 14</td>
<td>Ch. 5: Learning Disabilities</td>
<td>Chapter 5 Online Chap Assg</td>
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<td>Ch. 6: Communication Disorders</td>
<td>Chapter 6 Online Chap Assg</td>
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<tr>
<td>Sept 21</td>
<td>Ch. 7: Emotional/Behavioral Disorders</td>
<td>Chapter 7 Online Discussion Assg Due</td>
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<td>(3:00 p.m. – 6:00 p.m.)</td>
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<td>**Annotated Bib Due</td>
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<tr>
<td>Sept 28</td>
<td>Chapter 8: AD/HD</td>
<td>Chapter 8 Online Chap Assg</td>
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<td>Ch. 9: MR</td>
<td>Chapter 9 Online Chap Assg</td>
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<td>Chapter 10: Severe and Multiple Disorders</td>
<td>Chapter 10 Online Assg</td>
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<td>Oct 5</td>
<td>Chapter 11: Autism</td>
<td>Chapter 11 Online Chap Assg</td>
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<td>***IEP Due</td>
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<tr>
<td>Date</td>
<td>Chapters</td>
<td>Assigments</td>
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<td>Oct 12</td>
<td>Ch. 12: OHI</td>
<td>Chapter 12 Online Chap Assg</td>
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<td>Ch. 13: TBI</td>
<td>Chapter 13 Online Assg</td>
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<td><strong>Diff Instr Lesson Plans Due</strong></td>
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<td>Oct 19</td>
<td>Ch. 14: Hearing Impaired</td>
<td>Chapter 14 Online Chap Assg</td>
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<td>Ch. 15: Visual Impairment</td>
<td>Chapter 15 Discussion Assg (3:00 p.m. – 6:00 p.m.)</td>
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<tr>
<td>Oct 26</td>
<td>Ch. 16: Gifted/Talented</td>
<td>Ch. 16 Online Chap Assg</td>
</tr>
<tr>
<td>Oct 28 &amp; 29</td>
<td><strong>FINAL EXAM</strong></td>
<td>EXAM IN DROPBOX under quizzes</td>
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Professional Organizations and Journals:

- [www.cec.sped.org](http://www.cec.sped.org) – The Council for Exceptional Children
- [www.powerof2.org](http://www.powerof2.org) – Co-teaching website
- [www.mde.k12.ms.us](http://www.mde.k12.ms.us) Mississippi Department of Education

**Exceptional Children**
**Teaching Exceptional Children**
**Intervention in School and Clinic**
**American Journal of Occupational Therapy**
**American Journal of Speech-Language Pathology**
**American Journal on Mental Retardation**
Behavior Modification
Child & Family Behavior Therapy
Child Development
Child Language Teaching and Therapy
Communication Disorders Quarterly
Emotional and Behavioural Difficulties
Journal of Early Intervention
Journal of Emotional and Behavioral Disorders
Journal of Intellectual and Developmental Disability
Journal of Learning Disabilities
Journal of Research in Special Educational Needs
Journal of Special Education
Learning Disability Quarterly
Mental Retardation
Preventing School Failure
Remedial and Special Education
Roeper Review
Special Education Technology Practice
Topics in Early Childhood Special Education
Young Exceptional Children

References


Dieker, L. A. (2001) What are the characteristics of “effective” middle and high school co-taught teams? Preventing School Failure, 46(1), 14-25.


NOTE: See additional resources on CANVAS.
| Conceptual Framework and Outcomes | CF 1-An innovative thinker  
CF 2-An effective communicator  
CF 3-An advocate for diverse learners  
CF 4-An integrator of technology  
CF 5-A life-long learner  
CF 6-A steward of the profession |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| School of Education Goals        | EG 1-Apply current research and technology related to the teaching-learning-assessment process.  
EG 2-Respond sensitively to individual differences and diversity.  
EG 3-Understand and anticipate the needs of a global society.  
EG 4-Plan and implement learning experiences that support the highest level of student potential.  
EG 5-Continue to reflect, refine, and revise professional practices.  
EG 6-Collaborate with others to promote learning. |
| Interstate Teacher Assessment and Support Consortium (InTASC) Standards | 1-Learner Development  
2-Learner Differences  
3-Learning Environment  
4-Content Knowledge  
5-Application of Content  
6-Assessment  
7-Planning for Instruction  
8-Instructional Strategies  
9-Professional Learning and Ethical Practice  
10-Leadership and Collaboration |
| Learned Societies (SPA)          | Association of Childhood Education International (ACEI)  
Council for Exceptional Children (CEC)  
Educational Leadership Constituency Council (ELCC)  
National Association for Sport and Physical Education (NASPE)  
National Association for the Gifted Child (NAGC)  
National Council for Social Studies (NCSS)  
National Council for Teachers of English (NCTE)  
National Council for Teachers of Mathematics (NCTM)  
National Science Teachers Association (NSTA) |
| Professional dispositions        | All WCU candidates will:  
1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;  
2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;  
3. Exhibit an awareness of all students’ needs;  
4. Exhibit poise, mature reflection, and sound judgment;  
5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and  
6. Act as a steward of the profession. |