EAST TENNESSEE STATE
U N I V E R S I T Y

Clemmer College
Department of Educational Foundations and Special Education

SPED 2300
Exceptional Learners

Credit Hours

3.0

Course Catalog Description

The course provides a survey of various disabilities, focusing on history, legislation, diversity, causes, characteristics, needs, educational strategies, interventions, technologies, assessment, and support services for individuals with disabilities and families.

Purpose of Course

The purpose of the course is to enhance the knowledge of students intending to work in the fields of education, special education, and related services about the special education service system and the individuals it serves. The course provides foundational knowledge and context for understanding history, legislation, and laws supporting the educational rights of individuals with disabilities and their families, diversity in education, and the characteristics and educational needs of students with disabilities

Course Goals

- To determine the historical development of the field of special education including its philosophical basis and current professional status.

- To analyze current legislation pertaining to special education, including service delivery options, assessment procedures, development of individualized educational programs, and safeguards for parents and teachers.

- To investigate the etiology, characteristics, and prevalence of the major categories of exceptionalities and their various educational interventions.

- To assess the contributions of families to the education of students with disabilities.

- To evaluate the importance of language and cultural differences on the academic, emotional, and social development of students with disabilities.

Course Objectives

Upon completion of the course, the student will be able to:

(Date of revision: 09/06/19

- Describe the historical development of the field of special education.
- Synthesize current legislation focusing on special education, including service delivery options and the concept of least restrictive alternatives, the assessment and development of individualized educational programs, and due process for parents and teachers.
- Determine characteristics, causes, prevalence of the major categories of exceptionalities and their educational implications.
- Assess and evaluate the importance of language and cultural differences on the academic, emotional, and social development of students with disabilities.
- Ascertain the contributions of families and caregivers in the education of students with exceptionalities.
- Evaluate professionals that provide special education or related services
- Demonstrate knowledge of the relationship of special education to other educational programs/professionals.
- Evaluate the utility of service-learning experiences and the way in which they relate to course content.

(Date of revision: 09/06/19

Major Topics

History of special education in the United States; an overview of special education and its associated laws; cultural diversity and special education; universal design for instruction; individualized education programming; family-professional partnerships; educational interventions for varying disabilities categories; related service provisions.

Learning Outcomes

Upon completion of this course, each candidate will have demonstrated the ability to effectively complete the following educational accomplishments:

Learning Outcome	Learning Opportunities (Activities, course readings, course videos, etc. These may or may not be tied to an assessment.)	Assessment (Each learning outcome may be assessed multiple times or in multiple ways.)	Aligned to Standards
Pre-and Post-Assumption Papers	Students will complete a pre-and post-assumption paper (prior to and after 10-hours of service learning) on their experiences with individuals with disabilities, prior to the course and at the conclusion of the course.	Student papers will be evaluated using the rubric designed for this assessment which is aimed at assessing their individual growth and learning in their understanding of persons with disabilities, the programs which serve them and the capabilities of individuals with disabilities provided the appropriate use of teaching and support.	

(Date of revision: 09/06/19

Plans to Address Diversity

The course by design addresses the issues of diversity in terms of disabilities and also from the perspective of cultural and ethic diversity and the impact of disability across all demographics.

Bibliography

Araujo, B. E. (2009). Best practices in working with linguistically diverse families. *Intervention in School and Clinic, 45,* 116-123.

Byrd, E. S. (2011). Educating and involving parents in the response to intervention process: The school's important role. *Teaching Exceptional Children, 43,* 32-39.

Friend, M. (2011). *Special education: Contemporary perspectives for school professionals* (3rd ed.). Boston, MA: Merrill. [Not at ETSU]

Gargiulo, R. M. (2012). *Special education in contemporary society: An introduction to exceptionality.* Los Angeles: Sage. [Not at ETSU]

Heward, W. (2013). *Exceptional children: An introduction to special education* (10th ed.). Upper Saddle River, NJ: Pearson. [Not at ETSU]

Janet, G. M. (2007). *50 early childhood strategies for working and communicating with diverse families.* Upper Saddle River, NJ: Merrill. [Sherrod HV741. G637 2007]

Terry, L. S. (2010). *Working with emotional and behavior disorders: Characteristics and teaching strategies.* Upper Saddle River, NJ: Merrill.

Course Requirements

Textbooks and Readings

Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. (2020*). Exceptional lives: Practice, Progress, & Dignity in today's schools* (9th ed.). Hoboken, NJ: Merrill.

Service-Learning & Background Check

An accompanying service-learning experience of 10 hours is required. Satisfactory completion and documentation of hours of field placement experience is required in order to pass this course. State of Tennessee Law requires each university student participating in a field experience to complete a criminal history background check through the ETSU College of Education and the Tennessee Bureau of Investigation (TBI). Students must receive approval from the Tennessee Bureau of Investigation (TBI) and the Dean of the Clemmer College of Education prior to beginning field experience hours. The Clemmer College of Education provides information about this process at : https://www.etsu.edu/coe/educator-preparation/background.php

Course Policies and Expectations

Classroom and Communication Policies

Email Communication

Insert email and general communication guidelines with clear requirements for students to use their official ETSU email accounts. The ETSU email policy requires all faculty communication with students regarding ETSU business be conducted via the official ETSU email account.

Attendance and Participation

Insert a thorough course attendance policy. For online courses, recommended information includes expectations that students are to be consistently active in the online course site. Examples can include frequency of checking D2L (i.e. you should login to D2L and check discussions, news, etc. at least 3 times a week), and other participation requirements through the D2L discussion board, synchronous meetings, chat boards, field work, clinical assignment, etc. Include details on how you define attendance in the online environment.

Dispositions & Notice of Concern

Students making unsatisfactory progress in a course, exhibiting unsuitable dispositions, or having unacceptable attendance and participation may be subject to departmental notification whereby the `department chair and student are informed of unsatisfactory progression. (Instructors are not required to file this notification but may use this procedure to document unsatisfactory course performance). The instructor may then formally file a "Notice of Concern" with the Department of Curriculum and Instruction and the student and request a meeting with the department chairperson to discuss whether the student should continue in the program.

Academic Misconduct Policy

As teacher candidates, students should be above reproach in matters of academic honesty. Plagiarism, cheating, or falsification or copying of assignments are never tolerated in teacher candidates. The penalties are severe. In cases of plagiarism, cheating on quizzes or the final exam, or other forms of academic dishonesty, the student receives an "F" in the course and referred to the Chair and the Dean of Students for further disciplinary action. Following are ETSU's policies on plagiarism and similar offenses: "*Academic misconduct will be subject to disciplinary action. Any act of dishonesty in academic work constitutes academic misconduct. This includes plagiarism, the changing or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic offense the penalty is permanent expulsion. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or a zero for the exercise or examination, or to assign an "F" in the course."*

Academic Integrity

As teachers, we are expected to be above reproach on matters of academic honesty. We proctor exams. We grade papers. Plagiarism, cheating, and falsification or copying of assignments are never tolerated in teacher candidates. The penalties for it are severe. All students are expected to uphold the ETSU policy on academic misconduct, fulfill their student responsibilities, and have their student rights honored. Cases of suspected plagiarism and/or academic misconduct such as copying assignments, using unauthorized notes or information, and/or cheating on an exam will be referred to the appropriate ETSU administrative body for adjudication. Possible penalties range from disciplinary warnings to dismissal from the university.

Online Course Ground Rules

Insert a statement about expected behavior in an online environment, including respectful and ethical participation and communication. For example:

- Email
    - Always include a subject line.
    - Always include a proper greeting and use proper grammar when composing an email.
    - Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
    - Use standard fonts.
    - Respect the privacy of other class members.

- Discussion groups
    - Review the discussion threads thoroughly before entering the discussion.
    - Try to maintain threads by using the "Reply" button rather than starting a new topic.
    - Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of others' ideas.
    - Be patient and read the comments of other group members thoroughly before entering your remarks.
    - Be cooperative with group leaders in completing assigned tasks.
    - Be positive and constructive in group discussions.
    - Respond in a thoughtful and timely manner.

Assignments and Submission Guidelines

Assumption Papers: Course participants complete a **pre**- and **post-assumption paper** at the beginning and end of the semester, highlighting perspectives, services, and interventions of/for individuals with exceptionalities and their future role in the field of special education or related services. The pre-and post-assumption papers are worth 15-points each.

Weekly Critiques of Relevant Videos: A list of You Tube video links is contained in the table of contents, please review each video (a total of 10-covering various aspects of the course) and submit weekly. Each critique is worth **5 points** for a total of **50 pts**. Your critique should be **one-page in length** and **double-spaced**. You should include the following in your critique:

(Date of revision: 09/06/19

1.) Your Name

2.) Name of the Video

3.) 1-2 Major points from the video that increased your knowledge and or awareness on the topic and, how the material imparted from the video can benefit you in the future as a teacher.

These are all to be approximately one-page in length.

Movie Reviews (2):

Individuals with disabilities are often depicted in movies whether those depictions are accurate or not. Course participants **will watch and analyze a movie** in which a person with a disability is depicted.

While viewing the film, pay attention to any connections that can be made with issues discussed in class and in your readings. Write a **2-3-page critical analysis** of the film in which you highlight the film's (1) strengths and weaknesses in terms of (a) accuracy of information, (b) realistic portrayal of people with disabilities, (c) timeliness of the message, (d) overall tone of the film and (e) include your thoughts as per whether you enjoyed the film or not.

Students are expected to **consult** the **text** and **one other source** to reference and support their positions. **References are to be listed at the end of the paper**. **Each review is worth (10 pts.) for a total of 20 pts.**

Some Movie Review Options

Students may select from the following films to view and or get prior approval from the instructor for a film not on this list. This is not an exhaustive list as there are many new films that would be perfect for you to review, just please give me an email me first and let me know the film that you would like to review.

1. The Mighty (learning disabilities and physical disabilities)

2. My Left Foot (cerebral palsy)

3. What's Eating Gilbert Grape (intellectual disability)

4. The Other Sister (intellectual disability)

(Date of revision: 09/06/19

5. I Am Sam (intellectual disability)

6. Rain Man (autism)

7. Dominick and Eugene (traumatic brain injury)

8. Children of a Lesser God (deafness)

9. The Ringer (intellectual disability)

10. Mozart and the Whale (Asperger's syndrome)

11. Mercury Rising (Autism)

12. Little Man Tate (Asperger's syndrome)

13. Backstreet Dreams (Autism)

14. Radio (intellectual disability)

15. Profoundly Normal (intellectual disability)

16. My Sister's Keeper (emotional/mental health)

17. Whatever Happened to Baby Jane? (emotional/mental health)

18. Sybil (emotional/mental health)

19. Other movies to be approved by the instructor prior to the start of the assignment.

Service Learning

Service-Learning Project: Course participants must provide ten (10) hours of service learning in a community setting interacting with persons with disabilities and is worth **100 points. This piece is critical to your success; the earlier you initiate this after you receive your placement from the Service Learning Office the greater the probability of your success. This is a requirement for the course.**

Testing Policy

Mid-term Exam: There will be a mid-term exam focusing on course content during the mid-semester. The midterm exam is worth **50 pts.** (I will post an extensive study guide with sample questions and answers to check your work well in advance of the midterm).

(Date of revision: 09/06/19

Final Exam: Course participants will also take a final exam focusing on course content. The final exam will be worth **50 points.** (I will post an extensive study guide with sample questions and answers to check your work well in advance of the final exam).

Grading Policy

Grade Assignment

Assumption Papers Pre- and Post (15 pts each) ....30 points
Mid-Term and Final Exam (50 pts. each)...100 points
Service-Learning Project ....100 points
Film Reviews (10 pts. each) ....20 points
Video Critiques (5 pts. each x 10)… ....50 points
Bonus Points Available (A total 15 pts. will be available across the entire semester, I will announce opportunitie

Grading Scale

Undergraduate	
Percentage	Letter
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
59 and below	F

Course Schedule

(Date of revision: 09/06/19

Class Schedule

Week	Date	Topics	Assignments	Information
1	1/21-24	Introduction to the Course Read Syllabus/Course Section Info./Assignments Overview of Special Education	**Video critique #1 1/26/20** **Read directions for Pre-Assumption Paper** **Read Chapter 1**	
2	1/27-31	Service Learning Office will be in contact with you. Disability, Cultural Justice and Partnering with Families	**Read Chapters 2 & 3** ***Submit Service Learning Paper Work to the Service Learning Office by 2/03/20** **Video Critique # 2 due 2/02/20** **Pre-Assumption Paper # 1 due by 02/05/20**	
3	2/03-2/07	Ensuring Educational Progress/PBIS & RTI	**Read Chapter 4** **Video critique #3 due 2/09/20**	
4	2/10-2/14	School-Wide Systems of Support	**Read Chapter 5**	

(Date of revision: 09/06/19

			Video Critique # 4 **Due by 2/16/20**	
5	2/17-2/21	Instructional Approaches	**Read Chapter 6** **Movie Review #1 due by 02/23/20**	
6	2/24-2/28	Learning Disabilities	**Read Chapter 7** **Video Critique #5 due by 3/01/20**	
7	3/02-3/06	Speech/Language Disorders	**Read Chapter 8** **Video Critique #6 due by 03/08/20**	
8	3/09-3/13	**MIDTERM Exam (Chapters 1-8)**	**Midterm Exam Due by 03/13/20**	
9	3/16-3/20	**SPRING BREAK/NO CLASS**		
10	3/23-3/27	Emotional/Behavioral Disorders/ADHD	**Read Chapters 9 & 10** **Video Critique #7 due by 03/29/20**	
11	3/30-4/03	Intellectual Disabilities	**Read Chapter 11** **Movie Review Due #2 by 04/06/20**	

(Date of revision: 09/06/19

12	4/6-4/10	Autism University Closed 04/10/20	**Read Chapter 12** **Video Critique # 8 due by 04/12/20**	
13	4/13-4/17	Traumatic Brain Injury/Multiple Disabilities & Other Health Impairments/Physical Disabilities	**Read Chapters 13 & 14** **Video Critique # 9 due by 04/19/20**	
14	4/20-4/24	Sensory Impairments University Closed on 04/19/19	**Read Chapters 14 & 15** **Video Critique # 10 due by 04/26/20**	
15	4/27-5/01	Gifted & Talented	**Read Chapter 17** **Post-Assumption Paper and Service Learning Due by 05/01/20**	
16 **FINAL**	5/04-5/08 **EXAM WEEK**	**Final Exam Due by 05/06/20** **(Covers Chapters 9-17)**		

Student Services

The [ETSU Services webpage](#) includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the

(Date of revision: 09/06/19

instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. Visit the Disability Services webpage for more information.

Technical Resources

Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help
Many answers to D2L related questions can be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software
Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection
Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity.

ETSU Technical Resources
Many other technical resources can be found on the Online Help webpage.

University Information

Syllabus Attachment
The ETSU syllabus attachment includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs
Current Undergraduate Catalog

Current Graduate Catalog

(Date of revision: 09/06/19