I. Course Description
This course is designed to familiarize the student with the various conditions of individuals with disabilities.

II. Rationale
This course is designed to provide students with knowledge of the characteristics and needs of individuals with disabilities.

III. State Adopted Proficiencies for Teachers
The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The teacher possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. STUDENT LEARNING OUTCOMES
Students in the EC-12 Special Education program will:

1) demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)

2) demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)

3) demonstrate a depth of knowledge of foundations of special education
and professional roles and responsibilities of the special education teacher;
(SPED 4310 and SPED 4330 are linked to this student learning outcome.)
4) effectively apply the competencies of a special education teacher in their student teaching experience.
(SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

V. TExES Competencies

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.

Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VI. Course Objectives and Outcomes

This course is designed to enable students to:

1. Recognize a definition of special education (III 1; IV 014)
2. Recognize different categories of disabilities (III 1; IV 003, 014)
3. Recognize the issues associated with classification and labeling of children with disabilities (III 1, 2; IV 014)
4. Recognize major federal disabilities legislation (III 1, 2; IV 014)
5. Recognize special education placement decisions from a legal perspective (III 1, 2; IV 014)
6. Recognize general outcomes for individuals with disabilities (III, 1: IV 014)
7. Recognize an array of special education services available to students with disabilities (III 1; IV 014)
8. Recognize the major steps of an individualized education program (iii 1, 2; IV 003, 014)
9. Recognize and differentiate between IFSP, IEP, and ITP (III 1, 2; IV 003, 014)
10. Recognize the major steps of an individualized educational program (III 1, 2; IV 003, 014)
11. Recognize and differentiate between the concepts of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) (III 1; IV 014)
12. Recognize definitions and types of learning disabilities (III 1; IV 003, 014)
13. Recognize causes and prevention of learning disabilities (III 1; IV 002)
14. Recognize learning and social characteristics of individuals with learning disabilities (III 1; IV 001, 002)
15. Recognize educational interventions that are used with individuals with learning disabilities (III 1; IV 001, 002)
16. Recognize how parents and teachers can work together to assist a student with learning disabilities (III 1, 2; IV 012)
17. Recognize definitions and types of behavior disorders and emotional disturbance (III 1; IV 003, 014)
18. Recognize causes and preventions of behavior and emotional disturbance (III 1; IV 002)
19. Recognize social and academic characteristics of individuals with behavior disorders and emotional disturbance (III 1, IV 001, 002)
20. Recognize educational interventions that are used with individuals with behavior disorders and emotional disturbance (III 1; IV 001, 002)
21. Recognize how parents and teachers can work together to assist a student with behavior disorders and emotional disturbance (III 1, 2; IV 012)
22. Recognize definitions and types of mental retardation (III 1; IV 003, 014)
23. Recognize causes and preventions of mental retardation (III 1; IV 002)
24. Recognize cognition difficulties, adaptive behavior needs and support needs of individuals with mental retardation (III 1, IV 001, 002)
25. Recognize educational interventions that are used with individuals with mental retardation (III 1; IV 001, 002)
26. Recognize how parents and teachers can work together to assist a student with mental retardation (III 1, 2; IV 012)
27. Recognize definitions and types of physical impairments and special health care needs (III 1; IV 003, 014)
28. Recognize causes and preventions of physical impairment and special health care needs (III 1; IV 002)
29. Recognize characteristics affecting learning, the classroom and school of individuals with physical impairments and special health care needs (III 1, IV 001, 002)
30. Recognize educational interventions that are used with individuals with physical impairments and special health care needs (III 1; IV 001, 002)
31. Recognize how parents and teachers can work together to assist a student with physical impairments and special health care needs (III 1, 2; IV 012)
32. Recognize how technology is used in teaching individuals with physical impairments and special health care needs (III 1; IV 001, 002)

VII. Course Topics
- Overview of Special Education
- Inclusion and Accessing General Education
- Multicultural, Bilingual and Diverse Schools
- Partnerships with Families
- High Incidence Disabilities
- Low Incidence Disabilities
- Gifted/Talented Education
VIII. Instructional Methods and Activities

- Traditional Experiences (i.e., lecture, discussion, multimedia presentations)
- Clinical Experiences (i.e., cooperative groups, student presentations, value clarification)

IX. Evaluation and Grade Assignment

A total of 400 points can be earned in this course.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>361 – 400</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>321 – 360</td>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>281 – 320</td>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>241 -280</td>
<td>60 – 69%</td>
<td>D</td>
</tr>
</tbody>
</table>

***anything below 241 points or lower constitutes an F.

The major requirements of this course include the following assignments:

1. Chapter Quizzes
2. Two Exams
3. Attendance and Classroom Participation

Chapter Quizzes (160 pts.)

Each student must complete two reviews of selected articles from “Teaching Exceptional Children” or one of the other journals allowed in this course. These articles should be readily available in the Bell Library collection or online through Bell Library resources. Each article must focus on practical strategies teachers can use with students with various disabilities described in this course (e.g. autism spectrum disorder, emotional and behavioral disorders, communication disorders, etc.). Each review must fully address the topic assigned and follow APA format. Articles selected must be approved by the professor.

Two Exams (200 pts.):

The exams will be based on information taken from the textbook and lectures. The text contains a great deal of critical information. You will need to bring #2 pencils (or .5mm or .7mm HB lead mechanical pencils) and an eraser for each exam. Scantrons will be provided by the professor on exam days.

Attendance / Classroom Participation (40 pts.):

Attendance at all class sessions is expected and required in order to receive full credit. Arriving late or leaving early twice during our course (any combination), will also count as one (1) absence. More than one (1) unexcused absence will result in a lower letter grade. If you miss a class, it is your responsibility to check in with a classmate for notes, materials and other information you have missed.

Participation is one of the responsibilities of a professional educator and demands self-discipline. Each student in this course is expected to actively participate in all course activities. Your participation grade is dependent upon professor evaluation and perception of your performance. Students are expected to maintain classroom decorum and refrain from private conversations during presentations.
X. Course Schedule and Policies
J. Mark Bintliff, COMS
Office: FC 250
Phone: 361-825-2347
Email: james.bintliff@tamucc.edu
Office Hours: By appointment

XI. Textbook
Required:
This is the current edition of this text and reflects the most recent changes to the law and other disability-related information.

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2011 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.
Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

XIII: Bibliography
The knowledge base that support course content and procedures include, but is not limited to, the following:


